

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

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

**Ysgol Gynradd Edern  
Ffordd y Rhos  
Edern  
Pwllheli  
Gwynedd  
LL53 8YW**

**School Number: 6612046**

**Date of Inspection: 28 April 2008**

**by**

**Wil Williams  
67644**

**Date of Publication: 02 July 2008**

**Under Estyn contract number: 1117507**

**© Queens Printer and Controller of HMSO 2008: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.**

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Ysgol Gynradd Edern was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Gynradd Edern took place between 28/04/08 and 30/04/08. An independent team of inspectors, led by William Edward Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	1
<b>Recommendations</b>	4
<b>Standards</b>	5
Key Question 1: How well do learners achieve?	5
<b>The quality of education and training</b>	7
Key Question 2: How effective are teaching, training and assessment?	7
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	9
Key Question 4: How well are learners cared for, guided and supported?	10
<b>Leadership and management</b>	12
Key Question 5: How effective are leadership and strategic management?	12
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	13
Key Question 7: How efficient are leaders and managers in using resources?	14
<b>Standards achieved in subjects and areas of learning</b>	15
Under 5s	15
English	18
Science	19
Information technology	20
History	20
Art	21
<b>School's response to the inspection</b>	22
<b>Appendices</b>	23
1 Basic information about the school	23
2 School data and indicators	23
3 National Curriculum assessments results	24
4 Evidence base of the inspection	24
5 Composition and responsibilities of the inspection team	25

## Context

### The nature of the provider

- 1 The school is located in a rural area on the outskirts of the village of Edern, some three miles from Nefyn, Gwynedd. The majority of pupils come from the villages of Edern and Dinas and the surrounding rural area. Children are accepted into the school on a full-time basis in the term following their fourth birthday.
- 2 Currently, 52 pupils attend the school full-time together with 14 part-time nursery children. They are taught in three mixed age classes by two full-time teachers and one part-time teacher.
- 3 Welsh is the main language spoken in the homes of some 80% of the pupils but the school believes that almost all pupils now speak Welsh to first language standard.
- 4 The school considers the area it serves to be neither prosperous nor economically disadvantaged. Eighteen per cent of pupils are entitled to receive free school meals, which is compatible with county and national percentages.
- 5 Children are accepted into the school from across the full ability range, and Baseline Assessment shows that children's ability on entry to the school is similar to the local average. There are some 29% of pupils with additional learning needs (ALN) which is considerably higher than the county and national percentages. Two pupils have a statement of ALN. No pupil is cared for by the local authority.
- 6 All the teaching staff, including the headteacher, were appointed to their posts during the two terms prior to the inspection.
- 7 There have been no significant changes in the nature of the school since it was last inspected during the summer term 2002.

### The school's priorities and targets

- 8 The school's priorities and targets for the period 2008-2009 include:
  - preparation for the Foundation Phase and Curriculum 2008;
  - improve the self-evaluation procedures;
  - improve the school environment; and
  - complete Step 1 of the Healthy Schools initiative.

## Summary

- 9 The common values and objectives shared by the staff, governors and parents are an obvious strength in the school. They contribute greatly towards creating a clear sense of purpose and direction to the school's development.
- 10 Good progress has been made in addressing the four Key Issues identified in the 2002 inspection report.

### Table of grades awarded

- 11 The school's self-evaluation corresponds with the findings of the inspection team in six of the seven key questions.

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 2
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 1

### Standards

- 12 The standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	73%	0%	0%	0%

- 13 Pupils' standards in the lessons observed were substantially higher than the Welsh Assembly Government's (WAG) targets and also compared well with the national picture as published in Her Majesty's Chief Inspector's (HMCI) latest Annual Report.

- 14 Standards of achievement of children under five years of age are as follows:

Areas of Learning	Nursery	Reception
Language, literacy and communication	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Creative development	Grade 1	Grade 1
Physical development	Grade 1	Grade 1

- 15 Overall, the educational provision for children under five years of age is appropriate for their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

- 16 Standards of achievement in the areas of learning and subjects inspected are as follows:

Areas of Learning	Key Stage 1	Key Stage 2
English	-	Grade 2
Science	Grade 2	Grade 1
Information technology	Grade 1	Grade 1
History	Grade 2	Grade 2
Art	Grade 1	Grade 1

- 17 Children of all ages make good progress in the key skills of language and communication and using and applying mathematics. They make outstanding progress in their information and communications technology (ICT) skills.
- 18 All pupils make good progress in their bilingual skills. By key stage 2, each pupil uses both English and Welsh confidently as a medium of learning.
- 19 During 2005-2007, assessment results at the end of both key stages were mainly amongst the top 50% or 25% of similar schools. There was no significant difference between the performance of boys and girls.
- 20 Pupils of all ages make outstanding progress in their learning. They learn new knowledge and skills particularly confidently and discuss the strengths and weaknesses of their work in a mature and knowledgeable way.
- 21 Pupils of all ages make outstanding progress in their personal and social skills. They work together easily in all situations showing respect and care for others.
- 22 Standards of behaviour are outstanding across the school. Pupils are considerate and courteous and show high levels of self-discipline.
- 23 Pupils' awareness of their community and of the world of work is good.
- 24 The average attendance for the three terms prior to the inspection was 94%, which is compatible with the county and national percentages.

### **The quality of teaching and training**

- 25 The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
44%	56%	0%	0%	0%

- 26 These percentages are much higher than the WAG targets and the national picture as reported by HMCI in the latest annual report.
- 27 There are outstanding features to the teaching in each class. Very effective use is made of the outside area to stimulate the learning of children under five and the expectations of all teachers' with regard to pupils' progress is consistently high.
- 28 There are good arrangements for assessing and recording pupils' progress. A concise procedure was established recently to track pupils' progress and identify individuals and groups in need of additional attention but this has not yet been implemented throughout the whole school.
- 29 The educational provision satisfies the needs of all pupils and offers a curriculum that is broad, balanced and differentiated. The curriculum is enriched well by a comprehensive programme of extra-curricular activities. The provision for personal and social education (PSE) is outstanding and has been successfully integrated into all aspects of the school's life.
- 30 There is a good partnership with the parents and also with the local primary and secondary schools.
- 31 There is good provision for raising the awareness of pupils of the world of work and for developing their entrepreneurial skills. The attention given to sustainable development is good with outstanding features.

- 32 The quality of the care, support and guidance for learners is good. Pupils are confident to approach members of staff to share their concerns or express their feelings.
- 33 The school council is a very effective means of ensuring that pupils have a voice in the running of the school.
- 34 Pupils are carefully supervised and there are sound procedures for undertaking risk assessments and child protection. Appropriate attention is given to the healthy development and well-being of each pupil.
- 35 There are effective and thorough methods for identifying individual pupils' learning needs quickly. Good support is provided for them by the support teacher and the learning assistants.

### **Leadership and management**

- 36 The headteacher's thoughtful leadership gives a sound foundation to the school's development. Equal opportunities are promoted for all who are involved with the school and it is ensured that their voice is heard during the process of making key decisions.
- 37 Although the teaching staff are all comparatively new to the school, they shoulder a good proportion of responsibilities. As yet, their roles as subject co-ordinators have not fully developed.
- 38 Governors undertake their work very conscientiously and have a good awareness of the school's needs.
- 39 Self-evaluation is well-established at the school and is used very effectively to raise standards and improve the quality of the provision.
- 40 The school development plan (SDP) is a detailed and specific document that gives direction to the school's work. There are strong links between the SDP's priorities and the priorities emanating from the self-evaluation.
- 41 There are a sufficient number of teachers and assistants with the necessary knowledge and expertise to teach all aspects of the curriculum for each pupil, including the children under five.
- 42 The quality and range of learning resources are good and have been effectively tailored to meet the needs of pupils of different age and ability groups. The building and the extensive grounds around the school offer an outstanding location for teaching and learning pupils of all ages.
- 43 The school's finance and resources are managed well providing value for money.

### **Recommendations**

In order to move the school forward, the governing body and staff need to:

- R1 \* further develop the concise procedure established recently to track pupils' progress and identify individuals and groups in need of additional attention;
- R2 \* further develop the role of the subject co-ordinators in the self-evaluation process, and
- R3 \* proceed appropriately to improve pupils' levels of attendance.

\* Priorities in the 2008-09 SDP.

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

44 The findings of the inspection team agree with the school's judgement in its self-evaluation report.

45 The standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	73%	0%	0%	0%

46 Pupils' standards in the lessons observed were substantially higher than the WAG's targets that by 2010, the quality of learning is Grade 3 or better in 98% of lessons. These percentages also compare well with the national picture as published in HMCI's latest Annual Report that states that standards are Grade 1 in 10% of lessons, Grade 2 in 70% of lessons and Grade 3 in 19% of lessons.

47 Pupils of all ages achieve good standards or better in the areas and subjects inspected. Pupils with ALN make good progress towards achieving the targets set for them.

48 Standards of achievement of children under five years of age are as follows:

Areas of Learning	Nursery	Reception
Language, literacy and communication	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Creative development	Grade 1	Grade 1
Physical development	Grade 1	Grade 1

49 Overall, the educational provision for children under five years of age is appropriate for their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

50 Standards of achievement in the areas of learning and subjects inspected are as follows:

Areas of Learning	Key Stage 1	Key Stage 2
English	-	Grade 2
Science	Grade 2	Grade 1
Information technology	Grade 1	Grade 1
History	Grade 2	Grade 2
Art	Grade 1	Grade 1

- 51 Children of all ages make good progress in the key skills of language and communication and using and applying mathematics. They make outstanding progress in their ICT skills.
- 52 Children under five years of age develop increasingly in their ability to use their oral, literacy and communication skills in a curricular context. They listen intently during collective sessions and communicate very effectively with adults and other children. They turn to books voluntarily and a good number of them have begun to write independently. They use their mathematical skills very confidently to measure, use money and solve numerical problems.
- 53 Pupils in key stages 1 and 2 communicate very confidently and effectively in formal and informal situations with a number of them expressing themselves in standard language. They have a sound grasp of appropriate subject vocabulary and use their reading and writing skills well in gleaning information and recording their work. They succeed well in applying their numerical skills in a number of different contexts and develop appropriate research skills.
- 54 Pupils of all ages are very adept users of ICT. They choose the most appropriate software for completing the task and work with a very high level of independence.
- 55 All pupils make good progress in their bilingual skills. By key stage 2, each pupil uses both English and Welsh confidently as a medium of learning.
- 56 Across the school, pupils use their creative skills well to research situations. Their problem-solving skills are also developing well.
- 57 During the last three years, only small cohorts of pupils were assessed at the end of key stage 1. In two of these years, each pupil succeeded in attaining level 2 or better in Welsh, mathematics and science with a good number of them attaining level 3 in each subject. Half of the small group of pupils assessed in 2007 have ALN and this significantly affected the school's performance. Two thirds of the whole cohort succeeded in attaining level 2 or higher in the three subjects.
- 58 In 2007, pupils' attainment in key stage 2 exceeded the local and national performance in Welsh, English and science and was only slightly lower in mathematics. On average, over half the pupils succeeded in attaining level 5 in each subject.
- 59 During 2005-2007, assessment results at the end of both key stages were mainly amongst the top 50% or 25% of schools with a similar percentage of pupils entitled to receive free school meals. There was no significant difference between the performance of boys and girls.
- 60 The progress pupils of all ages make in their learning is good with outstanding features. They learn new knowledge and skills particularly confidently in new situations. They learn from their mistakes and discuss the strengths and weaknesses of their work in a mature and knowledgeable way. By key stage 2, a good number of pupils offer sensible suggestions on how to improve their work.
- 61 Pupils across the school work at the highest level of their ability. They strive to give of their best, concentrating and persevering with their tasks over an extended period of time. They are alert to enquire and ask questions and work productively using their time effectively.

- 62 Pupils of all ages make outstanding progress in their personal and social skills. They work together easily in all situations showing respect and care for others. When involved in group tasks, they listen intently to each others' opinions coming to a consensus of opinion on the best way to move the work forward.
- 63 Standards of behaviour are outstanding across the school. Pupils are considerate and courteous in their involvement with adults and each other. They show high levels of self-discipline and take responsibility for their actions and their work. Principles of honesty and fairness are very evident in their behaviour and attitudes. This contributes substantially towards creating a pleasant and stimulating learning ethos.
- 64 Good development can be seen in pupils' ability to work independently. From an early age, they make decisions for themselves in choosing activities and in working and are not overly dependent on adult help. By key stage 2, their study skills and their ability to arrange their work shows good progress and contributes significantly towards improving their learning skills.
- 65 Across the school, pupils respect the diversity of beliefs, attitudes and other cultural and social traditions and have a good understanding of equal opportunity issues and of fairness.
- 66 Pupils' regular visits to their local community and other places of interest relating to their class work contribute substantially towards broadening their understanding of their own community and of the world of work.
- 67 The average attendance for the three terms prior to the inspection was 94%, which is compatible with the county and national percentages. Pupils all attend school regularly and arrive promptly at the beginning of the day.

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

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

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

68 The findings of the inspection team agree with the school's judgement in its self-evaluation report.

69 The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
44%	56%	0%	0%	0%

70 These percentages are much higher than the WAG targets that by 2010, the quality of teaching be Grade 2 or better in 80% of lessons. They are also substantially higher than the national picture as reported by HMCI in the latest annual report, which states that the quality of teaching is Grade 1 in 14% of lessons, Grade 2 in 66% of lessons and Grade 3 in 18% of lessons.

71 Outstanding features of the teaching include:

- extremely effective use of the outside area for setting challenging and exciting tasks to stimulate the under-fives and pupils in key stage 1;

- creative use of a wide range of resources, especially ICT to develop and motivate pupils' knowledge, understanding and skills across the curriculum;
  - particularly interesting presentations in science and history lessons that engage pupils' attention and ensures their full involvement with the task in hand;
  - high expectations, especially in art, that succeed in conveying complicated abstract concepts; and
  - skilful questioning that challenge pupils' ideas and encourage them to think for themselves.
- 72 Good features of the teaching include:
- language modelling of a high quality in all classes;
  - lessons that are carefully planned with success criteria clearly shared and an effective closing session;
  - subject expertise that is used well to promote effective teaching and learning;
  - sensitive intervention and careful support to assist and encourage every pupil with their learning, whatever their ability; and
  - high and consistent expectations across the school with regard to relationships, attitude towards work and behaviour.
- 73 Relationships are of a high quality and good attention is given to each pupil's learning and linguistic needs. There is no differentiation with regard to gender or race.
- 74 Classroom assistants make an exceptionally valuable contribution to the quality of teaching and learning throughout the school. They work closely with the teachers and intervene sensitively to enable pupils to move forward with their learning.
- 75 Teachers are fully committed to promoting equal opportunities and they ensure that each pupil has equality of access to all aspects of class work and the life of the school.
- 76 Procedures for assessing and recording pupils' progress are good.
- 77 The quality of Baseline Assessment is good. Children are assessed in the six areas of learning throughout their period in the early years and the information is used effectively to monitor their progress and plan for them.
- 78 There are detailed procedures in key stages 1 and 2 for assessing and recording progress in all curricular subjects. Effective use is made of standardised tests to support teachers' assessments.
- 79 A concise procedure was established recently to track pupils' progress and identify individuals and groups in need of additional attention. Although this is an effective process it is not yet been operational throughout the whole school.
- 80 Subject portfolios that include examples of pupils' levelled work, are effective tools for standardising and moderating teachers' assessments.
- 81 Pupils' work is marked regularly and includes useful suggestions for improvement. It is ensured that pupils have an active role in the process of

setting their personal targets, however, at times, targets tend to be too comprehensive and difficult to achieve.

- 82 Annual reports to parents are of a good quality and meet with statutory requirements. They clearly outline pupils' skills and achievements in all subjects and include relevant details regarding the individual's personal development.

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

<b>Grade 2: Good features and no important shortcomings</b>
---

- 83 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 84 The educational provision satisfies the needs of all pupils and offers a curriculum that is broad, balanced and differentiated. It fully conforms to legal requirements.
- 85 The quality of planning for children under five is outstanding. A range of stimulating and interesting experiences are provided that have been particularly well organised and show an evident awareness of the principles of the Foundation Phase.
- 86 In key stages 1 and 2, schemes of work together with the termly planning for the five areas inspected were all of a good quality giving teachers clear direction. They include success criteria for individual lessons and effectively identify opportunities for developing the basic and key skills. Planning for the development of ICT across all the areas of the curriculum is outstanding.
- 87 There is a strong Welsh ethos throughout the school. Appropriate attention is given to the *Cwricwlwm Cymreig* within a number of curricular areas and in addition, pupils have numerous opportunities to develop their understanding and their awareness of other cultures. Pupils' bilingual skills are promoted successfully.
- 88 The provision for PSE is outstanding and has been successfully integrated into all aspects of the school's life. There are structured opportunities during circle time to encourage pupils to discuss sensitive matters in a supportive environment.
- 89 The provision outside normal school hours is good. Each pupil receives an equal opportunity to take part in competitive sports, local eisteddfodau and a good number of other educational, cultural and community activities. Appropriate visits are arranged to places linked with class studies and visitors to the school make an important contribution to pupils' education. These experiences enrich pupils' educational experiences and contribute well towards their personal development.
- 90 Homework, which is provided regularly, is well supported by pupils and parents. Tasks reinforce the work in class and contribute well towards pupils' educational progress.
- 91 The promotion of pupils' spiritual development is outstanding. Collective worship sessions are of a very high standard and offer pupils particularly good

- opportunities to reflect quietly and thoughtfully on important issues that affect their lives.
- 92 The provision for promoting pupils' moral and social development is also outstanding. Pupils are given regular encouragement to be caring towards others both within and outside the classroom. The practice of giving older pupils the responsibility of caring for the younger pupils during the day contributes significantly towards this aspect. During play time and lunchtimes, the 'Yard Buddies' shoulder their responsibilities with pride.
- 93 There is a good partnership with the parents and this was reflected in the very positive response through the questionnaires and the pre-inspection meeting. Parents very readily support the school and recently they were very involved in helping to establish an outside play area for the children under five.
- 94 The quality of the school's communication with the home is very effective. The Home/School Agreement is in place, the Parents' Handbook is of a good quality and complies fully to all statutory requirements.
- 95 There is a productive working relationship with other primary schools in the catchment with teachers sharing training sessions and working together on a number of developmental projects. There are effective transfer arrangements and activities with the local secondary school.
- 96 There is good provision for raising pupils' awareness of the world of work and the school works closely with a number of local businesses.
- 97 Good attention is given to developing pupils' entrepreneurial skills. They are responsible for keeping the accounts for the fruit shop and ensuring that the business pays its way.
- 98 The attention given to sustainable development is good with outstanding features. The school is working towards completing the requirements of the Green Schools' silver award and has held a good number of activities relating to this area. Recently, a detailed analysis was undertaken of the different types of waste discarded by the school and pupils have been collecting rubbish on the beach. The school operates in a sustainable way and has established a number of measures for conserving energy and avoiding waste.
- 99 There is good provision for developing pupils' understanding of global citizenship. Pupils contribute regularly to different charities and give detailed attention to citizenship in geography lessons.
- 100 Sound foundations are set for lifelong learning through ensuring that pupils foster skills such as bilingualism, independence and problem-solving that will make them more responsible for their own learning as they grow up.

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

<b>Grade 2: Good features and no important shortcomings</b>
---

- 101 The findings of the inspection team do not agree with the Grade 1 awarded by the school in its self-evaluation report. Although the inspection team agrees with the school that there are some outstanding features in the provision, it is judged that there aren't enough of them to warrant awarding a Grade 1

- 102 The respect shown to each pupil and the focus given to developing awareness of the needs of others are strong features in the life of the school. Every individual is appreciated and the school succeeds in creating a warm and friendly teaching and learning environment. Pupils of all ages and abilities are fully included in the life and work of the school.
- 103 The school works closely with parents, carers and the LEA's agencies in cases relating to the care and well-being of pupils. Parents state that staff know their children well and that they are very caring of them.
- 104 There are effective procedures for ensuring that children settle in quickly to the nursery class. They feel secure in the classroom and receive very good support from the teachers, support staff and older pupils in the school.
- 105 Pupils feel confident in turning to a member of staff to share their concerns or to express their feelings. They receive very good opportunities to voice their worries or concerns through contacting the school council or one of its representatives.
- 106 The school council is a very effective means of ensuring that pupils have a voice in the running of the school. It manages its own budget, makes important decisions about the everyday life of the school and keeps a close link with the governing body.
- 107 Registration periods are administered appropriately and there are suitable procedures for ensuring that attendance is carefully monitored.
- 108 Specific procedures such as 'Yard Buddies' and the Webster Stratton scheme contribute significantly towards promoting positive attitudes and behaviour.
- 109 Pupils' safety is a priority in the school. Pupils are carefully supervised during play times and lunchtimes. There are sound procedures for undertaking risk assessments.
- 110 The policy and procedures for child protection are clear to all. The headteacher has overall responsibility and receives appropriate support and has good links with the relevant services.
- 111 Appropriate attention is given to the healthy development and well-being of each pupil. The school has completed the first step of the 'Healthy Schools' initiative and promotes healthy living through providing a fruit shop and a water fountain in the school. Yard games and clubs such as Dragon Sports contribute well towards raising pupils' fitness levels.
- 112 The quality of the provision for ALN is good and conforms to the requirements of the code of Practice.
- 113 There are thorough and effective methods for identifying the learning needs of individual pupils quickly and good support is provided for them by the support teacher and the learning assistants. The individual educational plans are of a good quality and include clear targets for measuring progress.
- 114 Parents' opinion is included when assessing pupils and setting targets for them.
- 115 Features such as fairness and equal opportunities for all are very strong features of the school with girls and boys being treated equally. There are effective policies and strategies for fostering positive attitudes such as recognising diversity and promoting racial equality.

- 116 There are effective procedures for eliminating any oppressive behaviour or bullying. All staff know the pupils well and treat with them with care and sensitivity.
- 117 The school has responded effectively to ensure that pupils with physical disabilities are treated the same as any other pupil. There is an appropriate accessibility policy in place together with a Disability Equality Plan and an action plan.

## **Leadership and management**

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

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

- 118 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 119 The headteacher's thoughtful leadership gives a sound foundation to the school's development. He has a high expectation with regard to pupils' achievements and leads the staff and governors appropriately creating strong team spirit in the school.
- 120 The common values and objectives shared with the staff, governors and parents are an obvious strength in the school. They contribute substantially towards creating a clear sense of purpose and direction to the school's development.
- 121 The governing body has adopted all the required managerial policies. They are implemented conscientiously and effectively by staff and governors. Each individual's contribution is appreciated during the process of drawing up policies and plans for improvement.
- 122 Equal opportunities are promoted for all who are involved with the school and ensure that their voices are heard during the process of making key decisions.
- 123 All the teaching staff are comparatively new to the school and shoulder a good proportion of responsibilities. As yet, their role as subject co-ordinators has not fully developed.
- 124 Local and national priorities are given appropriate attention in the school's work programme. These include accreditation of the Basic Skills Agency Quality Mark, Green Schools and the first step of Healthy Schools.
- 125 A number of productive partnerships have been formed with local education and training providers and the school works closely with other primary schools in the catchment.
- 126 There are detailed procedures for whole-school target-setting at the end of the key stages. Targets are based on detailed assessment of pupils' achievements over a period and on their likely performance at the end of the key stage. These targets are ambitious and achievable and give teachers and pupils clear goals.
- 127 There are appropriate procedures for monitoring staff performance and agreeing on objectives for improvement. Detailed consideration is given to the personal needs of staff together with the priorities in the SDP in setting a professional development programme for them.

- 128 The headteacher fulfils his role of monitoring staff performance effectively. He visits classes regularly, evaluating the quality of teaching and learning and sharing his findings with the teachers.
- 129 Governors have a good understanding of their responsibilities. They fulfil their work very conscientiously and through working closely with the headteacher, give strategic direction to the development of the school. They shoulder a good proportion of the responsibility and play a key role in the process of drawing up and monitoring the SDP. They take their role as critical friend to the school seriously and have effective strategies for monitoring and evaluating the standards and quality of teaching and learning.
- 130 They fulfil all the statutory responsibilities placed on them thoroughly.

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

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

- 131 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 132 Self-evaluation is well-established at the school and is used very effectively by the headteacher and staff to identify strengths and weaknesses in performance and provision and to make further improvements. The school's evaluations in its self-evaluation report corresponded with the findings of the inspection team in six of the seven key questions.
- 133 The self-evaluation procedures are comprehensive and systematic and concentrate specifically on the standards achieved by pupils and on the quality of the educational provision. Evidence is gathered from a number of different sources, including pupils' work, planning documents and lesson observations during the self-evaluation process. The detailed action plans that follow ensure that steps are taken quickly to address any shortcomings identified.
- 134 Effective use is made of quantitative data that emanate from assessment and standardised tests in order to recognise tendencies and compare the school's performance with that of a similar school.
- 135 Through questionnaires and appropriate discussions, parents receive numerous opportunities to voice their opinion on different aspects of the school's work and the educational provision. A good example of this is the way in which the principles of the Foundation Phase was explained to parents before beginning the work of providing an outdoor area for the children under five.
- 136 Members of the school council receive good opportunities to influence the decision-making process, especially so on aspects of school life that directly affect their experiences.
- 137 The self-evaluation report is of a good quality. It pays detailed attention to all the criteria of the inspection framework and concentrates appropriately on evaluating the standards of achievement and quality of the provision. It includes the school's strengths together with those aspects that need further development. Inspection evidence shows that it is objective and near to the mark.

- 138 The SDP is a detailed and specific document that gives a clear sense of direction to the school's work. There is a strong link between the priorities of the plan and the priorities emanating from the self-evaluation. Developments are carefully planned, the expected outcomes identified, responsibilities allocated to individuals and the necessary resources identified.
- 139 The practice of reviewing and updating the SDP continuously each term ensures that it is a working document that makes a considerable contribution to school improvement.
- 140 Inspection evidence supports the judgement that self-evaluation over a period of years has led to significant improvements in standards and in the quality of the educational provision.
- 141 Good progress was made in addressing the four Key Issues identified in the 2002 inspection report. The school succeeded in maintaining the very good standards found in subjects such as information technology and a significant improvement was seen in science and art. The school handbook now includes all the required information and there is better consistency between the whole-school collective worship sessions and those in the classrooms. The school continues to pay attention to developing pupils' appreciation of international cultures.

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

<b>Grade 1: Good with outstanding features</b>
--

- 142 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 143 There are a sufficient number of teachers who have the necessary knowledge and expertise to teach all aspects of the curriculum for each pupil including the children under five years of age. They are supported by particularly skilful support staff that have the ability, experience and qualifications to work independently with groups of pupils and individuals. This is an outstanding feature that directly contributes to the high quality of teaching and learning.
- 144 There has been substantial expenditure to increase the provision of resources during the last year. The quality and range of resources are good and have been effectively tailored to meet the needs of pupils from different ability and age groups. The library, which is full of resources, is used regularly by pupils and effective use is made of the attractive displays of pupils' work on the classroom walls and in the corridors as teaching and learning resources. The provision for the children under five and ICT is outstanding and leads to high standards.
- 145 The building and extensive grounds around the school offer an outstanding location for teaching and learning and are a valuable resource for pupils of all ages. The area outside created through the support and financial contribution of parents is an outstanding feature; it stimulates the children under five to take an interest in their environment and offers an exceptional place for them to learn through direct experiences.
- 146 The standard of maintenance of the buildings and grounds is high and the general environment of the school is clean and attractive and is used well. The

- building is accessibly to all learners and there are effective safety procedures for controlling traffic within the school's boundaries.
- 147 Effective use is made of the teaching and support staff. Teachers regularly update their skills and knowledge through attending training sessions that are well matched to the needs and interests of individual teachers and to the school's priorities. Support staff also benefit from attending a wide range of training.
- 148 The positive ethos in the school that encourages staff to exchange ideas and to maintain and support each other makes a considerable contribution towards enabling teachers and support staff to share and develop their subject expertise effectively.
- 149 Time allocated to teachers for planning, preparation and assessment is used very effectively by taking advantage of a learning assistant's expertise to teach music throughout the school. In the school's opinion, this arrangement has led to raising standards in music in all classes throughout the school.
- 150 Effective attention has been paid to the teachers' workload agreement and to the requirements of remodelling the workforce by using the budget to strengthen the teaching in music and physical education.
- 151 The budget is managed well and resources, including staffing, are regularly reviewed. Financial management is tight and the governing body monitors expenditure thoroughly in order to ensure cost efficiency. Expenditure decisions are effectively linked with the priorities identified in the SDP.
- 152 The school provides value for money.

## **Standards achieved in subjects and areas of learning**

### **Under 5s**

#### **Language, literacy and communication skills**

#### **Nursery and Reception: Grade 1 – Good with outstanding features**

#### **Outstanding features**

- 153 Nursery and reception children listen intently and speak about their experiences confidently in extended language of a high quality. They use a good range of words and phrases to express their ideas.
- 154 Reception children make outstanding progress in their reading skills. They handle a book correctly and know that words and pictures have meanings. A good number have started to read independently.

#### **Good features**

- 155 Pupils use appropriate language during imaginative play in the playhouse and in their role-play activities.
- 156 Children in the nursery display good standards in responding orally to a story and in writing freely in the writing corner. Their ability to handle information technology to support their language work in pair work is very good.

#### **Shortcomings**

- 157 There are no important shortcomings.

## **Personal and social development**

### **Nursery and Reception: Grade 1 – Good with outstanding features**

#### **Outstanding features**

- 158 The mature way in which the children under five undertake their tasks and group work is an outstanding feature.
- 159 Their ability to respond to a story about friends in a sensible and mature way is an outstanding feature. In circle time sessions they display respect and great care towards each other and express their feelings honestly and clearly. They learn to wait their turn in following activities and practice self-control very effectively.

#### **Good features**

- 160 Children of all ages form very positive relationships with each other, with adults and with older pupils in the school.
- 161 Nursery and reception children concentrate on their tasks for extended periods. They display a high level of independence in choosing activities of resources of their own choice. They research and experiment confidently with new learning opportunities.

#### **Shortcomings**

- 162 There are no important shortcomings.

## **Mathematical development**

### **Nursery and Reception: Grade 1 – Good with outstanding features**

#### **Outstanding features**

- 163 The activities undertaken by the nursery and reception children in the outdoor mathematics hut shows outstanding standards. They use mathematical language in appropriate contexts and are very skilful in using number lines and mathematical games.
- 164 Reception children know, count and arrange numbers up to 20 showing a very sound understanding of mathematical concepts such as 'less than' and 'more than'. They compare, sort and arrange familiar objects with increasing accuracy. These are outstanding features.

#### **Good features**

- 165 Nursery children have learnt a good range of number rhymes, songs and number games from memory. During a specific task, they choose a number card, name the number and place the card in its correct place.
- 166 When playing a number game, reception children can pair numbers, colours and patterns correctly. They use ICT very effectively to match numbers skilfully and to control directions.
- 167 Nursery and reception children's understanding of the value of money is developing well. They come to recognise non-standard shapes when undertaking practical activities.

#### **Shortcomings**

- 168 There are no important shortcomings.

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

### **Nursery and Reception: Grade 1 – Good with outstanding features**

#### **Outstanding features**

- 169 The ability of nursery and reception children to sensibly and confidently discuss their environment, families and events in the past is an outstanding feature. As they wash clothes in the old-fashioned way, they re-live the past very effectively. By the reception year, children make very detailed comparisons between the methods of washing clothes in the past and today.
- 170 The ability of nursery and reception children to make detailed observations and to speak at length about what they see and to ask penetrating questions, is an outstanding feature.

#### **Good features**

- 171 Nursery and reception children gather information effectively from a variety of sources that include talking, looking at photographs in books or by using ICT.
- 172 When using a torch to create shadows in the cave, the scientific oral vocabulary used by the children is extremely good.
- 173 Children's understanding of the lifecycle of a frog is particularly good. They name the different parts of the cycle and understand the interdependency of one part on another.

#### **Shortcomings**

- 174 There are no important shortcomings.

### **Creative development**

#### **Nursery and Reception: Grade 1 – Good with outstanding features**

#### **Outstanding features**

- 175 The development of nursery and reception children's musical skills is an outstanding feature.
- 176 When listening to classical music either in the classroom or in the music hut outside, children listen intently and offer very knowledgeable and penetrating comments on the music.
- 177 Reception children use a range of instruments to create their own music. They pay good attention to dynamics when performing together and evaluate each other's performances carefully.
- 178 The ability of nursery and reception children to use a range of ICT equipment for specific purposes is an outstanding feature. They are extremely confident users of the equipment and work with a very high level of independence.

#### **Good features**

- 179 Nursery and reception children are very confident when experimenting with bubbles and in making detailed observations before creating simulations with paint. They create interesting clay models of a favourite character and show good appreciation of other children's work.

180 During role-play both inside and outside the classroom, children are completely absorbed in the characters of the story in question emulating the work and language of the character in question in a very imaginative way.

### **Shortcomings**

181 There are no important shortcomings.

### **Physical development**

#### **Nursery and Reception: Grade 1 – Good with outstanding features**

#### **Outstanding features**

182 When creating the '*gwlad y rwla*' circus, the nursery and reception children use benches, hoops and mats very skilfully to balance, climb, hop and walk. They move very confidently on the equipment with increasing control and co-ordination. These are outstanding features.

183 Children of all ages display outstanding peddling and steering skills when using the outdoor area.

#### **Good features**

184 Children use large building blocks very skilfully to build a house for the Llipryn Llwyd. They very clearly explain their intentions.

185 Nursery and reception children handle small tools such as pencils, paint brushes, tools for cutting and shaping clay, with increasing control.

### **Shortcomings**

186 There are no important shortcomings.

<b>English</b>
----------------

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

#### **Good features**

187 Pupils listen intently to presentations in lessons and take part confidently in class discussions. By Y5, they display very good communication and audience skills and present information clearly and confidently. They evaluate their own contributions and those of others effectively.

188 Standards in reading are good across the key stage. Pupils discuss the contents and characters of a book in detail and express a clear opinion on the books they read, both fiction and factual.

189 Pupils produce a good variety of written work which includes descriptive passages, reviews of the work of authors studied, poems, dialogue, letters/e-mail, as well as factual recordings to share information. Their ability to vary sentences, to paragraph and to create different effects is good overall. By Y5, the spelling, vocabulary and expression of the majority of pupils are good.

190 The standard of handwriting is good throughout the key stage.

### **Shortcomings**

191 Although there are no important shortcomings, spelling is rather phonetic at times and the standard of work presentation is inconsistent.

<b>Science</b>
----------------

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

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

**Outstanding features**

- 192 The ability of pupils in key stage 2 to plan, arrange and undertake a scientific inquiry is an outstanding feature. They have a very thorough understanding of the requirements of a fair test and in undertaking an inquiry, work in a systematic way making a series of extremely detailed observations and measurements. They understand well which factors can impair the results of the research and to overcome this, they repeat their research as a matter of course.
- 193 The ability of pupils in Y5 and Y6 to use their scientific knowledge and understanding to draw up generalisations and try to explain results of research is an outstanding feature.
- 194 In key stage 2, pupils use a very large number of precise measurements and ICT equipment very skilfully to achieve reliable results.
- 195 In Y3 and Y4, pupils' knowledge and understanding of electrical circuits is outstanding.

**Good features**

- 196 Pupils in key stage 1 gather scientific information from a number of sources and use it effectively to extend their understanding of the field. They discuss their work confidently showing good mastery of the appropriate scientific vocabulary.
- 197 In key stage 1, pupils are involved in a good number of scientific activities and often suggest their own ideas on how to undertake an inquiry. They have a good understanding of the features of a fair test and make sensible predictions of the possible results. They make detailed direct observations and record the results of their inquiries in simple tables and graphs. By Y2, a good number of pupils use standard measurements with precision and can offer simple explanations on what they observed during their inquiries.
- 198 In key stage 1, pupils' scientific knowledge and understanding of materials and their properties is good. They sort materials according to specific criteria, showing a good understanding of how they are used for different purposes. They know about the lifecycle of a frog and of the environmental conditions needed for human beings and animals to flourish.
- 199 Pupils in key stage 2 display a sound knowledge of a number of aspects of the natural world and a good understanding of the behaviour of plants and animals. They have good knowledge of the properties of familiar materials describing in detail how they can be changed.

**Shortcomings**

- 200 There are no important shortcomings.

## Information technology

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

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

### Outstanding features

- 201 Pupils in both key stages communicate their ideas in very good number of formats using a broad range of information technology equipment and software with a very high degree of skill and independence. This is an outstanding feature.
- 202 In key stage 1, pupils' ability to search for information on the Web and to download it independently to their personal files is an outstanding feature.
- 203 Pupils in key stage 2 show outstanding mastery of word processing and use a broad range of tools in order to apply, edit and create effects. They are skilful in moving text from one document to another and in preparing multi-media presentations.
- 204 The ability of key stage 2 pupils to create spreadsheets and to use addition and subtraction formulae for specific purposes is an outstanding feature.

### Good features

- 205 Pupils in key stage 1 are very confident in using the mouse to move images on the screen. They have an increasingly elementary understanding of controlling movement through entering instructions on the screen and on to a floor robot.
- 206 In key stage 1, pupils create a piece of written work effectively on the screen, adapting the text according to need. They save the work, recall it and adapt it before printing it with only a little support. They use art packages effectively to create pictures and patterns linked with their work and can enter information into the existing database and represent it in graph form.
- 207 Pupils in key stage 2 are confident in searching for websites on the Web and in sending messages through e-mail.

### Shortcomings

- 208 There are no important shortcomings.

## History

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

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

### Good features

- 209 Pupils in key stage 1 are developing a good sense of chronology. They place events in their order with reasonable accuracy and make effective use of artefacts such as old toys in order to sort old and new. They use a good range of time lines effectively in order to record the passage of time.
- 210 Overall, the ability of pupils in key stage 1 to use historical evidence such as pictures and antiques is good.
- 211 Following visits and detailed study of different sources, Y2 pupils; knowledge of life during the Victorian era is good. They discuss the work and living conditions of maids and servants in the mansion very knowledgeably, gathering information from a broad range of sources. Through role-play, they can empathise well with

- the way of life of servants and maids in the Victorian era and make relevant comparisons between the living conditions of that period with today. They use a good range of extended historical vocabulary and methods of recording in explaining and describing events in the past.
- 212 Pupils in key stage 2 can recall previous learning very effectively. They make effective use of a range of time lines showing a good awareness of the main historical periods.
- 213 In key stage 2, pupils' historical inquiry skills are good. They use a very wide range of sources to discover evidence which helps them to ask and answer questions on the past. Effective and interesting use has been made of data from the 1891 and 1951 census and of old maps in order to discover the changes in the village of Eder between the two dates. Pupils differentiate appropriately between fact and opinion, understanding the difference between primary and secondary sources.
- 214 Pupils in key stage 2 have a good knowledge of the living conditions during the Black Death. They explain in detail how people's eating habits and hygiene standards contributed to the spreading of the plague. Extremely interesting written work was created as pupils tried to emulate Pepys' diary.
- 215 Pupils in both key stages make very effective use of their purposeful concurrent use of language in gathering and recording information from English sources.

### **Shortcomings**

- 216 There are no important shortcomings.

<b>Art</b>
------------

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

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

### **Outstanding features**

- 217 In key stage 1, pupils show outstanding standards in appreciating and researching different types of art seen in the local environment.
- 218 The standard of work produced by pupils in Y5 and Y6 as they emulate the style of Lowry and different media is outstanding.
- 219 Pupils in key stages 1 and 2 display outstanding standards in carefully observing line and tone. They discuss and explain their own work and that of others in detail.
- 220 In key stage 2, pupils experiment extremely effectively with line, tone, pattern, texture and form. Their sketchbooks show outstanding recording, experimenting and observational skills.
- 221 The ability of pupils in Y5 and Y6 to respond imaginatively and maturely to abstract work is outstanding.

### **Good features**

- 222 Pupils in key stage 1 are developing a good awareness of artistic techniques such as mixing colours. They research patterns effectively and use different sized brushes and a variety of 'sponge' pieces to skilfully create different effects.

- 223 In key stage 1, pupils experiment successfully with a variety of techniques as they form a collage paying good attention to colour and texture.
- 224 Pupils' standards of work in both key stages are good as they study and emulate the work of famous artists such as Monet and Renoir.

### **Shortcomings**

- 225 There are no important shortcomings.

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

Governors, staff and pupils are happy that inspectors agree that Ysgol Gynradd Eder is a good school with high standards and a many outstanding features.

We are proud that pupils' standards of achievement, their behaviour and especially their values have been highlighted throughout the report.

It is also pleasant to see that the caring, happy respectful working relationship between staff and pupils is also identified as a virtue.

In a period of recent change to the teaching staff, we are very glad that the school's high standards have been maintained and that such a high percentage of the teaching showed excellence.

The inspectors' recommendations will receive full attention through the school's development plan.

The school would like to thank the inspection team for their professionalism and fairness both before and during the inspection.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Gynradd Edern
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Edern Pwllheli Gwynedd
Postcode	LL53 8YW
Telephone number	01758 720272
Headteacher	Mr Geraint Evans
Date of appointment	January 2008
Chair of governors	Mrs Liz Saville Roberts
Registered inspector	Wil Williams
Dates of inspection	26 – 30 April 2008

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	7	7	7	6	6	9	6	11	59

Total number of teachers			
Number of teachers	Full-time	Part-time	Full-time equivalent (fte)
	2	1	2.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19.6:1
Pupil: adult (fte) ratio in nursery classes	7:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	17
Teacher (fte): class ratio	0.87:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	96%	91%	92%
Autumn 2007	91%	95%	94%
Spring 2008	93%	95%	95%

Percentage of pupils entitled to free school meals	18%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

<b>National Curriculum Assessment KS1 Results 2007</b>	Number of pupils in Y2	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	66.7%	In Wales	80.1%

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

<b>National Curriculum Assessment KS2 Results 2007</b>		Number of pupils in Y6	10
<b>Percentage of pupils at each level</b>			
			D A W 1 2 3 4 5
English	Teacher assessment	School	0 0 0 0 0 10 40 50
		National	0 0 0 1 4 16 50 29
Welsh	Teacher assessment	School	0 0 0 0 0 10 20 70
		National	1 1 1 1 5 19 49 24
Mathematics	Teacher assessment	School	0 0 0 0 0 30 20 50
		National	0 0 0 1 3 15 50 30
Science	Teacher assessment	School	0 0 0 0 0 0 30 70
		National	0 0 0 0 2 12 53 32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	70%	In Wales	74.1%

- D Pupils who are exempted 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

The inspection team spent a total of six inspection days at the school and met as a team before the inspection.

These inspectors visited:

- 16 lessons or parts of lessons, listening to pupils read in both languages;
- every class;
- acts of collective worship.

Members of the inspection team held meetings with the:

- staff, governors and parents before the inspection began;
- headteacher, teachers, support staff and groups of pupils during the inspection.

The team also considered:

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

The inspection team held meetings with the staff and governors after the inspection.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Wil Williams Registered Inspector	Context, Summary, Recommendations, Appendices Key questions 1, 5, 6 and 7 Science, information technology, history
Iola Owen Team Inspector	Key questions 2, 3 and 4 Children under 5, English, art
Wil Owen Lay Inspector	Contributions to key questions 1, 3, 4 and 7
Geraint Evans Nominee	Providing information Contributions to all key questions

### *Acknowledgement*

*The inspection team would like to thank the governors, the headteacher, staff and pupils for their full co-operation and courtesy throughout the inspection.*

**Contractor:** EPPC-Severn Crossing Ltd  
Suite H  
Britannic House  
Llandarcy  
Neath  
SA10 6JQ