

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

A Report on the Quality of Education in

**Ysgol Pant-Y-Rhedyn
Ffordd Penmaenmawr
Llanfairfechan
LL33 0AA**

School Number: 6622115

Date of Inspection: 03/03/08

by

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Ysgol Pant-Y-Rhedyn 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 Pant-Y-Rhedyn took place between 03/03/08 and 05/03/08. An independent team of inspectors, led by Gareth Wyn 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 Pant y Rhedyn is a community primary school under the control of Conwy Unitary Authority (UA) for Y3 to Y6 pupils (7-11 years old). This year, there are 132 pupils on roll, 25 fewer than at the time of the last inspection in 2002. The number attending the school is expected to continue to decrease gradually over the coming years.
2. The school is located on the outskirts of the seaside village of Llanfairfechan and serves the village and its surrounding area. The vast majority of pupils transfer to this school from the infants' school in the village. The school's catchment area is described as neither prosperous nor economically disadvantaged. 10.71% of the current pupils are entitled to free school meals.
3. The school has seven full-time teachers, including the head and one part-time teacher who also acts as the Special Needs and Additional Learning Needs Co-ordinator. The head, who was previously the deputy head of the school, was appointed to his current post in September 2007.
4. The school provides education for the full range of ability. Currently, two pupils (1.5%) have a statement of special educational needs (SEN) and 43 pupils (33%) are on the SEN register. The percentage of pupils on the school's SEN register is higher than the national average. The local education authority provides additional support for eight pupils (6%). During the past three years, the number of pupils with special educational needs or additional learning needs transferring to the school has increased. This year, half the pupils in Y3 are on the SEN register.
5. Ninety seven per cent (97%) of the pupils belong to the white ethnic group. No pupil receives support to learn English as an additional language. One pupil is in the care of the UA.
6. The school implements Conwy County's language policy. The school is a "Welsh Second Language" school. Twelve per cent (12%) of the pupils speak Welsh as a first language or to an equivalent standard. Ninety-five per cent (95%) of the pupils come from English-speaking homes. With the exception of Welsh, all subjects are taught through the medium of English but the school aims to use Welsh as the language of communication on a day-to-day basis. The school's aim is to develop each pupil's ability to speak, read and write fluently and confidently in both languages. In Welsh and mathematics, pupils are taught according to their ability. The school is in the process, which started in September 2007, of becoming a school where 25% of the curriculum is delivered through the medium of Welsh.
7. The school was last inspected in February 2002. This time, the school received a standard inspection, which means that the inspectors report on standards in six subjects.

The school's priorities and targets

8. The school's priorities for 2007-2008 are as follows to:

- achieve the basic skills accreditation for the second time (awarded in November 2007);
- develop the managerial role of the subject co-ordinators and further develop self-evaluation procedures;
- develop the role of the governing body's sub-committees;
- start on the 'healthy schools' initiative;
- continue with the PESS (Physical Education and School Sports) project;
- further develop the links with the town council and local community;
- supplement the school's resources for information and communication technology (ICT), Welsh and physical education;
- ensure improvement in some of the school buildings.

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

Key Stage 2

Subject	Percentage of Y6 pupils achieving level 4 or better in the statutory assessments of the National Curriculum
English	85%
Mathematics	85%
Science	85%
Core subject indicator (percentage of pupils achieving level 4 or better in the three National Curriculum subjects)	85%

Summary

10. This is a close knit school with a number of good features. This is reflected in the good standards of achievement and in the quality of care and guidance the school provides for its pupils. It is a school that is developing further under new leadership. There are a number of initiatives that have not yet come to fruition.

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?	2
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

11. The grades that the inspection team awarded the seven key questions listed above correspond to those awarded by the school itself in six out of the seven key questions. The inspection team awarded key question 6 a lower grade.

Standards of achievement and attainment

12. The table below shows a summary of the percentages of standards by grade achieved in the lessons observed across the six subjects inspected during the inspection.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	79%	16%	0%	0%

13. This means that the school reaches the target set for primary schools in Wales by the Welsh Assembly Government's "Vision at Work" document, which is that the quality of learning assessed by Estyn should be a grade 3 or above in 98% of lessons by 2010.

14. As the school received a standard inspection, the team inspected standards of achievement in six subjects selected by Estyn. The table below provides a summary of the standards.

Subjects inspected	Key Stage 2 only (as this is a school for 7-11 year old pupils)
English	2
Welsh second language	3
Mathematics	2
Information technology	2
Geography	2
Religious education	2

15. Although the definitions of grades and the method of grading are not the same as those used during the 2002 inspection, it is possible to say that standards in geography have improved, and have improved significantly in information technology. Welsh was assessed against different criteria in 2002, namely those for Welsh as a first language. This time, standards have been judged against the criteria for Welsh Second Language and it is not possible, therefore, to make a corresponding comparison. Standards have remained constant in English, mathematics and religious education.
16. The inspection team looked at standards in the key skills and in the wider key skills. This was carried out both in lessons where subject standards were specifically inspected and in other lessons across the curriculum.
17. In the language related key skills across the curriculum, there are good features and no important shortcomings in standards of speaking, listening, reading and writing. This is also true of numeracy, ICT, problem solving and working with others. Good features outweigh shortcomings in bilingual competence (when considering the linguistic context of the school) and also in the pupils' ability to improve their own learning.
18. The standards of speaking, reading and writing have remained fairly constant since the last inspection. Standards in listening have improved and standards in ICT across the curriculum have improved significantly.
19. When comparing the school's assessment results at Key Stage 2 against schools throughout Wales in the same group in terms of the percentage of pupils entitled to free school meals, good features outweigh shortcomings.

20. In 2007, assessment results in English were significantly better than in 2005 and 2006. There was also an improvement in the percentage of pupils achieving the core subject indicator in 2007. In 2007 also, mathematics assessments placed the school above the median, as was the case in 2006. Science results have been constant over the three years and have placed the school in the third quartile of similar schools each year, which is below the median.
21. Pupils make good progress in their knowledge, understanding and new skills regardless of their social, ethnic or linguistic background.
22. Pupils with additional learning needs make good progress. In class, boys and girls perform equally well. By the end of the key stage, pupils become independent learners.
23. Pupils are aware of their levels of achievement in the subjects. They are often given targets for improving their work, although these vary somewhat in nature and consistency within and across subjects. Pupils are also beginning to set their own personal targets, although this practice is not fully consistent. The pupils' progress compares well with their potential and with the targets set for them.

The quality of education and training

24. The following table shows the distribution of grades awarded for the quality of teaching in the lessons observed throughout the school. These statistics include lessons in the subjects specifically inspected as well as some lessons in other subjects.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Whole school	15%	77%	8%	0%	0%

25. The school meets the target set for teaching in primary schools in Wales by the Welsh Assembly Government's "Vision at Work" document, which is that the quality of teaching assessed by Estyn should be grade 2 or above in 80% of classes by 2010.
26. The table also shows that the statistics compare favourably with those in Her Majesty's Chief Inspector's annual report on primary schools for 2005 - 2006. Nationally, the quality of teaching is good (grades 1 and 2) in 79% of lessons, and the quality of teaching is outstanding (grade 1) in 17% of lessons.
27. Overall, the teachers provide an equal opportunity for pupils of all backgrounds, age and ability, although the level of challenge is occasionally too high in some classes for less able pupils. Nevertheless, differentiation for pupils of different abilities through support and through differentiation of tasks is often a strength.

28. The outstanding features of the teaching include the following:
- very high expectations in standards of work and behaviour that encourage and challenge individual pupils according to age, ability and understanding;
 - perceptive and purposeful questioning;
 - the teachers' expertise and very thorough subject knowledge;
 - a very constructive working relationship with respect shown for every individual without exception.
29. In addition, there are many good features that include:
- detailed planning and good preparation for individual lessons and for series of lessons;
 - clear lesson objectives shared with pupils and used by them;
 - effective use of pair and group work;
 - firm and constructive class management.
30. In a few lessons there are some of the following shortcomings:
- insufficient support for the weakest pupils;
 - assessing pupils in class without always using subject criteria;
 - overlong initial presentations;
 - not offering pupils sufficient opportunities for independence.
31. The school's assessment procedure shows good features outweighing shortcomings. The termly and annual assessments are generally correct and fair. The pupils' day to day work is marked regularly throughout the school but the comments provided do not consistently draw attention to good features in the work, nor include subject specific comments that provide guidance to pupils on how to improve their work.
32. The teachers set targets for individual pupils and groups of pupils. However, the targets set are not always sufficiently subject specific. The process of building portfolios of pupils' work that has been levelled and moderated across the subjects, however, is in its infancy.
33. The education offered fulfils the needs of the range of pupils in the school well. The school curriculum provides balance, breadth, flexibility, coherence and progression in pupils' experiences. The school develops the pupils' basic and key skills in language, number and ICT well throughout the school.
34. The school promotes the spiritual, moral, social and cultural development of pupils well. Moral, social and cultural considerations permeate the whole curriculum and contribute substantially to the quality of learning in class. The school provides personal and social education of good quality either as a natural part of teaching a subject or in specific sessions such as 'circle time'.

35. The school's relationships with external partners in the community are good and these contribute well to community and environmental development. The link with the world of work and industry has good features that outweigh shortcomings. These have reinforced the provision.
36. Although there are good pastoral links with the infants' school that feeds this school, and some curricular links in the core subjects, the curricular links are not always sufficiently detailed to ensure full curricular progression, for example in Welsh Second Language.
37. Good features outweigh shortcomings in the school's ability to promote the pupils' bilingual skills. Strategies such as *helpwr y dydd* (helper for the day) are only just beginning as are the arrangements to fulfil the school's aim that 25% of the school curriculum is delivered through the medium of Welsh by 2010.
38. The curriculum pays good attention to issues such as equality and avoiding stereotyping. Pupils also have good knowledge of issues pertaining to global citizenship.
39. Through projects such as 'healthy schools', physical education lessons, games held outside and the staff's expertise and deliberate planning, the pupils have good opportunities to foster an increasing awareness of healthy eating and the beneficial effect of exercise on the body.
40. The school is a happy community with a pleasant ambience. A range of relevant policies have been adopted to ensure that care arrangements are managed effectively. The school staff are aware of their responsibilities and are very caring towards their pupils; the pupils in turn approach their teachers in a wholly natural way to seek help.
41. The provision for pupils with additional learning needs is good and complies fully with the Code of Practice.
42. Within the context of the importance of respect and tolerance, the school pays attention to racial equality issues and the need to avoid stereotyping.

Leadership and management

43. The head teacher, who has been in post for less than two terms, has a clear vision of how he would like to see the school develop. He offers the staff and governors firm leadership and is working diligently to ensure the best for his pupils. Since his appointment, he has worked energetically to prepare a substantial number of policies and guidelines that provide a clear direction for the school's work and aspirations and has created a caring and productive ethos.
44. He is very effectively supported by his deputy who is new to his post and to the school. The deputy offers firm guidance on curricular matters and offers a high quality teaching model.

45. Between them, the head teacher and his deputy have implemented a substantial number of improvements, some of which are already coming to fruition as regards consistency of expectations and raising standards. Jointly, they are also effectively developing the staff's professional skills and are creating an united and successful team spirit.
46. Over the past few months, the governors' role has developed substantially under the guidance of the new management team. Their understanding of the school's work and procedures is now apparent and they take pride in the important and valuable contribution they can make to the school's strategic development. They have begun to carry out the work of monitoring the quality of the provision.
47. The governing body fulfils all its legal responsibilities. A number of members also make a contribution to the school's work in accordance with their expertise.
48. The new management team has firmly established a culture of self-evaluation. However, self-evaluation, in all instances, is not based sufficiently on a full and firm consideration of all the direct evidence, including current data.
49. The school has introduced various strategies, within its self-evaluation system, which include looking at pupils' work, and holding discussions with advisers and amongst staff. In some areas, this has given rise to clear progress, but generally the monitoring has not focussed sufficiently on the quality of the provision nor on what needs to be done to improve standards.
50. The staffing level in the school is adequate and teachers have appropriate qualifications. The school uses its ancillary staff well and the ancillary staff also perform their duties effectively.
51. The school has sufficient learning resources for every subject; the purchase of resources is based on the requirements of the School development plan. All the equipment contributes substantially towards curriculum development and towards improving the quality of both teaching and learning.
52. The building is old, but it is extensive and in good condition apart from the toilets which are below current expectations.
53. The school uses all its human resources, its buildings and learning materials effectively and efficiently. The teaching and ancillary staff are deployed, managed and developed effectively.
54. The school provides good value for money by:
 - supporting pupils in achieving good standards;
 - providing very good care and support for pupils;
 - making financial decisions that concentrate on educational priorities;
 - providing a good quality curriculum for its pupils.

55. Good features outweigh shortcomings in the progress made since the last inspection. There is obvious progress in some areas, such as raising standards in geography and information technology, but some other matters still need to be addressed further, such as assessment and self-evaluation.

Recommendations

The school needs to maintain and extend the good standards and ensure outstanding standards by:

- R1. maintaining and building upon subject standards by eliminating any shortcomings noted*, improving standards in Welsh Second Language and further developing the strategies that have been adopted to promote bilingualism;
- R2. disseminating outstanding and very good teaching practices across all subjects and classes;*
- R3. fully implementing the school's new assessment plan;*
- R4. continuing to develop curricular progression between itself and *Ysgol Y Babanod* (the Infants' School);
- R5. further developing the self evaluation system. *

*The school has noted these matters either in its self-evaluation or in its school development plan.

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.

56. The grade awarded by the inspection team corresponds to the grade awarded by the school in its self-evaluation document for this key question.

Success of pupils in achieving agreed learning objectives.

57. The table below shows a summary of standards by percentage grade achieved in lessons observed across the subjects during the inspection.

Whole school	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	5%	79%	16%	0%	0%

58. This means that the school reaches the target set for primary schools in Wales by the Welsh Assembly Government's "Vision at Work" document, which is that the quality of learning assessed by Estyn should be a grade 3 or above in 98% of classes by 2010.
59. As the school received a standard inspection, the team inspected standards in six subjects, namely English, Welsh Second Language, mathematics, information technology, geography and religious education. The table below summarises the standards of achievement in these subjects.

Standards in Key Stage 2

Subject	Grade
English	2
Welsh Second Language	3
Mathematics	2
Information technology	2
Geography	2
Religious education	2

60. Although the definitions of grades and the method of grading are not the same as those used during the 2002 inspection, it is possible to say that standards have improved significantly in information technology. Welsh was assessed against different criteria in 2002, namely those for Welsh First Language. This time, standards have been judged against the criteria for Welsh Second Language and it is not possible, therefore, to make a corresponding comparison. Standards in geography have improved. Standards in the other three subjects have remained constant.

61. The inspection team also looked at standards in the key skills and the wider key skills. This was carried out both in lessons where subject standards were specifically inspected as well as in other lessons across the curriculum.
62. In the language related key skills across the curriculum, there are good features and no important shortcomings in standards of speaking, listening, reading and writing. This is also true of numeracy, ICT, problem solving and working with others. Good features outweigh shortcomings in bilingual competence (when considering the linguistic context of the school) and also in the pupils' ability to improve their own learning.
63. Pupils listen well to each other and to their teachers; they respond well orally. The quality of reading aloud, reading for pleasure and reading to seek information is good.
64. Standards in numeracy across the curriculum are good. Pupils measure accurately and carefully.
65. Pupils use ICT effectively to investigate, gather and select information and they make good use of digital hardware for this purpose.
66. Pupils collaborate well either as pairs or in groups. The ability of pupils to solve a good variety of problems across a broad range of subjects is good. Through practice, improving and refining their work, pupils are beginning to improve their own performance.
67. Standards in speaking, reading and writing have remained similar since the previous inspection; standards in listening have improved, and standards in ICT across the curriculum have improved significantly.

Quality of statutory assessment results

68. When comparing the school's assessment results at Key Stage 2 against schools throughout Wales in the same group in terms of the percentage of pupils entitled to free school meals, good features outweigh shortcomings.
69. In 2007, assessment results in English were significantly better than in 2005 and 2006 and placed the school in the quartile of schools above the median, rather than below the median or in the bottom quartile as previously.
70. There was also an improvement in the percentage of pupils achieving the core subject indicator in 2007. The school's assessments placed them in the quartile of schools above the median, rather than below the median as was the case in 2006 and 2007.
71. In 2007, mathematics assessments also placed the school amongst the schools above the median, as in 2006. However, this was a decline since 2005 where mathematics assessments placed the school in the top quartile.

72. Science results have been constant over the three years and have placed the school in the third quartile of similar schools each year.
73. The school's previous standards of attainment in 2005 and 2006 were not as good as the standards of achievement for current Key Stage 2 pupils. However, there is quite a good correlation between standards of attainment at Key Stage 2 in 2007 and standards of achievement in the current classes. A comparison was not made of teacher assessments against 'free school meal' benchmarks in the last inspection report therefore it is difficult to make a valid comparison.

Pupils' progress in learning

74. Pupils make good progress in their knowledge, understanding and new skills regardless of their social, ethnic or linguistic background.
75. Pupils with additional learning needs make good progress. In class, boys and girls perform equally well.
76. Pupils are aware of their levels of achievement in the subjects. They often have targets for improving their work, although these vary somewhat in nature and consistency within and across subjects. Pupils are also beginning to set their own personal targets, although this practice is not fully consistent. The pupils' progress compares well with their potential and with targets set for them.
77. Pupils make good progress towards reaching their potential and moving on to the next stage of their learning.

The development of pupils' personal, social and learning skills

78. Nearly all pupils display positive attitudes when working. They take an interest in their work and concentrate well.
79. The behaviour of the pupils in class is good and this creates a very good learning environment. They show respect for each other, their teachers and visitors.
80. The school's attendance level, namely 94% during the term prior to the inspection is slightly lower than the target of 95% set by the Welsh Assembly Government for primary schools in Wales. The school works hard to sustain and improve pupils' attendance level. Pupils are punctual to school and the level of unauthorised absence is low.
81. By the end of the key stage, pupils become independent learners.
82. The standards of pupils' spiritual, moral, social and cultural development are good.

83. Children and pupils have a good awareness of equal opportunity issues and respect for people of a different race, religion or linguistic background. They develop useful skills for living in their society and as a preparation for the world of work.

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

84. The grade awarded by the inspection team corresponds to the grade awarded by the school in its self-evaluation document for this key question.
85. The following table shows the distribution of grades awarded for the quality of teaching in the lessons observed throughout the school. These statistics include lessons in the subjects specifically inspected as well as some lessons in other subjects.

Stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Whole school	15%	77%	8%	0%	0%

86. The school meets the target set for teaching in primary schools in Wales by the Welsh Assembly Government's "Vision at Work" document, which is that the quality of teaching assessed by Estyn should be grade 2 or above in 80% of classes by 2010.
87. The table also shows that the statistics compare favourably with those in Her Majesty's Chief Inspector's annual report on primary schools for 2005 - 2006. Nationally, the quality of teaching is good (grades 1 and 2) in 79% of lessons and the quality of teaching is good with outstanding features (grade 1) in 17% of lessons.
88. In general, the teachers provide equal opportunity for pupils of all backgrounds, age and ability, although the level of challenge is occasionally too high in some classes for less able pupils. Nevertheless, differentiation for pupils of different abilities through support and through the differentiation of tasks is often a strength.
89. Teachers use a good range of resources, including ICT resources, to stimulate the interest of pupils and raise their motivation.
90. All teachers are beginning to promote pupils' bilingualism either in classroom activities at the beginning of the morning and afternoon session or, less frequently, during lessons.
91. The outstanding features of the teaching include the following:
- very high expectations in standards of work and behaviour that encourage and challenge individual pupils according to age, ability and understanding;
 - perceptive and purposeful questioning;
 - the teachers' expertise and very thorough subject knowledge;
 - a very constructive working relationship between teachers and pupils with respect being shown for every individual without exception.

92. In addition, there are many good features that include:
- detailed planning and good preparation for individual lessons and for series of lessons;
 - clear lesson objectives shared with pupils and used by them;
 - effective use of pair and group work;
 - firm and constructive class management;
 - consistent and appropriate encouragement and praise for individuals;
 - problem solving arising naturally out of teaching in the vast majority of lessons.
93. In a few lessons there are some of the following shortcomings:
- insufficient support for the weakest pupils;
 - assessing pupils in class without always using subject criteria;
 - overlong initial presentations;
 - not offering pupils sufficient opportunities for independence.
94. The school's assessment procedure shows good features outweighing shortcomings.
95. The work of pupils with special or additional educational needs is assessed in accordance with the requirements.
96. The school makes use of a range of standardised tests to assess pupils' progress on an annual basis in specific areas and on admission to school. In addition, termly assessments are conducted, in the core subjects and on an annual basis in the foundation subjects, which give a good indication of pupils' standards. These assessments are fair and accurate, although the school is quite strict in its assessment of aspects of mathematics.
97. Pupils' day-to-day work is marked regularly across the school and the teachers set targets for individual pupils and groups of pupils. The comments or targets provided do not consistently draw attention to good features in the work nor do they include subject specific comments that provide guidance to pupils on how to improve their work. There is no consistent method of ensuring that pupils have enough ownership of targets as a tool to improve achievement.
98. The school has kept examples of pupils' work. These show the range of experiences pupils receive and are a record of the work undertaken. These are useful tools for ensuring progression and continuity in pupils' work. The process of building portfolios of pupils' work that has been levelled and moderated across the subjects, however, is in its infancy.
99. Arrangements to ensure standard assessments at Key Stage 2 in collaboration with teachers from other local schools are merely beginning.

100. The annual reports presented in the Summer Term conform fully to the statutory requirements. They provide a clear picture of what a pupil can achieve, and the work is allocated a level at the end of the key stage. The reports are practical and useful. The comments on the core subjects and on Welsh Second Language include appropriate subject targets. Parents praise the information they receive in the reports and from the teachers during the open evenings held twice a year to discuss their children's progress.

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.

101. The grade awarded by the inspection team corresponds to the grade awarded by the school in its self-evaluation document for this key question.
102. The education satisfies the needs of the range of children and pupils in the school well. The quality of curricular planning is good and meets the statutory requirements of the National Curriculum and the requirements of the local SACRE (Standing Advisory Council on Religious Education) for religious education. The quality of the long, medium and short term schemes of work is good.
103. The school curriculum provides balance, breadth, flexibility, coherence and progression in the pupils' experiences. The allocation of time for teaching the subjects and other aspects is appropriate. The school conforms to expectations regarding the number of hours of teaching pupils should receive each week.
104. The school develops pupils' basic and key skills in language, number and ICT effectively throughout the school. Reference is made to key skills in every subject. The school was awarded the Basic Skills Quality Mark for the second time in November 2007 which confirms the effectiveness of the school's procedure for developing the basic skills in communication and numeracy.
105. The learning experiences extend and enhance the pupils' experiences by providing a good and broad variety of activities, including provision outside school hours and off-site. This provision includes activities to promote the health and welfare of pupils, a variety of visits as well as games and clubs.
106. The school promotes the spiritual, moral, social and cultural development of pupils well. Moral, social and cultural considerations permeate the whole curriculum and contribute substantially to the quality of learning in class. The collective worship sessions make a valuable contribution to the spiritual development of pupils and, together with the 'circle time' sessions, they contribute very well to pupils' moral development. The school offers good support for charities.
107. Parents are very supportive of the school. Through the questionnaires and the parents' pre-inspection meeting, they expressed a high level of satisfaction with their relationship with the school and the quality of the education and care provided by the school. Parents and visitors are welcomed into the school and a number of visitors enhance the curriculum by sharing their expertise and experiences with pupils.
108. The school provides personal and social education of good quality, either as a natural part of subject teaching or in specific sessions such as 'circle time'.

109. The school's relationships with external partners in the community are effective and these contribute well to community and environmental development. The link with industry and the world of work has good features that outweigh shortcomings and these have reinforced the provision in science and ICT. Promoting enterprise in the school is merely beginning.
110. Although there are good pastoral links with the feeder infants' school, and some curricular links in the core subjects, these links are not always sufficiently detailed to ensure full progression, for example in Welsh, Second Language. Good pastoral links, along with a number of beneficial curricular links, have been established with the local secondary school in the same county.
111. Good features outweigh shortcomings in the school's ability to promote the pupils' bilingual skills. Strategies such as *helpwr y dydd* (helper for the day) are only just beginning as are the arrangements to fulfil the school's aim that 25% of the school curriculum is delivered through the medium of Welsh by 2010.
112. On the other hand, a central place is given to promoting the *Cwricwlwm Cymreig* in all aspects of the life and work of the school.
113. Members of the School Council have valuable experiences as they represent pupils' opinions. As yet, the enterprise element has not been sufficiently addressed within the curriculum.
114. The curriculum pays good attention to issues relating to equality and avoiding stereotyping. Pupils also have good knowledge about issues pertaining to global citizenship which are delivered mainly through geography, religious education and personal and social education.
115. Through projects such as 'healthy schools', physical education lessons, games held outside and the staff's expertise and deliberate planning, pupils have good opportunities to foster an increasing awareness of healthy eating and the beneficial effect of exercise on the body. Pupils also have an increasing awareness of the importance of sustainable development and the need to look after the environment.
116. The school functions in a sustainable way from day to day.

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

Grade 2: Good features and no important shortcomings.

117. The findings of the inspection team correspond to the grade awarded by the school in its self-evaluation report.
118. The school is a happy community with a pleasant ambience. A range of relevant policies has been adopted to ensure that care arrangements are managed effectively. The school staff are aware of their responsibilities and are very caring towards their pupils; the pupils in turn approach their teachers in a wholly natural way to seek help.
119. The school works well in partnership with parents, and opportunities are arranged for them to come to the school on a termly basis to discuss their children's work. Following his appointment, the head sent a questionnaire to seek parents' opinion on school-related issues. A positive response was received and he has acted upon a number of the comments made, including arranging a school newspaper. A similar positive response was apparent in the parents' pre-inspection meeting and in the parents' questionnaires.
120. Nearly all pupils transfer from the infants' school in the village and settle down with ease. The pupils visit the school before hand and some meetings are held between the staff to pass on information. Although the schools have started to work on transition units, the curricular continuity is not sufficiently explicit so far.
121. A new Personal and Social Education plan has recently been adopted and pupils receive good guidance on this aspect. Effort and success are recognised through a house points system. The School Council has voiced its opinion on a number of recent developments but as yet has not been prominent enough to make its own recommendations.
122. The school promotes high standards of behaviour. Pupils are courteous to staff and visitors and work and play harmoniously. Exceptionally, last year, there was one permanent exclusion. The school followed the appropriate procedures. Another pupil who was suspended on a temporary basis has been successfully reintegrated into school life and is making progress.
123. The school monitors attendance carefully and fully exploits the service of the education welfare officer to deal with a few individuals who are a cause for concern. This is an outstanding feature.
124. The school has up-to-date risk assessment procedures to promote safety. Two members of staff have a full first aid qualification. Recently, a fruit shop was opened to promote a balanced diet as a starting point for joining the Healthy School initiative. The school arranges careful supervision during break times and as pupils arrive and leave the school site.

125. All teachers have received training on child protection matters during a recent twilight session. The designated governor is also wholly familiar with the school's procedures which she monitors.
126. The school provides well for pupils with additional learning needs and conforms fully to the Code of Practice. The co-ordinator keeps systematic and up-to-date records of the work and reviews the provision regularly. She is in regular contact with the member of the governing body who is responsible for the aspect.
127. Pupils' difficulties are identified early and the school makes full use of the service of two assistants to provide a specific programme in reading and spelling skills for a significant number of pupils. The school collaborates well with parents in this respect. Very effective collaboration has also been established with outsiders who provide input or specialist advice in these matters.
128. The school has a detailed anti-bullying policy and a 'buddy' system in which members of the School Council are actively involved during break times. The school has specific schemes to promote positive behaviour and pupils understand the routine and expectations.
129. Some modifications have been made to the building to facilitate the provision and to provide access for physically disabled pupils and visitors. The school has done everything that is reasonably possible in a multi-level building.
130. The school pays attention to racial equality matters and the need to avoid stereotyping within the context of the importance of respect and tolerance. These issues are discussed during collective worship sessions and in lessons such as history and religious education. Equal opportunity is provided for all in every activity.

Leadership and management

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

Grade 2: Good features and no important shortcomings.

131. The findings of the inspection team correspond to the grade awarded by the school in its self-evaluation report.
132. The head teacher, who has been in post for less than two terms, has a clear vision of how he would like to see the school develop. He offers the staff and governors firm leadership and is working diligently to ensure the best for his pupils. Since his appointment, he has worked energetically to prepare a significant number of policies and guidelines that provide a clear direction for the work and aspirations of the school and create a caring and productive ethos.
133. He is very effectively supported by his deputy who is new to his post and to the school. The deputy offers firm guidance on curricular matters and provides a high quality teaching model.
134. Between them, the head teacher and his deputy have implemented a significant number of improvements. Some are already coming to fruition as regards consistency of expectations and raising standards. Jointly, they are also developing the staff's professional skills well and are establishing an united and successful team spirit.
135. Recently, the duties of subject coordinators have been significantly restructured. All have undertaken an evaluation of their field in preparation for the inspection, and have identified strengths and aspects for improvement. The school is aware of the need to further develop the coordinators' role in terms of monitoring pupils' achievement more directly and relating their findings to the school development plan.
136. The school has responded well to some national initiatives, such as the Quality Mark. There is also a definite intention to develop the school's formal involvement in projects such as the Healthy School and Green School schemes. It is clear that the school is already addressing many of these requirements within its curriculum.
137. The school sets annual targets for improving performance and attendance and achieves these through deliberate intervention. The system of setting targets and analysing results is, however, not comprehensive enough at present.
138. The school has responded positively in terms of reducing the teachers' workload and in remodelling the workforce. The arrangements are effective and have a positive impact on standards.

139. Suitable performance management arrangements are implemented. A range of appropriate training is provided for staff which relates well to the school development plan. The school effectively evaluates the impact of this training on the provision.
140. Over the past few months, the governors' role has developed significantly under the guidance of the new management team. Their understanding of the school's work and procedures is now apparent and they take pride in the important and valuable contribution they can make to the school's strategic development. They have begun to carry out the work of monitoring the quality of the provision.
141. The governing body fulfils all its legal responsibilities. A number of members also make a contribution to the school's work in accordance with their expertise.

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

Grade 3: Good features outweigh some shortcomings.

142. The findings of the inspection team are different from the grade awarded by the school in its self-evaluation report. The team judged that although there are good elements in the evaluation work, this has not been comprehensive enough and has not, as yet, resulted in sufficiently explicit improvements to merit a Grade 2.
143. The new management team has established a firm culture of self-evaluation. The fact that the inspection team agreed with the school's self-evaluation on six out of the seven key questions supports this. However, this self-evaluation is not sufficiently based in every instance on a full and firm consideration of all the direct evidence, such as current data.
144. The school has begun to use various strategies, within the self-evaluation system, which include looking at pupils' work, discussing with advisers and discussions amongst staff. In some areas, this has given rise to clear progress, but generally the monitoring has not focussed sufficiently on the quality of the provision nor on what needs to be done to improve standards.
145. The school's intentions for developing the role of co-ordinators state that they will be expected to report regularly to the governing body. So far, only members of the management team have done so.
146. Some members of the governing body have been to the school to observe lessons and, by reporting back, have made others aware of the quality of the lessons and the ethos in classes. Individual members who have designated responsibilities have also been discussing their areas with relevant staff, and the full body is very aware of what is happening in these areas. This information has enabled the governors to make effective and appropriate decisions, such as those relating to financial matters. This is a good development.
147. The new management team have sought, via a questionnaire, the opinions of parents and pupils about the school's work. The response was positive and the school has responded to some of the comments made to promote improvement. Parents confirm that the school has paid attention to matters raised by them. So far, the School Council has not played a prominent part in putting forward pupils' opinion.
148. The self-evaluation report presented by the school is a very comprehensive document. The self-evaluation identifies strengths, expresses opinions and notes some issues in need of improvement under each key question. The evidence supporting the opinion is also noted. The main weakness of the document is its failure to prioritise the matters that need improving. At times, the self-evaluation is also descriptive and does not pay enough attention to the impact of activities on standards.

149. The head has produced a comprehensive school development plan for moving the school forward. It identifies a considerable number of aspects to be addressed as well as the desired outcomes, and sets a clear direction for improvement. All staff have a role to play in the implementation of the plan, and substantial resources have been earmarked to support the proposed developments; a number have already been fulfilled. However, not every element of the school development plan is cohesive enough, nor does it prioritise the needs sufficiently in order to ensure that the most important issues are addressed first.
150. Good features outweigh shortcomings in the progress made since the last inspection. There is obvious progress in some aspects, such as raising standards in geography and information technology, however other matters still need further attention, such as assessment and self-evaluation.

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

Grade 2: Good features and no important shortcomings.

151. The findings of the inspection team correspond to the opinion expressed by the school in its self-evaluation report.
152. The staffing level within the school is adequate and teachers have appropriate qualifications. Teaching staff share their expertise across the school and take advantage of in-service training (INSET) and visits from advisers or education officers as required to upgrade their knowledge or skills.
153. The school makes good use of a teacher who works with pupils with special educational needs or additional learning needs to provide high quality support and non-contact time for teachers. The required non-contact time is provided for all teachers, and used effectively. The school has successfully restructured the workforce according to the requirements. It conforms to the requirements for evaluating staff performance on an annual basis.
154. The school uses its ancillary staff well and the ancillary staff perform their duties effectively.
155. The school makes good use of teacher training institutions and of individuals on work experience.
156. The school has sufficient learning resources for every subject; the purchase of resources is based on the requirements of the School Development Plan. There has been substantial investment in ICT equipment for the pupils and staff. There is an interactive white board in each classroom and these are used very well by pupils as well as staff. The quality of the school's resources is good and consistent examples were seen of teachers co-operating and sharing resources. There is sufficient creative and practical equipment available. All equipment contributes significantly to developing the curriculum and improving the quality of the teaching and learning.
157. Although it is old, the building is extensive and in good condition apart from the toilets which are below current expectations. A large number of the classrooms are of a very good size; the school has an extensive hall which holds all the pupils for collective worship sessions and for physical education lessons. There is also a separate canteen for midday meals. Staff make the best use of the building.
158. The displays on the classroom walls and in the corridors are attractive, create a stimulating and lively ethos, and celebrate pupils' success. The standard of cleanliness in all rooms is extremely good.

159. The main road in front of the school is very busy at the beginning and end of the school day as parents bring and collect their children. The school has expressed concerns regarding this. However, there is careful supervision of pupils as they arrive and leave the school site. School doors are locked during the day to ensure the safety of pupils and to protect them from traffic on the main road or an unexpected visitor.
160. The yard and playing fields are extensive and are a valuable resource for promoting pupils' physical well-being.
161. The school has made reasonable modifications to the building to cater for disabled pupils and adults.
162. The school uses all its resources – human, buildings and learning materials effectively and efficiently. The teaching and ancillary staff are deployed, managed and developed effectively.
163. In collaboration with the governing body, the head manages the finances well. Substantial reserves have been collected over the years. Much has been spent carefully by the governing body to improve resources and the building, and to ensure adequate staffing levels. They are aware that pupil numbers are likely to fall in the coming years and they have prepared various plans for the future. It is estimated that approximately 5% of the finance will be in reserve at the end of the financial year. This conforms to the recommendations of the Welsh Assembly Government and Audit Commission.
164. The school provides good value for money by:
 - supporting pupils in achieving good standards;
 - providing very good care and support for pupils;
 - making financial decisions that concentrate on educational priorities;
 - providing a good quality curriculum for the pupils.

Standards achieved in subjects and areas of learning

English

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

Good features

165. Throughout the key stage, pupils of all abilities listen and respond very well orally.
166. Nearly all pupils discuss their ideas, their likes and dislikes, maturely and there is a clear development in their vocabulary, phrases and syntax as they progress through the school. By Y5 and Y6, nearly all pupils across the range of ability respond sensibly, providing extended, spontaneous comments in standard language and in an appropriate register when talking to visitors.
167. Nearly all pupils achieve good standards when reading aloud. All pupils read a wide range of books including fiction and factual books. All pupils, boys and girls, show an interest and persevere with their reading. The majority can discuss characters and express sensible opinions about the books they read. All pupils make very good use of their reading skills to gather information from books and other sources. Their oral and written response to texts demonstrates a good understanding of the content and of the literary techniques used by the authors.
168. Pupils, both boys and girls, across the ability range, produce a very broad and varied range of written work for different purposes throughout the key stage. They draft and redraft successfully. By the end of the key stage, their punctuation and paragraphing skills are good and the vast majority vary their sentences to create different effects. By Y5 and Y6, they compose stories and descriptions that are pleasing to read in most cases. They compose interesting letters, scripts and poems. Almost without exception, their work is extended and carefully structured. Y5 and Y6 pupils, in particular, use high quality language and a wide vocabulary in an appropriate register.
169. By the end of the key stage, the standard of handwriting, punctuation and paragraphing is good.

Shortcomings

170. Minor spelling errors and unclear handwriting are to be seen in the work of a small number of Y3 pupils.

Welsh second language

Grade 3: Good features outweigh shortcomings.

Good features

171. Almost without exception, pupils across the school, listen well and follow instructions or requests in Welsh from teachers.
172. Within the structure of 'helper of the day' sessions, all pupils correctly use a range of familiar sentences to ask or answer questions. In these instances, the pronunciation of the majority of pupils is good.
173. Most pupils remember the content of Welsh books and stories read to them well.
174. During Welsh lessons, most pupils read sentences and simple texts provided for them accurately and with good pronunciation. The youngest pupils read quotes from familiar books enthusiastically and these become the basis of activities on the interactive white board, such as cloze exercises and completing sentences; they succeed well in these tasks.
175. Working in pairs, pupils adapt a simple dialogue well by exchanging some words and phrases. They present their work to the rest of the class with appropriate expression.
176. Some individuals write short pieces of a more creative nature, often based on texts. They use some adjectives and similes, they vary the syntax to a certain extent, and use the concise form of the verb. In these pieces, the spelling and punctuation of the majority of pupils are accurate.

Shortcomings

177. Outside structured contexts, the large majority of pupils find it difficult to respond and contribute orally in Welsh. They are unable to apply sentence patterns and vocabulary learnt in one situation to another.
178. The independent reading skills of pupils have not developed sufficiently across the age range. They do not pay attention to the accuracy of their reading nor do they make sufficient use of the context to help them decipher meaning.

Mathematics

Grade 2: Good features and no important shortcomings.

Good features

179. A significant group of older pupils use and apply various number strategies to solve problems. They use pencil and paper method and mental calculation effectively. They explain their methods of finding answers very well.
180. By Y4, pupils have a very sound knowledge of shapes. They identify and name the shapes, describe their properties and sort them according to various criteria.
181. The pupils' understanding of place value is sound across the age range. Some Y3 pupils discuss negative numbers, and discuss their use in several day-to-day contexts.
182. Most pupils in Y3 and Y4 read and record times on an analogue and digital clock. By the latter years, they use their knowledge and understanding of time to solve relevant problems.
183. Pupils across the age range use various methods to find answers to sums in the four operations. A high percentage of the answers are correct and the work is set out in an organised way. Pupils are developing their ability to check these answers.
184. Pupils' understanding of fractions, percentages and decimals is good. The oldest pupils convert from one to the other and the youngest pupils apply their understanding of fractions to everyday situations.
185. By Y5 and Y6, pupils use and interpret data from graphs and tables well. Their ability to draw graphs is developing.
186. Pupils' understanding of co-ordinates is developing well across the age range. By the latter years, they plot and read co-ordinates in the four quadrants.
187. Pupils' understanding of measuring units is good. The oldest pupils find out the perimeter and area of various shapes accurately.
188. The least able pupils use resources, such as the 100 square, effectively to find answers and their strategies and skills demonstrate clear progress.
189. Pupils' ability to use increasing mathematical vocabulary when discussing their work is developing well.

Shortcomings

190. A minority of pupils in Y3 are less certain of number work, particularly multiplication tables and work involving money.

Information technology

Grade 2: Good features and no important shortcomings.

191. Most pupils make good use of the web to gather and organise information in various projects and subjects across the curriculum, especially in geography, history and science.
192. Nearly all pupils can cut and paste from the web confidently to produce documents and multimedia presentations for a variety of purposes and audiences. Most pupils can use a digital camera or sound tracks effectively in order to include multimedia elements in their work.
193. Most Y3 and Y4 pupils know they need to adapt the content of their documents and presentations to meet the needs of their audience and by Y5 and Y6, a good number of pupils do so successfully. Some presentations by a small group of Y6 pupils demonstrate a very high level of skill and understanding of the need to prepare for an audience.
194. Most pupils in Y3 and Y4 send e-mails and by Y5 and Y6 successfully attach documents to them.
195. Y3 and Y4 pupils can use simulation programmes with increasing confidence. By Y5 and Y6, pupils develop their skills further and predict how changing the variables would affect the shapes created by the screen turtle.
196. Most Y5 and Y6 pupils select and gather appropriate information and feed it into graphing programs and into a database and then use them to record data and to produce an appropriate variety of graphs.
197. A good number of Y6 pupils have a good awareness of the advantages and disadvantages that come from using computers in society.

Shortcomings

198. There are no important shortcomings.

Geography

Grade 2: Good features and no important shortcomings.

Good features

199. Pupils across the age range explain how man can influence his environment. They explain in detail the different types of pollution and their causes.
200. Pupils explain what is meant by greenhouse effect and how this affects the climate of the earth. Y3 and Y4 pupils relate this to the threat to some species in the Snowdonia National Park.
201. Pupils of all ages differentiate well between natural and human features in the environment. The older pupils use ICT well to find, record and compare these features in Baseru, Lesotho and Cardiff.
202. Pupils' mapping skills are developing well. Y3 and Y4 pupils draw simple maps to record land use and explain these well by referring to the key. The eldest pupils read ordnance survey maps, explain the standard symbols, and use four and six digit co-ordinates as well as the eight points of the compass. Pupils have a good knowledge of different countries and continents.
203. When discussing potential developments, pupils consider various viewpoints and express opinions. They list the advantages and disadvantages of developments to the neighbourhood, including their temporary and permanent effects on the environment.
204. Pupils use geographic vocabulary well. They gather information from several sources, and make good observations. They ask perceptive questions.

Shortcomings

205. The quality of the work, in terms of recording ideas and asking questions about geographic features and issues, is not always consistent across corresponding teaching groups.
206. A small group of pupils at the bottom end of the school have difficulty understanding the concepts presented to them, and their recording work is unclear as a result.

Religious education

Grade 2: Good features and no important shortcomings.

Good features

- 207. All pupils are very aware of the importance of safeguarding the environment.
- 208. Most pupils understand the importance of families, communities, homes and buildings.
- 209. Pupils' understanding of social and moral principles, such as friendship and care for others, is very good.
- 210. Most pupils know familiar stories from the Bible and can explain their religious significance.
- 211. Most pupils can link a good number of the main events in the New Testament with several Christian festivals. They understand the significance of worship and are familiar with the features of different types of places of worship.
- 212. All pupils are aware that there are other religions apart from Christianity. A large number of the pupils are familiar with the features of other religions, such as Islam and Judaism, and through personal research they compare them in detail. All pupils develop a respect for religious traditions that are different from their own.
- 213. The response of pupils, particularly Y6 pupils, to the 'important questions' of religion is good.

Shortcomings

- 214. A few pupils are not able to recall religious facts or concepts unaided.

School's response to the inspection

The staff and Governors of Ysgol Pant y Rhedyn would like to thank the inspection team for their thorough and conscientious work. The team were courteous and professional in undertaking their work.

We welcome the inspection team's findings and believe them to be a fair reflection of the work of the school. The positive comments in the report make us proud as a school community, and are a sign of the hard work done in our school on a daily basis.

The headteacher appreciated the opportunity to be a nominee and to see how the inspectors came to decisions. The constructive dialogue between the school and the team has given us a firm base from which to move on and build further on standards.

We feel that the inspection was both constructive and positive and the governing body will use the report as a tool to produce an action plan in response to the recommendations. A copy of the report will be sent to all parents and the annual report of the governing body will report on the progress made.

Appendix 1

Basic information about the school

Name of school	Ysgol Pant y Rhedyn
School type	Community
Age-range of pupils	7-11
Address of school	Ffordd Penmaenmawr, Llanfairfechan, Conwy
Postcode	LL33 0PA
Telephone number	01248 680642

Headteacher	Mr Matthew Jones
Date of appointment	1 September 2007
Chair of governors/ Appropriate authority	Councillor Andrew Hinchliff
Registered inspector	Gareth Wyn Roberts
Dates of inspection	03/03/2008-05/03/2008

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	0	0	0	29	37	33	33	132

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	1	7.7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:17.1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection	
Term	KS2 = The school
Spring 07	94.5
Summer 07	94.3
Autumn 07	93.8

Percentage of pupils entitled to free school meals	12
Number of pupils excluded during 12 months prior to inspection	2 (1 permanent, 1 temporary – no one from an ethnic background)

Appendix 3

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007							Number of pupils in Y6:		39		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	15	44	41
		National	0	0	0	1	1	4	16	48	30
Welsh	Teacher assessment	School	0	0	0	0	0	0	65	35	0
		National	1	0	0	1	1	4	18	50	25
Mathematics	Teacher assessment	School	0	0	0	0	0	0	13	43.5	43.5
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	0	10	56	33
		National	0	0	0	1	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	82.05	In the school	N/A
In Wales	74.2	In Wales	N/A

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

Appendix 4

Evidence base of the inspection

- The school was inspected by a team of three inspectors who were present at the school for a total of seven inspection days.
- Pre-inspection meetings were held with staff, parents and the governing body.
- The pre-inspection meeting was attended by 12 parents, 34 parent questionnaires were analysed and eight letters or notes received.
- Documents presented by the school before and during the inspection were analysed.
- A sample of pupils' work in every class was examined. Pupils were heard reading in both languages and a discussion was had about their work and the life of the school.
- Discussions were held with the head teacher, the teachers and the ancillary staff.
- A total of 26 lessons, or parts of them, were observed including 19 lessons in the subjects specifically inspected.
- Pupils' behaviour was observed during breaks, the lunch hour, and at the start and end of the school day.
- The inspectors were present in collective worship sessions and extra-curricular activities were observed.
- Post-inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Gareth Wyn Roberts (Registered Inspector)	Background of the school, summary Key Question 1, 2 and 3 English, information technology, religious education Inspection appendix
Mr Wil Owen (Lay Inspector)	Key Question 7
Mr Rolant Wynne (Team inspector)	Key Question 4, 5, 6 Welsh Second language, mathematics, geography
Mr Matthew Jones (School nominee)	

There was no peer assessor for this inspection.

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Acknowledgement

The inspectors wish to thank the governors, head teacher, staff, pupils and parents of the school for their willing cooperation during the inspection.