

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

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

**Ysgol Penmachno,  
Penmachno,  
Betws-y-Coed,  
Conwy,  
LL24 0PT**

**School Number: 6622086**

**Date of Inspection: 09/03/09**

**by**

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**Date of Publication: 14/05/09**

**Under Estyn contract number: 1109308**

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Ysgol Penmachno 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 Penmachno took place between 09/03/09 and 11/03/09. An independent team of inspectors, led by Nicholas Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## **Context**

### **The nature of the provider**

1. Penmachno is a rural school situated in the village of Penmachno, near Betws-y Coed. The Unitary Authority (UA) is Conwy. There are 25 pupils on roll between the ages of 3 and 11. 5 of the children attend the Nursery part time. Children begin school full time in the September after their fourth birthday. Around 4 per cent of pupils come from outside the school's designated catchment area.
2. Across the school, pupils come from a range of social backgrounds. On entry, most children have good levels of basic skills. The school reports that about 10 per cent of pupils are eligible for free school meals. This is below the average for Wales. No pupils are looked after by the UA.
3. About 10 per cent of pupils have some degree of special educational needs, as recognised by the local education authority (LEA). This is below the average for Wales. No pupils on roll have a statement of Special Educational Needs (SEN) and no pupils are disapplied from the National Curriculum (NC).
4. The language of all pupils at school is Welsh. No pupils currently have support, learning Welsh as an additional language. All pupils come from white, British backgrounds. The school currently holds the Investor in People award and has been awarded the Basic Skills Quality Mark on two occasions. The school was last inspected in the spring term of 2003.

### **The school's priorities and targets**

5. The school lists the following as some of its main targets:
  - to develop the role of the School Council;
  - to raise standards in Physical education;
  - to develop pupils' awareness of entrepreneurship;
  - to amend medium and long term planning in relation to Curriculum 2008;
  - to fully implement the Foundation Phase;
  - to develop assessment and moderation procedures;
  - to further develop sustainability in the school;
  - the International dimension.

## Summary

6. Ysgol Penmachno is a good school where there are no important shortcomings. It has made good progress since the last inspection. It is effectively led and managed.

### 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?	2
7 How efficient are leaders and managers in using resources?	2

7. Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	85%	0%	0%	0%

8. Pupils' standards of achievement in lessons is higher than the figures noted in HMCI's Annual Report 2007-08 of standards being good or better, grade 2 or grade 1, in 84 per cent of lessons. The comparison is also favourable when considering outstanding standards, grade 1, where HMCI's Annual Report 2007-08 states that standards are outstanding in 12 per cent of lessons.
9. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes. Most children begin school with good levels of basic skills for children of this age and make good progress by the end of both key stage 1 and key stage 2.

### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Science	2	2
Design and technology	2	2
History	2	2
Art and design	2	2
Physical education	2	2

10. Regardless of their social, ethnic or linguistic background, the vast majority of pupils make good progress from the time they start school. Pupils with additional learning needs, including those pupils with special educational needs (SEN) achieve well taking account of their ability and start points.
11. In the 2008 national assessments for seven year olds in Welsh, mathematics and science, a small number of pupils took these assessments. This was also true for eleven year olds in Welsh, English, mathematics and science. In the subjects and when the subjects are combined, the results are below the local and national averages for seven year olds, apart from science. For eleven year olds, the results are above the local and national averages in all subjects and when the subjects are combined.
12. For seven year olds, when the results are compared to schools with a similar proportion of pupils entitled to free school meals, the results in 2008 are in the top 25 per cent of similar schools in science and the bottom 25 per cent of similar schools in Welsh and mathematics and when the subjects are combined.
13. For eleven year olds, when the results are compared to schools with a similar proportion of pupils entitled to free school meals, the results in 2008 are in the top 25 per cent of similar schools in science and Welsh, the bottom 50 per cent of similar schools in mathematics and the top 50 per cent of similar schools in English and when the subjects are combined.
14. Care should be taken when considering these results. One pupil's performance is very significant in its impact on the overall picture, due to small pupil numbers in year groups.
15. Generally, pupils' overall development of key skills is good and has no important shortcomings. In the Foundation Phase and both key stages, pupils' standards and progress in the key skills of speaking, listening reading and writing in Welsh and English have good features and no important shortcomings.

16. Mathematical, problem solving, information and communications technology skills and thinking skills are good. Older pupils' enquiry skills in mathematics and science are under developed. Bilingual skills are good. The pupils' knowledge of the heritage and culture of Wales, 'Y Cwricwlwm Cymreig', has good features and no important shortcomings.
17. Pupils' personal, social and moral understanding is good. Their understanding and awareness of cultural diversity is good. Nearly all pupils' understanding of how to improve their own work has good features that outweigh shortcomings.
18. All pupils work well together, which is a very good feature of the school. Good behaviour and attitudes are shown by pupils of all ages, during lessons and at play times.
19. The average level of attendance is around 94 per cent. This is above the national average for all schools. Punctuality at the beginning of the school day and after break times is good.

## The quality of education and training

### Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	79%	0%	0%	0%

20. These figures compare well with the national picture published in HMCI's Annual Report for 2007-2008, where overall the quality of teaching in primary schools is judged to be grade 2 or better in 83 per cent of lessons and has outstanding features in 16 per cent of lessons. Outstanding features were noted in half the lessons seen in the Foundation Phase and key stage 1.
21. Outstanding features seen in the teaching include:
  - stimulating and challenging activities for all pupils;
  - a good balance between child-selected and teacher directed activities;
  - very effective use of support staff;
  - knowing when to intervene in the learning and when to refrain from intervening.Good features seen in teaching include:
  126. a good pace to lessons;
  127. clear objectives to sessions;
  128. good questioning and clear explanations;
  129. providing differentiated tasks to cater appropriately for pupils with different needs.
22. Equality of opportunity is promoted well in the school. All pupils are treated equally whatever their gender, race or disability. Teachers challenge stereotypical images effectively.
23. The system to assess pupils' progress and to record and report upon pupils' achievements has good features that outweigh shortcomings. Assessment is regularly undertaken in order to track the progress pupils make. It is used well to inform the next steps in teaching and learning. The school is currently

developing procedures to involve pupils in understanding the purpose of assessment and to be more involved in planning their own progress and improvement. It is also developing moderation procedures to assist in the accurate levelling of pupils' work. Reports to parents are of a good quality. They are informative and provide a clear picture of pupils' achievements and efforts.

24. The school curriculum fully complies with the requirements of the National Curriculum and the locally agreed syllabus for religious education. It is appropriately broad and balanced. It meets the needs of all pupils, including those with Additional Learning Needs (ALN).
25. The curriculum is enriched by a good range of visitors to the school and by visits to places of interest. There is a good range of extra curricular activities, provided both within and outside the school day. These activities and all areas of the curriculum are equally accessible to all pupils. The school's international links are an outstanding feature. However, the role of the school council is under developed.
26. The overall provision for pupils' spiritual, moral, social and cultural development is good. Provision for pupils to understand the importance of sustainable development is good and the development of their entrepreneurial skills has good features that outweigh shortcomings. The provision for pupils' bilingual skills is good with no important shortcomings.
27. The quality of care, support and guidance is good. The quality of provision for additional learning needs is good. The school provides a happy and caring environment. Induction arrangements for the early years and for the transfer to secondary education are detailed and effective.
28. The school has clear and well-documented arrangements to contribute to pupils' well being. Child protection policies meet current recommended practice. The school has well-planned and documented procedures for dealing with race equality, disability, discrimination and equal opportunities.

### **Leadership and management**

29. The head teacher leads effectively. Leadership and management have good features and no important shortcomings. High expectations and aspirations for all pupils are at the forefront of the school's vision. The leaders and managers implement good management structures at all levels in the school.
30. The school takes careful account of national priorities and local partnerships. The introduction of the Foundation Phase has been managed thoroughly and sensibly.
31. The governing body works closely with the professional leadership of the school. The chair of governors and individual governors support the school well. They are well informed about the long-term needs of the school and their monitoring of the quality of provision at the school is good.

32. The process of self-evaluation is good. It is generally based around first hand evidence. The views of all those involved in the school are considered.
33. The school's self-evaluation document fully informs the School Development Plan (SDP). The SDP is a good working document and is aligned to the school's performance management programme.
34. The school's self-evaluation is mostly accurate in terms of grades and the inspection team agrees with the school's identification of its main strengths and weaknesses. Since the last inspection in 2003, the school's progress is good with no important shortcomings.
35. The school is well staffed by well-qualified and experienced teachers. The use of support staff is an outstanding feature of the school. The day-to-day life of the school is organised effectively and it is an integral part of the community.
36. The school is clean and well maintained. It provides suitable accommodation for all pupils. The use of the accommodation in the foundation phase is good. The outdoor environment is used well. The school uses and deploys its teaching resources well.
37. The school gives good value for money.

## Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1 improve older pupils' enquiry skills in science and mathematics;
- R2 ensure that all pupils play an active role in their own target setting;
- R3 develop further assessment procedures through incorporating the moderation of pupils' achievements;
- R4 develop the role of the school council.

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

38. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

39. Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	85%	0%	0%	0%

40. Pupils' standards of achievement in lessons is higher than the figures noted in HMCI's Annual Report 2007-08 of standards being good or better, grade 2 or grade 1, in 84 per cent of lessons. The comparison is also favourable when considering outstanding standards, grade 1, where HMCI's Annual Report 2007-08 states that standards are outstanding in 12 per cent of lessons.

41. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes. Most children begin school with good levels of basic skills for children of this age and make good progress by the end of both key stage 1 and key stage 2.

#### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Science	2	2
Design and technology	2	2
History	2	2
Art and design	2	2
Physical education	2	2

42. Regardless of their social, ethnic or linguistic background, all pupils make good progress from the time they start school. Pupils with additional learning needs, including those with special educational needs (SEN) achieve well taking account of their ability and start points.

43. In science, the 2008 national assessments for seven year olds show that results are above the local and national averages. However, in Welsh and mathematics and when the results in these three subjects are combined, the results are below the local and national averages. In these assessments, there is no significant difference between the performance of boys and girls.
44. When results are compared to schools with a similar proportion of pupils entitled to free school meals, the 2008 results in science place the school in the top 25 per cent of similar schools. In Welsh, mathematics and when the subjects are combined the school is placed in the bottom 25 per cent of similar schools.
45. For eleven year olds, the 2008 results show that the results are above local and national averages. Girls perform better than boys in English, but boys perform better than girls in science and when the subjects are combined.
46. When the results for eleven year olds are compared to schools with a similar proportion of pupils entitled to free school meals, the 2008 results in science and Welsh place the school in the top 25 per cent of similar schools. In English and when the subjects are combined, the school is placed in the top 50 per cent of similar schools. In mathematics, the school is placed in the bottom 50 per cent of similar schools.
47. In 2006, when considering seven year olds, the school was in the bottom 25 per cent of similar schools when considering the percentage of pupils entitled to free school meals in all three subjects and when the subjects were combined. In 2007, the school was in the top 25 per cent of similar schools when considering the percentage of pupils entitled to free school meals in all three subjects and when the subjects were combined. For eleven year olds, in 2006, the school was in the top 25 per cent of similar schools in Welsh and science, the bottom 50 per cent in English and the bottom 25 per cent in mathematics and when the subjects were combined. In 2007, the school was in the top 25 per cent of similar schools in English, mathematics, science and when the subjects were combined and the bottom 50 per cent in Welsh.
48. When both sets of results are compared to the assessments that were made when these individual pupils began school, they show that good value is added to the pupils' achievements and that they make good progress. However, care should be taken when considering these results. One pupil's performance is very significant in its impact on the overall picture, due to small pupil numbers in year groups.
49. Generally, pupils' overall development of key skills has good features and no important shortcomings. In both key stages, pupils' standards and progress in the key skills of speaking, listening, reading and writing in Welsh and English have good features and no important shortcomings. Pupils across the school speak confidently and clearly. They all ask and answer questions well and listen carefully to each other and to their teachers.
50. Nearly all pupils read well for a range of reasons. They use reference books and the Internet effectively to find out information. They read with good

expression and with good levels of understanding of a variety of texts. Older pupils have good higher order reading skills and their deductions and inferences for set purposes are good.

51. In a range of activities in other subjects, most pupils write well for a wide range of reasons and use different styles and genres effectively.
52. Pupils' bilingual skills have good features and no important shortcomings. They are consistent across the school. However, pupils do tend to conduct incidental conversations with each other in English, even in the classroom.
53. All pupils' mathematical skills in other subjects are good with no important shortcomings. This is particularly true of investigative work where they use their knowledge of mathematics to investigate carefully and to identify appropriate results and findings. Pupils' enquiry skills are not as well developed in both mathematics and science.
54. All pupils' skills in information and communications technology are good with no important shortcomings. Foundation Phase and key stage 1 pupils use simple programs confidently to reinforce their work in other subjects. Art and language packages in key stage 2 are used well to express the information they collect and print their illustrations. All pupils use the mouse, keyboard and other equipment with confidence.
55. Older pupils are good at creating, storing and retrieving their work. They compose, draft, edit and print their work accurately.
56. Pupils' problem solving and thinking skills are good with no important shortcomings. Nearly all pupils can with guidance successfully make decisions for themselves. They respond well to the challenges which are set for them in all subjects.
57. Creative skills are good with no important shortcomings. All pupils apply their creative skills in a wide range of activities, for example in art, gymnastics and music. They illustrate their work and perform thoughtfully.
58. Pupils' understanding of the particular features of Welsh music, art, history, literature and traditions are good. Almost all pupils are aware of the work of Welsh artists and other craftspeople. They are very familiar with a good range of Welsh folk tales and legends.
59. All pupils' personal social and learning skills are good with no important shortcomings. They are good at accepting responsibilities willingly and enthusiastically.
60. Nearly all pupils are very well behaved. The school has high expectations and all pupils know what is expected of them. Nearly all are friendly, polite and considerate. Pupils move sensibly in and around the school under supervision and most demonstrate a high degree of self-discipline and maturity. Their behaviour on visits is reported as being exemplary.

61. All pupils work and play together very well and relationships with each other are very good. They value rewards. Throughout the school nearly all pupils co-operate very well in pairs and small groups during lessons and at other times. Boys and girls work and play together very well at lunch and break times and in out of hours' activities such as the Urdd, Dragon Sport and cooking clubs. They recognise the needs of others and support their colleagues with consideration and respect. They have good moral values.
62. At 94 per cent, the average rate of attendance for the three terms prior to the inspection was above the LEA, national averages and the average for similar schools. Absences are caused mainly through illness. There are some family holidays taken in term time.
63. Punctuality at the start of the day and after break times is good. Punctuality is helped by the good Breakfast Club provision that exists in the school.
64. Pupils' understanding of equal opportunities is good and is very firmly embedded in the school's work.
65. All pupils have a clear understanding of right and wrong. Acts of worship in the school and assemblies assist pupils to develop their spirituality well. Pupils understand school rules and expectations.
66. All pupils are successful at developing sensitivity to the needs of others, caring for those that are less fortunate than themselves. They have a good awareness of cultural and racial issues and have a good knowledge of world religions.
67. There have been no exclusions during the last year.
68. Nearly all pupils' understanding of how to improve their own work has good features that outweigh shortcomings. Pupils are developing strategies to raise confidence as independent learners.
69. All pupils' knowledge and understanding of the workplace and the local community is good and appropriate to their age.

## The quality of education and training

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

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

70. The findings of the inspection team match the grades awarded by the school in its self-evaluation report.

71. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	79%	0%	0%	0%

72. These figures compare well with the national picture published in HMCIs Annual Report for 2007-2008, where overall the quality of teaching in primary schools is judged to be grade 2 better in 83 per cent of lessons and has outstanding features in 16 per cent of lessons. Outstanding features were noted in half the lessons seen in the Foundation Phase and key stage 1.

73. The quality of teaching contributes well to children's progress, achievement and well-being. Planning across the school ensures appropriate continuity, progression and coverage of the National Curriculum and areas of learning.

74. The quality of relationships in the school between teachers and pupils is extremely good. All staff, including all support staff, create a positive and purposeful atmosphere to enable children to become good and effective learners. Pupils are managed positively and sensitively and are not allowed to disrupt others. Overall, this has a very positive effect on the standards they achieve and the quality of life in school.

75. Teachers and support staff demonstrate good knowledge of how young children learn and are fully conversant with the seven areas of learning in the Foundation Phase and the National Curriculum Programmes of Study.

76. In the Foundation Phase planning, teachers focus appropriately on the developmental needs of children and allow for child-initiated activities. This ensures those children's learning needs are met successfully, allowing them the opportunity to be involved in their own learning and to become independent learners. Although planning for the older pupils indicates what pupils are to learn and investigate, it does not always show clearly how teachers will develop enquiry skills. This is especially true in mathematics and science. Home/school tasks are linked to work in class.

77. Teachers have high expectations of all pupils, which ensure that nearly all of them reach their full potential. In general, teachers use a wide range of teaching strategies, methods and approaches successfully to motivate pupils. There is an appropriate focus on practical and first-hand activities to stimulate children's learning, particularly in the Foundation Phase. There is a good balance of

individual, paired and whole class teaching in all classes. Teaching assistants and support staff provide extremely good quality support in delivering the curriculum and enrich pupils' learning very effectively.

78. Outstanding features seen in the teaching include:

- stimulating and challenging activities for all pupils;
- a good balance between child-selected and teacher directed activities;
- very effective use of support staff;
- knowing when to intervene in the learning and when to refrain from intervening.

79. Good features seen in teaching include:

- 130. a good pace to lessons;
- 131. clear objectives to sessions;
- 132. good questioning and clear explanations;
- 133. providing differentiated tasks to cater appropriately for pupils with different needs.

80. No important shortcomings were noted in the lessons observed.

81. All teachers promote equality of opportunity well and every pupil is treated fairly, irrespective of ability or background. The school caters well for pupils with additional learning needs. Teachers promote the use of Welsh well during the school day and are sympathetic to the language needs and abilities of all pupils.

82. The quality of assessment has good features that outweigh shortcomings. Consistent implementation of the policy results in a coherent approach to assessing, recording and reporting throughout the school.

83. When planning learning, teachers have specific learning outcomes and success criteria for assessment that are identified well. Pupils' prior knowledge, skills and understanding are taken into account. In nearly all cases, the evaluation of learning in one lesson informs future planning appropriately, particularly in the Foundation Phase. Assessments are regular and reliable. The school is currently developing procedures to involve pupils in understanding the purpose of assessment and to be more involved in planning their own progress and improvement. It is also developing moderation procedures to assist in the accurate levelling of pupils' work. Statutory requirements are met in full.

84. A broad range of assessment strategies is used effectively to decide on the next steps in learning. These include baseline assessments, teacher assessments, standardised reading tests, spelling tests and observations. Procedures are effective and manageable, including those for pupils with SEN and provide good information about pupils' progress. Results are analysed and are used well to match work appropriately to pupils' skill levels. Pupils are observed closely by teachers and support staff and discussions and observations are regularly recorded to monitor their progress.

85. A tracking system is used to track individual pupil progress and in identifying individual needs. End of key stage assessments are scrutinised to ensure that future planning is appropriate.

86. Teachers mark pupils' work regularly and provide positive comments which are linked to pupils' targets and success criteria. Strategies for self-assessment are being developed to further develop pupils' understanding of what they have achieved and what they need to do to improve.
87. Achievements in all subjects are regularly reported to parents and the quality of reports is good. They meet statutory requirements and provide clear judgements about attainment in all subjects and areas of learning, as well as celebrating children's achievements and giving guidance about the way forward. Parents appreciate opportunities to discuss their children's development with staff formally each term and to respond to the reports. They state that they are happy with the information the school provides about their children's progress.
88. Relevant information is transferred to the receiving secondary school when pupils move on to the next stage of learning.

**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**

89. The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
90. The school successfully meets the needs of all its pupils including those with additional learning needs and children under five. Within its inclusive ethos for learning, all pupils have equal access to every area of the curriculum and every activity offered by the school. This is reflected well in the good levels of interest all pupils show in their work.
91. The curriculum is well organised, balanced and relevant and meets statutory requirements. The provision is good for developing pupils' personal, social and health education. Schemes of work for all subjects and areas of learning are of good quality and are beginning to reflect recent curriculum changes. Generally, teachers provide interesting and stimulating experiences.
92. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes. There are a range of very well planned learning experiences structured to provide enjoyment and meaningful learning experiences. The well planned early years' provision which follows Foundation Phase principles positively encourages learning through play, both indoors and outdoors. As a result, all children develop their knowledge, understanding and skills very well in all areas of the curriculum. All children are given a good start in school.
93. The school makes good provision for the development of pupils' basic key skills. Opportunities for the development of key skills are linked into planning and the curriculum. This is a developing area that is linked to the changes in the curriculum.

94. The school offers a good range of well attended, out of hours' clubs held every fortnight on a termly theme. They effectively promote pupils' learning after the school day. Pupils state that they are pleased with and derive enjoyment from the variety of clubs on offer by the school.
95. Pupils also benefit from the good provision of visits and visitors to the school. These have an impact on pupils' understanding of the world of work, standards and enthusiasm for learning. Well-planned opportunities are taken to visit places within the locality of the school and further afield. Visits and local studies enrich the curriculum. Visitors from the community bring a wealth of expertise and experience that stimulate pupils' learning. The school is an integral part of the village. The international links fostered by the school are outstanding and overseas visits and visitors are commonplace. The school holds the International Schools Award.
96. The overall provision for pupils' social, moral, spiritual and cultural development is good with no important shortcomings. It is well planned for and a good feature of school life.
97. The planning for the development of personal skills and social education is good. It is well integrated into the school's daily life. Appropriate attention is given to sex education.
98. Good opportunities are provided for pupils' spiritual development. Collective worship meets statutory requirements in full. Most pupils are actively encouraged to consider other faiths alongside their own through multi-cultural themes.
99. The provision for pupils' moral development is good. All staff actively endorse values such as fairness and model good behaviour for pupils. This is a good feature of day-to-day life in the school.
100. The school makes good provision for pupils' social development that enables them to play a part in the school community. Pupils are provided with opportunities to work collaboratively and take positions of responsibility within the school. Pupils are involved in raising funds for charitable organisations and this positively enhances their sense of social responsibility and understanding of their own and other communities. However, the role of the school council is under developed.
101. Cultural development is good. Pupils are given a growing understanding, awareness and appreciation of other cultures. '*Y Cwricwlwm Cymreig*' is fostered well through the study of famous Welsh people and pupils are given opportunities to learn about the traditions, culture and history of Wales. It is well integrated into the curriculum.
102. Close links are maintained with a wide variety of community groups such as artists, theatre groups and emergency services. The school also enjoys effective working partnerships with other local schools, including the secondary school, where good transition arrangements have been developed. Links for

Additional Learning Needs (ALN) provision with the secondary school is good. Good arrangements also exist with Dolgarrog, the language centre, to cater for pupils who arrive late on in the school without knowledge of Welsh.

103. The school's partnership with parents is very good and a strong feature. Parents are well informed about school. They have regular opportunities to meet teachers to discuss their children's work and progress and these meetings are reported to be well attended. Parents report that the school has an open door policy.
104. There was a reasonably good response to the parents' pre-inspection questionnaire, with about a quarter returned. The response indicated that almost all parents and carers were supportive of the school and expressed satisfaction with the standards their children achieve within a caring, supportive environment.
105. Good features exist when related to pupils' knowledge of the world of work beyond the school gates, even though opportunities are limited. Visits and visitors provide opportunities to broaden and enrich pupils' work related education. No teachers have recently undertaken relevant industrial placements with a view to enhancing professional development and enriching curricular provision for pupils.
106. The school has high expectations of all its pupils and actively promotes all aspects of equality. This is a good feature of the school. Stereotyping is challenged when identified. Good links with external agencies help support any socially disadvantaged pupils. Every pupil is treated as an individual, is encouraged to participate fully in all activities and no pupil is barred from any of them.
107. The standards and provision for education for sustainable development and global citizenship is good and the school participates in the Eco-Schools initiative, having received the Bronze award.
108. The school is laying down the foundations for life long learning well. National priorities are reflected well in the life of the school. The priority given to pupils developing independence and taking responsibility for their own learning and well being is a developing area; as is the pupils' entrepreneurial skills, which are currently under developed.

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

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

109. The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
110. The head teacher and staff place a high priority on pastoral care throughout the school and provide good care, guidance and support for pupils. Staff are successful in creating a calm, caring and supportive environment where pupils

feel secure and respected. There is a good community spirit and staff and pupils are welcoming to visitors.

111. The school works in full and productive partnership with a range of agencies and support services to ensure pupils' needs are carefully assessed and provided for. This is beneficial for all pupils.
112. The school enjoys very effective working partnerships with parents and carers, which contributes very well to the quality of support and guidance offered to pupils. The school listens carefully to parents and carers and takes into consideration their views and opinions.
113. The induction procedures for pupils entering the school, moving classes and transferring to secondary school are effective and ensure pupils settle quickly into their new environments. The youngest, part time children in the nursery class are settling in well and are happy and secure in their work and play.
114. The school provides good personal support and guidance to pupils. Pupils are confident in seeking the help and support of staff; they readily turn to adults for help and are listened to and treated with consideration and respect. The quality of relationships between staff and pupils is very good and contributes very well to pupils' positive behaviour and self-esteem.
115. Pupils have access to an effective personal and social education (PSE) programme, drawn up in line with national recommendations.
116. The monitoring of pupils' attendance, punctuality, behaviour and performance is good. Issues are dealt with quickly and efficiently.
117. The school's behaviour policy works well and teachers are skilled at managing pupil behaviour.
118. Class teachers monitor pupils' academic performance regularly and pupils are beginning to take a more active role in setting their own targets and understanding and planning their own progress. This is a very recent development.
119. The school has clear policies and procedures are in place to promote health, safety and well being, including risk assessments. Every reasonable measure is taken to ensure staff and pupils work in a safe and secure environment.
120. Pupils are well supervised at all times. Ancillary and support staffs make a good contribution to pupils' welfare throughout break and lunch times. Arrangements to undertake fire drills, respond to accidents and emergencies and deal with the administration of medicines are well established.
121. The school makes every effort to promote healthy eating and a healthy lifestyle. Pupils are encouraged to eat healthily and have received the first leaf of the Healthy Schools' programme. Pupils have access to a good range of physical and sporting activities, which contribute well to their well being.

122. The school has appropriate measures to deal with appeals and complaints and to promote the protection of children. The head teacher has designated responsibilities for child protection issues and there is also a nominated governor. National child protection guidelines are followed, training is regularly updated and all adults in the school are made aware of the correct procedures to be followed.
123. Provision for pupils with SEN is good. Those with particular needs are identified at an early stage through baseline and school entry assessments and effective arrangements are made to meet those needs. The school follows LEA referral systems, and adheres closely to the Code of Practice. The designated member of the governing body with responsibility for SEN is well informed and supports the learning programme in the school.
124. Individual education plans (IEPs) are provided for all identified pupils. IEPs have realistic targets and successfully outline teaching strategies and the resources required to achieve them. Teachers make good use of these plans. Review meetings are held and the school involves parents and encourages them to support their children at home.
125. Pupils with SEN are well supported by class teachers and teaching assistants. Support staff withdraw groups for beneficial sessions that enable pupils to make good progress in language. The needs of pupils with disabilities are carefully considered.
126. There are good links with other professionals who are effective in supporting the school's provision for pupils with SEN if necessary.
127. The school provides good support for learners whose behaviour could impede their progress and that of others and there is a consistent, positive approach to behaviour management. School and classroom rules and rewards systems provide a culture to support positive behaviour.
128. The quality of provision for equal opportunities is good. The school recognises the diversity of pupils' backgrounds and takes this into consideration when planning and delivering support and guidance. Teachers are skilled at challenging stereotypes and they ensure boys and girls receive equal opportunities within the classroom and have equal access to all other facilities within the school.
129. Good race relations are promoted successfully and the school values, respects and celebrates diversity. Good quality documentation underpins this good practice.
130. The school has made all reasonable arrangements to secure the equal treatment of disabled pupils and to welcome disabled visitors to the school. The school has produced a good quality accessibility plan and disability equality scheme to demonstrate how staff will make improvements in access to the curriculum, physical access and in the provision of information for disabled persons.

131. The measures taken to eliminate oppressive behaviour including racial discrimination, bullying and all other forms of harassment are effective.

## **Leadership and management**

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

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

132. The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
133. The school is effectively led and managed. The quality of all leaders and managers at different levels in the school is good. The school is a purposeful community and the channels of communication between staff are effective.
134. The head teacher and other staff members have a clear vision for the school based on raising standards. Both teachers are pro-active members of the governing body and have a good relationship with parents. High expectations and aspirations for all pupils are at the forefront of their vision.
135. The school's policies and practices promote equality of opportunity well. These are reflected in the life and work of the school. It is an ordered community where each pupil is valued and all enjoy equal access to all the school offers. Staff contribute to the school's caring ethos. This has a positive effect on all pupils' behaviour and attitudes.
136. There are appropriate arrangements, when required, to support newly qualified teachers and teachers who are new to the school.
137. The school takes good account of national priorities and local partnerships. Preparations for the introduction of the Foundation Phase were thorough and sensible and are now being systematically managed by the teaching staff and the governing body.
138. The outdoor area is being developed and is used by the school to provide additional learning opportunities for all pupils. The pupils are made aware of the importance of environmental issues and of the need to have healthy lifestyles. The school has good extra curricular clubs.
139. There are effective arrangements in place for the head teacher to review the progress of initiatives that the school is pursuing. This is conducted appropriately and accurately. The school collects National Curriculum assessment data and analyses the data well.
140. Performance Management is well established and job descriptions note the specific roles and tasks of staff. The head teacher has agreed objectives that are reviewed annually. All staff have been made aware of their responsibilities in relation to their job descriptions.

141. Support and training is good for all staff members and the governing body and is linked to school development. The school allows staff and governors to further develop their skills and knowledge through appropriate and focused training opportunities, organised mainly by the LEA.
142. The links between the governing body and the school are good. The governing body, working effectively with the head teacher helps to set the long term direction for the school in a structured way. The governors are well informed about the school's self-evaluation process and have effectively followed guidelines set out by the LEA. Their contribution to the school's strategic planning is good. The monitoring of the quality of provision in the school by the governors is good.
143. Governors successfully hold the professional leadership to account. The school has current policies covering the various aspects of school life. These are regularly considered and updated by the governors. All statutory requirements are met.

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

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

144. The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
145. The process of self-evaluation is good. In most aspects of school life, the head teacher, senior managers and governors use information effectively to make improvements. The link between the processes of self-evaluation and planning for improvement in the School Development Plan (SDP) is thorough. The school's procedures for monitoring standards, based on clear evidence, are good.
146. All staff are involved in the monitoring process. The monitoring process in relation to the standards pupils achieve is good; however, the moderation of pupils' achievements is less well established and is an area of development at the school.
147. The school uses performance data to inform judgements and evaluate specific trends over time. This is good practice. Self-evaluation is based on first-hand evidence and the school co-operates effectively with the LEA to target areas for improvement. The school is good at seeking the views of a range of agencies that have an interest in the school. This includes parents.
148. All staff work diligently. They are aware they have a part in the school's self-evaluation process and their input is valued.
149. The quality of the self-evaluation report produced by the school prior to the inspection is good. It is detailed and targets areas for development. It provides

a good overview of the school's position. It identifies the areas and aspects that are strengths within the school and those that require further attention.

150. The judgements of the inspection team agree with the school's self-evaluation in all of the seven key questions.
151. The school's priorities for improvement inform the SDP well and have appropriate time scales and costs noted.
152. The school makes good efforts to obtain measures to evaluate its performance. It uses national and local data to target areas that have strengths or shortcomings. It works with the LEA to allocate resources and expertise to raise and improve standards. For example, the actions of the school in establishing outdoor areas have resulted in good improvements in curricular provision for all pupils.
153. The school has successfully addressed the key issues noted in the last inspection report and improvements are evident in areas that needed developing. Progress since the previous inspection is good with no important shortcomings.

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

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

154. The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
155. The adequacy, suitability and use made of learning resources and accommodation is good. Even though this is a small, rural school, the use of staff is an outstanding feature. The school has good resources and ensures that purchases are prioritised according to need. It is effective in its use of additional funding and uses staff and resources very effectively to fulfil the requirements of funding regulations.
156. There are sufficient numbers of well-qualified teachers who possess a good range of specialist knowledge to provide for the needs of pupils, including those with additional learning needs and for the under-fives.
157. All staff are committed to providing a secure, supportive environment for all pupils. Teaching assistants very successfully support teachers and all pupils throughout the school day and are valued members of the school community. This is outstanding practice.
158. Efficient use is made of available resources. All pupils have ready access to a range of good resources appropriate to their age and needs. Good investment has been made in ICT resources. The computers and interactive whiteboards are used well to support pupils' learning.

159. Library areas are well positioned and well developed in relation to the age and needs of the pupils and are well used.
160. The use made of the outside learning environment including the school grounds enriches every pupil's experiences and is a good feature of the school's provision. The school makes effective use of resources outside the school to enrich the curriculum.
161. The accommodation is very adequate for the number of pupils on roll and is kept clean and well maintained. The head teacher and staff make imaginative use of the building to provide a welcoming and warm environment for all pupils. This is especially true in the Foundation Phase. The quality of display throughout the school is good. It is used well to celebrate pupils' achievements and is an effective aid to learning.
162. Outdoors, the school benefits from having hard play and grassed areas. Specific outdoor areas for the Foundation Phase are of good quality and include a good range of play equipment.
163. The school is aware of its duty according to the Disability Discrimination Act (2005) and has an appropriate accessibility plan that looks at ways to improve access for all.
164. Staff experience and expertise are used well for the benefit of pupils. An appropriate staff development programme enables teachers to keep up to date with current educational initiatives and with new ideas in their subjects and other areas of responsibility.
165. Teachers make good use of their planning, preparation and assessment (PPA) time to develop work for their own classes and for their areas of responsibility. Resources are used well for the purposes of work force re-modelling.
166. The school's administrative procedures ensure the efficient day-to-day running of the school. All support staff, such as the caretaker, mid-day supervisors, canteen staff and cleaners are valued for their contribution to the life of the school.
167. Spending decisions relate directly to the school priorities as set out in the School Development Plan (SDP). Expenditure is monitored closely by the Governing Body and surplus figures are part of long term planning in relation to staffing. The outcomes of spending decisions are regularly reviewed.
168. The school meets the needs and range of all pupils and gives good value for money.

## Standards achieved in subjects and areas of learning

### English

**Key stage 1: Not applicable**

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

#### **Good features**

169. Pupils do not follow formal programmes of study for English until key stage 2.

170. At key stage 2, all pupils listen well to presentations by teachers and to the contributions of other pupils. They speak clearly and confidently about their work and experiences with both adults and fellow pupils. They use vocabulary correctly to express ideas and opinions whilst taking part in class discussions. Individual pupils use extended vocabulary effectively for set purposes.

171. All pupils begin to realise the need to adapt their spoken language and intonation of voice when participating in role play situations, debating and creating their own play scripts and stories.

172. By the end of the key stage, all pupils employ well-reasoned and logical arguments to defend opinions within group, paired and class discussions.

173. All pupils read a suitable range of books and they display positive attitudes towards reading. The best readers read fluently, correctly and expressively and have a good understanding of the texts they read. Most pupils have favourite authors and can describe features of books written by them. They give good accounts of the books they are reading.

174. Most pupils' have good higher order reading skills, enabling them to retrieve information from sources on the Internet and from non-fiction texts.

175. All pupils write in a variety of forms for different purposes according to their age and abilities. They show a good understanding of language forms. They produce good creative and factual work. Writing is organised into paragraphs by mostly older pupils using different sentence patterns. Older pupils use verbs and adjectives correctly and they develop a good mastery of syntax.

176. Interesting and imaginative use of language is used by nearly all older pupils to create effects.

177. All pupils' spelling and punctuation is developing with increasing accuracy.

178. Pupils with ALN make appropriate progress.

#### **Shortcomings**

179. There are no important shortcomings.

## Science

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

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

### Good features

180. All pupils in both key stages are developing good general scientific skills according to their age and ability.
181. Nearly all pupils understand the concept of a fair test. They predict, ask questions, investigate, experiment, record and evaluate their work well.
182. Key stage 1 pupils know the difference between living and non-living things. They are able to compare materials and describe their common properties.
183. They are aware of light sources at school and in the home and show that they understand the concepts involved in colour and how colours mix. They are also well aware of the stretching properties of materials.
184. All key stage 1 pupils are aware of the different groups of food and the importance of healthy diets and exercise.
185. All key stage 2 pupils have a good understanding of life processes and living things. They can name different organs in the body and know how they work. They can name healthy foods and are aware of the need for a healthy diet and regular exercise. Through collating results from good investigative work they are able to comment on the way electricity plays an important part in everyday life.
186. In key stage 2, all pupils have a good knowledge about the properties of light and shadows and provide good explanations of these properties in both familiar and unfamiliar situations.
187. All key stage 2 pupils use information technology effectively to support their investigations.

### Shortcomings

188. Older pupils' enquiry skills are under developed.

## Design technology

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

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

### Good features

189. In both key stage 1 and key stage 2, all pupils make good progress in designing and making a range of products for different purposes. They develop their ideas effectively through discussion. They make good simple sketches and record the materials they think they will need to make their products.

190. All pupils make good choices from a selection of materials when making a wide range of products. They mark and cut out successfully and join materials using a good range of techniques. They apply different finishing touches to produce good quality end products that are original and attractive. They identify features that they like and those that could be improved.
191. Technological vocabulary is used effectively during the designing and making process by nearly all children. Purposeful discussion ensures that the materials and components are fit for purpose.
192. In their design technology work, all pupils make good use of their cross curricular knowledge and regularly utilise scientific and mathematical concepts when puppet making.
193. In key stage 2, all pupils build well on their knowledge and skills. They develop a good understanding of health and safety issues.
194. Throughout key stage 2, all pupils use ICT effectively to support their work in design and technology. This includes research and investigative work.
195. By the end of key stage 2, all pupils investigate components in detail and test products against original design specifications. They critically evaluate their designs as they develop, refining them or starting afresh when they have better ideas. The best designs show different viewpoints, good choices of materials and good manufacturing techniques.

### **Shortcomings**

196. There are no important shortcomings.

<b>History</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

197. All pupils have a developing awareness of change over time. Through studying history in a Welsh context they know how life in Wales has changed. They confidently use common words relating to the passage of time in the correct context. They enjoy listening to stories and recall and interpret important facts about some of the well-known characters from Welsh and British history.
198. All pupils' understanding of the main characteristics of the periods studied is good and they can identify and describe changes over a period of time.
199. All pupils use ICT skills effectively to undertake investigations into historical topics.
200. All pupils in both key stages study carefully the interesting artefacts used as stimuli in lessons and discuss them knowledgeably, describing their purpose. They readily ask and answer questions about the past.

201. All pupils have a good knowledge of the different ways in which the past is represented. This includes displays in museums, school performances, photographs, art, television programmes, DVDs, artefacts and the viewpoints of historians and local people.
202. All pupils, especially at the upper end of key stage 2 have a good awareness of chronology and they use time lines effectively to promote thinking skills. They have a good understanding of the main aspects of life in all periods studied. All pupils have a good understanding of historical issues relating to Wales and history in a local context.
203. All pupils discuss the changes in the local and surrounding areas over time making specific references to changes in buildings, clothes and their school. Historical references by all pupils to the '*Cwricwlwm Cymreig*' in relation to their locality are very evident including the centenary of the school and Bishop William Morgan's birth place, 'Tŷ Mawr'.
204. All pupils are well-informed about the characteristics of society in the periods studied. They know about the living conditions during the period and are confident when conducting historical enquiry in groups, pairs and as individuals. They record these elements of enquiry well in the form of DVDs.

### **Shortcomings**

205. There are no important shortcomings.

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

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

### **Good features**

206. Across both key stages, all pupils have a good understanding of how to create and use a range of different media. In key stage 1, pupils understand how to mix colours and how to use it in a range of different techniques.
207. When painting or sketching still life all pupils have a good awareness of the need for detail. They interpret shape and shade effectively.
208. All pupils in both key stages copy and interpret the styles of artists well including Rousseau, Picasso and the Welsh abstract artist, Catrin Williams.
209. Within both key stages, all pupils experiment and use different techniques very effectively when using chalk, pastels and crayons to produce different effects. They are very good at sketching accurately, using effective tone and texture.
210. In key stage 1, all pupils, according to age and abilities, create effective patterns using specific materials that include stained glass windows. They carefully follow the artistic techniques involved to create a good finished product.

211. Within both key stages, all pupils use a range of different media to produce three-dimensional objects. They investigate the properties of different materials well during this artistic process.
212. All pupils in key stage 2 understand the importance of planning prior to creating. They understand how to develop a series of sketches and plans. They have a good understanding of how artists work, using appropriate vocabulary when evaluating their own and others' work.
213. Within key stage 2, all pupils observe carefully the features of an individual in a portrait painted from a photograph. They plan collage effectively, thinking carefully of how to arrange materials at different levels and in perspective.
214. All pupils appreciate how to develop a three dimensional effect by using different materials and contrasting colours.

### **Shortcomings**

215. There are no important shortcomings.

<b>Physical education</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

216. All pupils in both key stages understand the importance of 'warming up' before undertaking physical activities and 'cooling down' afterwards. They realise that physical exercise makes changes to their own body functions.
217. In both key stages, all pupils know regular exercise is good for them. They show a sound understanding of the importance of making sure that activities are safe and free from hazards.
218. In both key stage 1 and key stage 2, all pupils' knowledge and understanding of the skills of physical education are well established. All pupils in key stage 2 are aware of the importance of good body shape and posture.
219. In key stage 2, all pupils recognise the safety implications of working in a confined space when using gymnastic apparatus. They co-operate willingly in group activities and show high levels of care and consideration for each other. They help each other to succeed by pointing out to each other where they are making mistakes and how they should adjust their techniques.
220. All pupils participate with enthusiasm in team games. All pupils show a good understanding of how to compete fairly and to show good sportsmanship when winning or losing. They have positive attitudes to taking part and competing.
221. In both key stages, all pupils respond well to musical percussion and creative movement. They plan and refine their performances well, for example, in gymnastic routines.

222. Pupils of a range of ages show a well-developed understanding of how to take on roles and how to represent the different movements and activities involved. They know how to improvise to achieve successful results.

223. Across both key stages, pupils evaluate and assess their own achievements and those of others fairly and constructively. All pupils can indicate what they like and where they experience difficulties.

**Shortcomings**

224. There are no important shortcomings.

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

The findings of the inspection acknowledge that above all we have maintained high standards since our last inspection and that we have improved standards in subjects such as science, physical education and design technology. We were pleased that the inspectors perceived that both the attitudes of pupils towards their work and their ability to work with each other are very good features. They also note that the relationships between the teachers and the pupils are excellent, creating a positive and purposeful atmosphere that enables the children to become good and effective learners. The high teaching standards, expertise and commitment of our teachers and the care and skilfulness of the ancillary staff, are deservedly acknowledged. In addition, it is stated that the accommodation is appropriate and that the school offers good value for money. Most importantly, the report emphasises those elements that influence the nature of our school and create a happy, safe environment in which our pupils can acquire confidence and independence.

An action plan will be drawn up in order to address the recommendations of the report. According to the report, standards are generally good, but it will be necessary to provide opportunities to improve older pupils' enquiry skills in science and mathematics. These aspects will be included in the SDP. In addition, we will ensure that the pupils take an active role in the process of setting their own targets. We intend to work with other local primary schools as well as the secondary school in developing assessment and moderation methods. We shall also further develop the role of the School Council.

If at all possible, the staff and Governors will set about addressing the recommendations before the end of the school year. A copy of the school action plan to address the recommendations will be sent to all parents. The Annual Governors' Report to Parents will report on the progress we are making with regard to the recommendations of the inspection.

The school wishes to acknowledge the thorough, professional and courteous approach of the inspection team.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Penmachno
School type	Primary including Foundation Phase
Age-range of pupils	3 - 11
Address of school	Penmachno Betws-y Coed Conwy
Postcode	LL24 0PT
Telephone number	01690 760394
Headteacher	Mrs J Hughes
Date of appointment	01/09/05
Chair of governors	Mr E Owain
Registered inspector	Mr N Jones
Dates of inspection	09/03/09 – 11/03/09

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2.5	3	1	1	4	2	7	2	22.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	10.4:1
Pupil: adult (fte) ratio in nursery classes	5:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	10
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	79.2	95.9	94.9
Summer 2008	82.7	85.4	93.3
Spring 2008	94.0	89.3	93.7

Percentage of pupils entitled to free school meals	10
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

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

<b>National Curriculum Assessment KS1 Results 2008</b>	Number of pupils in Y2	4
As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included		

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

<b>National Curriculum Assessment KS2 Results 2008</b>	Number of pupils in Y6	7
As the number of pupils eligible for assessment at the end of key stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

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	86%	In the school	N/A
In Wales	75%	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

- A team of three inspectors were present in the school for six inspector days. They carried out the inspection with a nominee from the school.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school. A pre-inspection meeting for the team was also held.
- Seven questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head teacher and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Fourteen lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group in both key stages reading and answering mental mathematics' problems.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed other related activities.
- Post inspection meetings were held with the staff and the governing body.

## Appendix 5

### Composition and responsibilities of the inspection team

Mr Nicholas Jones (Registered Inspector)	Context Summary and Recommendations Contributions to Key Questions 1, 4 & 5 Key Question 6 Key Question 7 Appendices English History Art Physical Education
Mr Eifion Morgan (Team Inspector)	Key Question 2 Key Question 3 Contributions to Key Question 4 Science Design Technology
Mr Dylan Jones (Lay Inspector)	Contributions to Key Questions 1, 4 & 5
Mrs J Hughes (Nominee)	Contributions to all Key Questions

### Acknowledgement

The inspectors wish to thank the management group, the head teacher and all the staff for the co-operation and courtesy they received during the inspection.

### Contractor

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