

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

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

**Ysgol Ro Wen  
Ffordd Pontwgan  
Ro Wen  
Conwy  
LL32 8TS**

**School Number: 6622102**

**Date of Inspection: 1 December 2008**

**by**

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17166**

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Ysgol Ro Wen 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 Ro Wen took place between 01/12/08 and 03/12/08. 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:

<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 **full** 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 Ro Wen is located on the outskirts of a rural village of the same name a few miles from Conwy. It is a naturally bilingual community school maintained by Conwy Unitary Authority. The vast majority of pupils come from the village or the neighbouring area and are, overall, from backgrounds that are relatively prosperous. There is a close relationship with parents who are very supportive of the school. The school makes an effort to ensure that it is an integral part of its community.
2. No pupil is entitled to receive free school meals. All pupils belong to the British or Welsh white ethnic group. No pupil receives additional support to learn English as an additional language. There are no pupils who are 'looked after' by the local education authority (LEA).
3. Twelve pupils and one nursery child attend the school. There has been a significant decrease in numbers over the 18 months prior to the inspection, mainly because families have moved from the area. There are eight less pupils in the school than there were at the time of the last inspection in 2002 but two more than there were in January 2008. The children and pupils are distributed as follows. There is one part-time nursery child, one reception child, one pupil in year (Y) 2, four pupils in Y3, three pupils in Y4 and three pupils in Y5. There are no pupils in Y1 or Y6. Due to the low numbers, their distribution and the danger of recognising them as individuals, it is not appropriate to give a full report on the standards of work of children under five (Foundation Phase) or pupils in key stage 1.
4. The pupils and children represent the full range of ability. Pupils are divided into two classes, namely a key stage 2 class in the care of the headteacher and an infants' class in the care of the teacher who is in her second year of teaching. An additional teacher provides support to ensure that the full-time teachers receive their statutory non-contact time.
5. English is the main language spoken in the homes of 85% of the pupils. Even so, 85% of pupils speak Welsh to first language standard. Welsh is the main medium of the school's life and work with the aim of ensuring that pupils are fully bilingual by the time they transfer to the secondary sector.
6. Two pupils have been included on the special needs register although no pupil has a statement of special needs. No pupil has been disapplied from the national curriculum (NC)
7. Collaboration with a nearby primary school has been extended more formally during 2007-2008. Pupils are now taught regularly with pupils from Ysgol Tal y Bont in physical education, history, geography and information and communications technology (ICT). Overall, junior pupils spend two afternoons a week and infants spend one morning a week in Ysgol Tal y Bont. Inspectors did not observe this collaboration. Ysgol Ro Wen's permanent teachers taught all the subjects to their pupils during the inspection.
8. The current headteacher was appointed to his post in September 2002. He has what corresponds to half a day a week of non-contact time from his class to fulfil his role as headteacher. The school was previously inspected during the Christmas term 2002. On this occasion, the school received a full inspection.

## The school's priorities and targets

9. The school's priorities and targets for 2008-2009 are to:
- implement the requirements of the Foundation Phase;
  - develop scientific inquiry and investigative skills;
  - review and adapt schemes of work and themes, especially music and art for the 2008 Curriculum;
  - develop 'assessment for learning', and
  - extend opportunities for pupils to mix with peers.

## Summary

10. This is a good school. Standards of achievement are generally good throughout the school as are the quality of the teaching, the curriculum and, the support and guidance given to its pupils. There have been many significant improvements in standards and the educational provision since the last inspection.

### 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

11. The following table summarises the percentage grades awarded for the standards achieved by pupils in the lessons observed in the subjects inspected.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	91%	9%	0%	0%

12. This means that standards of achievement in this school compare well with those for primary schools as reported in Her Majesty's Chief Inspector for Schools in Wales' (HMCI) 2006-2007 annual report where standards are good or better (grade 1 and 2) in 80% of lessons and are outstanding (grade 1) in 10% of lessons.

### Subjects and/or areas of learning for under-fives

13. As there are only two children under five in this school, the following table gives the grades for the quality of provision for the areas of learning for under-fives in a Welsh medium school.

Personal and social development, well-being and cultural diversity	2
Language, literacy and communication	2
Mathematical development	2
Knowledge and understanding of the world	2
Physical development	2
Creative development	2

14. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

### Grades for standards in subjects inspected

15. As there are only four Y2 pupils in key stage 1, the following table gives grades for the quality of the provision at that key stage and standards at key stage 2.

Inspection area/subject	2	
	Key stage 1	Key stage 2
Foundation Phase		
Welsh first language	2	3
English	-	3
Mathematics	2	2
Science	3	2
Information technology	2	1
Design technology	2	3
History	2	2
Geography	3	3
Art	2	2
Music	2	2
Physical education	2	2
Religious education	2	2

16. Standards in key skills throughout the school are good. Standards are good in speaking, reading and listening and good features outweigh shortcomings in writing in Welsh and English in key stage 2 and in Welsh in key stage 1. (English is not taught formally in key stage 1). Standards are also good in numeracy and ICT across the curriculum. Standards in bilingualism, creativity and pupil independence are also good. Pupils make very good progress in their personal, social, moral and wider development. Pupils' behaviour is usually very good. Attendance is good.
17. Both boys and girls achieve equally well in class. Pupils, including those with additional learning needs (ALN) and those who are 'more able and talented' also achieve well. At key stage 2, however, pupils do not keep their work in files or exercise books in such a manner as allows them to see their own progression in subjects or allows them to respond to individual targets for improvement.
18. As the number of pupils in each school year is very small, statistical comparisons of attainment with similar schools from the point of view of pupils entitled to free school meals or with other schools in the same county or in general with schools in Wales is not appropriate. Even when figures are taken over a number of years, the only conclusion that can be drawn is that pupils

achieve the targets the school sets for them and achieve well enough to proceed to the next stage of their education.

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

### **Grades for teaching**

19. The following table gives the grades for teaching throughout the school.

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
10%	84%	6%	0%	0%

20. This means that the quality of teaching in this school compares well with those for primary schools as reported in HMCI's 2006-2007 annual report where the quality of teaching is good or better (grade 1 and 2) in 80% of lessons and are outstanding (grade 1) in 14% of lessons.
21. Teachers often present stimulating lessons and activities that successfully meet pupils' needs and engage their interest and motivation to learn. In the few lessons where there are shortcomings, the pace is too slow, the level of challenge is insufficient or subject concepts are not taught as effectively as they could be.
22. Good features outweigh shortcomings in the quality of assessment. Its use in planning and improving learning has good features with no important shortcomings. Reports to parents are good but day to day assessment and marking tends to be informal and short-term targets for improvement are not always shared with pupils.
23. The school's curriculum provides good balance, breadth, coherence, continuity and progression. It is equally accessible to all. It meets the requirements of the range of pupils at the school, whatever their age or ability. It is considerably enriched by extra-curricular activities. It promotes bilingual skills in an outstanding manner.
24. The school promotes pupils' spiritual, moral, social and cultural development well within subject lessons, by means of collective worship and by the use of communal and social activities.
25. The quality of personal support and guidance provided for pupils by the headteacher, teaching and support staff is very good and fully ensures the pupils' well being. Staff make every effort to promote healthy eating and a healthy lifestyle. The positive relationships and the mutual respect between staff and pupils are good features and enable pupils to make overall good progress in their academic, social and personal development.

### **Leadership and management**

26. The headteacher is a successful leader and manager in addition to being a successful class teacher. His very clear vision of the school's values, aims, objectives and priorities have been a major factor in promoting high standards of behaviour and work. His leadership, in a difficult situation where numbers of pupils change and decrease because of a number of economic and demographic factors, is very effective.

27. The full-time teacher who has just finished her period as a newly qualified teacher and the part-time teacher fully understand their responsibilities and undertake them well.
28. The school has explicit aims and values that genuinely promote equality for all and which are very successfully transmitted to the pupils themselves. These values are very clearly reflected in the day-to-day work of the school, where all pupils are treated equally and given the same opportunities.
29. The governors are active supporters of the school. They have a good level of knowledge about almost every aspect of the school's life as a result of good monitoring arrangements. They act as critical friends to the headteacher and his colleagues. In addition, they make a good contribution to the school's strategic planning and have ensured that the school meets statutory requirements.
30. The quality of self evaluation within the school is good. The grades awarded by the inspection team matched those the school awarded itself in five of the seven key questions.
31. The school is very expensive to maintain. Pupil costs per head are three times that of the county on average. Nevertheless, within the devolved budget and with resources it raises from other sources, the school makes good use of staffing, building and resources. The school provides value for money because of the standards achieved in class, the good teaching and curricular provision, the outstanding promotion of bilingualism, the very good support and guidance for its pupils and efficient and effective management and leadership.
32. The school has responded very well to all of the 'key issues' identified in the previous report.

## Recommendations

In order to improve the school further, it needs to:

- R1. continue to raise standards in those subjects where they are good and improve standards where shortcomings have been noted;\*
- R2. ensure at key stage 2 that the school has a consistent organised means of retaining and recording pupils' day to day work;
- R3. improve the quality of assessment by means of more rigorous marking and target setting for pupils and sharing those targets with them.\*

*\*The school has recognised the recommendations, marked with \*, in its own self-evaluation, school development plan (SDP) or other documentation.*

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

33. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
34. The following table summarises the percentage grades awarded for the standards achieved by pupils in the lessons observed in the subjects inspected.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	91%	9%	0%	0%

35. This means that standards of achievement in this school compare well with those for primary schools as reported in HMCI's annual report for 2006-2007 where standards are good or better (grade 1 and 2) in 80% of lessons and are outstanding (grade 1) in 10% of lessons.

#### Subjects and/or areas of learning for children under five years of age

36. The following table gives the grades for the quality of provision for the areas of learning for under-fives in the Foundation Phase in a Welsh medium school.

Personal and social development, well-being and cultural diversity	2
Language, literacy and communication	2
Mathematical development	2
Knowledge and understanding of the world	2
Physical development	2
Creative development	2

37. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

#### Grades awarded for standards in subjects inspected

38. The following table gives grades for the quality of the provision in the subjects inspected at key stage 1 and for standards at key stage 2.

Inspection area/subject	2	
	Key stage 1	Key stage 2
Foundation Phase		
Welsh first language	2	3
English	-	3
Mathematics	2	2
Science	3	2
Information technology	2	1
Design technology	2	3
History	2	2
Geography	3	3
Art	2	2
Music	2	2
Physical education	2	2
Religious education	2	2

39. Standards in key skills throughout the school are good. Standards are good in speaking, reading and listening and good features outweigh shortcomings in writing in Welsh and English in key stage 2 and in Welsh in key stage 1. (English is not taught formally in key stage 1). Pupils speak at length and express an opinion clearly. They listen well to each other and to their teachers. They read aloud well and have a good understanding of what they read. They can glean information well. They write relatively correctly across the subjects but do not write at length. Standards are also good in numeracy and ICT across the curriculum. They can measure and count well. They can present information well in electronic form and control the movements of computerised devices well. Standards in bilingualism, creativity and pupil independence are also good. They move smoothly both from English into Welsh and from Welsh into English, both orally and in reading, although they do not do so as easily in writing. From the early years, pupils are familiar with working independently and do so to a high standard. Pupils' appreciation of the 'Cwricwlwm Cymreig' is outstanding. Creative standards are good in art and music.
40. Both boys and girls achieve equally well in class. Pupils, including those with ALN and those who are 'more able and talented' also achieve well. In key stage 2, however, pupils do not keep their work in files or exercise books in such a manner as allows them to see their own progression in subjects or allows them to respond to individual targets for improvement.
41. As the number of pupils in each school year is very small, statistical comparisons of attainment with similar schools from the point of view of pupils entitled to free school meals or with other schools in the same county or in general with schools in Wales is not appropriate. Even when figures are taken over a number of years, the only conclusion that can be drawn is that pupils achieve the targets the school sets for them and achieve well enough to proceed to the next stage of their education.
42. Children under five and pupils in key stages 1 and 2 make good progress in their knowledge, understanding and their new skills, whatever their social, ethnic or linguistic background.
43. Pupils have some awareness of their levels of achievement in the subjects. At times, they receive targets to improve their work although these vary in their nature and consistency within and across subjects. Pupils have begun to set their own personal targets, although this practice is not fully consistent. Their progress compares well with their potential and the targets set for them.
44. Pupils make good progress towards attaining their potential and moving forward to the secondary sector at the end of Y6.
45. There are a good many strengths to be seen in the development of children's and pupils' personal, social, creative and learning skills. They usually concentrate well, persevere and work hard. They also develop a strong element of independence in their work from the early years onwards. They work together happily and cheerfully, and throughout the school they use their time effectively and take pleasure in discussing their experiences. They also socialise well.
46. Standards of children's and pupils' spiritual development are good throughout the school and the standards of their moral, social and cultural development are

very good. All pupils learn and recognise very important values that reflect the positive ethos of the school.

47. Children's and pupils' behaviour is very good in the classroom and this creates a very good learning environment. They show respect for each other, their teachers and visitors.
48. Attendance levels at the school across the last three full terms are around 95%. This compares well with national and local figures and with those of similar schools, especially in such a small school, where the absence of one child has a significant effect on statistics. Punctuality is good.
49. Children and pupils have a good awareness of equal opportunities and respect for people of a different race, religion or linguistic background. They develop useful skills for living in their community 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**

50. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
51. The following table gives the grades for teaching throughout the school.

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
10%	84%	6%	0%	0%

52. This means that the quality of teaching in this school compares well with those for primary schools as reported in HMCI's annual report for 2006-2007 where the quality of teaching is good or better (grade 1 and 2) in 80% of lessons and are outstanding (grade 1) in 14% of lessons.
53. Throughout the school there is a very good working relationship between staff and pupils. Teachers have good knowledge of the subjects they teach and use resources effectively.
54. Staff have appropriate long and short-term schemes of work, as well as plans for individual lessons.
55. Lesson objectives, instructions and explanations are usually clear, and pupils have opportunities to work as individuals or as a group. The pace of the lessons is good and this helps to keep pupils' interest and their motivation to learn.
56. Members of staff offer equal opportunities to each pupil and ensure that each pupil is included in the lesson.
57. Bilingual teaching is an obvious strength in this school. Welsh is the usual medium of teaching in key stages 1 and 2, but units of work within a subject are deliberately taught through the medium of English in key stage 2.
58. In the best lessons, the outstanding features of the teaching include:
  - very high expectations of what pupils are expected to achieve, with extremely skilful questioning to challenge pupils and encourage them to think;
  - consistent use of subject specific terms and concepts in presenting and questioning, and

- outstanding pace to activities, where each pupil is busy and there is no time wasted.
59. Those who teach the children under five are developing the confidence to let the children pursue their own interests as well as activities that have been planned.
  60. The school makes outstanding use of the higher teaching assistant to support individual pupils or small groups of pupils. Her questioning is good and she develops pupils' language well.
  61. In the few lessons where there are shortcomings,
    - introductions are too long;
    - work is not assessed sufficiently;
    - there is insufficient challenge in the work, and
    - the teacher and pupils do not discuss subject concepts sufficiently.
  62. Good features outweigh shortcomings in the quality of assessment and its use in planning and improving learning.
  63. The school's policies and procedures for assessment and reporting meet the requirements for statutory assessment and the assessment of pupils with ALN.
  64. In some lessons, teachers share success criteria in detail and provide good opportunities for pupils to evaluate their own work, but this is not consistently true.
  65. Pupils' work is marked regularly but, often, there is no written comment at the end of a piece of work regarding what the pupil needs to do in order to improve. Only a little formal self-evaluation and assessment by peers takes place.
  66. Reports to parents are good but day to day assessment and marking tends to be informal and short-term targets for improvement are not always shared with pupils.
  67. The school works with other primary schools in the cluster to standardise statutory assessments, especially those at the end of key stage 2. This has been of great benefit as the numbers of pupils being assessed formally in this school is small. Discussion on a wider range of pupils' work in nearby schools keeps staff abreast of assessment expectations.

**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**

68. The grade that the inspection team awarded differs from the one the school awarded itself in its self-evaluation report. The inspection team considered that there were insufficient outstanding features to award a higher grade.
69. The way in which the school responds to the needs and interests of pupils has good features with no important shortcomings. The school's curriculum provides well for all pupils through offering a broad, varied and balanced provision that offers good progress.
70. The curriculum throughout the school conforms to all the legal requirements.
71. The school conforms to the statutory requirement to hold a daily act of collective worship.

72. The school promotes pupils' spiritual development well through religious education lessons and through collective worship. The school promotes the moral, social and cultural dimensions very well in its everyday work, personal and social education (PSE) lessons and the other usual lessons.
73. The school promotes the 'Cwricwlwm Cymreig' outstandingly across a broad range of subjects. The school makes specific use of history and geography in the area to bring the experiences to life for the pupils.
74. The school has chosen to use the 'Framework for learning for children between 3-7 years of age' as non-statutory guidance for children of reception age. It is beginning to implement the practices and procedures of the Foundation Phase and there is a good balance between activities which emanate from the children and those under the guidance of the staff.
75. In key stage 2, the school operates the 2008 Curriculum skills curriculum. Staff schemes of work show opportunities to develop the key skills and the wider key skills. Lesson plans and the lessons themselves ensure appropriate progression in key skills as well as subject concepts, skills and information.
76. The school has received re-accreditation of the Basic Skills Agency's Quality Mark.
77. The school makes outstanding use of visits to the local area and further afield to enrich pupils' learning. Visitors also contribute well to the provision as they discuss the history of the area. A good number of extra-curricular clubs and activities also complement the provision significantly.
78. Although there were no means of inspecting the provision as it was happening in another school, the curriculum of this school is significantly strengthened through weekly collaboration with Ysgol Tal y Bont on specific aspects of the curriculum.
79. There are good arrangements for PSE. Work emanates from either formal PSE lessons, circle time work, appropriate activities or collective worship.
80. The provision for work related education has good features that outweigh shortcomings. Pupils benefit from some activities, such as running the fruit shop. This provision has not yet been planned specifically enough to consistently strengthen the curriculum.
81. Links with the community are very strong and links with parents are outstanding. The school uses community and family talents well to promote the curriculum and to raise the standards of work. In the same way, pupils practice their skills and apply the skills they learn in the school during community activities.
82. The school promotes pupils' bilingualism outstandingly in lessons and in the school's activities. Although 85% of pupils come from homes where no Welsh is spoken, pupils work and play in both Welsh and English.
83. The school has a great interest in the environment and behaves sustainably through recycling and conserving electricity. The school has gained accreditation as an 'Eco-School', and work and use of the Woodland Classroom, which includes a cabin for bird watching, is outstanding. The school also received the 'Snowdonia Wildlife Gardening Competition' silver award for the class in the woodland, and work is almost complete for the Eco-Schools Green Flag award.

84. There was also a recent attempt to promote the international dimension through making an unsuccessful application for the European Comenius project. Despite this disappointment, pupils come to know about the international dimension well from their work in PSE and subjects such as religious education and geography.

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

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

85. The grade that the inspection team awarded differs from the one the school awarded itself in its self-evaluation report. The inspection team considered that there were insufficient outstanding features to award a higher grade.
86. Pupils are guided well in a happy and secure environment. There is a close relationship between them and the teachers and the support staff, and good attention is given to the needs of the individual in a close and caring community. The emphasis on respect and friendliness between members of the school community are an evident feature of everyday life.
87. The school has a very good relationship with parents. The home/school agreement is in place. Staff see most parents daily, and an open door policy enables them to make arrangements to speak to teachers about any concerns they may have at short notice. Most parents take advantage of e-mail to communicate with the school and they receive regular letters. The school's web site is regularly updated. In the pre-inspection meeting, parents said they were very happy with the standard of care the school provided for their children.
88. As there is a strong link between the school and the nursery group, children under five settle in quickly in a small class that has a family atmosphere. Older children who start late do not have a problem settling in either. Those pupils receive every pastoral and linguistic support to develop into full members of the school community. The school takes good advantage of the centre for latecomers in order to develop these pupils' fluency in Welsh.
89. Very effective arrangements for transfer to the secondary school of the parents' choice ensure that pupils are confident in moving to the next step of their education. Transfer meetings are held between the headteachers of the primary schools and secondary school, and pupils have opportunities to visit the school before starting.
90. The school effectively promotes good behaviour in line with a relevant policy and programme, and good behaviour is rewarded regularly. Individuals who are experiencing difficulties receive all the necessary support. Pupils' punctuality, attendance, behaviour and performance are monitored effectively.
91. As pupil numbers are so small, each one of them is a member of the school council and develops the ability to discuss important issues relating to the school well. A box is located in a prominent place to receive pupils' suggestions and comments on aspects of school life.
92. Personal and social education is an integral part of the whole curriculum. Discrete lessons are also given that deal with issues such as the nature and range of responsibilities in school, the home and in leisure activities. Sex education is provided as part of the science curriculum in collaboration with Ysgol Tal y Bont, and the police education link officer contributes extensively to

a programme that deals with substance and alcohol misuse, the dangers of speaking to strangers, road safety and anti-bullying strategies. Circle time is held relevantly according to need.

93. The school has recently begun the Healthy Schools' project. Pupils are encouraged to regularly drink water and eat healthily, and the school cook uses fresh foods of a high quality to serve an outstanding lunch. The school is also part of the Dragon Sports initiative to promote healthy physical development.
94. Teachers and support staff are aware of the medical needs of pupils, and know what to do in an emergency. The school has an effective health and safety policy, and an appropriate policy for protecting children from abuse. The headteacher is the person named with responsibility, and all staff members are fully aware of their responsibilities.
95. The school has a breakfast club at the beginning of the day and a fun club at the end of the afternoon session, which offer pupils comprehensive care, and provide opportunities for them to socialise with each other.
96. A fire drill is held each term, and the school ensures that the fire equipment is serviced annually. Arrangements for caring for children who are unwell, or have had an accident are effective, and two members of staff have current first aid certificates. Appropriate risk assessments are undertaken for situations within the school and for outside trips.
97. Arrangements for supporting pupils with ALN and those who are more talented and able are good. Good consideration has been given to the statutory framework for inclusive education. The headteacher is the special needs co-ordinator and a specific member of the governing body, in line with the statute, is involved in the work. There are good links with outside agencies and with parents. The individual educational plans (IEPs) are good, and are implemented appropriately to promote the standards of work, and, where appropriate, improve the standard of behaviour.
98. Child protection arrangements are in place. The headteacher is the designated person and there is also a named governor. The school follows county procedures and guidelines carefully in these matters.
99. The school's statutory policies for equal opportunities and racial equality are operational, are monitored effectively and are a prominent part of the school's ethos. Pupils feel that they are treated fairly by all staff. Each pupil, without exception, has the opportunity to take part in activities across the curriculum. The school has a disability policy that meets the requirements.
100. The school succeeds in developing a good understanding of other cultures and religions through religious education and geography lessons and a good supply of multicultural resources. Pupils have good opportunities to learn about the customs of gypsies through the novel 'Tan ar y Comin' in their Welsh lessons.
101. The school has a policy and a standard disability action plan and has made the modifications that are practical and not too expensive. The site is difficult, inconvenient and unsuitable for someone in a wheelchair. Currently, the school does not have a disabled pupil or parent. A number of public meetings are held in the village hall, which is suitable for people with disabilities.

## Leadership and management

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

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

102. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
103. The headteacher's clear vision and high expectations have been vital in promoting high standards of work and behaviour. His leadership, in a difficult situation where numbers of pupils are changing and decreasing because of a number of economic and demographic factors, is very effective. It is easy for parents and pupils to speak to him, and he supports and appreciates the staff who work with him in the school outstandingly.
104. The school has agreed aims and values that are reflected in the quality of the school's life. They recommend the importance of putting the pupils at the centre of the teaching and learning process, and ensuring that they are developing into full members of their school community and of the wider village community. An essential aspect of this development is promoting pupils' Welshness in language and custom.
105. The full-time teacher who has just finished her period as a newly qualified teacher and the part-time teacher fully understand their responsibilities and undertake them well. The headteacher has a number of curricular responsibilities, and the subject responsibilities have been shared fairly and equally between the staff, and correspond well with their expertise and interests.
106. The higher teaching assistant has a specific job description that includes supporting individuals, supporting pupils with ALN and working as a classroom assistant. Each adult is aware of the expectations of them.
107. The school day is arranged efficiently and effectively. There are clear arrangements for planning, preparation and assessment (PPA) time, which make good use of teachers' expertise.
108. The school has a series of policies and management documents that ensure good leadership. A good effort is made to reviewing these regularly. The SDP identifies the school's priorities and pays due attention to a number of national priorities such as bilingualism, establishing community and international links, developing education relating to sustainability and healthy living, and continuing to develop the Foundation Phase provision. It includes clear targets and success criteria, and identifies who is responsible for their achievement.
109. Performance management procedures are effective. Realistic and challenging targets are set for pupils and teachers in order to improve the quality of the provision. Teachers attend relevant courses and also the support member of staff has an opportunity to benefit from training.
110. Although the effect of analysing pupils' results at the end of key stages is limited due to the small year cohorts, the school does this regularly in order to try to raise standards.
111. The governing body is very supportive of the school and takes its responsibility of monitoring the school curriculum and expenditure of the budget seriously. Many

of them have an expertise which is used to the benefit of the school. They fully meet statutory requirements.

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

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

112. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
113. Inspectors have awarded a lower grade than the school in two of the key questions, namely key questions three and four, but they have agreed with the grades the school awarded itself in its self-evaluation report in the other five key questions.
114. A self-evaluation document was prepared, following the Estyn framework for the inspection. There is a clear link between the document and the SDP, as the information gathered for the self-evaluation report feeds into the priorities in the SDP.
115. A good aspect of the self-evaluation process is the progress the school has made since the last inspection. In key stage 2, three subjects were deemed to be unsatisfactory in the 2002 inspection. In this inspection, standards in all three of them are Grade 2. Standards in seven subjects in key stage 1 have risen from being satisfactory to being Grade 2, and satisfactory standards in three subjects in key stage 2 have risen to be a Grade 2. Satisfactory standards in information technology in key stage 2 have been raised to a Grade 1.
116. The headteacher and teachers have a good knowledge of teaching and learning standards at the school. They discuss each other's lessons, look at the work of individual pupils within the school and compare standards with groups of peers in Ysgol Tal y Bont. The advice of the LEA link officer is a good support for them to monitor and evaluate the work of individual pupils, and the county standardising meetings help them to level work appropriately.
117. They have a thorough programme for reviewing policies and schemes of work and also take advantage of opportunities to observe good practice in other schools.
118. The way in which the school consults interested parties is excellent. There are regular discussions in meetings of the governing body about the school's strengths and weaknesses, and a report is given on the progress made in each of the priorities. Pupils' progress in specific subjects is discussed, together with reports received from the LEA and the advisory service.
119. Parents have for some time received annual questionnaires seeking their opinion of the school, and in the pre-inspection meeting they were confident that the school paid due attention to their comments.
120. The school council is an important part of the self-evaluation process, as each pupil is a member of the school council, and happy to express an opinion on aspects of school life. There is also a suggestions box available for pupils to offer their ideas in writing.

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

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

121. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
122. The school's staffing level for the number of pupils is very high and the school has sufficient qualified teachers for two separate classes. The higher teaching assistant makes a very good contribution to the success of the school by supporting the teachers and pupils. She, together with other members of the ancillary staff, makes a very valuable contribution to the work of the school.
123. Teachers receive their statutory PPA time and make good use of it to promote the schools curricular priorities. Remodelling of the workforce has taken place but as this school does not have a deputy or an allowance holder, there was no need for any changes.
124. There are effective procedures for staff development. The infants' teacher, who finished her period as a newly qualified teacher at the beginning of November 2008, received good support from her headteacher and from the LEA. There are good links with the authority's officers and also several continuous professional development providers and several advisory teams.
125. The school has sufficient good quality resources to teach each subject. It is also possible to borrow resources such as books, computers or artefacts temporarily to augment the stock. There is a good supply of computers and of fictional and factual books in both languages and the school makes good use of local and community facilities.
126. Although the building is old, the school is well maintained, and the standard of cleanliness is high. The school does not have a playing field, but it uses the community field. The inspection team does not want to express a judgement on the quality of this field as it is under the supervision of the community council. The school does not have a hall, and as a result, it uses the nearby village hall for lessons such as physical education.
127. The school yards are small and the steep path makes access to the school building for anyone in a wheelchair difficult. Even so, staff and pupils make the best possible use of the site. There is a separate safe yard for the children under five. The managers pay detailed attention to any matter relating to the buildings that are a cause for concern. The school buildings are maintained in an orderly and effective way. The school has a pleasant garden and it makes particular use of the woodland as a place to hold a class. The bird watching station in the woodland gives it a very special atmosphere.
128. Governors keep a watchful eye on expenditure at the school and as a result, there was some reduction in staffing costs. The significant sums raised locally augment the county allocation. Governors ensure that there is money available for the priorities in the SDP. The school keeps within its budget and it is expected that there will be a sum in reserve at the end of the financial year which is within the norms recommended by the Audit Commission and the Welsh Assembly Government.
129. The school is very expensive to maintain. Pupil costs per head are three times that of the county on average. Nevertheless, within the devolved budget and

with resources it raises from other sources, the school makes good use of staffing, building and resources. The school provides value for money because of the standards achieved in class, the good teaching and curricular provision, the outstanding promotion of bilingualism, the very good support and guidance for its pupils and efficient and effective management and leadership.

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

### **Foundation Phase**

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

130. As there were less than five children under five years of age, the report below refers to provision rather than standards.

#### **Personal and social development, well-being and cultural diversity**

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

131. The provision for children under five years of age ensures the following features.

##### **Good features**

132. Children's ability to concentrate on a task in the classroom, where they often work with key stage 1 pupils, is good. They socialise well, and have settled well into the school's routines, understanding that there is a time to listen, speak and wait their turn. Children respond well to adults and visitors. They show obvious confidence when going to a specific activity and respond well to praise. They behave well during the milk session, and play sensibly during play time. They understand that personal hygiene is important in their everyday lives. When learning about faraway countries and people with different skin colours and customs, they come to respect races and traditions that are different to theirs.

##### **Shortcomings**

133. There are no important shortcomings.

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

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

134. The provision for children under five years of age ensures the following features.

##### **Good features**

135. The non-Welsh speaking children understand that they have to listen carefully in order to understand the content of the lesson. Overall, they respond correctly to instructions and commands. They answer correctly in line with their experience of Welsh. They can identify with characters such as Father Christmas in the story 'Siwtiau Santa' and name the different colours of his clothes. They understand that a cover and illustrations of a book give them important clues to the sequence of a story, and they repeat some of the language patterns of the narrative. They use a variety of tools to make marks on paper. They begin to link a sound with some letter symbols correctly and form them in the sand and in the air. They can name a number of things that begin with the same letter, and know the symbols in their own names.

##### **Shortcomings**

136. There are no important shortcomings.

## **Mathematical development**

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

137. The provision for children under five years of age ensures the following features.

#### **Good features**

138. Children count from zero to five confidently, and can correctly recognise the symbols used for numbers. They begin to realise the significance of large, small and average, and use 'less than' and 'more than'. When playing in the sand and the water, they begin to understand what is meant by 'empty' and 'full' and become familiar with the basic concepts of capacity and weight. They know the difference between 'heavy' and 'light' when weighing bags of flour, fruit and rice. They understand the features of some two dimensional shapes and the purpose of money.

#### **Shortcomings**

139. There are no important shortcomings.

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

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

140. The provision for children under five years of age ensures the following features.

#### **Good features**

141. Children are beginning to understand that old toys are different to modern toys, and that the material in the body parts of an old doll and teddy is different to the material in new ones. They can understand a simple time line through making pictures of a baby, a child and a man, and understand that in the past people have travelled with a horse and cart but that today everyone travels in a car. They understand that freezing water turns it into solid ice, and that some papers and materials keep ice from melting better than others. They have a good awareness of the seasons and that there is a need to wear appropriate clothing for different weather conditions. They can control the floor robot with help, and begin to program direction.

#### **Shortcomings**

142. There are no important shortcomings.

## **Physical development**

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

143. The provision for children under five years of age ensures the following features.

#### **Good features**

144. The use that the children under five make of the equipment on the yard during lesson time and play time develops their physical skills in moving well. They can jump, run and slide increasingly confidently. In formal sessions, they understand the importance of warming the body before exercise. They show good control of their bodies when making a sequence of simple movements to music. They begin to use space well. They succeed in turning, kicking, skipping and shaking hands well, when trying to work with a partner. They can handle a variety of writing and painting equipment effectively, and show good confidence when cutting and gluing different materials. They hold a book appropriately and

discuss a variety of small tools on tables and in the sand and water, effectively. They can handle blocks effectively to create buildings.

### **Shortcomings**

145. There are no important shortcomings.

### **Creative development**

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

146. The provision for children under five years of age ensures the following features.

#### **Good features**

147. Children take part in a number of activities in the classroom. They join in with other pupils to sing simple songs and rhymes and succeed in emulating simple rhythm by clapping and using percussion instruments. They begin to recognise some percussion instruments such as a tambourine, drum and cymbal. Children use a range of media to create pictures and make good Christmas decorations from clay. They use various materials, including papers and different materials for collage work. They undertake role play effectively in the role play corner.

### **Shortcomings**

148. There are no important shortcomings.

<b>Welsh first language</b>
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#### **Key stage 1: Grade 2: Good features and no important shortcomings**

#### **Key stage 2: Grade 3: Good features outweigh shortcomings**

149. As there are fewer than five pupils in key stage 1, the comments relevant to key stage 1 refer to the provision rather than the standards. As there are more than five pupils in key stage 2, comments refer to subject standards in that key stage.

#### **Good features**

150. In key stage 1, pupils listen well and confidently offer correct oral answers to questions emanating from the lesson presentations.

151. They use the correct sentence patterns that correspond to the questions asked of them.

152. Throughout key stage 1, pupils have a good awareness of stories. They enjoy the Nativity story, and follow the narrative well. When reading individually, they use a range of strategies to recognise unfamiliar words, and readily use the context and picture clues. They read fluently, with expression and understanding, and know the significance of the author and illustrator of a book.

153. Key stage 1 pupils succeed in writing simple news and stories correctly, showing an awareness of continuity and sequence. In the story 'Goldilocks and the three bears', they describe the house well, and use adjectives such as 'large', 'small' and 'less' correctly for different objects. They use a capital letter and a full stop appropriately, and overall their spelling is correct.

154. Pupils in key stage 1 confidently use a vast variety of opposite adjectives to describe Father Christmas, such as 'light' and 'heavy', 'rough' and 'smooth', 'fat' and 'thin' and 'long' and 'short'. They show a good awareness of letter writing conventions when asking for Christmas presents from him.

155. Throughout key stage 2, pupils develop well in their listening and speaking skills. They listen well to presentations, and answer questions confidently.
156. Throughout the key stage, pupils read well. They show a good understanding of books that are appropriate for their ability. They succeed in discussing the plan and characters of a story, giving a sensible idea about how it is likely to develop, and can knowledgeably discuss factual information that comes from reference books. They understand the purpose of blurb, and can express an opinion on their favourite character or incident.
157. Pupils in key stage 2 know that there are a number of different forms of writing. They produce good examples of descriptive writing that includes a dialogue between characters. They produce a good representation of their favourite personal hero, and show empathy clearly when relating the story of Branwen from Welsh mythology. They express their opinion well about being afraid of the dark when responding sensitively to the story 'Y dylluan oedd yn ofni'r tywyllwch'. They use a range of interesting idioms to improve the quality of their work.
158. The standard of handwriting, drafting, re-drafting and presentation of work is good throughout the school.

### **Shortcomings**

159. Pupils in key stage 2 do not write at enough length or in a sufficient range of registers.

<b>English</b>
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### **Key stage 1:**

160. No judgement is given on standards or provision in English as English is not taught formally in this key stage.

### **Key stage 2: Grade 3: Good features outweigh shortcomings**

#### **Good features**

161. Throughout the key stage, pupils listen and respond well orally.
162. Almost all pupils discuss their ideas and their likes and dislikes maturely and there is an obvious development in their extended vocabulary, phrases and syntax as they move through the school. By the end of the key stage, pupils can respond intelligently and offer extended answers spontaneously in standard language and in the appropriate register when speaking to visitors.
163. Standards in reading aloud are good. Pupils read a wide range of books including fiction and also books of a factual nature. All pupils, both boys and girls, display an interest and perseverance in reading. They can express a sensible opinion about the books they read. Pupils make good use of their reading skills to gather information from books and other sources.
164. Pupils produce appropriate written work and re-draft their work successfully in order to correct it. In the final version, their punctuation and paragraphing skills are good and several pupils succeed in varying their sentences to create different effects.

165. The standard of handwriting, punctuation and paragraphing is good.

### **Shortcomings**

166. Pupils do not write at enough length or in a sufficient range of registers.

## Mathematics

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

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

167. As there are fewer than five pupils in key stage 1, the comments relevant to key stage 1 refer to the provision rather than the standards. As there are more than five pupils in key stage 2, comments refer to subject standards in that key stage.

#### **Good features**

168. In key stage 1, pupils have a good understanding of number bonds and patterns. They add and subtract correctly, counting forwards and backwards in steps of a different size.

169. Pupils have a sound knowledge of place value when using numbers to 100.

170. Pupils know the value of different coins and adapt their knowledge successfully.

171. Pupils can record data successfully in graph form.

172. Pupils can recognise two and three dimensional shapes well.

173. All pupils make good progress in their measuring and weighing skills. They undertake simple mathematical investigations successfully.

174. Pupils in key stage 2 make good progress in their understanding of number. They have a sound knowledge of addition, subtraction, multiplication and division and understand the relationship between them in order to solve mathematical problems.

175. By the end of key stage 2, they show an understanding of the place value of decimals, fractions and percentages.

176. In key stage 2, pupils can name and recognise the features of a wide range of shapes as well as modelling two and three dimensional shapes.

177. Key stage 2 pupils form various types of graphs on paper using a good range of data.

178. The mathematical investigative skills of key stage 2 pupils are good.

#### **Shortcomings**

179. There are no important shortcomings.

## Science

### **Key stage 1: Grade 3: Good features outweigh shortcomings**

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

180. As there are fewer than five pupils in key stage 1, the comments relevant to key stage 1 refer to the provision rather than the standards. As there are more than five pupils in key stage 2, comments refer to subject standards in that key stage.

#### **Good features**

181. Pupils in both key stages have confident and positive attitudes towards science, and develop a good scientific vocabulary in discussing their work.

182. They develop investigative skills constantly across both key stages, and pupils show an increasing understanding of the principles of a fair test.

183. In key stage 1, pupils have a good knowledge of solids, liquids and gasses. They know that water is a liquid and that ice is a solid. They use the appropriate vocabulary such as dissolve, melt, warm and cool, and record the results of their experiments clearly. They show good prediction skills when undertaking an experiment to see which materials from sponge, plastic, paper and material would best keep the ice in freezy pops cold in the classroom. They understand the principle of a simple fair test when measuring how much water has gathered in the different examples.
184. Pupils in key stage 2 show a good knowledge of the processes of life and living things. They succeed in labelling the main parts of a flowering plant, and have a good understanding of the life cycle of a butterfly. They can sort animals that are active during the day and night.
185. In key stage 2, pupils have a good understanding of the solar system, and of the comparative positions of the earth and planets. They know that the earth turns around its own axis, and brings about day and night, and that the moon turns around the earth. They understand how the earth turning around the sun causes a change in the seasons.
186. Pupils in key stage 2 succeed in undertaking a fair experiment to find what type of paper best reflects light from a torch. They describe the different features of the papers, and predict what the result will be sensibly. They understand that they need to undertake the experiment more than once in order to verify results.
187. Pupils in key stage 2 understand how a simple electrical circuit works, and succeed in distributing things that work as a conductor or insulator of electricity.

### **Shortcomings**

188. The provision has not ensured that key stage 1 pupils have a sufficient range of knowledge of life processes and of living things nor of the properties of materials and how they can be changed.

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

### **Key stage 2: Grade 1: Good with outstanding features**

189. As there are fewer than five pupils in key stage 1, the comments relevant to key stage 1 refer to the provision rather than the standards. As there are more than five pupils in key stage 2, comments refer to subject standards in that key stage.

### **Outstanding features**

190. In key stage 2, pupils' skills in presenting information and their ability to adapt their work for an audience shows outstanding features, such as the appropriate use of a combination of picture and text.
191. By the end of key stage 2, pupils' ability to undertake computer modelling through a spreadsheet shows outstanding maturity in respect of understanding of the concepts and the high level of skills.

### **Good features**

192. Pupils in key stage 1 show the ability to use the keyboard maturely and correctly in word processing. Pupils can save and print their work independently. They can import clipart into their work successfully.

193. Pupils can use painting programs well to create and communicate and develop their ideas to an appropriate standard. Similarly, they can successfully create a database and simple graphs.
194. In key stage 1, pupils' computer modelling and control skills are good as they control the movements of a floor robot.
195. In key stage 2, pupils make good use of the web to gather and arrange information in a variety of projects and subjects across the curriculum.
196. Pupils in key stage 2 have a good understanding of the advantages and disadvantages of using computers in society.
197. In key stage 2, pupils can choose and gather appropriate information and feed it into the database, including a branching database successfully. They understand the importance of entering data correctly.

### **Shortcomings**

198. There are no important shortcomings.

## **Design technology**

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

**Key stage 2: Grade 3: Good features outweigh shortcomings**

199. As there are fewer than five pupils in key stage 1, the comments relevant to key stage 1 refer to the provision rather than the standards. As there are more than five pupils in key stage 2, comments refer to subject standards in that key stage.

### **Good features**

200. Standards of control technology are good in both key stages.
201. Pupils in key stage 1 have a good understanding of the design, making and evaluation process.
202. Making skills of pupils in key stage 1 are good. They master measuring, cutting and placing skills when creating objects of a high quality.
203. Pupils in key stage 1 record their ideas meaningfully on paper, about which material, resources and tools they use to produce the object.
204. They benefit well from opportunities to evaluate their work and can give simple reasons to justify their opinion on their work.
205. In key stage 2, pupils understand the important of initial research as part of the design process. They have a number of suitable criteria to use in designing their product.
206. Key stage 2 pupils can design and label their projects correctly.
207. The vast majority of pupils in key stage 2 have good practical, measuring and cutting skills.
208. Pupils in key stage 2 evaluate their work effectively.

### **Shortcomings**

209. In key stage 2, the range of different materials that are a basis for pupils' products are rather limited and several individuals do not have sufficient knowledge of the properties and usefulness of different materials.

## History

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

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

210. As there are fewer than five pupils in key stage 1, the comments relevant to key stage 1 refer to the provision rather than the standards. As there are more than five pupils in key stage 2, comments refer to subject standards in that key stage.

### Good features

211. In key stage 1, pupils develop a good understanding of how toys have changed over a period of time. They observed a teddy bear, doll and car and compared eyes made from glass, button and plastic; a porcelain, sawdust and plastic body, and a car made from tin, tin and a battery and plastic and a battery.

212. They distribute different forms of transport and compare old transport with current transport.

213. Pupils' use of ICT enriches their experiences in their historical work.

214. In key stage 2, pupils develop their understanding of the order of things and of the passage of time. They use a time line confidently.

215. The good awareness of key stage 2 pupils of the history of the school is stimulated by the opportunity to look at photographic evidence of previous pupils at the beginning of the twentieth century and in the fifties. They observe the children's clothes, that the signs in the school are in English only, and that the wall separating two classrooms is made from a different material to the wall that is there now, and that in the past the children could go on a school trip.

216. They develop their knowledge of their locality well through a visit from a member of the community. They learn that the village of Ro Wen had maintained a vast number of craftspeople from the beginning of the seventeenth century until the middle of the nineteenth century, including stonemasons, cobblers, weavers, blacksmiths and carpenters. They know that a long time ago, a woollen factory and a fulling mill were the industries in the village.

217. Pupils in key stage 2 show good cognition of famous individuals from their area. Their written work shows that they know the history of Huw T Edwards, 'Wales' unofficial prime minister', and that there is a monument to him in the village.

### Shortcomings

218. There are no important shortcomings.

## Geography

**Key stage 1: Grade 3: Good features outweigh shortcomings**

**Key stage 2: Grade 3: Good features outweigh shortcomings**

219. As there are fewer than five pupils in key stage 1, the comments relevant to key stage 1 refer to the provision rather than the standards. As there are more than five pupils in key stage 2, comments refer to subject standards in that key stage.

### Good features

220. Pupils in key stage 1 show good skills in placing pictures of events of the Nativity story on a large grid. They give the Bee-Bot references to find the different locations on a 'map' of Bethlehem.

221. Pupils in key stage 1 develop a good understanding of leisure and tourism facilities to be found in places they have visited on their holidays, such as France, Sweden, England and Lanzarote. They can locate them on a map of the world.
222. In key stage 2, pupils develop skills in using maps of different scales well. They locate Ro Wen in the county of Conwy, Conwy in North Wales, and Wales on a map of Britain. They succeed in using six figure bearings to locate features on a map.
223. Pupils in key stage 2 can name human features in their locality, including farms, the school and houses. They succeed in using an aerial photograph to show the different land uses in the village, such as farming land, industrial land, wasteland, land for commerce, leisure and social land and land for public use.

### **Shortcomings**

224. In key stage 1, the provision has not ensured a broad enough range of skills to gather information on the natural and human features of their locality and drawing them on a simple map, or their ability to use simple bearings on a grid map.
225. The knowledge of pupils in both key stages of how life in other parts of Wales, and in a less developed country, compares with life in their area is limited.

<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**

226. As there are fewer than five pupils in key stage 1, the comments relevant to key stage 1 refer to the provision rather than the standards. As there are more than five pupils in key stage 2, comments refer to subject standards in that key stage.

### **Good features**

227. Pupils in key stage 1 show good printing skills in choosing and arranging Christmassy images to design a Christmas wrapping paper. They have a good awareness of how changing repeating a pattern can create a varying effect.
228. In key stage 1, pupils use pastels and paint effectively to create pictures of Guy Fawkes Night on black paper. They are developing a good understanding of line and colour.
229. Pupils in key stage 2 have a good understanding of line, texture and pattern in their work in printing on silk with coloured ink. They are aware of the effectiveness of symmetrical images and can mix colours to create other colours and tones.
230. Pupils in key stage 2 use a series of Colin See-Paynton's black and white photographs 'Of a Feather' as a basis to their three-dimensional work on birds. They use papier mâché effectively to make birds, and display a good awareness of colour and texture.
231. In key stage 2, pupils display a good knowledge of work by artists from Wales such as Catrin Williams. Following a visit to the local gallery and meeting the artist herself, they can talk about her life and work. They succeed in creating pictures of a very high quality with a variety of striking images that show an outstanding awareness of colour, line, texture and pattern. They use a wide range of media such as paint, crayon, wax, pastels and ink.

232. Following their visit to the local gallery, pupils in key stage 2 succeed in creating effective pictures from natural materials such as wood and stone, following the style of the artist Tim Pugh. This shows a good awareness of pattern and texture.

233. Pupils in key stage 2 use Van Gogh's picture 'Starry Night' to experiment with patterns and colours. They have a good knowledge of the world famous artist's life story.

### **Shortcomings**

234. There are no important shortcomings, but the provision has not ensured that key stage 1 pupils' work is not over-reliant on ready-made images by adults. In addition, the observational drawing skills of pupils in both key stages are underdeveloped.

## **Music**

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

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

235. As there are fewer than five pupils in key stage 1, the comments relevant to key stage 1 refer to the provision rather than the standards. As there are more than five pupils in key stage 2, comments refer to subject standards in that key stage.

### **Good features**

236. Pupils throughout the school sing a variety of songs that are appropriate to their age. The majority sing with good control.

237. Pupils in key stage 1 recognise a variety of musical instruments. They explore a range of sound sources and choose appropriate sounds to a good standard when composing music in response to a stimulus.

238. In key stage 2, pupils listen carefully to music, interpret it and respond to it effectively through song or with instruments of their own choice. They describe which musical elements they use to convey an occurrence or movement in their compositions.

239. They evaluate a wide range of different types of standard music well, using suitable subject vocabulary.

240. Pupils who receive lessons from peripatetic teachers attain good standards.

### **Shortcomings**

241. There are no important shortcomings, but in both key stages, the pitch in the singing is not always accurate.

## **Physical education**

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

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

242. As there are fewer than five pupils in key stage 1, the comments relevant to key stage 1 refer to the provision rather than the standards. As there are more than five pupils in key stage 2, comments refer to subject standards in that key stage.

### **Good features**

243. Pupils in both key stages work energetically in physical education lessons.

244. Pupils throughout the school understand well how physical exercise affects their bodies and their health.

245. All pupils warm up appropriately at the beginning of the session and relax at the end of the lesson.
246. Pupils in key stage 1 show good control of their bodies and an increasing confidence in dancing. Pupils respond well to the teacher's suggestions and refine their movements.
247. With help, many express an opinion on their performances during a lesson, successfully summarising what they have done.
248. In a gymnastics lesson, pupils in key stage 2 have a good awareness of safety and use space sensibly.
249. Pupils in key stage 2 handle equipment sensibly and maturely.
250. In key stage 2, pupils make good progress in their gymnastics skills during the lesson. They show increasing control of their bodies as they develop a sequence of independent movements.
251. Pupils in key stage 2 are very willing to evaluate and refine their own performance following observation of other pupils.

### **Shortcomings**

252. There are no important shortcomings.

<b>Religious 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**

253. As there are fewer than five pupils in key stage 1, the comments relevant to key stage 1 refer to the provision rather than the standards. As there are more than five pupils in key stage 2, comments refer to subject standards in that key stage.

### **Good features**

254. Key stage 1 pupils have a good understanding of stories from the Bible. They understand that the Bible is a holy book for Christians. They understand the difference between the Old Testament and the New Testament, and that Jesus Christ's story can be found in the New Testament.
255. In key stage 1, pupils understand that Christmas is a time to celebrate the birth of Jesus, and they can link the story with family and personal celebrations such as birthdays.
256. They know that there are special foods for Christmas, and that Christians sing special songs, namely carols, and that presents are given.
257. Pupils in key stage 1 are aware that Christians worship in a chapel or church, and that places of worship are holy places.
258. The understanding of key stage 1 pupils of religious concepts, such as heaven and hell are developing appropriately.
259. Pupils in key stage 2 have a good awareness of how Jews celebrate Shabbat. They know the Hebrew names for the celebration artefacts, such as challah for the bread and the havdallah candle. They understand that the Torah is a holy book, and that Jews worship in a synagogue. They know that Hebrew writing goes from right to left.

260. The understanding of pupils in key stage 2 of the Bible as a holy book for the Christian is developing well. They know that it is considered as a library of different books, a light for the path of life, guidance on how to live and as a map for our journey through life. They are familiar with some of the stories from both Testaments, such as Noah's ark, the story of King David, and the parable of the lost sheep.

261. Pupils in key stage 2 understand very well that helping people is an important role of being a Christian. They name many people who have improved the lives of others, such as those who care for old people or the disabled. They realise how important it is to be thankful to everyone who contributes to our life, and that respecting each other is an essential element of Christian life.

262. In key stage 2, pupils learn effectively about aspects of Hinduism. They know stories about different gods. They have a good knowledge of the Qur'an as the holy book of Islam, and know that that religion has five features or aims which are called the Five Pillars.

### **Shortcomings**

263. There are no important shortcomings.

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

Staff and governors of this school believe that the inspectors' report is fair, positive and constructive. It is a reflection of all the hard work and commitment of every member of the school's community.

Our emphasis on creating a supportive and caring environment where all our pupils are given the best chance to develop and become independent learners is recognised in many areas of the report. The importance of showing respect and developing social duty is another important feature of the school.

We are extremely proud that many outstanding features of our school have been recognised and highlighted - our ability to promote pupil's bilingual skills, our ability to make full use of numerous educational visits, the educational use of our woodland area; and the excellent healthy meals prepared by our cook. We are especially proud of our partnership with parents that forms the foundation for further improvements and even stronger links with the community.

The outstanding standards achieved in ICT are recognised; as are elements of the standards achieved in art. Evidence of high quality teaching and outstanding use of support staff coupled with the strength of leadership will now help us in our aim to raise standards across the curriculum.

It is good to see that the judgements and comments of the inspection team correspond closely with the school's current self-evaluation report and that two of the three recommendations are already priorities within our SDP. The team also noted the significant improvements since the last inspection. Further development and improvement will now ensue as the school, in consultation with its stakeholders, prepares an action plan and implements the recommendations.

We wish to thank the members of the inspection team for their interest, their courtesy and professionalism during the inspection.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Ro Wen
School type	Primary, community, naturally bilingual
Age-range of pupils	3-11
Address of school	Ffordd Pontwgan Ro Wen Conwy
Postcode	LL32 8TS
Telephone number	01492 650643

Headteacher	Mr Derfel Môn Griffiths
Date of appointment	1 September 2002
Chair of governors	Mrs Sian Peake-Jones
Registered inspector	Gareth Wyn Roberts
Dates of inspection	1-3 December 2008

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0.5	1	0	4	1	3	3	0	12.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	5:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	5
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	89.7%	-	95%
Spring 2008	97.9%	-	95.5%
Summer 2008	92.5%		95.8%

Percentage of pupils entitled to free school meals	0
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	1
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	1
As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included		

### Appendix 4

#### Evidence base of the inspection

Four inspectors, including the school's nominee, spent the equivalent of seven inspection days at the school and met as a team before beginning the inspection.

These inspectors visited:

- 32 lessons or parts of sessions;
- registration sessions, assemblies and collective worship, and
- a range of extra-curricular activities.

Members of the inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers and support and administrative staff, and
- the school council.

The team also considered:

- the school's self-evaluation report;
- pupils' attitudes and behaviour;
- five responses to the parents' questionnaire.
- a response by the LEA;
- documents provided by the school before and during the inspection;
- a wide range of pupils' previous and current work, and
- samples of pupils' reports.

Following the inspection, the team held meetings with senior managers and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Gareth Wyn Roberts Registered Inspector	Context, Key Questions 1, 2, 3 (4 SEN), 7, Appendix, Subjects: English, mathematics, design and technology, information technology, music, physical education
Mr Wil Owen Lay Inspector	Contributions to Key Questions 1,3 and 7
Mrs Rhiannon Harris Team Inspector	Key Questions 4 ( apart from SEN), 5, 6 Subjects: early years (Foundation Phase), Welsh, science, history, geography, art, religious education
Derfel Môn Griffiths School's nominee	Attending meetings, providing information, helping the inspection team, representing the school.

There was no peer assessor for this inspection.

### ***Acknowledgement***

***The inspection team would like to thank the staff, parents, governors and pupils at Ysgol Ro Wen for their courtesy and co-operation during the inspection.***

The contractor for this inspection was:  
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