

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Ysgol Glannau Gwaun
West Street
Abergwaun
Fishguard
SA65 9AH**

School Number: 6682389

Date of Inspection: 04/07/06

by

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17717**

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The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

Estyn also:

- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

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Ysgol Glannau Gwaun 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 Glannau Gwaun took place between 04/07/06 and 06/07/06. An independent team of inspectors, led by Luned Eleri Betts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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 Glannau Gwaun, which was opened in September 2004 as a result of the merger of the Fishguard Infants and Junior School, serves the town of Fishguard and the Pembrokeshire coast. At present the school is located on two sites, until the new building, promised when the two schools were merged, is realised. The Key Stage 1 (KS1) classes and the under 5s unit still use the same building as before – a purpose-built building established in the seventies of the last century. The Key Stage 2 (KS2) classes are still housed in the traditional stone building which is considerably older in West Street, some distance away.
2. The pupils can start school during the term following their third birthday. In the under 5s unit the pupils are taught through the medium of Welsh in order to set a solid foundation towards attaining Pembrokeshire Education Authority's objective of attempting to ensure bilingual pupils by eleven years of age. Pupils from years 1 to 6 are streamed according to language; the parents make the choice to place their children in the Welsh stream or in the English stream.
3. At present there are 248 pupils ranging from reception age to year 6 in the school. In addition to this there are the equivalent of 24 children of nursery age; some of them are part time, some are full time. There are 13 classes in the school including two Special Educational Needs (SEN) support classes for children of North Pembrokeshire – one for children from 4 to 7 years of age on the infants' site and one for 7 to 11 year old children on the junior site. There are 107 pupils on the SEN register and 7 children who have statements of SEN.
4. Approximately 94% of the pupils come from homes where English is the main language. On entry the children represent the full ability range. Some 0.38% of the pupils are from ethnic backgrounds. Approximately 17% are registered as eligible for free school meals, a figure that is slightly lower than the national figure. The Local Authority looks after three children.
5. The Key Skills Standard Mark was awarded to the school in December 2005.
6. In its statement the school claims that it is:

'a happy and caring community, which recognises and appreciates the efforts and achievements of each individual while striving towards our aims'.

The school's priorities and targets

7. The school's priorities are:

- to encourage the pupils to develop into courteous, considerate and responsible people who will appreciate each other as equal citizens;
- to develop effective, confident and independent life long learners who will be ready for every challenge that will face them; and
- to develop young citizens who will appreciate and treasure their identity and culture within their local area, their nation and the whole world, together with people's independence at every level.

8. The school's priorities for this year are:

- to maintain good standards in all subjects of the National Curriculum (NC) and religious education;
- to develop performance management;
- to ensure good teaching methods throughout the school;
- to create home and school partnerships;
- to ensure practical assessment procedures;
- to restructure teachers' short-term plans;
- to develop current priorities such as *Y Cwricwlwm Cymreig*, sustainable development, global citizenship, personal and social education (PSE) and healthy living;
- to develop aspects of the SEN provision;
- to ensure that the teachers are aware of child protection procedures; and
- to develop the responsibilities of the governing body.

Summary

9. Since the school was established in 2004 the head teacher and teachers have responded positively to the priority of providing a whole-school approach whilst still operating on two sites. However, the delay in the arrangements for building a new school creates considerable difficulties and impedes development in a number of ways. The head teacher has a clear vision regarding prioritising in this difficult phase and has achieved a great deal already.
10. The inspection team agrees with the school's judgement in the self-evaluation document in three key questions. In the other four questions the team has given a lower grade to the school because in their opinion there weren't enough exceptional features to justify the higher grade. They consider that the difficulties regarding the site affect the whole-school element to a greater degree than judged by the school.

Table of the grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 3
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 3

Standards

11. The standards achieved in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	76%	24%	0%	0%

12. The general quality of the educational provision for children under five is appropriate to their needs and the pupils make good progress towards the Desirable Outcomes for Children's Learning.

Nursery

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

Reception

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

Under 5s	Grade 2
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Standards in the subjects inspected

Subject Inspected	KS1	KS2
Welsh first language	Grade 2	Grade 3
English	Grade 2	Grade 2
Second language Welsh	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 3
Information technology	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 3
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 3

13. The standards of achievement in the lessons observed are above the Welsh Assembly Government's targets for the whole of Wales by 2007.
14. The pupils with SEN in the two support classes and groups that are taken out from the classes for extra support are making good progress and pupils across the school are succeeding regardless of their social, ethnic and linguistic backgrounds and achieve the targets set for them.
15. At the end of KS1 across the two years since the establishment of the school, the percentage of pupils attaining level 2 (the level expected of seven year old children) in Welsh, English, mathematics and science is consistently higher than the local and national percentages and when compared with other schools in the same free school meals band. The Core Subject Indicator (i.e.

the results across the three core subjects) is also higher. This is consistent across the classes teaching through the medium of English and Welsh.

16. The results of tests and teacher assessments in KS2 for the two years since the school was established show that the percentage achieving level 4 (the level expected of eleven year old children) is constantly lower than the average locally and nationally. In comparison with schools which fall within the same free school meals band, the school is in the lowest quartile for English, mathematics and science and lower than the mean for Welsh and the Core Subject Indicator is also lower. In 2006, however, the figure is around 4 per cent lower than the national figures. When pupils in the SEN support classes are taken out the Core Subject Indicator is higher than local and national percentages.
17. In the early years the pupils' key skills are good with no important shortcomings. In KS1 the key skills of talking, listening, reading and writing in the two languages and in information and communication technology (ICT) is good with no important shortcomings; their numeracy skills are less developed across the subjects. In KS2 listening, speaking, reading and writing skills in English are good overall and, although the standards of reading and writing across the curriculum are good in Welsh, their listening and speaking skills are less developed. There is little evidence of developing numeracy and ICT skills across the subjects in the two languages.
18. The pupils' bilingual skills across the school are good. They respond well to the bilingual nature of the school and they all develop the levels expected of them according to their backgrounds.
19. The pupils make good progress in their personal and social development. They have many responsibilities in the classroom and in the whole school. The pupils' spiritual and moral development is good; they have a good awareness of values such as fair play and consideration towards others. Pupils across the school have a good understanding of issues relating to equal opportunities.
20. The majority of pupils show positive aspects to their work. Their behaviour is good and many are extremely courteous. The pupils' understanding of their local community and the world of work is also good.
21. Pupils' attendance level from compulsory age across the school is 90.5%. Only a small group arrive late, although some parents have children on both sites.

The quality of education and training

22. In the lessons observed, it was judged that the quality of the teaching was as follows.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	52%	39%	2%	0%

23. There are many good features to the teaching such as the use of learning aids and a good pace to the lessons, but there are some shortcomings such as a failure to provide differential tasks for the pupils. The fact that the school is located on two sites makes it difficult to share good practice.
24. The working relationship between teachers and pupils within all the classes creates a pleasant ethos within the school and this provides a good foundation for effective learning. This has a positive effect on the pupils' standards of achievement. The teaching promotes the development of bilingualism well although the varied linguistic levels within the classes create difficulties when responding at all times to the linguistic needs of each pupil.
25. The school's assessment policy is clear and comprehensive, and the procedures are effective. The pupils have appropriate individual targets in language, mathematics and behaviour. Pupils with SEN are aware of the realistic targets noted in the Individual Education Plans (IEP) and make good attempts at achieving them.
26. The work of the pupils is marked regularly, but there are very few examples of marking where comments are provided on the tasks given, or comments which enable the pupils to know how to make progress.
27. The annual reports to parents and the meetings to report to parents conform with the statutory requirements. The comments in the reports are constructive and set a clear direction for moving on.
28. The school provides equal access to a wide and balanced curriculum which is relevant to the needs of pupils of all abilities and meets statutory requirements. The school has clear subject policies and the schemes of work on the whole show a definite progression in the subjects of the National Curriculum and in religious education. Despite this, not every scheme of work has been adapted or reviewed adequately for the teaching and learning requirements in order to strengthen the link across the key stages.
29. Although the development of basic and key skills is noted generally in the planning, the skills have not been integrated in enough detail within the schemes and the teaching in order to ensure their balanced development across the curriculum.
30. The pupils' experiences are enriched by means of a wide range of extra-curricular activities that widens their horizons very effectively.
31. The school has developed a structured provision for introducing Personal and Social Education (PSE). The provision is thorough and follows definite guidelines. The school gives detailed attention in its provision for all pupils including opportunities for boys and girls to take part in all the curricular and extra-curricular activities of the school. There is a very good provision of educational support for SEN pupils.

32. Spiritual, moral, social and cultural development is promoted well through the variety of learning experiences offered to the pupils and the pupils' moral and social development is good. Sharing moral messages is an important element of the provision and, in general, pupils respect each other, adults and visitors.
33. The pupils gain a range of experiences in the school and in the wider community to develop their Welshness and their awareness of their roots, and their cultural development is good. The school promotes pupils' bilingualism well and encourages them to use the Welsh language constantly when learning and playing. The pupils are also given opportunities to develop an increasing awareness of the importance of sustainable development.
34. The school has established good partnerships with parents. In the questionnaires and the pre-inspection meeting, the parents were pleased with the close link with the school and praised the evening held to teach them about methods of teaching mathematics and its progression through the school. A high quality school prospectus was compiled for them and they receive regular newsletters providing information and encouraging them to co-operate closely with the school.
35. There are good links with the community and with local businesses. Effective use is made of these links to extend the pupils' experiences and the curriculum.
36. There is close co-operation with local primary schools, the local comprehensive school and with colleges that provide training in childcare and for teachers. The school responds effectively to the Welsh-medium provision at the local comprehensive school, by extending the use of Welsh to subjects such as science and mathematics for the Welsh stream.
37. The care and guidance provided for the pupils is good and considerate; and a high priority is given to it. The pupils and the parents agree with this judgement.
38. There are exceptional features to the care provided in the support classes and the school offers a safe environment which promotes the development of pupils with SEN. The parents of these children feel that the school is willing to listen to them and to discuss any issues if required.
39. Induction arrangements for new pupils are good, and the head teacher meets the parents and the children to familiarise them with procedures. The 'Friends of the School' scheme offers pupils a 'buddy' in order to help pupils starting their new school. There are effective arrangements for transferring from KS2 to KS3 that ensure that this takes place as seamlessly as possible. There are good links with the secondary school that take in pupils from the support classes.
40. The statutory requirements regarding registration are complied with and appropriate differentiation is made between different types of absences.

41. The school has a clear policy and procedures for child protection that meet statutory requirements. The head teacher monitors attendance each week.
42. Provision for pupils with additional learning needs is good in the main stream, and exceptional in the support classes. The provision for improving the language of young children, in partnership with the Language and Speech Service, as part of the 'I CAN' scheme, is exceptional with the parents considering it to be a very praiseworthy aspect.
43. There are effective arrangements and policies to promote and develop good behaviour and strong support is provided when dealing with any child who misbehaves. The school has a clear policy to deal with any aggressive or racist incident or in a case of bullying.
44. In the main, each child can contribute to all the schools' activities. The school ensures that pupils with a physical disability can play a full and active role in everything; this provision is an exceptional feature.
45. The inspection team found issues relating to health and safety which cause concern; these have been discussed with the head teacher and the governing body.

Leadership and management

46. The quality of the head teacher's leadership and management is good. Since her appointment in 2004, the head teacher has created a purposeful management structure for the development of the new school and has succeeded in achieving a great deal in a short time.
47. She has a clear vision and definite plans to develop a sense of belonging and to improve the quality of educational provision across the two key stages. Moving between one site and the other makes the head teacher's job difficult and takes up a great deal of time and energy.
48. The head teacher, together with the key stage and subject teams, work together in a committed manner in order to promote and support developments. The subject co-ordinators are very aware of their duties and are central to the process of improving the school.
49. The school operates in accordance with its performance management policy which provides a foundation for continuous professional development. Consideration is given to national priorities in the school's short-term and long-term plans. The school's priorities for the year 2005/06 are outlined in the School Development Plan (SDP).
50. The governing body (GB) is very supportive and has displayed positive leadership and a strong commitment during the establishment of the new school. They work within a supportive atmosphere but also act as a critical friend.

51. In the short time since its opening a self-evaluation culture has been established and the teachers are aware of its importance in raising standards. The self-assessment report provides a clear picture of developments since 2004 and refers to solid evidence.
52. An adequate monitoring programme and time-table have been established. The deputy, who teaches in KS2, monitors on the KS1 site; the head teacher, who led the infant school before the merger, monitors on the KS2 site. This is a good arrangement. However, since subject responsibilities are new to several members of staff they have not yet attended classes for observation. In interviews with members of the inspection team the awareness of the majority of the strengths of their subjects and where development was required was good. Challenging targets are set for the school and results are analysed in detail.
53. In the pre-inspection meeting the governing body had good information about the content of the document and the self-evaluation process.
54. Within the context of the building the inspection team is of the opinion that operating on two sites, which are a considerable distance apart, does impede the effectiveness and efficiency of the school, although the head teacher and staff make every possible attempt to overcome the shortcomings which derive from this.
55. Neither the classrooms nor the hall in the infant site meet the current space recommendations, and this is recognised by the Local Education Authority. The room for the reception class is much too small to ensure the range of activities which would enable the children to make choices. There are safe playing areas in the infant department including an attractive designated area for children under five.
56. The building in the junior department is in a relatively poor condition with lack of space restricting the different activities which can be offered, and therefore affects the quality of teaching in some classes.
57. The school has an adequate number of teachers who are well qualified in order to provide for all the pupils' needs.
58. The support staff at the school contribute towards the quality of the teaching and the administrative and auxiliary staff deal effectively with day-to-day procedures.
59. The school has a range of appropriate resources for pupils of different ages and abilities, and they are used effectively. However, there is a lack of appropriate differential resources for some pupils in KS2 who would benefit from different alternative methods of teaching within the main stream. The provision of large equipment for children under five is limited.
60. The head teacher and the subject leaders consider the effectiveness of the different resources and priorities for improvement. The Governing Body is

aware of costs and of the funding required to progress and improve the provision of resources in the school.

61. Despite the shortcomings of the building, the considered process of evaluating the effectiveness of resources ensures that the school provides good value for money.

Recommendations

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

- R1. raise standards in Welsh first language, science, geography and religious education in KS2;
- R2. improve the quality of the teaching;
- R3. develop and review the whole-school schemes of work and develop the role of the subject co-ordinators in order to strengthen links between KS1 and KS2;
- R4. develop further the provision for the key skills;
- R5. continue to put pressure on the LEA to realise the promise of a new building;
and
- R6. respond to health and safety issues noted during the inspection.

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

62. The inspection team's findings match the grade given by the school in its self-evaluation report.
63. The standards of achievement in the areas of learning and the subjects inspected are as follows.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	76%	24%	0%	0%

The educational provision for the under 5s is appropriate to their requirements and the pupils make good progress towards the Desirable Outcomes for Children's Learning.

Nursery

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

Reception

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

Under 5s	Grade 2
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Grades for standards in subjects inspected

Subject Inspected	KS1	KS2
Welsh first language	Grade 2	Grade 3
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 3
Information technology	Grade 2	Grade 2

Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 3
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 3

64. The standards of achievement in the lessons observed are higher than the Welsh Assembly Government's target for Wales as a whole by 2007.
65. The pupils with SEN in the two support classes and in the groups taken out of the classes for extra support make good progress and achieve the targets set for them in relation to their needs and ability.
66. Pupils across the school succeed regardless of their social, ethnic and linguistic background and achieve the targets set for them. In the under-five classes and in KS1, pupils in general achieve their potential, but in KS2 they do not always do so. However, during the inspection language support activities were observed which ensured that a number of pupils at the top end of the school develop good skills and move on quickly to realise their potential.
67. The pupils have appropriate targets and are aware of them; as a result they know what they are doing. Because of shortcomings in the quality of the teachers' marking they are not always clear how successful their progress is or what is required of them to improve.
68. At the end of KS1 across the two years since the establishment of the school, the percentage of pupils achieving level 2 (the level expected of seven year old children) in Welsh, English, mathematics and science is consistently higher than the local and national percentages and compared with other schools in the same free school meals band. The CSI (i.e. the results across three core subjects) is also higher. This is consistent across the classes taught in Welsh and English. However, more pupils learning through the medium of Welsh achieve Grade 3 across the core subjects than the pupils who receive their education in English. There is no significant difference between the achievement of boys and girls.
69. The test and teacher assessment results in KS2 for the two years since the school was established show that the percentage achieving level 4 (i.e. the level expected of 11 year old children) is consistently lower than the local and national average. In comparison with schools that fall within the same free meals band, the school is in the lower quartile for English, mathematics and science and lower than the mean for Welsh, and the CSI is also lower. In 2006, however, the figure is only around 4% lower than the national figures. When pupils in the SEN support groups are taken out, the CSI is higher than the local and national percentages. The number of pupils achieving level 5 is higher in English than in Welsh. The nature of the cohort is responsible for the variety in the results from year to year. There was an increase in the number of pupils achieving level 4 in mathematics in 2006. There is considerable

variety at times in the performance of boys and girls, with one gender excelling considerably over the other at times; there is no set pattern, which causes concern.

70. In the early years the pupils' key skills are good and there are no important shortcomings. They make a positive development in all aspects of literacy as they respond to a range of experiences and they establish a sound knowledge of numeracy across the areas of learning. They develop good skills when using the computer for drawing and the interactive white board to draw marks and to start forming letters and numbers.
71. In KS1 the key skills of speaking, listening, reading and writing in both languages are good with no important shortcomings. The pupils develop both languages well across a number of interesting activities and they learn subject terminology quickly. Their ICT skills are also progressing well as their ICT activities focus on a specific subject; their numeracy skills across the subjects are less developed.
72. In KS2 good features outweigh shortcomings in the development of the pupils' key skills. Listening, speaking, reading and writing skills in English are good in general and, although standards of reading and writing across the curriculum are good in Welsh, their listening and speaking skills are less developed. A number of pupils have difficulty expressing themselves fluently across the subjects studied. There is little evidence of developing numeracy skills across the subjects in both languages and, although skills are developing in lessons in the computer suite, the development of their ICT skills across the different subjects is limited.
73. The pupils' bilingual skills across the school are good. They respond well to the bilingual nature of the school and they all develop the levels expected of them according to their backgrounds.
74. Pupils make good progress in their personal and social development. They are given a number of responsibilities in the classroom and in the whole school and this develops their awareness of skills which are relevant to their lives and their role in the community. They develop good independent working skills but their entrepreneurial and problem-solving skills have not been adequately developed. Their creative skills, however, are developing consistently well across the school in art and music.
75. The pupils' spiritual and moral development is good; they have a good awareness of values such as fair play and consideration towards others.
76. Pupils throughout the school show a good understanding of issues relating to equal opportunities. They have a basic knowledge about other beliefs and know that people should be respected, whatever their race, and they have an understanding of what is required to be good citizens.

77. The majority of the pupils display positive aspects to their work, and show interest in the tasks provided. They can concentrate for extended periods although a small group, mainly boys, has difficulty in concentrating all the time.
78. The pupils' behaviour is good and many of them are very courteous; the majority of them show a great deal of self-discipline. They move quietly and courteously around the school and their behaviour in the collective worship sessions is to be praised.
79. Pupils' attendance levels from compulsory age throughout the school is 90.5%. Only a small group arrives late, although some parents have children at both sites.
80. The pupils' understanding of their local community and the world of work is good as they take part in a number of activities within the community and visit local businesses in the area to develop their awareness of the business world.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

81. The inspection team's findings do not match the judgement made by the school in its self-evaluation report since the school awarded a grade 2 for this question. The location of the buildings does not make it easy at present to share good practice between the two key stages and there is no consistency in teaching practices across the school.

82. In the lesson observed, the quality of the teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	52%	39%	2%	0%

83. The quality of teaching of children under five and KS1 in general is good, and the teaching of children with SEN is very often exceptional. A high percentage of the Grade 3s were awarded in KS2.

84. Good features of the teaching include:

- a good pace to the lessons;
- sharing the objectives of the lessons with the pupils;
- interesting, differential and challenging tasks;
- effective use of resources, including information technology;
- a solid knowledge and understanding of the subjects by the teachers;
- an effective use of a variety of teaching techniques and strategies; and
- good use of learning aids.

85. Where there are shortcomings in the teaching, there is:

inadequate pace to the lessons;
a failure to provide adequate differential tasks;
unclear structure to the lessons;
lack of detailed planning; and
superficial knowledge of some of the NC subjects and of religious education.

86. The working relationship between teachers and pupils within all the classes creates a pleasant ethos within the school and a good foundation for effective learning. This has a positive effect on the pupils' standards of achievement.

87. On the whole, the teachers have a good knowledge and understanding of recent developments in the subjects, but a number of teachers are not always careful enough regarding the standard of their Welsh.

88. Equal opportunities are promoted in each lesson, and it is ensured that each pupil is treated equally.

89. The teaching promotes the development of bilingualism well, with teachers using the pupils' knowledge and skills in both languages in subjects across the curriculum, although the varied linguistic levels within classes create difficulties when satisfying the linguistic needs of each pupil at all times.
90. During lessons the pupils' progress is monitored carefully and adequate support is given to individuals and groups.
91. The school's assessment policy is clear and comprehensive, and the assessment procedures are effective. The assessments are correct and consistent and meet the statutory requirements fully, including those for pupils with SEN. The teachers know the pupils well and this leads to purposeful assessment and planning which ensures continuous progress.
92. The quality of the assessment of children under five is good, and effective use is made of the baseline assessment to identify educational needs early, and to plan appropriately for children under five years of age.
93. The progress of pupils in the core subjects is recorded regularly, and progress in the foundation subjects more informally. Individual profiles of good quality are kept for each pupil, which include important information about the pupils' achievements.
94. The pupils have appropriate individual targets in language, mathematics and behaviour. The discussions between the teacher and the pupil when creating the targets ensure that the pupils begin to play an active role in the assessment process. This is good practice.
95. Pupils with SEN are aware of the realistic targets noted in the Individual Educational Plans (IEP) and make good attempts at achieving them.
96. Effective use is made of the results of national tests and teacher assessments to guide priorities regarding the planning.
97. The pupils' work is marked regularly, but there are very few examples of marking which provide comments on the task or which enable the pupils to know how to make progress.
98. The annual reports to parents conform with statutory requirements. The comments in them are constructive and set out a clear direction for improving the work.
99. Open evenings are held each term and the parents are given an opportunity to respond to the annual reports in the summer. There is an open invitation to parents to contact the school for an informal chat at any other time.

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

100. The inspection team's findings do not match the judgement made by the school in its self-evaluation report since the school awarded a grade 1 to this question. The inspection team judged that the whole-school schemes of work in a number of subjects have not been fully developed and that the provision for the key skills has not been developed adequately to merit the grade 1.
101. The school provides equal access to a wide and balanced curriculum which is relevant to the needs of pupils of every ability and meets statutory requirements. The curriculum for children under five is of good quality and successfully promotes the Desirable Outcomes for Children's Learning. A range of interesting experiences is provided across the six areas of learning.
102. The school has clear subject policies and the schemes of work in general show a definite progression in the NC subjects and in religious education. Despite this, every scheme of work has not been adequately adapted or reviewed for the teaching and learning requirements in order to strengthen the link across the key stages.
103. Although the development of basic and key skills is noted roughly in the planning, the skills have not been integrated in enough detail into the schemes and the teaching in order to ensure their balanced development across the curriculum, especially in regard to the development of numeracy and ICT skills.
104. Pupils' experiences are enriched through a wide range of motivational extra-curricular activities which expand their horizons very effectively; this is an excellent feature of the school. There is a good variety of after-school clubs, such as sports, art and the Urdd, which give the pupils an opportunity to improve and extend their talent.
105. The pupils gain important experiences when visiting special places such as Henllys Castle, Scolton Manor, galleries and the Wdig Marine Centre. The older pupils gain from residential experiences at Llangrannog.
106. The school has developed a structured provision for introducing PSE. The provision is thorough and follows specific guidelines. Pupils are given regular opportunities during 'circle time' to discuss emotions and feelings, the importance of friends and to be aware of how to behave towards others.
107. The school gives detailed attention in its provision for all pupils including opportunities for girls and boys to take part in all the school's curricular and extra-curricular activities. There is very good provision of educational support for pupils with SEN especially in the support units which ensures that they participate fully in the life of the school.

108. The school has an appropriate homework policy; the work is a good extension of school work, mainly in mathematics and language.
109. Spiritual, moral, social and cultural development is promoted well through the variety of learning experiences offered to the pupils. The pupils' spiritual development is nurtured by taking an active role in collective worship activities and in the close links set up with local chapels and the church, although the opportunities given to them to reflect on the experiences and the messages presented across the curriculum is restricted.
110. Pupils' moral and social development is good. Sharing moral messages is a prominent element of the provision and, in general, the pupils respect each other, adults and visitors. The provision for developing initiative and raising awareness of citizenship is exemplified through activities such as taking responsibility for the fruit shop and raising money for good causes.
111. The members of the School Council are very aware of their responsibilities as class representatives; they show enthusiasm in the work.
112. The pupils' cultural development is good in general although the curricular opportunities to deepen the pupils' knowledge and understanding of other cultures and religions is not always evident. The pupils are provided with a range of experiences in the school and in the wider community to develop their Welshness and their awareness of their roots. The Cwricwlwm Cymreig is a notable element of the provision in subjects such as language, history, art and geography and the school promotes the pupils' bilingualism well and encourages them to use Welsh constantly when learning and playing.
113. An opportunity is provided for pupils to develop an increasing awareness of the importance of sustainable development and the need to care for the environment by taking an effective part in a conservation scheme. They can discuss in detail the need for recycling and an appropriate emphasis is placed on healthy eating and the effect of exercise on the body. The school is involved in a sustainable project, and is working towards a Bronze Award. One of the pupils at the school won the main prize in a National Assembly competition for the design of a Conservation poster.
114. The school has established a good partnership with parents. A good example of co-operation with parents is the Welsh learning course established in the school which promotes life-long learning. In the questionnaires and the pre-inspection meeting, the parents were pleased with the close links with the school and praised the evening held to teach them about methods of teaching mathematics and its progression throughout the school. A high quality school prospectus has been compiled for them and they receive regular newsletters providing them with information and encouraging them to work closely with the school.
115. There are good links with the community and local businesses. Effective use is made of these links to extend the children's experiences and the curriculum, although the provision for developing entrepreneurial skills and the ability of

pupils to problem-solve has not been adequately developed. A number of local visitors such as artists and craftsmen, musicians, authors, ministers and a clergyman come to share their experiences with the pupils and theatre companies are regular visitors. Links with local businesses have been used effectively to arrange visits and to develop the children's awareness of the work-place and to sponsor different things in the school. Effective use is made of these visits to co-ordinate the work of the classroom.

116. In addition, there is close co-operation with the local primary schools, the local comprehensive school, and colleges that provide childcare training and a teacher training college. The school responds effectively to the Welsh-medium provision at the local comprehensive school, by expanding the use of Welsh to subjects such as science and mathematics for the Welsh stream.

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

Grade 2: Good features and no important shortcomings

117. The inspection team's findings do not match the judgements made by the school in its self-evaluation report since the school awarded a grade 1 to this question. The inspection team found issues relating to health and safety which caused concern; these have been discussed with the head teacher and the Governing Body. Despite this the team was of the opinion that there are exceptional features to the care given to the pupils and that the school merits a grade 2.
118. The care and guidance given to the pupils is good and considered; a high priority is given to it. The pupils and the teachers agree with this judgement.
119. There are exceptional features to the care given in the support classes and there is a secure environment there which promotes the development of pupils with SEN. The parents of these pupils feel that the school is willing to listen to them and to discuss any issues if required.
120. The support given to the children who are in care is very effective throughout the school, and there are good links with the children's carers and the County's support agencies and those of neighbouring counties.
121. Personal and social education has been well established and provides the teachers with opportunities to identify the types of support occasionally required by the pupils. The school has a policy that ensures access and equal opportunity to each pupil of every race, attainment, disability, gender or background. The school challenges stereotyping; for instance the girls are successful in the Urdd's football competition.
122. Induction arrangements for new pupils are good, with the head teacher meeting the parents and the children to talk to them about procedures. The 'School Friends' scheme provides a 'buddy' to help pupils starting their new

school. There are effective arrangements regarding transferring from KS2 to KS3 which ensure that this takes place as smoothly as possible.

123. Although some issues cause concern there is a clear health and safety policy at the school and staff and pupils are aware of health and safety procedures. Pupils in KS1 have created posters to draw attention to the dangers of sunbathing and the need for water during hot weather; and pure water is available to the pupils at all times. The parents are aware of the fact that the school implements risk assessments when required and they praise the effective systems for dealing with pupils who become ill, or who have an accident during school hours.
124. Electrical and fire extinguishing equipment is regularly inspected. Fire drills are held each term on both sites. Specific members of staff are responsible for first aid, and the majority of the staff have attended training in this area.
125. The school has clear policies and procedures for child protection, which meet statutory requirements, and nominates responsible staff on both sites. Each member of staff has received relevant training, and is aware of the steps to follow if required.
126. Provision for pupils with additional learning needs is good in the main stream, and is exceptional in the support classes. The use of standard tests, together with teachers' comments to identify pupils with learning difficulties, is effective and comprehensive. The Individual Education Plans (IEP) are of a high standard and contain clear, precise and timely targets for those pupils on the SEN register.
127. There are recognised steps that lead to success in planning work for pupils with SEN, with a number of alternative methods earmarked to ensure a range of different and effective learning experiences. The provision for pupils with specific difficulties such as dyslexia is effective with full consideration of detailed needs included in the improvement programmes. Despite this, the differentiated provision for some less able and for some more able pupils in the main stream does not include a sufficient range in order to facilitate learning styles. Although there is much good practice, it is not consistent throughout the classes.
128. The work of the SEN co-ordinators is thorough throughout the school, with the support staff showing a full awareness of targets and of the needs of pupils.
129. The provision for improving the language of young children, in partnership with the Language and Speech Service under the 'I CAN' scheme, is exceptional with parents considering this as a very praiseworthy aspect. The provision for improving the Welsh spoken by all pupils including support from the language unit at the local high school is good.
130. The school follows the stages of the SEN code of practice correctly with the parents being included regularly in discussing the achievement of their children, and contributing to the termly and annual reviews of the pupils and

their targets in the Individual Educational Plans. The reports are comprehensive and meet statutory requirements.

131. There are good links with the high schools that take in the pupils of the support classes. Visits by the SEN co-ordinators ensure that the pupils and staff of these schools get to know each other.
132. Good support is provided by a designated member of the Governing Body for SEN and this ensures that the voice of provision for pupils with additional learning needs is given fair consideration in the meetings of the governing body.
133. The school emphasises the children's attendance, and there are effective arrangements to ensure this, with effective use made of the County's Pupil Support Officer when required. The head teacher monitors attendance each week and the registers are maintained according to statutory requirements.
134. There are effective arrangements and policies to encourage and develop good behaviour and solid support is given when dealing with any child who misbehaves; despite this, in some main stream classes, where unacceptable behaviour is not always corrected, this sometimes affects the teaching. The support class teachers keep detailed records of behaviour.
135. The school has a clear policy of dealing with any aggressive and racial incident or a case of bullying. The pupils' knowledge and understanding of the school's procedure and structure regarding responding to aggressive behaviour is good.
136. An equal opportunities policy is effectively implemented and each pupil can contribute towards all the school's activities. The school ensures that pupils with a physical disability play a full and active role in everything; this provision is an exceptional feature. The pupils are encouraged to respect diversity; effective use was made of the World Cup football competition to promote understanding about cultures across the world.

Leadership and management

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

Grade 2: Good features and no important shortcomings

137. The inspection team's findings match the grade given by the school in its self-evaluation report.
138. The quality of the head teacher's leadership and management is good. Since her appointment in 2004, the head teacher has created a purposeful management structure for the development of the new school and has succeeded in achieving a great deal in a short time.
139. She has a clear vision and definite plans to develop a sense of belonging and to improve the quality of the educational provision across the two key stages. She has also ensured that the teachers are resourceful in their attempts to overcome the difficulties relating to the premises. These shortcomings, however, are a great barrier to the school operating as one community based on mutual trust and understanding between all the stakeholders of the new school. Moving between one site and the other makes the head teacher's job difficult and takes up a great deal of time and energy.
140. The head teacher and staff succeed in creating an ethos based on solid values. They have also succeeded in creating a caring and motivated atmosphere which promotes effective learning and ensures equality for all. The head teacher works with the key stage teams and the subject teams in a committed manner in order to promote and support development.
141. The subject co-ordinators are very aware of their duties and are central to the process of school improvement. A number of them are progressive co-ordinators and focus clearly on raising standards and improving the quality of provision.
142. The school operates in accordance with its performance management policy and the process has been well established and is developing effectively. It provides a foundation for continuous professional development and at the same time contributes towards the school's priorities for improvement.
143. The teachers' continuous professional development is supported and managed effectively. The teachers attend a good range of suitable courses that are beneficial to them and to the school. The deputy attends a two-year course on leadership development and the arrangements to support newly qualified teachers are being effectively implemented by the head teacher and members of the senior management team.
144. Consideration is given to national priorities in the long and short-term plans of the school. The school has already succeeded in achieving the Healthy Schools Accreditation and the Quality Mark of the Basic Skills Agency.

145. The school's priorities for the year 2005/06 are outlined in the School Development Plan. Each development is carefully planned in the light of the school's requirements. The realistic and challenging targets are regularly reviewed.
146. The Governing Body is very supportive and has shown positive leadership and strong commitment during the establishment of the new school. They meet regularly as a sub-committee or as a full body. They operate within an atmosphere of support, but also as a critical friend. They make an important contribution to steering the direction of the school and its strategic plans. The head teacher appreciates their professional contribution very much.

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

Grade 2: Good features and no important shortcomings

147. The inspection team's findings match the grade given by the school in its self-evaluation report.
148. The inspection team has given a lower grade than awarded by the school itself in its self-evaluation report in four key questions. In these questions the school had not adequately considered the deleterious effect which operating on two sites has on a number of elements of whole-school provision. However, the team judges that the school merits a grade 2 for this question despite the disagreement regarding the grading, since there are no important shortcomings in the self-evaluation programme.
149. In the short time since its opening, a self-evaluation culture has been established and the teachers are aware of its importance in raising standards. A self-evaluation report has been created based on the Estyn framework and it provides a clear picture of developments since 2004 and refers to solid evidence. Formal discussions were held amongst the teachers and the Governing Body when creating and grading the self-evaluation documents.
150. When establishing the new school the key issues noted in the previous reports of both schools were considered and suitable strategies were established to respond to them in a detailed School Development Plan. There is an obvious link between the School Development Plan and the self-evaluation document.
151. An appropriate monitoring programme and timetable were established. The deputy, who teaches in KS2, monitors on the KS1 site; the head teacher, who led the infant school before the merger, monitors on the KS2 site. This is a good arrangement to develop their knowledge about teaching and standards across the school as it helps to establish an awareness of one school. The Governing Body receives information from the subject leaders. Since subject responsibilities are new to several members of staff they have not yet attended classes for observation purposes. However, in interviews with

members of the inspection team the awareness of the majority of the strengths of their subjects and where development was required was good.

152. The School Council represents the voice of the pupils; they have a definite opinion on a number of aspects of the school's provision and they make useful suggestions to move the school forward. The parents have not yet been included in the self-evaluation process, but through information-sharing evenings they are becoming more informed about the work and the life of the school.
153. The Governing Body has a good awareness of the strengths of the school and the areas requiring development. A number of governors can discuss the provision in the subjects they are responsible for in an intelligent manner. A number have joined the teachers to discuss their subjects with the inspectors during the inspection. In the pre-inspection meeting they were well informed about the content of the self-evaluation document and process.
154. The teachers and the Governing Body set challenging targets for the school and analyse the results in detail, comparing them with local and national figures.

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

Grade 3: Good features outweigh shortcomings

155. The inspection team's findings do not match the judgement made by the school in its self-evaluation report because the school awarded a Grade 1 to this question.
156. The inspection team is of the opinion that operating on two sites, which are a considerable distance apart, does impede the effectiveness and efficiency of the school, although the head teacher and staff make every possible attempt to overcome the shortcomings which derive from this. The existence of two sites does have an effect on the ease of sharing subject specialism and good practice, and restricts consistency across the two key stages.
157. Neither the classrooms nor the hall in the infant site meet the current space recommendations, and this is recognised by the Local Education Authority. The room for the reception class is much too small to ensure the range of activities which would enable the children to make choices. There are safe playing areas in the infant department including an attractive designated area for children under five.
158. The building in the junior department is in a relatively poor condition with lack of space restricting the different activities which can be offered, and therefore this affects the quality of teaching in some classes. There are many playing areas on this site including the field which is well used for a range of activities. There is a specific room for IT resources with a number of computers being used effectively by pupils on both sites.

159. Attractive displays reflect the work of the pupils and improve the school environment on both sites.
160. The school has an adequate number of teachers who are well qualified in order to provide for all the pupils' needs in the main stream, as well as those who attend support classes and children under five. Personal specialisms are used well to enrich the teaching across the curriculum.
161. The support staff at the school contribute towards the quality of the teaching by identifying the children's needs and abilities well. They also keep detailed records, and contribute towards the pupils' annual reports especially those with SEN.
162. The school's administrative staff deal effectively with day-to-day procedures, while the caretaker and the cleaning staff ensure that the school is clean and tidy, and the canteen staff provide a variety of healthy food. During the inspection a lunch of food provided at the time of the Second World War was served to pupils to extend their awareness of the period. All this contributes positively towards the school's happy and co-operative atmosphere.
163. The school makes effective use of outside agencies together with specialist staff including music and language teachers. They all contribute well towards the behavioural, social and educational programmes of specific pupils.
164. The provision of in-service courses for the professional development of teachers is good. Good arrangements are made to implement Planning Preparation and Assessment time for teachers according to the new work conditions; the contribution made by some of the teachers who teach during these periods is exceptional.
165. The school support staff also attend a number of training courses which are relevant to their specific duties, with a number of them receiving accreditation following their courses. The school organises courses for lunchtime staff regarding how to organise lunch time games; this strengthens the provision for pupils throughout the whole school.
166. The school has a range of appropriate resources for pupils of different ages and abilities, and they are used effectively. However, there is a lack of appropriate differential resources for some pupils who would benefit from different alternative methods of teaching within the main stream.
167. There is a wide range of books in the school library, but some of the resources are old. Effective use is made of the town library by KS2 pupils, while KS1 pupils visit the school library to listen to stories and to learn how to look for and to choose books.
168. An interactive white board is available in each classroom which ensures access to up-to-date resources such as the web, or computing packages to extend teaching methods. Good use is made of the town's sport centre, for swimming and gymnastics and of the nearby theatre. The supply of large

equipment for the under five classes is inadequate to support physical development.

169. The head teacher and the subject leaders consider the effectiveness of the different resources and prioritise in order to ensure improvement. The Governing Body is aware of costs and the funding required for moving on and improving the provision of resources in the school.
170. Despite the condition of the building, the considered process of evaluating the effectiveness of resources ensures that the school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Grade 2

171. The general quality of the educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Nursery

Good features

172. Three year old, part-time and full-time children develop good listening skills when they come together at the beginning of a session and show a good understanding of the Welsh language when discussing the weather, the day's activities and when responding to directions and comments in a group situation. They can understand stories, they can identify with the characters in them and they recognise a number of familiar words. They can repeat a number of sentences well and answer questions about the story in an intelligent manner. They show their fondness for characters in their favourite stories. They can list a number of words beginning with 'c' and recognise some other letters. They practise their writing skills with enthusiasm when creating the shapes of a number of symbols in sand and rice and when using a variety of writing equipment.

Shortcomings

173. There are no important shortcomings.

Reception

Good features

174. Four-year-old children understand all the comments made in the classroom and are eager to respond in Welsh to the presentations made by their teacher. They have a wide vocabulary and can discuss their needs and make comments about visits to the seaside. They are very confident when reporting back on their tasks at the end of the session. They respond well when they hear a story and they discuss books well and understand how they work. They can list a number of words beginning with 't' and guess the names of objects correctly by feeling them. They use clues from pictures and other strategies effectively to solve word codes.

Shortcomings

175. There are no important shortcomings.

Personal and social development

Grade 2: Good features and no important shortcomings

Nursery

Good features

176. Children are very aware of the need to conform in the classroom. They understand that they are expected to follow class rules and that this makes play fun. When playing a game they behave fairly and are willing to wait their turn. They realise that kindness to their friends is praised and that they gain pleasure from receiving praise. They understand that they have a responsibility to tidy up after their activities and they have a good awareness of hygiene and rush to wash their hands before eating. They respond confidently to all the adults in the classroom.

Shortcomings

177. There are no important shortcomings, but at times the children do not make enough choices for themselves.

Reception

Good features

178. The children are content when they play on their own and work together happily with each other. They listen well to their friends' comments in circle sessions where they discuss their news. They are anxious to take responsibility within the classroom as the 'Helper of the Day'. They dress and undress independently for movement lessons in the hall and show independence when working on their tasks, when solving problems and making choices. They accept the class organisation in a sensible manner and understand that it is important for them to be quiet and to listen to adults who show them what to do. They concentrate confidently when undertaking their tasks and show their finished work to others. They realise that they must behave well when walking to the hall and in the collective worship sessions.

Shortcomings

179. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Nursery

Good features

180. The children can remember several number rhymes well and can list numbers from 1 to 10. They can count the spots on a dice confidently and some are beginning to match a number to its symbol and sound. They can recognise and give names to a number of two-dimensional shapes and understand a number of their features. They can arrange a sequence according to colour and shape and can create patterns with shapes. They can classify clothes correctly according to size into bigger or smaller groups and can put fruit correctly into sets. They understand what is meant by the words 'short' and 'long'. They realise that information about ways of travelling can be recorded by colouring blocks in the form of a graph. They understand that it is necessary to pay for travelling on a bus with coins.

Shortcomings

181. There are no important shortcomings.

Reception

Good features

182. The children are making obvious progress in their understanding of numbers. They use numbers confidently and can draw the shape of a number correctly. They are beginning to understand the concepts of numbers such as adding and subtraction and they are familiarising themselves with mathematical terminology. They recognise a number of coins, they understand their purpose and when role-playing as train drivers, and they use the money realistically. They have a good understanding of the features of shapes and can make a correct sequence of them. They understand that containers filled with sand, water, shells and seaweed are heavy and that they are less heavy when they have been emptied.

Shortcomings

183. There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Nursery

Good features

184. The children understand that some things swim and float and understand why this happens. They understand that special features are associated with the summer season and they can note what can be collected on the beach. They know that there are different modes of travelling on the sea, in the air and on land and that it is possible to travel in different types of vehicles. They understand that care is needed when travelling and they know how a bus driver dresses. They understand that different types of fruit taste differently and that taste can be described with the words 'sour' and 'sweet'. They have a good understanding of the order of the day and the sequence of the days of the week and they can note different types of weather.

Shortcomings

185. There are no important shortcomings.

Reception

Good features

186. The children realise that everyone in the world is different, that people in the community have different jobs and that they need to wear special clothes to undertake many of them. They understand what a train driver wears, how a train travels on tracks and that it stops and picks up passengers in a station. They can identify when a bridge and a tunnel are necessary and how this is noted on a map of an island and they can map their way on a simple map through a tunnel and over a bridge. They understand that the hands of a clock interpret time. They can give names to things they have collected on a visit to the seaside correctly. They are confident when dealing with the interactive white board.

Shortcomings

187. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Nursery

Good features

188. The children can manipulate small equipment such as small cars and Lego successfully. They use a range of writing equipment well and can control brushes of different sizes well to create pictures. They can guide the mouse with confidence to make pictures of different vehicles on the computer. They use a cutter to cut clay and they mould the clay skilfully with their hands. They are developing a number of good skills on large equipment; they slide and climb skilfully on the slide, they steer and balance on bikes, they push and roll in barrels and they develop a good awareness of space by jumping and running to different directions when playing outside.

Shortcomings

189. There are no important shortcomings, but the children do not develop skills on large equipment consistently and regularly enough within the classroom.

Reception

Good features

190. The children have a good awareness of the effect of movement on the body. They make effective use of space and can change direction skilfully when running and walking. They stretch their bodies well and can move within a circle and outside. When jumping in different ways they work energetically. They discuss jigsaw pieces and a number of tools related to board games well. They guide the pen on the interactive white board to create symbols of letters and guide the computer mouse skilfully.

Shortcomings

191. There are no important shortcomings, but the children do not practise physical skills nor do they establish enough awareness of space within the classroom.

Creative development

Grade 2: Good features and no important shortcomings

Nursery

Good features

192. The children role-play sensibly when travelling on the class bus and when eating breakfast in the little house. They sing a number of language and

number rhymes sweetly. They move gently to music and experiment in a sensible manner with instruments. They use a variety of materials such as wool and different types of paper and materials to make self-portraits on paper plates; they experiment constantly with paint and understand what happens when colours are mixed. They create attractive computer pictures as well, and use clay effectively to create fruit shapes.

Shortcomings

There are no important shortcomings.

Reception

Good features

193. The children role-play effectively and use their imagination well when turning two large boxes into a train. They are also very creative when building a realistic station out of pieces of wood and create a purposeful view as a background on the outside wall. They drive the train realistically and accept money for the journey. They role-play effectively in the little house. They arrange sea-weed and shells attractively and in patterns in the sandpit. They use a number of media such as paint and pencil and create effective pictures on paper and on the computer screen. They sing a number of rhymes sweetly and sing in tune and keep the beat effectively.

Shortcomings

194. There are no important shortcomings.

Welsh first language

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

195. In KS1 the majority of pupils listen well, they speak clearly and are anxious to answer and to make comments during the introduction to the sessions. They can discuss the content of stories which they read together and a number of them offer extended answers and can give appropriate descriptions.

196. Pupils at KS1 enjoy reading and, in general, they read fluently. They understand that stories have a beginning, a middle and an end and that characters make stories interesting. They can repeat a number of stories and can recall the progression of the story correctly. They understand what they read and are beginning to understand that information books, such as their class book about the whale, present information. They can build words, replace words in sentences and can note those that rhyme correctly in their reading books.

197. Across KS1 pupils write in a range of forms. In Y1 they record news and experiences in an intelligent manner and they understand how to record a simple dialogue. They also write simple and effective prayers.
198. In Y2 pupils create interesting posters advertising the importance of healthy living and the need to beware of danger. They form simple poems about a journey on a train and they begin to convey empathy in their written work as they create their own versions of the story of Mary Jones. The work of pupils at the top end of KS1 shows that they are developing an awareness of punctuation conventions, such as using capital letters at the beginning of a sentence and a full stop at the end. Handwriting and spelling skills are developing in accordance with the ability of the pupils.
199. In KS2 the majority of the pupils listen appropriately and a number make a good attempt to provide extended answers in the classroom. Some use the correct forms of the verb when speaking about the present and the past and use appropriate adjectives when conversing.
200. The pupils' reading standards across KS2 are good. They read books which match their age and ability well and the majority understand the story and appreciate the facts in non-fiction books.
201. In Y3 pupils create a poster to advertise bonfire night, a story about a magic carpet, an interview with a friend and express opinions about the story of Branwen in interesting ways. They show a good awareness of the importance of punctuation such as including an apostrophe and using adjectives to create interest.
202. In Y4 a number of pupils write questionnaires, they record their responses to a famous picture, they create a book review and set out instructions effectively regarding how to make a cup of tea. They understand the need for using conventions such as mutations after 'fy' ('my') in their work.
203. In the Y5 and Y6 class the majority of the pupils can plan stories, record weather patterns, describe a friend, express an opinion about books, write acrostic poetry and they can prepare advertisements effectively. They understand when to use a soft mutation after a preposition, how adjectives enrich their work and how to use the correct form of plural nouns.

Shortcomings

204. A number of KS2 pupils have difficulty in expressing themselves fluently through the medium of Welsh.
205. In KS2 a number lack confidence when working on creative and extended pieces and there is no obvious progression in writing skills between the classes across KS2.
206. Handwriting and the way in which KS2 pupils present their work is untidy.

English

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

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

207. At KS1, pupils listen well to the teachers' presentations and show an increasing understanding of the spoken and written language. They respond well to questions regarding their experiences and the best offer some spontaneous comments.
208. The reading skills of the majority of KS1 pupils are developing well. They read fluently and correctly on the whole. They can correct themselves and build words by using their knowledge about letters and sounds. They refer to the attributes of a book, such as the cover and the author, and they talk with interest about the events and characters in the books they read.
209. There is an obvious progression in the writing work of pupils at KS1. A number can write correct sentences and can write a summary of the beginning, middle and end of a story, such as 'Y car bach glas' for instance. In Y2, they understand that there are different types of writing as they design a post card from Botswana and a short description following a visit to Scolton Manor and Oakwood Leisure Park. They are developing their understanding of the variety of writing methods as they create a self-portrait and write a simple book review.
210. The listening skills of KS2 pupils are developing well. The majority listen carefully to the teachers and to the opinions of others during discussions and respond effectively to instructions. The pupils' speech is good and they chat confidently in groups and also with adults and express themselves clearly and in language that is appropriate to the occasion. They are eager to talk to visitors and show a great deal of interest in what they have to say. Pupils at the top end of the school express opinions effectively across the curriculum.
211. The majority of pupils make good progress in their reading across KS2. They read with ease, expression and appropriate correctness. They can discuss what they read intelligently and can follow the plot of a story or novel, they know the characters well and describe them effectively. A number of them have favourite authors and the best can discuss the style of authors such as Jacqueline Wilson and Roald Dahl with understanding and enthusiasm. They can predict events and justify their ideas. A minority of the older pupils glean information from reference books in a confident and effective manner.
212. Good progress is evident in the writing work of pupils across KS2. They write for a number of purposes and in response to a wide variety of stimuli. At the beginning of the key stage the pupils write interesting reports and letters, such as to express their feelings following a visit to the local church. When writing newspaper articles, dialogues, stories and book reviews the pupils show that their spelling, paragraphing and punctuation skills develop well. The best amongst them can use adverbs and adjectives in an imaginative way and are beginning to understand the craft of writing poems, such as about trees, and

introducing strong arguments for and against using animals to test drugs. They have an appropriate vocabulary, they have a strong grasp of syntax and the content of their work is interesting and mature.

Shortcomings

213. There are no important shortcomings, but the quality of the handwriting, the presentation and the format of the work in general are untidy and the older pupils' information-gleaning skills are inadequately developed.

Welsh second language

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

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

214. In KS1 pupils listen carefully and use phrases and simple greetings with confidence. They use appropriate vocabulary when playing games and role-playing; for instance, Y1 pupils use the names of foods when playing 'shop' in the classroom. Y1 and Y2 pupils understand and respond positively to instructions, and articulate words correctly when singing rhymes. They count confidently to 10, they ask and respond to questions about the weather effectively.
215. KS1 pupils read labels and flash cards correctly. They read big books for instance 'Tedi Twt yn Siopa' in groups effectively, word build confidently and portray characters in a lively manner.
216. The written work of KS1 pupils is good. They use word banks effectively to create short sentences on the theme of 'Travelling'. They write interestingly about their favourite foods and label parts of the body correctly. Y1 pupils write varied questions and provide suitable answers about 'Morgan y Morwr'.
217. In general, KS2 pupils listen well, articulate clearly and confidently. The older pupils of the key stage repeat the tales of Branwen and Gelert well, using language patterns and vocabulary correctly. In Y3, pupils use various questions when creating dialogue about the café and perform their dialogues effectively in front of the class. In each class in KS2 a number of pupils succeed in extending their sentences effectively, by using suitable conjunctions.
218. KS2 pupils read their own work fluently and read worksheets and simple books with a good understanding. Y4 pupils can discuss the content and express an opinion about books effectively vocally and in writing.
219. KS2 pupils use a variety of sentences in their written work. In Y3 they use suitable adjectives when responding to a picture, for instance, when describing a frog. Under the guidance of the Athrawes Fro (Area Teacher) they write lively dialogues located within a café, by using interesting questions and answers with confidence.

220. In Y4 and Y5 pupils write successfully for a number of different purposes in different forms, for instance they describe their homes, they write about themselves and discuss different types of books. The detailed written work of Y6 pupils includes a small booklet 'Myfi Fy Hun', a diary, a response to television programme and a file-o-fact about a friend. The older pupils use the imperfect and past mode of the verb, together with the present mode, correctly. The best pupils at the top of the school succeed in extending their sentences effectively.
221. Late-comers to the school make good progress and develop oral, reading and writing skills effectively in the language unit at Ysgol Bro Gwaun while others make good progress in sessions with a specialist language teacher.

Shortcomings

222. There are no important shortcomings

Mathematics

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

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

Good features

223. The majority of KS1 pupils are confident in arranging numbers according to a correct sequence. They can use different ways of adding and finding missing numbers up to 10, and record this in an intelligent manner.
224. KS1 pupils can identify the numbers on the face of a clock, and note time in hours correctly, linking them with day-to-day activities which match the specific hours. The majority can write the time correctly to the nearest hour in their work-books.
225. KS1 pupils record specific data in simple graphs and interpret the information confidently.
226. The majority of KS1 pupils identify the correct names on coins up to two pounds, and can add two coins correctly up to 10 pence. The more able pupils add two coins correctly up to 20 pence.
227. By KS2, the pupils can estimate and measure correctly by using different measuring resources such as a tape measure, a ruler or a click wheel, and record the results neatly in their work-books.
228. Higher ability pupils in KS2 develop good drawing skills and can set co-ordinates and can convey these orally to others.
229. In KS2 pupils can use fractions purposefully in practical situations and change them to the corresponding percentages.

- 230. KS2 pupils create block graphs and line graphs to interpret and to record data correctly in a graphic way.
- 231. The majority of KS2 pupils can explain 2 and 3-dimensional forms clearly using appropriate mathematical vocabulary.
- 232. A number of KS2 pupils record the location of specific places on a simple map, and can note their grid references correctly.
- 233. Pupils across KS2 can use multiplication methods well to calculate the cost of shopping orders in money.

Shortcomings

- 234. There are no important shortcomings, but some pupils in KS2 are unsure of mathematical terms.

Science

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

- 235. Pupils in both key stages show positive approaches towards the subject and are developing a good scientific vocabulary. The pupils are developing a good understanding of the factors that contribute to healthy eating.
- 236. KS1 pupils have a sound knowledge of the characteristics of living things and of the necessary conditions for the growth of plants. They can name and differentiate between the flower and the stem and they explain confidently the role of roots. They know that fruit contain seeds, and that when the seeds are planted, they grow to produce fruit that also contain seeds.
- 237. Pupils at the top end of KS1 classify, sort and compare animals according to their environments, using correct vocabulary when listing their characteristics and they discuss these effectively within groups.
- 238. Y1 and Y2 pupils have a good knowledge about the different sources of light and of the importance of electricity in their lives. They are familiar with everyday equipment using electricity and the best pupils understand the basic principles of an electrical circuit.
- 239. In their study of forces KS1 pupils show a good understanding of the relationship between area and gravity as they experiment with the best materials for creating a suitable parachute for 'Teddy'. Their prediction and observation skills are developing effectively.
- 240. By the end of KS1 pupils have had a good range of scientific experiences. They can recall a number of scientific facts and they have an increasing understanding of the meaning of a fair test.

241. KS2 pupils have a good knowledge and understanding of the structure and function of the skeleton and can name the main organs of the body. They understand well aspects of life processes such as nourishment, the importance of healthy eating and keeping fit. They understand the function of the heart and can interpret a heart-beat at times when a person is busy and when at rest.
242. Y3 and Y4 pupils understand that pushing and pulling are examples of forces. They use their scientific knowledge to predict and to gain sensible results, such as their experiment with little cars travelling across a slope and an experiment to show the effect of friction as a force between surfaces to slow down objects or to stop them from moving.
243. Pupils at the top end of KS2 develop their science of physical processes further. In their study of electricity, pupils show good skills when building parallel and series circuits and when exploring how switches can be used to control electrical devices. They plan effective investigations to measure the strength of bulbs of different circuits and they understand that varying the length of the conductor influences the strength of the current in a circuit. In the best practice, the pupils record their findings in a systematic manner using a range of methods.
244. Y5 and Y6 pupils show a good understanding of the life cycle of a frog and a good knowledge of animals and their habitats including mini beasts. They are developing a good understanding of the function of the skeleton, muscles and joints. They experiment effectively when concentrating on the relationship between the length of a person's foot and his height.

Shortcomings

245. KS2 pupil's research skills do not develop adequately.

Information technology

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

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

246. The majority of KS1 pupils are confident when using the mouse to project and show a good mastery of computer equipment.
247. A considerable number of KS1 pupils move images carefully across the screen to specific positions.
248. KS1 pupils can change font and colour and import a picture to a page on the screen. They can use the computer resources well to correct and to change spelling mistakes and to insert a capital letter after a full stop.
249. In KS2, the majority of pupils can glean specific information from a website for a specific activity by using reference skills confidently. A number of them are confident when looking through relevant websites for specific information.

250. The more able pupils at KS2 can collect pictures from a website on a subject they are studying and use them effectively, with suitable text, in a Power Point presentation.
251. The majority of KS2 pupils can present data information clearly, by means of different types of suitable graphs.
252. A number of KS2 pupils learn how to set out text correctly in appropriate places on a leaflet, by right aligning, left aligning or centering.
253. A number of KS2 pupils use computer packages effectively to create posters and to compile a simple magazine on a specific subject.
254. A few KS2 pupils can use e-mail effectively and correctly to communicate with others.

Shortcomings

255. There are no important shortcomings, but some KS2 pupils are unsure how to glean information from the web and a small group cannot set out their information work in a neat and attractive manner.

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

256. Pupils across the school undertake activities in a variety of media such as paper, clay, textiles, food, building kits and waste material of a high standard. The pupils show a good variety of skills, such as marking, measuring, cutting and shaping when doing the tasks. They have a good knowledge and understanding of the design process.
257. Y1 pupils research the properties of products in detail, such as a desk-tidy and a flowerpot, and experiment with methods of making, for example, methods of connecting materials. They record their ideas and the stages of construction in an organised manner.
258. In Y2 pupils plan very effectively and note the steps to be taken, the equipment to be used and the material required. They know that the finished article, for instance a skate-board, needs to be attractive in order to sell. They can name the main strengths in their work, and note how improvements can be made, for instance, how to improve a bird-feeder.
259. KS1 pupils feed simple instructions into the memory of a floor roamer and control its movements confidently.

260. KS2 pupils consider the requirements of the task well, and give appropriate attention to different ideas when thinking about the best way of completing a task, and record the reasons for their choices. They make a number of rough designs before choosing the most appropriate for the work. For instance, when decorating T-shirts Y4 pupils base their initial ideas on the work of the designer Vivienne Westwood, and choose one idea to work on successfully.
261. Pupils at the lower end of KS2 research in detail the making of a pencil case and a kite, before making their own plans. When planning park equipment, Y3 pupils have a clear understanding of the requirements of the task, and evaluate the finished article effectively. The finished artefacts satisfy the requirements of the task well.
262. When making moving vehicles pupils at the top end of KS2 show a good understanding of axles. They know about the methods of reinforcing structures when building bridges, and use electrical components effectively.

Shortcomings

263. There are no important shortcomings, but children across the school do not make adequate use of control technology in their work.

History

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

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

Good features

264. The historical concepts and knowledge of the pupils in both key stages are solid and are enriched by visits to places of historical interest such as Henllys Castle, Scolton Manor, the Wdig Marine Centre and by the various visitors who come to school to share their experiences with the pupils and to answer their questions.
265. In KS1, pupils' knowledge about the passing of time is good; they can place artefacts in the correct order and understand the difference between old and new. Their understanding and their use of historical terms and vocabulary are developing well.
266. The knowledge and understanding of pupils at KS1 are being extended effectively through studies of events and famous people. Pupils come to know about living conditions in the Victorian period through their study of the life of Susan Rees, a girl from the coal mines. They present their knowledge effectively and in different ways, including extended writing.
267. Pupils develop a good understanding of how modes of travel have changed over the last century by studying different types of vehicles. They make good

use of their observation skills when noting changes by comparing the penny-farthing in 1900 with the latest vehicle in 2006.

268. Across KS2, pupils make good use of their visit to Henllys Castle to enrich their understanding of life in the Age of the Celts. Y3 and Y4 pupils have a good understanding of living conditions in homes during this period. They know why the hill forts were built in special places and they are aware of the role of soldiers as members of the tribe. They can compare the homes of the period, the clothes, jewellery and their way of life with the present.
269. The appreciation of KS2 pupils of the fact that the past is represented and interpreted in different ways develops appropriately by the use of pictures, artefacts and stories, including famous people from Wales. Y4 pupils are aware of the achievements of some famous locals such as Jemimah Nicholas and of the invasion by the French.
270. Y5 pupils easily recall details about significant events from the Tudor era. They can describe well the attributes of the social order, such as the difference between rich and poor people of that age.
271. Pupils at the top end of KS2 have an understanding of some aspects of life in the Victorian era as they study the hard life of a girl working in a factory during that period. They use that knowledge appropriately to record differences between the circumstances of families living in that period and the present day.
272. They study the events of the Second World War in KS2 and show a good understanding of how difficult life was for people at that time, including the need for rationing food and clothes. They understand the significance of the bombing threats and the reasons for moving children out of the cities. They concentrate well on the history of the evacuees and show a good understanding of their feelings by writing imaginary letters referring to their experiences.

Shortcomings

273. There are no important shortcomings, but the pupils' historical questioning skills are at times under-developed in both key stages.

Geography

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

274. In KS1, the pupils have a sound knowledge of their local area. They can name the main building in the town and can discuss the jobs of individuals within the community. They can locate Fishguard on a map of Wales in

addition to naming countries to the east, north and west of Wales. The more able know how to use the points of the compass and the relationship between a globe and an atlas.

275. Y2 pupils know about the different characteristics of the weather from day to day; they understand seasonal changes and can discuss confidently the different types of clothes worn in the summer and in the winter.
276. By studying two contrasting neighbourhoods, KS1 pupils understand that life in Botswana is very different from their own lives and they can note some differences such as houses and weather.
277. Pupils at the top end of KS1 are beginning to use and understand geographical terms with confidence. They ask and answer questions and offer interesting comments when comparing the advantages and disadvantages of living in the town and living in the country.
278. At KS2, the majority of pupils can deal with the eight points of the compass and can use two-figure co-ordinates to locate specific features on a simple map. They understand that maps have various scales and they know the significance of contour.
279. KS2 pupils understand the way people can affect the environment and why it is important to look after it. They have a good understanding of the different features of energy sources and they are beginning to become aware of their effect on the environment.
280. The understanding of KS2 pupils about contrasting areas is developing well through their study of Port Talbot. They show a good awareness of the fact that two places can have similar and different characteristics. They are aware of some of the advantages and disadvantages of living in Port Talbot and can make suggestions why people from the city and from the valleys wish to take their holidays in Pembrokeshire.
281. The knowledge of Y5 and Y6 pupils about a less economically developed country is developing well. They can refer to some of the features that are similar and different between Brazil and Wales. They compare weather, temperature, the richness and poverty of the area with their own area and show an appropriate awareness of the effect of climate on life and people's way of life. The more able pupils can recognise continents and oceans on a map of the world.

Shortcomings

282. KS1 pupils' awareness and understanding of an area that contrasts with Wales is limited at times.
283. KS2 pupils' geographical research skills, especially the use of a variety of secondary sources, do not develop adequately; their mapping skills do not

develop adequately and they make infrequent use of co-ordinates and grid references in this context.

Art

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

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

Good features

284. Pupils in both key stages observe carefully features such as colour, shape, form, line and tone, and use them effectively in their work. They use a wide variety of media and techniques to produce lively work of a high standard.
285. KS1 pupils have a good understanding of the effect which mixing paint has on colour. For instance, Y1 pupils experiment enthusiastically with paint when creating pictures based on day and night, and Y2 pupils use paint effectively in their study of trees.
286. When creating collage Y1 and Y2 pupils research well into sea and seashell patterns, and use the observations in a purposeful way.
287. KS2 pupils experiment with paint to create interesting landscapes to paint on glass, to make still life pictures and to make lively self-portraits. They observe patterns in the environment effectively and use natural resources from the world of nature to create imaginative pictures.
288. In the examples of work on a large scale, including murals on buildings on the school yard, a mural of fruit and vegetables by Y3 pupils and a collage work entitled 'Jemimah Nicholas' by Y4 pupils, pupils show a good knowledge of scale and perspective.
289. Across the school pupils have obviously benefited from working directly with local artists. These activities, for instance creating pictures with newspapers, mean that they have improved their art techniques and skills, and practise more challenging ones, and the quality of their finished product is praiseworthy.
290. The pupils' research and observation skills are developing effectively as a result of being extended by working in the Art Club and visiting local art galleries.
291. The quality of the artwork produced by using computer programmes in both key stages is good.
292. In the two key stages the pupils produce interesting three-dimensional work in a number of media, such as clay, cardboard and waste material. Y3 pupils succeed well in creating sculptures full of movement to adorn the environment.

293. Pupils across the school have a good knowledge about Welsh and world-famous artists. They can compare their own work with the work of these painters, and can talk in detail about the media and styles.

Shortcomings

294. There are no important shortcomings, but very often pupils across the school copy the pictures of other painters, rather than emulating the styles of artists in their own work.

Music

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

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

Good features

295. The quality of singing is good across the school. Pupils sing well in a disciplined manner, they articulate clearly and breathe intelligently.
296. In KS1 pupils control an appropriate range of percussion instruments with confidence. They know that a number of techniques are required to play them, and they vary these purposefully to create different effects.
297. KS1 pupils can understand a simple graphic score. When performing, they follow the score carefully. They know the meaning of tempo and dynamics and they succeed well in keeping a beat.
298. Y1 pupils listen well to pieces of music and express an opinion effectively when asked to guess what creatures are portrayed. They can differentiate between quiet and loud, or slow and fast sounds. Y2 pupils can evaluate pieces of music effectively through pictures.
299. In KS2 pupils make good progress with two-part singing. They keep in tune, they can sing the words clearly and sustain sentences fully. They understand the structure of a round very well.
300. Y4 pupils perform 'Men of Harlech' confidently as a class, with some pupils singing in a dignified manner, with others playing instruments as accompaniment to the singing. They keep a constant beat, and evaluate their work effectively.
301. Y4 and Y5 pupils can compose short pieces using pitched instruments and unpitched instruments to match descriptions of animals. They have a good knowledge of the instruments of the orchestra, especially brass instruments, following a visit by a member of the local band to the school.

302. KS2 pupils recognise a vast range of classics of the western tradition, for instance 'Carnival of the Animals', and express an opinion confidently about various pieces.
303. Pupils across KS2 listen carefully to a wide variety of music in different styles, including Welsh folk singing, songs in the style of Elvis Presley and jazz.
304. Pupils in KS2, who are given instrumental lessons by peripatetic teachers, apply these skills well to enrich the quality of performance within classes and within services.
305. The computer composition work in KS2 is good, with pupils succeeding in putting musical pieces together to create short pieces.

Shortcomings

306. There are no important shortcomings but, in general, pupils in both key stages depend too much on the teachers' ideas when composing.

Physical education

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

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

Good features

307. KS1 pupils listen carefully, follow instructions and show control when undertaking a number of different movements.
308. In KS1 pupils show a good understanding of the effect of movement on the body by feeling and noting an increase in the heartbeat.
309. In KS1 pupils make effective use of space, and find space when moving around the hall.
310. A number of KS1 pupils show competence when catching a ball confidently without losing it from their hands.
311. KS1 pupils change speed when running and show appropriate control when avoiding other pupils around them.
312. The majority of KS1 pupils show a good awareness of balance through moving, jumping, landing and stretching in different ways.
313. KS2 pupils can show appropriate and relevant body movements when responding to music in dance lessons.
314. A large number of KS2 pupils show that they can offer interesting ideas regarding how to improve their throwing techniques.

- 315. At KS2 pupils use correct techniques of stepping and running over hurdles at speed without knocking them down.
- 316. The more able KS2 pupils show good mastery of effective techniques for high jumping and for landing correctly and safely.
- 317. A number of KS2 pupils show good mastery of bowling technique with correct style within the rules when playing cricket.

Shortcomings

- 318. There are no important shortcomings, but some KS1 pupils tend to run around the hall in the same direction and a small number of lower KS2 pupils have neither developed their technique of bowling with a cricket ball over the shoulder nor the technique of high jumping and landing on the back.

Religious education

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 319. In KS1 pupils are beginning to understand that belonging to a group within the community is important, that there is a need for roles and that leaders are important.
- 320. KS1 pupils understand that prayer is a way of thanking God; they write simple and effective prayers in thanks for being able to travel to different places and for their favourite things.
- 321. Y1 and Y2 pupils have a good knowledge about Bible stories and can remember important characters in the Old Testament and the New Testament. They understand that there is an important message in these stories. They can also recall stories about Saint David and Mary Jones.
- 322. Across KS1 pupils understand the significance of a number of Christian festivals and Christian rituals. They understand that the church is a place to pray to God and that a number of celebrations such as Baptism take place in God's house. They are beginning to understand some of the characteristics of other religions such as the celebration of the Diwali
- 323. At the lower end of KS2 pupils understand that the Bible is a special book for the Christian and that it was central to family life years ago. They understand that there is difference between the Old Testament and the New Testament. They have much information about the religion of the Sikhs and the five symbols that were important to them and the importance of the Torah as their special book. They also understand Williams Booth's contribution to the Salvation Army.

324. At the top end of KS2 pupils understand that versions of the creation story are different in the Christian and Hindu religions. They discuss the importance of looking after the created world, noting the good things that belong to the world. They develop their understanding of Christian festivals and Bible stories further and the importance of rules in a Christian community. They understand that Moses was an important leader as he gave his people rules and that the five pillars of Islam set rules for the Muslim community as well.
325. In the sessions for developing personal and social development and communal worship within the school, pupils reinforce further their knowledge and understanding of the subject.

Shortcomings

326. In KS2 pupils' knowledge about Christianity and other religions is superficial in some classes; there is no obvious progression in their knowledge and understanding across the key stage.

School's response to the inspection

The inspection report was well received by the staff and governors of Ysgol Glannau Gwaun. We appreciate that the inspection's conclusions recognise that Ysgol Glannau Gwaun is a good school.

The findings of the inspection acknowledge in the main that we maintain good standards and that we have shown progress in our results since the school was opened in September 2004.

We take pride in the fact that the inspectors have commented on the pupils' positive attitudes towards learning and found progress in their personal and social development. Good bilingual skills were acknowledged together with the pupils' good response to the bilingual nature of the school.

In addition, our special education, care and support systems, which uphold our curriculum provision, are recognised as good and effective.

The commitment of the teachers and the care of our support staff are duly acknowledged and that this creates a pleasant ethos within the school. Most important of all, the report reveals elements that make our school what it is – a happy and caring community, which recognises and appreciates the accomplishments of each individual.

As a school we see this report as a focus to move this school forward so that we can improve on the high standards already achieved.

An action plan will be set up to tackle the recommendations in the report, namely to improve the quality of teaching and to develop whole-school schemes of work by strengthening the links between KS1 and KS2. We also wish to develop further the provision for the key skills.

We shall be tackling the recommendations as soon as possible. Raising the standards of achievements of KS2 pupils in the subjects noted will be the main priority. The staff and governors have already dealt with the safety issues noted by the inspectors in the report. We shall also be putting pressure on the local authority for a new building.

We intend to measure our progress towards achieving these recommendations by means of a thorough process of reviewing, monitoring and self-evaluation.

A copy of the school's action plan in response to the recommendations of the inspection will be sent to all parents. The governors' annual report to parents will report on the progress in regard to the inspection's recommendations.

Appendix 1

Basic information about the school

Name of school	Ysgol Glannau Gwaun
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	West Street Fishguard
Postcode	SA65 9AH
Telephone number	01348 872505/3644

Head teacher	Mrs Eleanor Thomas
Date of appointment	September 2004
Chair of governors/ Appropriate authority	Mr David Williams
Registered inspector	Mrs Eleri Betts
Dates of inspection	July 4th – 6th, 2006

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	24	27	37	25	37	36	29	33	248

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	1.98	14.98

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.7
Pupil: adult (fte) ratio in nursery classes	1:12.6
Pupil: adult (fte) ratio in special classes	18.7
Teacher (fte): class ratio	1:13

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2005	85%	91%	92.42%
Autumn 2005	88.11%	92.30%	93.95%
Spring 2006	85.2%	91.53%	91.37%

Percentage of pupils entitled to free school meals	16.93%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:				25
Percentage of pupils at each level							
			D	W	1	2	3
Welsh:	Teacher Assessment	School	0	0	10	65	25
		National	0	2	8	64	26
English	Teacher Assessment	School	0	0	20	60	20
		National	0	4	12	64	20
Mathematics	Teacher Assessment	School	0	0	12	72	16
		National	0	2	10	63	24
Science	Teacher Assessment	School	0	4	4	80	12
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	88%	In Wales	80.9%

- D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

**National Curriculum Assessment Results
End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2006							Number of pupils in Y6		34		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	15	15	53	18
		National	0	1	0	0	1	4	15	47	32
Welsh	Teacher assessment	School	0	0	0	0	0	13	25	50	13
		National	0	0	1	0	1	4	17	50	26
Mathematics	Teacher assessment	School	0	0	0	0	0	6	24	56	15
		National	0	1	0	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	6	24	50	21
		National	0	1	0	0	0	2	11	51	35

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	70.6%	In the school	-
In Wales	74.3%	In Wales	-

- 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 five inspectors spent time which corresponded to 14 inspector days at the school. In addition, a peer assessor attended the school for three days and the head teacher was the nominee. A team meeting was held before the inspection.

Inspectors visited:

- 85 lessons or part of lessons;
- each classroom;
- collective acts of worship; and
- a range of extra curricular activities.

Members of the inspection team held meetings with:

- staff, governors and parents before the start of the inspection;
- the head teacher of the school to discuss the self-evaluation document; and
- teachers, support and administrative staff and pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- 42 replies to the parents/carers questionnaires;
- a comprehensive range of documents given by the school before and during the inspection; and
- a selection of pupils' work.

The team also held meetings following the inspection with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Eleri Betts Registered Inspector	Summary, context of the school, recommendations Key Questions 1/6 Early Years, Welsh, religious education
Gwilym Davies Lay Inspector	Contribution to questions 1/3/4/7
Zohrah Evans Team Inspector	Key Question 2 Welsh second language, design and technology, music, art
Ogwyn Phillips Team Inspector	Key Questions 3/5 English, science, history, geography
Glyn Griffiths Team Inspector	Key Questions 4/7 Mathematics, information technology, physical education, SEN
Meinir Howells Peer Assessor	Classroom observation and contribution to discussions in meetings
Eleanor Thomas, Head Teacher Nominee	Providing information for the inspection team

The contractor was:

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Acknowledgement

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