

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

A Report on the Quality of Education in

**Ysgol Gynradd Rhosgadfan
Rhosgadfan
Caernarfon
Gwynedd
LL54 7EU**

School Number: 6612098

Date of Inspection: 26/04/10

by

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Introduction

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

The inspection of Ysgol Gynradd Rhosgadfan took place between 26/04/10 and 28/04/10. An independent team of inspectors, led by Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Ysgol Gynradd Rhosgadfan is situated in the village of Rhosgadfan, near the town of Caernarfon in Gwynedd. It serves the village and the local rural community.
- 2 Children are admitted to the school full-time in the September following their fourth birthday. There are 41 full-time learners in the school as well as five nursery children who attend five mornings every week. The school is organised into three classes, namely the Foundation Phase, key stage 1 and key stage 2 for four mornings per week, and into two classes for the remainder of the time.
- 3 Welsh is the main home language spoken by approximately 68% of learners but the school believes that almost every learner by now speaks Welsh to the standard of a mother tongue. Welsh is the main medium of the life and work of the school which aims that learners are fully bilingual by the time they transfer to the secondary sector. No learners study English as an additional language.
- 4 The school describes the area served as one that is subject to economic disadvantage. Approximately 12 percent of learners are entitled to free school meals, which is much lower than county and national averages. No learner is cared for by the Local Authority (LA) nor from an ethnic background.
- 5 According to baseline assessment, the language and communication skills of many children is lower than county norms when they commence in the reception class. Currently, approximately 17 percent of learners have special educational needs (SEN) including five who have a statutory statement of SEN. These percentages are slightly lower than county and national norms.
- 6 Although there have been no significant changes in the nature of the school since the last inspection in Spring 2004, there has been a substantial reduction in the number of learners. The head has been in post for a little over twenty years.

The school's priorities and targets

- 7 The main aims of the school are to maintain and raise pupils' standards of achievement in every curricular area, and foster a society which emphasises moral and humanitarian values, personal development and health, developing self-respect and tolerance towards others.
- 8 The main priorities of the school for 2009-2011 include:
 - enriching Welsh language oracy for learners of all ages;
 - further developing mental arithmetic strategies in mathematics sessions;
 - developing learning areas in the Foundation Phase; and
 - continuing to reform all schemes of work in order to incorporate the requirements of Curriculum 2008.

Summary

- 9 The thoughtful leadership of the head coordinates the efforts of staff and governors well and makes a significant contribution towards providing a direction to the work of the school.
- 10 The judgement of the school in its self-evaluation report matches the judgement of the inspection team in six out of seven key questions. Where there exists a difference in Key Question 2, the judgement of the inspectors is lower than the Grade 2 awarded by the school.
- 11 Good progress has been made in addressing the four Key Issues noted in the 2004 report. Standards have improved in a good number of subjects although improving Welsh is a matter that remains in need of attention.

Table of 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 2

- 12 During 2009, pupils' attainment at key stage 1 in Welsh was much higher than county and national performance whilst performance in science was similar, and mathematics a little lower. The percentage attaining level 2 or higher in the three subjects was a little lower than national percentages. The same pattern is evident when the key stage results are compared with school performance within the same statistical family.
- 13 Every pupil in key stage 2 in 2009 succeeded in attaining level 4 or higher in Welsh, English, mathematics and science which is considerably higher than county, national and statistical family performance. With the exception of Welsh, only a very small percentage of pupils succeeded in attaining level 5.
- 14 Although the performance of pupils in both key stages has varied considerably during the last three years, the results of the school have been mainly in the highest fifty percent of schools with a similar percentage of pupils entitled to free school meals.
- 15 In both key stages, girls and boys perform equally well.

- 16 The continuous records of the school show progress of two levels by almost all pupils between the end of key stages 1 and 2.
- 17 Standards of achievement in the lessons inspected were as follows:

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

- 18 Standards in lessons are slightly lower than the national picture published in the Annual Report of Her Majesty's Chief Inspector (HMCI) for 2008-2009, which maintains that standards are good or better (Grade 1 and 2) in 85 percent of lessons. They are lower than the figure of 12% where standards were reported as outstanding (Grade 1). The percentage of good lessons (Grade 2) has increased by ten percent since the last inspection.
- 19 Taken overall, the educational provision for children under 5 is appropriate to their needs and children make good progress towards the results of the Foundation Phase.
- 20 Standards of achievement in the areas of learning and subjects inspected are as follows:

Inspection Area	Key Stage 1	Key Stage 2
Welsh first language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art and design	Grade 2	Grade 2
Religious education	Grade 3	Grade 3

- 21 Good progress is achieved by a majority of children in the Foundation Phase and pupils in key stages 1 and 2 in the key skills of language and communication, using and applying mathematics, and information and communications technology (ICT). By key stage 2, the problem solving skills of a majority of learners are generally good.
- 22 Across the school, the bilingual competencies of learners of all ages are good.
- 23 Most pupils respond enthusiastically and positively to learning experiences. However, although they face challenges and unfamiliar situations....., their ability to interpret the strengths and shortcomings of their work and to recognise what needs to be done in order to improve, is insufficiently developed.
- 24 Standards of behaviour are good in each class. Many learners show appropriate levels of self-control and all are extremely friendly and polite.
- 25 As a result of a lack of opportunities, the ability of a majority of learners to work independently and to lead their own learning has not been developed to its full potential.
- 26 Across the school, learners make good progress in their spiritual, moral, social and cultural development. Most cooperate in a delightful fashion, they listen

politely and are respectful of the opinions of others and have good attitudes towards each other in a way that is both honest and fair.

- 27 Attendance levels for the school across the last three full terms are a little over 94 percent which is comparable to local and national percentages. The punctuality of most learners is good.

The quality of education and training

- 28 The quality of teaching was judged as follows:

Grade 1	Grade2	Grade 3	Grade 4	Grade 5
0%	64%	36%	0%	0%

- 29 These percentages are much lower than the latest national picture where teaching is good or better (grade 1 and 2) in 85 percent of lessons. They are lower than the figure of 17% where standards were reported to be outstanding.
- 30 Relationships between teachers and learners are consistently good. Teachers have appropriate subject knowledge, they plan lessons carefully and monitor learning regularly. Equal opportunities are ensured for all learners and learners' bilingual competencies are developed effectively.
- 31 Where there are shortcomings in teaching, insufficient opportunities are provided for pupils to work independently and the tasks arranged do not meet the range of abilities within classes.
- 32 The general quality of arrangements for assessing and recording pupils' progress is good. Teachers know learners well and use a range of appropriate means when coming to judgements regarding standards. The quality of annual reports to parents is good and they provide clear information regarding the progress and efforts of their children.
- 33 The educational provision meets the needs of the full range of learners and offers a broad, balanced and differentiated curriculum. It meets statutory requirements in full.
- 34 An appropriate range of experiences is provided for children in the Foundation Phase which leads naturally to National Curriculum (NC) programmes of study in key stage 1.
- 35 The policies and schemes of work across the school are thorough and offer useful guidelines in order to secure progression and continuity and progress in learner's learning.
- 36 The school ensures that learners' bilingual competencies are developed progressively across all curriculum areas and there is good provision for promoting the Cwricwlwm Cymreig.

- 37 The caring ethos create dint he school testifies to the strong emphasis place upon learners' spiritual, moral, social and cultural development. Circle time provision and collective worship sessions promote these aspects in a sensitive fashion which enables learners to discuss matter of importance to them in the school. Arrangements for collective worship satisfy statutory requirements in full.
- 38 Learners' learning experiences are enriched by productive relationships with a broad range or partnerships. Parents are very appreciative of the work of the school and strive hard to raise funds for the purchase of teaching and learning resources.
- 39 The school is very supportive of all community activities and has formed a close partnership with a good number of local movements and societies. The school cooperates closely with a cluster of local schools and there are effective arrangements with the two local secondary schools for transferring pupils at the end of Year 6.
- 40 There are a number of limited links between the school and local businesses but there is no purposeful strategy for raising learners' appreciation of the world of work.
- 41 Good features outweigh shortcomings in the quality of provision for promoting education for sustainable development.
- 42 The support and personal guidance provided for learners is of good quality. The school is happy and caring community where good attention is paid to tolerance, fraternity and kindness. As a result, learners feel comfortable in turning to any member of staff for support or guidance.
- 43 Detailed attention is paid to the requirements of personal and social education (PSE) and there is an effective school council which ensures that the voice of learners is an important priority within the school. There are appropriate arrangements which encourage and enable learners to be healthy.
- 44 There are relevant policies for ensuring the health and safety of all individuals whilst they are the school grounds. There is a clear policy for child protection.
- 45 The quality of provision for equal opportunities is good and there are effective routines for discipline and eliminating any oppressive behaviour. All the staff know learners well and deal with them in a caring and sensitive fashion.
- 46 The quality of provision for learners with SEN is good. Learners' needs are recognised early and the school intervenes actively when required.

Leadership and management

- 47 Staff are effectively managed by the head. There is a good range of curricular and management policies and appropriate routines for ensuring that the day to day running of the school is smooth.

- 48 Governors undertake their responsibilities in a conscientious manner and they know the school well. Their monitoring and evaluation roles have not been sufficiently developed.
- 49 Self-evaluation arrangements are systematic and thorough based on evidence from a number of key sources. The quality of the self-evaluation report is good and gives a clear focus on evaluating learners' standards of achievement and improving educational provision. The School Development Plan (SDP) is a robust tool to steer development and give a clear direction to the work of the school.
- 50 There are sufficient teachers with appropriate qualifications to teach every aspect of the curriculum, and a key contribution is made by conscientious teaching assistants to the quality of teaching and learning.
- 51 The school has sufficient resources for teaching almost every subject in key stages 1 and 2. Although there is a good supply of resources for indoor learning in the foundation phase, there is no purposeful outdoor area. This limits the opportunities for children to investigate and learn for themselves.
- 52 Financial management is tight. The school operates well within its budget and ensures value for money.

Recommendations

The school needs to:

- R1 *improve standards in Welsh and religious education in both key stages;
- R2 raise the percentage of good teaching and ensure more opportunities for learners to work independently;
- R3 develop further learners' ability to improve their own work;
- R4 provide an outdoor learning area for the foundation phase; and
- R5 develop the monitoring and evaluation role of the governing body.

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

- 53 The findings of the inspection team match the judgement of the school in its self-evaluation report.
- 54 The cohorts of pupils assessed at the end of the two key stages during the last few years have been comparatively small, and consequently, results tend to vary from one year to another without any trends emerging.
- 55 During 2009, pupils' attainment at key stage 1 in Welsh was much higher than county and national performance whilst performance in science was similar, and mathematics a little lower. The percentage attaining level 2 or higher in the three subjects was a little lower than national percentages. The same pattern is evident when the key stage results are compared with school performance within the same statistical family.
- 56 Every pupil in key stage 2 in 2009 succeeded in attaining level 4 or higher in Welsh, English, mathematics and science which is considerably higher than county, national and statistical family performance. With the exception of Welsh, only a very small percentage of pupils succeeded in attaining level 5.
- 57 Although the performance of pupils in both key stages has varied considerably during the last three years, the results of the school have been mainly in the highest fifty percent of schools with a similar percentage of pupils entitled to free school meals.
- 58 In both key stages, girls and boys perform equally well.
- 59 The continuous records of the school show progress of two levels by almost all pupils between the end of key stages 1 and 2.
- 60 Standards of achievement in the lessons inspected were as follows:

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

- 61 Standards in lessons are slightly lower than the national picture published in the Annual Report of Her Majesty's Chief Inspector (HMCI) for 2008-2009, which maintains that standards are good or better (Grade 1 and 2) in 85 percent of lessons. They are lower than the figure of 12% where standards were reported as outstanding (Grade 1). The percentage of good lessons (Grade 2) has increased by ten percent since the last inspection.
- 62 Taken overall, the educational provision for children under 5 is appropriate to their needs and children make good progress towards the results of the Foundation Phase.

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

Inspection Area	Key Stage 1	Key Stage 2
Welsh first language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art and design	Grade 2	Grade 2
Religious education	Grade 3	Grade 3

- 64 Most pupils enjoy success in their work, whatever their ability, social or linguistic background. Those with SEN make good progress and achieve the personal targets set for them.
- 65 Good progress is achieved by a majority of children in the Foundation Phase in the key skills. They express themselves with increasing confidence, listen quietly in whole-class sessions and begin to master the early skills of reading and writing. The ability of most to use their mathematical and ICT skills is developing well.
- 66 A majority of pupils in key stages 1 and 2 in the key skills of language and communication. They contribute enthusiastically to class discussions using appropriate subject vocabulary, and use their reading skills effectively to research information from different sources. Although there is a lack of accuracy in the quality of writing of a number of pupils in both key stages, the majority make appropriate progress in their ability to write for a number of curricular purposes.
- 67 The ability of pupils in key stages 1 and 2 to use and apply their mathematical skills in practical situations is good. Most use ICT equipment and software confidently and effectively to support their work in different curricular contexts.
- 68 By key stage 2, the problem solving skills of a majority of learners are generally good. In practical situations, they use an appropriate range of strategies as they discover the solution to their investigations.
- 69 Across the school, the bilingual competencies of learners of all ages are good. Early in the foundation phase, almost every child communicates orally confidently in Welsh and English and as they move through key stage 1 and 2, they come to read and write comparatively confidently.
- 70 Most pupils respond enthusiastically and positively to learning experiences. They are confident as they acquire new skills and knowledge and face new challenges and unfamiliar situations enthusiastically. Nevertheless, their ability to interpret the strengths and shortcomings of their work and to recognise what needs to be done in order to improve, is insufficiently developed.

- 71 Pupils of all ages show interest in their work. They take enthusiastic advantage of all learning experiences provided for them and contribute enthusiastically in whole-class sessions. With the exception of some individuals, many learners concentrate conscientiously on their tasks for extended periods.
- 72 Standards of behaviour are good in each class. Many learners show appropriate levels of self-control as they move around the school and set to work immediately. They are all extremely friendly with adults and visitors to the school and behave in a polite and respectful manner.
- 73 As a result of a lack of opportunities, the ability of a majority of learners to work independently and to lead their own learning has not been developed to its full potential. With the exception of pupils in years 5 and 6, many of them are too dependent on adult leading. Nevertheless, most key stage 2 pupils undertake a number of day to day responsibilities within the school.
- 74 Across the school, learners make good progress in their spiritual, moral, social and cultural development. Most cooperate in a delightful fashion, they listen politely and are respectful of the opinions of others and have good attitudes towards each other in a way that is both honest and fair. They recognise, understand and respect diversity in faith, attitudes and social and cultural traditions.
- 75 Learners' understanding of their community is good and they play a practical role in a good number of local activities. They have some appreciation of the world of work.
- 76 Attendance levels for the school across the last three full terms are a little over 94 percent which is comparable to local and national percentages. The punctuality of most learners is good.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

77 The findings of the inspection team are different to the Grade 2 awarded by the school in its self-evaluation report. The school had not foreseen that there were important shortcomings in a third of the lessons inspected.

78 The quality of teaching was judged as follows:

Grade 1	Grade2	Grade 3	Grade 4	Grade 5
0%	64%	36%	0%	0%

79 These percentages are much lower than the latest national picture where teaching is good or better (grade 1 and 2) in 85 percent of lessons. They are lower than the figure of 17% where standards were judged to be outstanding.

- 80 These results are also a little lower than those reported in the last inspection where the quality of teaching was good in 71 percent of lessons.
- 81 Relationships between teachers and learners are consistently good. The constant use of praise encourages pupils and enthuses them to do their best. Previous knowledge is consolidated effectively, there is supportive input for individuals and groups and classroom management is good. There is appropriate pace to most lessons.
- 82 Teachers have appropriate knowledge of the subjects they teach. They plan lessons carefully and create good quality resources. Learners' work is monitored regularly whilst penetrating questioning and purposeful intervention by teachers aid learners to make progress in their learning, knowledge and understanding. The quality of teaching is enhanced by conscientious assistants.
- 83 Equal opportunities are ensured for all learners and learners' bilingual competencies are developed effectively.
- 84 Where there are shortcomings in teaching, insufficient opportunities are provided for pupils to work independently and the tasks arranged do not meet the range of abilities within classes. Very little use is made of the interactive whiteboard to support teaching and learning.
- 85 The general quality of arrangements for assessing and recording pupils' progress is good. Teachers know learners well and use a range of appropriate means when coming to judgements regarding standards. Detailed records are kept of assessment outcomes in comprehensive files which include details on each child. Assessment results are used effectively to plan the next stages in teaching and learning.
- 86 Assessment for children in the Foundation Phase are appropriate. Information gleaned from Baseline Assessment as well as continuous assessment is used to plan future work and to keep an eye on the progress of each individual.
- 87 Effective use is made of tests in reading and mathematics in key stages 1 and 2 to identify learners' development and needs. Assessment work ensures that there are individual targets for every individual but learners do not play an active role in the process currently.
- 88 Work is regularly and sensitively marked, and constructive comments are appended which aid learners to improve.
- 89 The school cooperates closely with the other primary schools of the area as well as the local secondary school to standardise and moderate teacher assessments.
- 90 The quality of annual reports to parents is good and they provide clear information regarding the progress and efforts of their children, as well as noting some aspects for improvement in the future. They also provide useful information regarding the personal and social development of their children.

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

- 91 The findings of the inspection team match the judgement of the school in its self-evaluation report.
- 92 The educational provision meets the needs of the full range of learners and offers a broad, balanced and differentiated curriculum. It meets statutory requirements in full.
- 93 An appropriate range of experiences is provided for children in the Foundation Phase which leads naturally to National Curriculum (NC) programmes of study in key stage 1.
- 94 The policies and schemes of work across the school are thorough and offer useful guidelines in order to secure progression and continuity and progress in learner's learning. Most subject plans have been revised in order to respond to the requirements of Curriculum 2008. Termly themes link and strengthen subject provision complementing knowledge and understanding. Although there are opportunities to develop learners' thinking and problem solving skills in some lessons, the planning for these is not sufficiently developed.
- 95 On the whole, short term planning ensures suitable activities for the needs of learners of different abilities including those who are gifted and talented, in every class.
- 96 The school plans carefully for introducing basic skills and consistent attention is given to the development of the key skills, especially in terms of reading and improving spelling.
- 97 The school ensures that learners' bilingual competencies are developed progressively across all curriculum areas and provision is good. The Cwricwlwm Cymreig is a strong feature in the life and work of the school and there is a good range of opportunities to raise learners' appreciation of their heritage and culture on a local level and further afield.
- 98 Learners' experiences are promoted and enriched further by an appropriate range of extra curricular, cultural and social activities. A variety of educational excursions are arranged which make a significant contribution to learners' experiences and development.
- 99 There is an action plan for developing PSE which is integrated into all the work of the school. Effective use is made of visitors in order to enrich learning experiences.
- 100 The caring ethos created in the school testifies to the strong emphasis placed upon learners' spiritual, moral, social and cultural development. Circle time provision and collective worship sessions promote these aspects in a sensitive

fashion which enables learners to discuss matter of importance to them in the school. Arrangements for collective worship satisfy statutory requirements in full.

- 101 Learners' learning experiences are enriched by productive relationships with a broad range of partnerships. Parents are very supportive of the work of the school and this was reflected clearly in their positive responses by means of questionnaires and in the pre-inspection meetings. They are very appreciative of the work of the school and strive hard to raise funds for the purchase of teaching and learning resources.
- 102 There are clear and effective arrangements for communicating with parents. The Prospectus as well as the Annual Report of the Governors to Parents both include the required information.
- 103 The school is very supportive of all community activities and has formed a close partnership with a good number of local movements and societies.
- 104 The school cooperates closely with a cluster of local schools and there are effective arrangements with the two local secondary schools with a good number of purposeful activities held for promoting the smooth transference of pupils between years 6 and 7.
- 105 There are a number of limited links between the school and local businesses but there is no purposeful strategy for raising learners' appreciation of the world of work.
- 106 By means of activities such as planning, producing and selling Christmas calendars, contributing to the annual summer fair and running the fruit shop, good opportunities are provided to develop learners' entrepreneurial skills.
- 107 Good features outweigh shortcomings in the quality of provision for promoting education for sustainable development. There are appropriate arrangements for recycling paper and conserving energy and appropriate attention is paid to aspects of conservation in curricular aspects. Developing these aspects further is a priority in the current SDP.
- 108 By contributing to charities and supporting Fair Trade Principles, some attention is paid to promoting learners' understanding of global citizenship. Nevertheless, there is no clear strategy for developing this area.

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

Grade 2 : Good features and no important shortcomings

- 109 The findings of the inspection team match the judgement of the school in its self-evaluation report.
- 110 The school plans and manages care and guidance arrangements well. Effective use is made of the support agencies of the LA and the school works closely with parents in matters concerning the welfare and care of their children.

- 111 Parents maintain that they are very satisfied with the support and guidance provided and that their children are very happy in school.
- 112 The support and personal guidance provided for learners is of good quality. The school is happy and caring community where good attention is paid to tolerance, fraternity and kindness. As a result, learners feel comfortable in turning to any member of staff for support or guidance.
- 113 Detailed attention is paid to the requirements of PSE and lessons are planned carefully in order to meet the needs of learners of all ages.
- 114 There is an effective school council which ensures that the voice of learners is an important priority within the school. They meet regularly and discuss matters raised in a mature and responsible fashion.
- 115 Arrangements for registration meet statutory requirements in full. Learners' attendance is monitored carefully and parents are contacted immediately on their child's first day of absence.
- 116 There are appropriate arrangements which encourage and enable learners to be healthy. Healthy eating options are promoted by means of the fruit shop and good attention is paid to learners' fitness by providing a range of sports and team games.
- 117 There are relevant policies for ensuring the health and safety of all individuals whilst they are the school grounds. Teachers, assistants and support staff are aware of their content and implement them effectively. Appropriate risk assessments are undertaken before educational visits.
- 118 There is a clear policy for child protection and all staff are aware of their responsibility to keep a constant eye on pupils and to report back to the head in charge immediately should any concern arise.
- 119 The quality of provision for equal opportunities for each learner is good. Lessons are planned carefully in order to meet individual needs and differentiated provision is ensured. Racial equality is promoted in all school activities.
- 120 There are routines for discipline and eliminating any oppressive behaviour, and there is opportunity to deal with these in circle times. All the staff know learners well and deal with them in a caring and sensitive fashion.
- 121 The quality of provision for learners with SEN meets the Code of Practice in full. Learners' needs are recognised early and the school intervenes when required. The role of the coordinator is key in this process.
- 122 The Individual Education Plans (IEPs) prepared for each individual with SEN are of good quality. They are detailed and contain achievable targets. The school works closely with parents and external agencies in reviewing the progress made by learners.

- 123 The accessibility policy and the Disability Equality Plan are implemented but they are not discussed in detailed by the Governing Body.
- 124 Learners are very aware of the religious, cultural and economic variety which exists in different parts of the world. The school offers good support and guidance to ensure that there are no prejudices based on social, educational or linguistic background.

Leadership and management

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

Grade 2 : Good features and no important shortcomings

- 125 The findings of the inspection team match the judgement of the school in its self-evaluation report.
- 126 The thoughtful leadership of the head coordinates the efforts of staff and governors well and makes a significant contribution towards providing a direction to the work of the school. Staff and governors have an active role in the development of the school and their opinions are considered before taking any important decision. This leads to fostering agreed aims and values and effective team work.
- 127 There is a good range of curricular and management policies and appropriate routines to ensure that day to day running of the school is smooth. Staff and governors understand and implement these policies effectively.
- 128 Staff are managed effectively by the head. Their responsibilities are defined clearly in purposeful job descriptions and curricular responsibilities are delegated to every individual.
- 129 Appropriate attention is paid to national and local priorities in development planning. The school has gained the third accreditation for the Quality Mark of the Basic Skills Agency, and is in the process of implementing elements of the Healthy School Scheme. Appropriate attention has been paid to the requirements of the foundation phase and curriculum 2008 and a start has been made on implementing elements of assessment for learning. Good attention is paid to the Strategic Plan of the LA when identifying school priorities for the year.
- 130 The school's targets for the next three years, although challenging, are achievable. They are based in a detailed analysis of the likely performance of individual learners at the end of each year in key stage 2.
- 131 There are appropriate arrangements for managing and improving staff performance. Staff needs are reviewed annually in order to promote their professional development and improve the quality of provision.
- 132 Governors undertake their responsibilities conscientiously and they know the school well. They work closely with the head in setting the strategic direction of

the school. They are aware of the importance of their role as a critical friend of the school. Although subject responsibilities have been allocated to each governor, their monitoring and evaluation roles have not been sufficiently developed.

- 133 The governing body has a policy and appropriate routine for responding to complaints. This includes clear action steps and sets specific deadlines for resolving any complaint. They meet their legal requirements in full.

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

Grade 2 : Good features and no important shortcomings

- 134 The findings of the inspection team match the judgement of the school in its self-evaluation report.
- 135 The head and staff know the school well and they constantly research ways of raising standards and improving the quality of provision. By setting apart three days each year to discuss the outcomes of different self-evaluation processes, they ensure that they have current information regarding the strengths of the school and those aspects that are in need of further improvement.
- 136 The judgement of the school in its self-evaluation report matches the judgement of the inspection team in six out of seven key questions. Where there exists a difference in Key Question 2, the judgement of the inspectors is lower than the Grade 2 awarded by the school.
- 137 Self-evaluation arrangements are systematic and thorough based on evidence from a number of sources, including lesson observations by the head and teachers, an audit to learners' work and analysis of teacher assessments. Analytical and effective use is made of local and national benchmark information in order to compare the school's performance with that of similar schools.
- 138 There are regular reports to the governing body regarding the findings of audits and the school works in a purposeful manner to eliminate any shortcomings identified. Every subject leader plays an active role in self-evaluation routines.
- 139 Recently, parents have been included in self-evaluation by giving them opportunity to express opinion on aspects of the work of the school through completing a questionnaire. By means of the school council, a prominent place is given to the voice of learners' in the process of school improvement.
- 140 The quality of the self-evaluation report is good on the whole. It gives detailed attention to most of the criteria in the inspection framework and gives a clear focus on evaluating learners' standards of achievement and improving educational provision. It notes the strengths of the school as well as those areas in need of improvement. Although the judgements seem objective and honest, the report is too long, and at times, repetitive.

- 141 The School Development Plan (SDP) is a robust tool to steer development and give a clear direction to the work of the school. There are good links between the priorities of the plan and the needs which were the outcomes of self-evaluation. Developments are planned carefully, expected outcomes are noted along with the proposed monitoring means, responsibilities for action are noted for individuals and resources are earmarked to support developments. The implementation of the plan as well as its effects on school development, are thoroughly reviewed at the end of the year.
- 142 The robust system of the school for responding to the outcomes of self-evaluation ensure that arrangements lead specifically to raising learners' standards of achievement. This is clearly seen in the progress made by key stage 1 and 2 pupils in their competence in mental arithmetic.
- 143 The school has made good progress in dealing with the four key issues noted in the 2004 report. Standards in mathematics, design and technology and geography have improved, there is an effective means of delegating curriculum responsibilities to teachers and now, there is good support for learners with SEN. Raising standards in Welsh in both key stages remain a matter in needs of attention.

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

Grade 2 : Good features and no important shortcomings

- 144 The findings of the inspection team match the judgement of the school in its self-evaluation report.
- 145 There are sufficient teachers with appropriate qualifications to teach every aspect of the curriculum. Staff specialisms, including those of part-time teachers are effectively used, and responsibilities for aspects and subjects are allocated fairly between teachers.
- 146 Teachers and assistants update their skills regularly by attending training and receive direct support in the classroom by the officers and advisors of the LA.
- 147 Teaching assistants make a key contribution to the quality of teaching and learning. They work closely with teachers and ensure that individuals and groups receive good support in their work. Nevertheless there is a tendency to do too much for learners and to limit the opportunities for them to work independently.
- 148 All staff and learners of the school receive good support from the caretaker, the cook and school supervisors.
- 149 There are effective arrangements for reducing teachers' workload and ensuring non-contact time for them for planning, preparing and assessment. This has a positive effect on learners' standards of achievement, especially in art.

- 150 The school has responded effectively to the requirements of reducing teachers' workload and remodelling the workforce, and has made good use of the budget earmarked for these developments.
- 151 The school has sufficient resources for teaching almost every subject in key stages 1 and 2. Much of the equipment is of good quality and effective and consistent use is made of it in lessons. Although computer provision is good, the lack of interactive whiteboards in two classes limits opportunities for teaching and learning.
- 152 Although there is a good supply of resources for learning indoors in the foundation phase, but there is no purposeful outdoor space. This limits opportunities for children to investigate and lead their own learning.
- 153 The buildings and grounds of the school are of good quality and they are used effectively by teachers. Classrooms and other areas are welcoming and colourful, with displays of learners' work a valuable teaching and learning tool.
- 154 The school is maintained well and standards of cleanliness are high. The playing field and also the closed yard are very good resources. Prompt attention is paid to any construction matter which gives cause for concern.
- 155 The school has operated within its ability to ensure that access to the building is suitable for the disabled.
- 156 Financial control is tight and the school operates well within its budget. The SDP is used as a planning tool for the future and the governing body monitors expenditure effectively.
- 157 The school gives good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 158 Most pupils in both key stages listen well to teacher introductions. Most come to speak confidently in key stage 1m expressing themselves effectively for different purposes.
- 159 A majority of pupils in key stage 1 succeed in mastering reading skills according to their age and ability. A few pupils are able to read a story in sequence and discuss the content of their books.

- 160 By the end of key stage 1, a majority of pupils write simple sentences with help. A few pupils succeed in writing independently and show progress in their use of punctuation.
- 161 Most pupils in key stage 2 speak confidently and express sensible opinions. A few are able to discuss their books and authors with understanding, recalling facts and showing understanding of what they are reading.
- 162 A majority of pupils in key stage 2 write thoughtfully and show appropriate appreciation of punctuation. They write in a broad range of forms such as poetry, debates, portraits, letters and crating posters.

Shortcomings

- 163 Errors in mutation and syntax has a detrimental effect on the expression of a majority of pupils in key stages 1 and 2.
- 164 In both key stages, a significant minority of pupils do not read an appropriate range of books independently and they are unsure when discussing the content.
- 165 Errors in syntax and spelling are an evident feature of the written work of the majority of pupils in both key stages.

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

- 166 Most pupils in key stage 1 use number fairly confidently on paper and mentally, and many of them read, write and arrange whole numbers up to 100 correctly. They halve and double two digit numbers independently and differentiate correctly between odd and even numbers. A majority counts forwards and backwards very confidently in different amounts and use an appropriate variety of strategies such as counting forwards, as they solve number problems mentally. They explain their mode of working and discuss their mathematical ideas confidently.
- 167 Almost every pupil in key stage 1 recognises common three dimensional shapes and use the correct mathematical vocabulary as they discuss their geometric features.
- 168 Pupils in years 3 and 4 use a number line effectively to help them count forwards and backwards in different amounts. Most recall multiplication tables up to seven and number bond facts with appropriate accuracy by Year 4, and develop their own strategies and mathematical ideas as they solve number problems.
- 169 By years 5 and 6, most pupils read, write and sequence numbers up to six digits and more confidently, showing appropriate understanding or the place value of digits. They count backwards and forwards in different multiples and use mathematical symbols correctly. They use a broad range of mental strategies and solve number problems very effectively.

170 The data handling skills of pupils in both key stages are good. By Year 4, they collect data independently for a variety of purposes and they present and interpret this clearly in tables and graphs.

Shortcomings

171 There are no important shortcomings

Design and 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

172 Across both key stages, many pupils have an appropriate understanding of the different features and properties of different materials. They use a range of materials and techniques effectively for making different produce. They have an appropriate understanding of the importance of hygiene and other features of health and safety.

173 By undertaking a broad range of activities, pupils in key stage 1 develop and refine their making skills. As they design a pattern based on the seaside to put on a T shirt, most speak sensibly about their work, produce original ideas of their own and give appropriate consideration to the finished quality of their product.

174 Good quality work has been produced by Y3 and Y4 pupils during the process of designing and making food boxes to take to the moon. As they investigate the properties of food boxes and create simple labelled sketches of the finished product, they set, blend and connect a range of materials skilfully.

175 In years 5 and 6, most pupils draw on a broad range of sources including websites, to produce a range of ideas and use their knowledge of the properties of familiar materials effectively before commencing the production of their own ideas. They communicate their ideas through sketches and detailed diagrams which include detailed measurements, keeping in mind the original intentions as well as the demands of the task. As they design and make running shoes, they give detailed attention to the purpose, visual impact and cost of the finished product.

176 The knowledge and understanding of almost every pupil in year 5 and 6 of structures and the different means that may be used to strengthen them, is good. They show increasing skills as they measure, mark, cut, and shape a broad range of materials. They make very good use of electrical components, mechanics and ICT programs as they produce models of fairground wheels and vehicles.

Shortcomings

177 There are no important shortcomings

Geography

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

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

Good features

- 178 KS1 pupils have a good awareness of their local area. Almost all confidently discuss the main physical features of the lands around them including rivers, mountains and beaches, using the correct geographical vocabulary. As they compare their own village with others in Snowdonia, they show good understanding of how man made features such as bridges, buildings and shops affect the visual impact and the use made of the environment.
- 179 As they compare a seaside environment to their own mountainous one, most pupils in key stage 1 are able to name the physical and man-made features which are similar or different within the two environments.
- 180 The mapping skills of most pupils in years 1 and 2 are good. As they draw their own pictorial maps, they use simple symbols and show good appreciation of distance and direction. They have a basic understanding of the points of the compass and use simple grid coordinates to note the location of different objects.
- 181 Most pupils in key stage 2 read a range of maps including ordinance maps with appropriate accuracy and use a range of four and six figure coordinates confidently as they read locations and symbols. All pupils make good progress in their orienteering skills.
- 182 In discussion, many of them show good understanding of the man-made and physical features of their locality. They differentiate appropriately between some of the features of the landscape and are very confident as they discuss the location of some of the main cities and towns in Wales and the United Kingdom. As they look at the landscape around them, they describe in appropriate detail the manner in which man influences the environment and suggest sensible ideas as to how to lessen pollution and conserve wild habitats.

Shortcomings

- 183 There are no important shortcomings

Art and design

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

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

Good features

- 184 Most pupils in key stages 1 and 2 show good control of different media including crayons, pastels, paint and colour pencils to create a variety of work. As they create striking and tasteful murals, they increase their understanding of shape, colour, pattern and texture well.

- 185 Almost every pupil in key stage 1 uses ICT programs confidently to create varied pictures and effects of good quality. They are able to investigate the work of artists such as Vincent Van Gogh and emulate his work effectively.
- 186 In key stage 2, effective modelling work is produced. There are mature examples of the use of sketches to investigate line and tone and emulate artists such as Augustus John.
- 187 Key stage 2 pupils undertake a broad range of art experiences and experiment confidently with different media. They produce effective model work and can select appropriate resources for specific tasks and use a range of techniques skilfully.
- 188 Following a period of working with a resident artist, striking murals and portraits have been produced by key stage 2 pupils. A very good feature of their work is the clothes made by them from recycled materials.
- 189 Pupils from both key stages make good progress in their ability to appraise and improve their work.

Shortcomings

- 190 There are no important shortcomings

Religious education

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 191 Children in the foundation phase take interest in themselves, their families and other people and the wonders of the world around them. They develop good understanding of the cultural and religious traditions of Wales and they are very familiar with a number of Bible stories. As they play together, they become increasingly aware of their own feelings and realise how their actions can affect others.
- 192 In both key stages, a majority of pupils have an inquisitive spirit, and feel confident to raise questions from their personal experience. In both key stages, a majority of pupils have an inquisitive spirit, and feel confident to raise questions from their personal experience.
- 193 The majority of pupils in key stage 1 discuss principles such as friendship, care for others and behaviour towards each other in a sensible and open fashion. They have some knowledge of characters in the Bible.
- 194 Across both key stages, pupils develop good appreciation of the importance of prayer. They write personal prayers and have read these during collective worship sessions.
- 195 The majority of pupils in key stage 2 understand the importance of traditions to believers. A few of them discuss faiths such as Hinduism, Judaism and Christianity with understanding.

196 Pupils in both key stages are aware of what happens in places of worship such as chapels, churches and synagogues and a majority discuss their features and their purpose thoughtfully.

Shortcomings

197 The appreciation of world faiths is not sufficiently developed by pupils in key stage 1.

198 Pupils in key stage 2 have only a limited understanding of the traditions, terms and symbols of various faiths.

199 The ability of pupils in key stage 2 to discuss and express opinions on events in the Bible, as well as discussing matters such as love, forgiveness and conscience, is limited.

School's response to the inspection

- 200 The governors and staff of Ysgol Gynradd Rhosgadfan wish to thank the inspection team following their inspection. We are of the opinion that the report paints a fair and accurate picture of the current situation of the school and that it will be of great help to staff and governors as they move the school forward.
- 201 We are extremely glad that the team has found that the school is a happy and caring community where good attention is paid to tolerance, fraternity and kindness, and that learners respond positively to learning experiences.
- 202 The process has been very positive and following the publication of the report, staff and governors will adapt the current Development Plan in order to act upon the recommendations of the inspection team.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Rhosgadfan
School type	Primary
Age-range of pupils	3-11
Address of school	Rhosgadfan, Caernarfon, Gwynedd,
Postcode	LL54 7EU
Telephone number	01286 830160

Headteacher	Mr Gwyn Mowll
Date of appointment	September 1990
Chair of governors	Mr Jeff Pritchard
Registered inspector	Mr William Edward Williams
Dates of inspection	26-28 April 2010

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2.5	6	3	6	8	5	4	9	43.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	13:1
Pupil: adult (fte) ratio in nursery classes	5:1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	14
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2009	98.3	98.3	97.2
Autumn 2009	91.5	92.4	93.9
Spring 2010	92.6	93.3	95.8

Percentage of pupils entitled to free school meals	12
Number of pupils excluded during 12 months prior to inspection	None

Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

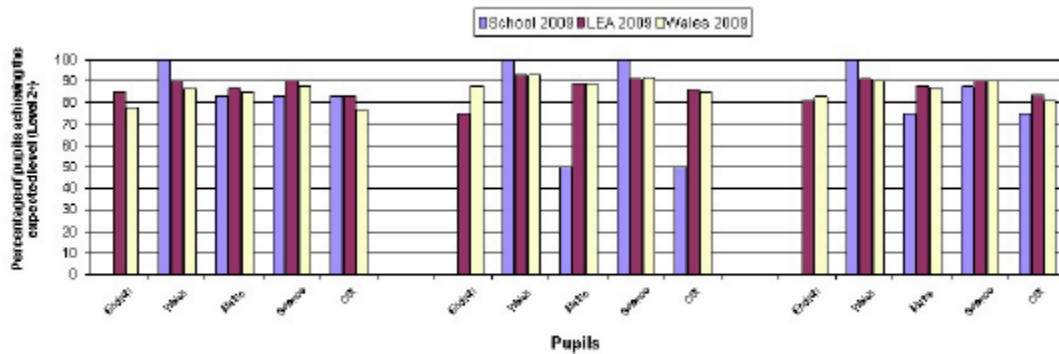
Ysgol Gynradd Rhosgadfan
Gwynedd

LEA/School no: 661/2098

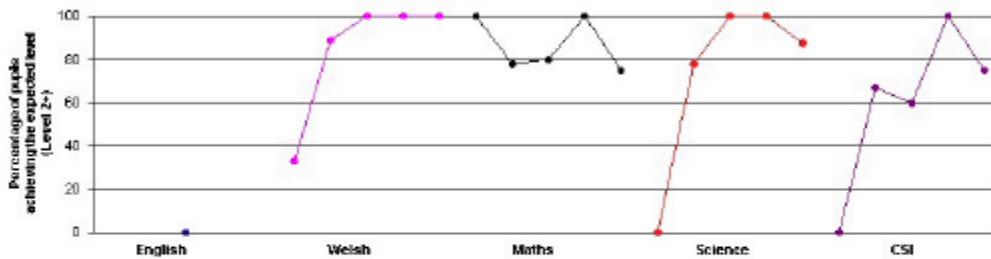
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	-	85	78	-	75	88	-	81	83
Welsh	100	90	87	100	93	93	100	91	90
Maths	83	87	85	50	89	89	75	88	87
Science	83	90	88	100	91	92	88	90	90
CSI	83	83	77	50	86	85	75	84	81



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.
School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.
Quartile 2 School is in the top 50 per cent but not the top 25 per cent.
Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.
Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group
More than or equal to 8 per cent and up to 16 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		80		88		93	
Welsh		84		92		100	
Maths	75	84		90		96	
Science		87	88	94		100	
CSI	75	76		85		92	

Notes:

- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

This report uses data for 2009 for LEA and Wales comparative information

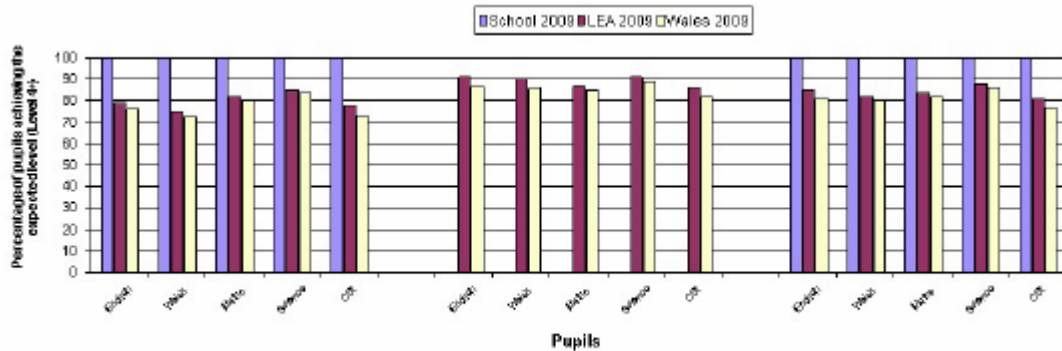
Ysgol Gynradd Rhosgadfan
Gwynedd

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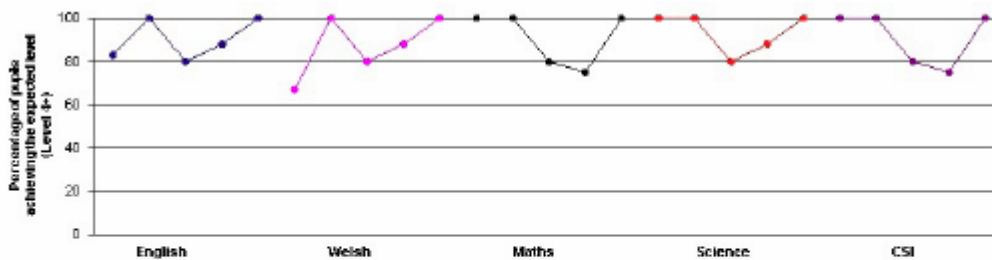
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	100	79	76	-	91	87	100	85	81
Welsh	100	75	73	-	90	86	100	82	80
Maths	100	82	80	-	87	85	100	84	82
Science	100	85	84	-	91	89	100	88	86
CSI	100	78	73	-	86	82	100	81	77



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals. School's results shown in greyed boxes. Column headings refer to...

- Quartile 1 School is in the top 25 per cent.
- Quartile 2 School is in the top 50 per cent but not the top 25 per cent.
- Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.
- Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group
More than or equal to 8 per cent and up to 16 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		78		85		92	100
Welsh		69		80		90	100
Maths		79		87		93	100
Science		84		90		97	100
CSI		73		81		88	100

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Appendix 4

Evidence base of the inspection

Three inspectors spent an equivalent of six inspection days in the school. A team meeting was held before the inspection which included the nominee of the school.

These inspectors visited:

- fourteen sessions in the six subjects inspected; and
- registration sessions, assemblies and collective worship.

Members of the team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers support and administrative staff;
- groups of learners representing each year group; and
- the school council.

The team also considered:

- the school's self-evaluation report;
- five responses to a parental questionnaire with almost all of them positive;
- documents provided by the school before and during the inspection;
- a broad range of previous and present work of learners; and
- samples of learners' reports.

Following the inspection, the inspection team held meetings with the staff and governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr William Edward Williams Registered Inspector	Context Summary Recommendations Appendices Key Questions 1, 5, 6 and 7 Mathematics Design and Technology Geography
Mrs Hazel Hughes Team Inspector	Key Questions 2, 3 and 4 Welsh First Language Art and Design Religious Education
Mr Wil Owen Lay Inspector	Contributions to Key Questions 1, 3 4 and 7
Mrs Tania Armstrong-Owen Peer Assessor	Contributions to all key questions and all subjects
Mr Gwyn Mowll Nominee	Providing information for all key questions.

Acknowledgement

The inspectors who visited the school would like to thank the governors, head, and staff for the cooperation and courtesy shown to them during the inspection.

Contractor:

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