

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

**YSGOL SARN BACH  
SARN BACH  
PWLLHELI  
GWYNEDD  
LL53 7LF**

**School Number: 661/2103**

**Date of Inspection: 15-17 March 2005**

**by**

**Mr D M Cray  
Registered Inspector 92/16768**

**Date: 20 May 2005**

**Under Estyn contract number: T/108/04/P**

Crown Copyright 2005. This Report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in any misleading context. The material must be acknowledged as Crown copyright and the title of the Report specified. Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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

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

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	6
<b>Standards</b>	7
Key question 1: How well do learners achieve?	7
<b>The quality of education and training</b>	10
Key question 2: How effective are teaching, training and assessment?	10
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	12
Key question 4: How well are learners cared for, guided and supported?	14
<b>Leadership and management</b>	16
Key question 5: How effective are leadership and strategic management?	16
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	17
Key question 7: How efficient are leaders and managers in using resources?	18
<b>Standards achieved in subjects and areas of learning</b>	20
The under-fives	20
Welsh	22
English	23
Science	24
Music	25
Religious education	26
<b>School's response to the inspection</b>	27
<b>Appendices</b>	28
A Basic information about the school	28
B School data and indicators	28
C National Curriculum assessments results	29
D Evidence base of the inspection	30
E Composition and responsibilities of the inspection team	30





## **Context**

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

- 1 This school is located in the village of Sarn Bach, Llŷn, and is maintained by Gwynedd Local Education Authority. It is an area that is dependent on tourism and according to the pre-inspection documentation is not considered to be particularly prosperous. Pupils represent the full range of ability. The baseline assessments conducted in recent years indicate that pupils' levels of ability when admitted to school are generally good.
- 2 There are currently 62 pupils between 3 and 11 years of age on the school register and they are admitted on a part-time basis in the September following their third birthday and on a full-time basis in the September following their fourth birthday. Pupils also transfer to Sarn Bach from nearby Ysgol Abersoch when they reach eight years of age. There has been a considerable reduction in pupil numbers over the years - a trend that is expected to continue.
- 3 Five per cent of pupils are entitled to receive free school meals – a figure that is below county (15%) and national averages (19%). Eleven pupils (18%) are designated as having special educational needs. Around half of the pupils come from homes where Welsh is spoken as a first language. However, Welsh is the everyday language of the school and the main medium of teaching and learning.
- 4 The school was last inspected during the spring term of 1999.

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

- 5 The school's main priorities and targets for the current year include:
  - re-designing the science scheme of work for years 3 and 4;
  - re-design religious education themes;
  - targeting of reading;
  - assessment, giving priority to year 4;
  - consistency when responding to children's work.

## Summary

- 6 The inspection team concurred with the school's judgement in its self-evaluation report in five of the seven key questions. Where there was a difference of judgement, the findings of the inspection team were lower than that of the school's.

### Table of grades awarded

The inspection team judged the school's work as follows:

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

### Standards

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

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 1
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 1
Knowledge and understanding of the world	Grade 2	Grade 1
Creative development	Grade 3	Grade 3
Physical development	Grade 3	Grade 3

Subject	Key stage 1	Key stage 2
Welsh	Grade 2	Grade 2
English	----	Grade 2
Science	Grade 2	Grade 2
Music	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

- 9 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards achieving the Desirable Outcomes for Children's Learning.
- 10 The progress made by the under-fives in the development of their communication and mathematical skills, and in the use of their information technology skills across the curriculum is generally good.
- 11 Pupils in key stages 1 and 2 also achieve good standards in the development of their key skills across curriculum subjects. The successful development of pupils' bilingual skills is one of the school's main objectives and the standards of their bilingual competence is clearly a strength, with the vast majority being able to communicate freely, both orally and in writing, in Welsh and English in key stage 2.
- 12 The pupils with special educational needs make good progress and they achieve the targets set for them in their individual education plans.
- 13 In relation to comparable schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in key stage 1 over the last three years has varied from being in the lowest 25% to the upper 50%, but outside the highest 25%. Over the same period, its performance in key stage 2 has varied from being in the lower 50%, but outside the lowest 25%, to the upper 50%, but again outside the highest 25%.
- 14 Across the school, the majority of pupils make good progress in their knowledge, understanding and skills. The vast majority behave well inside and outside their lessons.
- 15 Pupils' average level of attendance over the last three full terms is around 93.5% and there is room to improve upon this (Grade 3). Levels of attendance are affected by the practice of parents taking holidays during school terms. Some parents do so for periods that are considerably in excess of the ten-day period the school is authorised to approve.
- 16 Pupils' understanding of the world of work is developed to some extent through local links and curricular experiences, but there is room to extend and build on this further.

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

- 17 In the lessons observed, it was adjudged that the quality of teaching was as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
13%	57%	30%	--	--

- 18 The level of challenge and motivation in the interesting tasks provided for pupils is appropriate in terms of their ability and understanding. Teachers are aware of the needs of individual pupils, including those with special needs.

- They create a purposeful working environment, using a range of teaching strategies in order to motivate and sustain pupils' interest. Teachers succeed in preparing stimulating and interesting activities for pupils.
- 19 There are good procedures for pupil assessment. The annual reports to parents on their children's progress are good and they conform to requirements.
  - 20 The school provides equal access to a broad and balanced curriculum and responds well to pupils' learning needs.
  - 21 The schemes of work in both key stages vary in terms of quality and content. The teachers are in the process of revising them and are aware of the sections that require further attention in order to obtain greater consistency.
  - 22 The school's partnership with parents is strong and successful. The prospectus provided for parents fulfils requirements.
  - 23 There are close and valuable links with Ysgol Uwchradd Botwnnog. Evidence was seen of partnerships in a number of curricular innovations between schools in the local catchment.
  - 24 The school plays a key part in the locality and is active in the local community.
  - 25 Pupils' spiritual, moral, social and cultural development is promoted very effectively.
  - 26 The school has a policy for personal and social development, but the provision made is currently rather inconsistent.
  - 27 Currently, insufficient opportunities are provided to develop pupils' entrepreneurial skills.
  - 28 The school has effective plans and arrangements for providing care, support and guidance for pupils. The quality of support is good and the staff, including the support staff, work very conscientiously to safeguard their well-being.
  - 29 Pupils' behaviour and performance are carefully monitored and any instances of misbehaviour are dealt with appropriately. The administration of the attendance registers does not fully satisfy requirements as some absences for family holidays in excess of ten days are recorded as being authorised.
  - 30 Thorough and careful consideration are given to health and safety issues.
  - 31 The provision for pupils with special educational needs is good and it satisfies the requirements of the Code of Practice. Useful individual education plans are provided for the pupils, including suitable targets and records of their progress. Reviews of the individual education plans are undertaken twice yearly and parental response to participate in this process is good.

- 32 The school's procedures for challenging stereotyping and encouraging positive attitudes amongst pupils on issues such as promoting equality on the basis of race, disability and background are sound. All pupils receive equal access to participate in school activities.

### **Leadership and management**

- 33 The headteacher provides positive leadership and undertakes her duties effectively. The contributions made by all members of the school community are valued and there is a strong sense of mutual trust and understanding that is a noteworthy feature of the management of the school.
- 34 The governing body offers good support to the school and meets on a regular basis. The governors work effectively with the headteacher, but they have not yet adequately addressed their monitoring and evaluation responsibilities.
- 35 The school operates within the recommendations for hours of teaching, but the annual report of the governing body does not fulfil the requirements of National Assembly for Wales Circular 15/01.
- 36 The self-evaluation procedures are now more formalised than in the past and they include a useful long-term programme for evaluating standards in the various curricular areas, together with the quality of the different aspects of the school's provision.
- 37 The quality of the self-evaluation report produced by the school prior to the inspection is generally good; it is very comprehensive and is the result of a whole-school audit. However, the school has failed to identify some issues that require attention. There is room to tighten the links between the findings of the school's self-evaluation process and its planning for improvement.
- 38 The targets resulting from the previous report have been fulfilled, including a significant improvement in pupil achievement.
- 39 The school has an adequate number of teachers to ensure that all aspects of the curriculum are taught effectively. In general, there is a good range of resources to support the pupils' curriculum, but there is insufficient suitable equipment for developing the climbing skills of the under-fives.
- 40 It is considered that the internal and external condition of the building is very good and the standards of cleanliness of all rooms are particularly high. Pupils and adults alike respect all areas of the school. The most recent adaptations have ensured that the building provides suitable disabled access.
- 41 The colourful displays seen throughout the school make a significant contribution to creating a stimulating environment and to celebrating pupils' work.
- 42 The budget is managed efficiently and the school provides good value for money.

## Recommendations

- 43 In order to improve the areas inspected at the school, the staff and governors need to:
- R1: Continue with the efforts to raise standards of achievement by addressing the shortcomings identified in the report;
  - R2: Complete the work of revising the schemes of work and undertake more purposeful planning for pupils' personal and social education;
  - R3: Continue to develop and tighten the self-evaluation procedures;
  - R4: Develop pupils' entrepreneurial skills and their awareness of the world of work;
  - R5: Ensure that the requirements in relation to the keeping of registers and the contents of the annual report of the governing body are met in full.
- 44 The governing body is responsible for changing its present development plan to incorporate action steps to be taken in response to the recommendations within 45 working days of receipt of the report showing how the school intends to address the recommendations. This plan, or a summary of it, will be distributed to all parents at the school.

## Standards

### Key question 1: How well do learners achieve?

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

- 45 The inspection findings concur with the school's judgement in its self-evaluation report.
- 46 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards achieving the Desirable Outcomes for Children's Learning.
- 47 Standards of achievement in the areas of learning and subjects are as follows:

Areas of Learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 1
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 1
Knowledge and understanding of the world	Grade 2	Grade 1
Creative development	Grade 3	Grade 3
Physical development	Grade 3	Grade 3

Subjects	Key stage 1	Key stage 2
Welsh	Grade 2	Grade 2
English	----	Grade 2
Science	Grade 2	Grade 2
Music	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

- 48 The progress made by the under-fives in the development of their communication and mathematical skills, and in the use of their information technology skills across the curriculum is generally good.
- 49 Pupils in key stages 1 and 2 also achieve good standards in the development of their key skills across curriculum subjects. The successful development of pupils' bilingual skills is one of the school's main objectives and the standards of their bilingual competence is clearly a strength, with the vast majority being able to communicate freely, both orally and in writing, in Welsh and English in key stage 2.
- 50 The pupils with special educational needs make good progress and they achieve the targets set for them in their individual education plans.
- 51 In key stage 1 in 2004, according to teacher assessments, 86% of pupils attained level 2 or above in the core subjects of Welsh, mathematics and science at the end of the key stage. In 2003 the figure was 60% (Wales 79%;

Gwynedd 79%) and in 2002 it was 83% (Wales 80%; Gwynedd 79%). The school's results for 2004 were comparable to national and county averages (2003) in Welsh, mathematics and science. There is no pattern of obvious differences between the performance of boys and girls.

- 52 In key stage 2 in 2004, 73% of pupils at the school attained level 4 or above, as determined by task/test results in the core subjects of Welsh, English, mathematics and science. In 2003 it was 77% (Wales 71%; Gwynedd 72%) and in 2002 the figure was 92% (Wales 68%; Gwynedd 71%). The results for 2004 were slightly lower than national and county averages (2003) in Welsh and were slightly higher in English, mathematics and science. There is again no pattern of obvious differences between the performance of boys and girls.
- 53 In relation to comparable schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in key stage 1 over the last three years has varied from being in the lowest 25% to the upper 50%, but outside the highest 25%. Over the same period, its performance in key stage 2 has varied from being in the lower 50%, but outside the lowest 25%, to the upper 50%, but again outside the highest 25%.
- 54 In the main, the school succeeds in meeting or exceeding the targets set for its pupils. These are often challenging.
- 55 Across the school, the majority of pupils make good progress in their knowledge, understanding and skills. They work diligently in lessons, they concentrate well and they use their time effectively. They exhibit high levels of motivation, making good progress towards achieving their potential. They have a good awareness of their strengths and of what they need to do to improve. There are examples of pupils in key stage 2 who do not always display the expected levels of maturity and commitment to their work.
- 56 The vast majority behave well inside and outside their lessons, they play together happily and socialise during break times. They are considerate, courteous and respectful towards staff and visitors.
- 57 Pupils' average level of attendance over the last three full terms is around 93.5% and there is room to improve upon this (Grade 3). Levels of attendance are affected by the practice of parents taking holidays during school terms. Some parents do so for periods that are considerably in excess of the ten-day period the school is authorised to approve. No evidence of unpunctuality was seen during the period of the inspection.
- 58 The pupils make good progress in their personal, social, moral and broader development.
- 59 They have a good awareness of equal opportunity issues and they respect diversity of beliefs, attitudes and social and cultural traditions.
- 60 Their understanding of the world of work is developed to some extent through local links and curricular experiences, but there is room to extend and build on

this further. The school succeeds in preparing the pupils effectively to play a full part in the life of the local community.

## The quality of education and training

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

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

61 The inspection findings concur with the school's judgement in its self-evaluation report.

62 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	57%	30%	--	---

63 The level of challenge and motivation in the interesting tasks provided for pupils is appropriate in terms of their ability and understanding. Teachers are aware of the needs of individual pupils, including those with special needs. They create a purposeful working environment, using a range of teaching strategies in order to motivate and sustain pupils' interest. Teachers succeed in preparing stimulating and interesting activities for pupils.

64 They show respect towards the pupils, supporting their learning through regular praise and encouragement. This has a positive impact on pupils' attitude to work. Overall, they control the pupils well, making appropriate interventions according to their individual needs.

65 In the lessons deemed to be grade 2 and above, the learning objectives are shared with pupils and the contents of lessons is presented in a knowledgeable, skilful and imaginative fashion. The teaching in these tasks challenges pupils to think and to maintain their focus on their work. The tasks set are stimulating and they motivate pupils to work at an appropriate pace. The teachers' skilful questioning effectively reinforces the pupils' learning. Pupils are encouraged to record their work in a range of unique and interesting formats. In the percentage of grade 3 lessons, the presentations are lengthy, the pace of lessons is too slow and insufficient evaluation sessions are earmarked in order to extend pupils' understanding of the contents of lessons.

66 The teachers have good subject knowledge and they provide work that fulfils the needs of every pupil. Overall, they are familiar with recent developments in their areas of responsibility and they respond appropriately according to requirements. During the inspection, appropriate plans were presented for individual lessons. The teaching in these lessons is organised in a manner that gives consideration to continuity and progression. They contain clear objectives and a summary of what pupils will be doing and the resources they require.

- 67 The classroom assistant makes a valuable contribution to the life and work of the school. The joint planning and the regular discussions lead to an effective partnership that has a positive impact on pupils' development and progress.
- 68 Pupils' linguistic needs are fully met and the teachers' commitment to nurturing and developing pupils' bilingual skills is a noteworthy feature of the life and work of the school. The school makes equal provision and experiences for all pupils.
- 69 The procedures for assessing pupils' progress are good. They are operated systematically and easily facilitated. The teachers monitor and review the progress made by individual pupils on a regular basis, and individual targets are set in order to ensure progress. Pupils and parents are aware of these targets.
- 70 Pupils' work is marked regularly. The teachers offer observations that offer encouragement, but there is some lack of guidance as to how to improve the quality of their spelling skills.
- 71 The practice of encouraging pupils to evaluate their own work in order to promote their self-assessment skills is developing gradually.
- 72 Parents' evenings are held twice a year to discuss pupils' education. Parents respond very positively to the system and they appreciate the opportunities to discuss their children's development outside these periods. The assessment procedures enable teachers to provide a complete picture of pupils' progress and development, and to offer recommendations on how to improve the standard of their work. The annual reports to parents on their children's progress are good and they conform to requirements.

**Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

**Grade 3: Good features outweighing shortcomings**

- 73 The findings of the inspection team are different to the school's self-evaluation to the extent that the school has awarded Grade 2 to this key question.
- 74 The school provides equal access to a broad and balanced curriculum and responds well to pupils' learning needs. It addresses in full the contents of National Curriculum subjects and provides religious education in accordance with the agreed syllabus. The school provides a wide range of learning experiences that are accessible to all and conform to legal requirements.
- 75 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards achieving the Desirable Outcomes for Children's Learning. The schemes are suitable and they contain activities that offer purposeful experiences that lead naturally to the programmes of study of the National Curriculum.
- 76 The schemes of work in both key stages vary in terms of quality and content. The teachers are in the process of revising them and are aware of the sections that require further attention in order to obtain greater consistency.
- 77 Although the school does not have a system of co-ordinating and monitoring the provision for developing basic and key skills across the school, the progress made by pupils is good.
- 78 The school's partnership with parents is strong and successful. Good and positive support was received to the pre-inspection questionnaires and in the parents' comments at the meeting held between themselves and the inspectors. They have provided very good support for the home-school agreement. The prospectus provided for parents fulfils requirements.
- 79 Following discussions with parents the school's homework policy has been modified. Parents appreciate the school's timely response to their observations. The homework appropriately and consistently reinforces class-based work.
- 80 There are close and valuable links with Ysgol Uwchradd Botwnnog that ensures that the transfer of pupils to the secondary sector is undertaken in a smooth and proactive manner. Evidence was seen of partnerships in a number of curricular innovations between schools in the local catchment. This is good practice.
- 81 The school plays a key part in the locality and is active in the local community.
- 82 Pupils' spiritual, moral, social and cultural development is promoted very effectively. The morning assemblies conform to statutory requirements and detailed records are kept of both the themes and their content. The services of

collective worship are enhanced by regular visits from local ministers. Pupils are given opportunities to prepare presentations for the services.

- 83 The wide ranging learning experiences received by pupils make a considerable contribution to their spiritual, moral, social and cultural development. Their personal and social development is promoted through their involvement with extra-curricular activities, including the Abersoch Jazz Festival. Good use is made of educational visits and visitors, including those from the local community, to enhance and expand pupils' learning. Pupils are encouraged to think of others and to play an active part in the school's fundraising efforts for a range of charities and good causes. A highly caring ethos is developed as staff take advantage of every opportunity to encourage pupils to respect others.
- 84 The provision for promoting and developing pupils' bilingual skills is skilful and highly successful. Appropriate emphasis is placed on the Welsh dimension within the curriculum and their awareness of Welsh heritage and culture is promoted to very positive effect.
- 85 Pupils are aware of the need to show respect for others, regardless of their racial background. Pupils' awareness of other cultures and their appreciation of them have developed well through the curriculum.
- 86 The school has a policy for personal and social development, but the provision made is currently rather inconsistent. Occasional Circle Times sessions are held in order to discuss issues such as bullying. Learning experiences are provided that address issues such as global citizenship and sustainable development within curriculum lessons.
- 87 Currently, insufficient opportunities are provided to develop pupils' entrepreneurial skills.

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

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

- 88 The inspection findings concur with the school's judgement in its self-evaluation report.
- 89 The school has effective plans and arrangements for providing care, support and guidance for pupils. The quality of support is good, and the staff, including the support staff, work very conscientiously to safeguard their well-being. They know the pupils well and they deal with any problems with sensitivity and wisdom.
- 90 Pupils feel confident at school; they have trust in their teachers and are happy to approach them for support and guidance. The relationship between teachers and pupils and amongst pupils is positive and friendly.
- 91 The school has effective arrangements for sharing information with parents and the consultation evenings promote parents' understanding of their children's current targets and work requirements.
- 92 The induction programmes for the nursery children and for the pupils that transfer from Ysgol Abersoch are effective and enable the pupils to settle in easily. The pupils that arrive as latecomers are welcomed and supported as teachers and peers help them to become accustomed to the life and ways of their new school.
- 93 Pupils' behaviour and performance are carefully monitored, and any instances of misbehaviour are dealt with appropriately. The administration of the attendance registers does not fully satisfy requirements as some absences for family holidays in excess of ten days are recorded as being authorised.
- 94 Thorough and careful attention are given to health and safety issues. There is a health and safety policy in place and clear procedures are followed that are known to all. Careful risk assessments are undertaken and fire drills are held twice a term. All teachers possess current first aid qualifications. There are good links with specialist agencies such as the police.
- 95 The school has appropriate policies and procedures for child protection and these are clear to everyone working at the school.
- 96 The provision for pupils with special educational needs is good and it satisfies the requirements of the Code of Practice. Useful individual education plans are provided for the pupils, including suitable targets and records of their progress. The evaluations of achievement and progress are monitored and they provide useful guidance for the next steps. Appropriate use is made of external agencies as required. The quality of support provided by the part-time teacher ensures attention and support for groups of pupils. The classroom assistant provides good care and support that promotes independence and development where there is a statutory statement of needs. Reviews of the

individual education plans are undertaken twice yearly and parents' response to participate in this process is good.

- 97 The school's procedures for challenging stereotyping and encouraging positive attitudes amongst pupils on issues such as promoting equality on the basis of race, disability and background are sound. All pupils receive equal access to participate in school activities. Teachers teach the pupils about the importance of tolerance, as well as recognising and respecting diversity. Pupils at the school show care and tolerance towards others.
- 98 There are appropriate arrangements for ensuring that disabled pupils do not suffer from being treated less favourably.

## Leadership and management

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

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

- 99 The inspection findings concur with the school's judgement in its self-evaluation report.
- 100 The headteacher provides positive leadership and undertakes her duties effectively. All members of the school community share common values that promote improvements. The contributions made by all members of the school community are valued and there is a strong sense of mutual trust and understanding that is clearly a feature of the management of the school.
- 101 There is a range of appropriate policies for guiding the work and the school's procedures and practices promote equal opportunities for all. This can be seen in practice on a daily basis.
- 102 Due attention is given to county priorities and to the guidance produced by the Welsh Assembly Government. It was seen that the school has worked very effectively on projects with its primary partners within the catchment area of the local secondary school.
- 103 Self-evaluation processes are an aspect of the school's management strategies that is developing well.
- 104 Whole-school targets are determined according to requirements. They are challenging but realistic targets and are based on the school's knowledge of its pupils. They provide clear performance aims for the school.
- 105 The arrangements for performance management and teacher appraisal meet national requirements. They have a positive impact on the school; they make a good contribution to identifying staff needs and have a positive influence on pupil achievement.
- 106 The governing body fulfils its management and legal responsibilities effectively. It offers good support to the school and meets on a regular basis. The governors work effectively with the headteacher, but they have not yet adequately addressed their monitoring and evaluation responsibilities.
- 107 The school operates within the recommendations for hours of teaching, but the annual report of the governing body does not fulfil the requirements of National Assembly for Wales Circular 15/01.

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

**Grade 3: Good features outweighing shortcomings**

- 108 The findings of the inspection team are different to the school's self-evaluation to the extent that the school has awarded Grade 2 to this key question.
- 109 The self-evaluation procedures are now more formalised than in the past and they include a useful long-term programme for evaluating standards in the various curricular areas, together with the quality of the different aspects of the school's provision.
- 110 Effective use is made of end of key stage assessment results, together with local benchmarking data to compare performance. Less evident is the use made of national benchmarking data.
- 111 There are currently no formal arrangements for gathering the views of parents and pupils.
- 112 The quality of the self-evaluation report produced by the school prior to the inspection is generally good; it is very comprehensive and is the result of a whole-school audit. All members of staff have produced it collectively. Views are formed on all aspects of the inspection, noting the areas and aspects that are strengths, together with those that require further attention. However, the school has failed to identify some issues that require attention.
- 113 The school-development plan is again a comprehensive document that gives direction to the work of the school over a three-year period. It contains a good evaluation of the priorities for the previous year, and gives a clear outline of what is required to realise current priorities. However, there is room to tighten the links between the findings of the school's self-evaluation process and its planning for improvement.
- 114 The inspection team concurred with the school's judgement in its self-evaluation report in five of the seven key questions. Where there was a difference of judgement, the findings of the inspection team were lower than that of the school's .
- 115 The targets that resulted from the previous inspection have been fulfilled, including a significant improvement in pupil achievement.

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

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

- 116 The inspection findings concur with the school's judgement in its self-evaluation report.
- 117 The school has an adequate number of teachers to ensure that all aspects of the curriculum are taught effectively. Teachers are knowledgeable in the areas they teach and the learning assistant undertakes her duties effectively. Effective use is made of teacher expertise, including part-time teachers.
- 118 The job descriptions have been recently reviewed and certain responsibilities have been re-considered. All members of staff are committed to their responsibilities and to the subjects for which they are responsible.
- 119 In general, there is a good range of resources to support the pupils' curriculum. They are also of good quality and are used effectively. There is a good supply of computers and the school ensures that all pupils receive regular opportunities to use them. There is insufficient suitable equipment for developing the climbing skills of the under-fives.
- 120 There are a sufficient number of adequately sized rooms for teaching purposes, although the space available for the nursery children is not particularly expansive. The hall is used as a refectory, for collective worship, and other mass sessions. There is little gymnastics apparatus available, but this element of the physical education curriculum is satisfied by using the facilities of the leisure centre at Pwllheli. Regular use is made of this facility.
- 121 It is considered that the internal and external condition of the building is very good and the standards of cleanliness of all rooms are particularly high. Pupils and adults alike respect all areas of the school. The most recent adaptations have ensured that the building provides suitable disabled access.
- 122 The colourful displays seen throughout the school make a significant contribution to creating a stimulating environment and to celebrating pupils' work.
- 123 Teachers attend a good range of county training sessions, together with locally based provision within the catchment area of the local secondary school. Much of this work is progressive and this has a positive impact on teachers' skills and understanding. They work very effectively as a team to share information.
- 124 The expenditure decisions are appropriately linked with the school development plan and the situation is regularly reviewed at governing body meetings. A considerable reduction in pupil numbers is expected in coming years, and the school is planning appropriately for this eventuality.

- 125 The budget is managed efficiently and the school provides good value for money.
- 126 The school has not had an inspection of its financial arrangements by the County's internal auditors for some years.

## Standards achieved in subjects and areas of learning

### The under-fives

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

- 127 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards achieving the Desirable Outcomes for Children's Learning. The part-time nursery children receive a range of different experiences and the work of the teacher is skilfully supported by the experienced assistant. The reception children are taught alongside key stage 1 pupils.

#### Good and outstanding features

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

- 128 The nursery children listen attentively to a range of stories and are aware that words and pictures convey meaning. They enjoy their role-play at 'Caffi Niwgel'. They experiment with a range of materials and equipment to make marks and draw pictures. They use their finger painting skills to colour outlines of their names. ( Grade 2).
- 129 The reception children listen attentively and the majority are able to respond, ask questions and discuss their experiences very well. They speak confidently, using high quality vocabulary and sentence patterns. They are able to recall the main events of stories, placing them in the correct order. They recognise the sound and form of letters, and they make very good progress in their basic reading skills. Their ability to create sentences independently using natural language is an outstanding feature of their linguistic development. (Grade 1).

##### *Personal and social development*

- 130 The nursery children concentrate on their work; they persevere and display an eagerness to investigate new learning areas. They play happily with the reception children and relate effectively to adults. They are able to communicate and socialise well in small groups. They are aware of the need for personal hygiene. The reception children are happy to wait for their turn when responding orally or playing games. They behave well and they work together happily. The children are confident and their self-disciplinary skills are developing well. (Grade 2).

##### *Mathematical development*

- 131 The nursery children enjoy playing with number games and jigsaws. They are able to count familiar objects and recognise simple numbers effectively, such as their work on birthday cards. They are able to follow and create patterns on the basis of colour and size, and can also differentiate between large and small, tall and short. They understand and use simple mathematical language relating to capacity and volume when playing in the water and sand tub. (Grade 2).

- 132 The reception children make outstanding progress in their number work. They recognise numbers up to at least 20 and are able to calculate simple addition and subtraction sums. They can describe the characteristics of a range of two-dimension and three-dimension shapes. They understand a number of concepts related to the measures and are able to read the clock to the hour. They understand the function of money and the use made of it at 'Siop Sarn'. They recognise common items of coinage. (Grade 1).

***Knowledge and understanding of the World***

- 133 The nursery children are able to talk about the function of various types of workers such as a fire fighter, nurse and builder. They recognise farm animals and are able to place the animals in their appropriate homes when playing with the 'farm'. They have good mouse control skills when working with computer programmes. (Grade 2).
- 134 The reception children are interested in their environment and they can talk intelligently about the farm animals and animals from distant lands. Their skills of observation and investigation are developing outstandingly well as they take part in cookery activities such as baking bread and making jelly. They have a good knowledge of the seasons and senses. They have appropriate mouse control skills in order to complete a number of computer tasks, such as creating pictures and moving objects on-screen. They are able to use terms related to the passage of time when discussing kitchen equipment from various periods. (Grade 1).

***Physical development.***

- 135 The nursery children use a range of materials and equipment such as dough, scissors and jigsaws, to practise their fine motor skills. They move with increasing control and co-ordination. The reception children are able to use small items of equipment with increasing control. They are aware of their own bodies and growth. They make appropriate use of the space around them when developing their movement skills in the school hall. They are able to follow instructions and to undertake a range of movements with increasing skill. (Grade 3).

***Creative development***

- 136 The nursery children enjoy their role-play experiences. They exhibit the ability to sing tunefully and their phrasing is fairly clear as they sing rhymes and lullabies. They recognise their colours and enjoy mixing primary colours in order to create secondary colours. They are able to create attractive bubble pictures. The reception children have a growing repertoire of songs. They respond to and enjoy rhythm in music. They are able to move their bodies and clap to different types of music. They recognise a range of non-pitch percussion instruments and are able to differentiate between strong/soft and high/low sounds. (Grade 3).

**Shortcomings**

- 137 The progress made by the children in experimenting and creating imaginative pieces using a range of media and techniques, is limited.

- 138 The children do not sufficiently develop their physical skills by playing regularly with large toys and equipment.

<b>Welsh</b>
--------------

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

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

**Good and outstanding features**

- 139 Pupils in both key stages display the ability to listen attentively to teachers' presentations and to each other's contributions. They make sound progress in their oracy skills. They express their opinions intelligently when responding to a wide range of interesting experiences and stimuli. The majority of pupils respond well to questions and they speak confidently when discussing their work. In their study of the story 'Gwlad yr Enwau' (Land of Names) they display their awareness of the dialect of another area. Pupils in both key stages receive opportunities to take part in a wide range of oral presentations. A significant number of pupils possess a well-developed vocabulary and a sound grasp of the syntax and idioms of the language.
- 140 In key stage 1, the pupils make consistent progress in their mastery of different aspects of the reading process. The majority read fluently and intelligently. They read expressively, using their phonic knowledge in order to build unfamiliar words. They talk about characters and events in stories and offer good reasons for liking a story.
- 141 Pupils in key stage 1 learn effectively about the basics of writing, including some punctuation conventions. They use a range of different syntax when writing for specific personal and factual purposes. They exhibit a growing understanding of the features and structure of a story. A number of pupils are able to write stories that reflect continuity and order. They produce good work, such as their record of their imaginary experiences when wearing the 'Sbectol Hud' (Magic Spectacles).
- 142 In key stage 2, pupils' ability to read fluently and meaningfully increases as they familiarise themselves with a greater variety of works of fiction and non-fiction. They use a range of sources in order to retrieve and collate information.
- 143 Pupils write in a range of styles including diaries, questionnaires, limericks, monologues and dialogues. They are aware that language form depends on its function. They are able to write effective personal letters, such as their work related to the character Barti Ddu. They skilfully display their persuasion and recording abilities in formal letters. They are able to include a range of interesting and striking similes and adjectives in their poetic work as they follow the journey of a river from its source to the sea. Overall, pupils exhibit good mastery of verb forms, syntax and mutations. At the upper end of the school, they compose extended pieces of work that sustain the reader's interest and are easy to read.

- 144 The quality of pupils' handwriting is good across the school. They present their work in a neat and orderly manner.

### **Shortcomings**

- 145 Repetitive and careless spelling errors are features of some pupils' work in both key stages.
- 146 Pupils' use of dictionaries is limited.

<b>English</b>
----------------

- 147 English is introduced to pupils in key stage 1, but they do not follow the programme of study for the subject on a formal basis until the beginning of key stage 2.

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

#### **Good and outstanding features**

- 148 Pupils come to talk fluently and confidently in formal and informal situations. The older pupils are able to express their feelings and discuss their experiences to very good effect. Very good examples were seen of presentations and role-play, such as news presenters.
- 149 The majority listen attentively to presentations and when texts are read to them.
- 150 The majority of pupils develop into good readers; they are able to read a variety of texts that correspond to their age, ability and interest. They are able to differentiate between works of fiction and non-fiction and can read meaningfully and with appropriate expression. They are also able to justify their choice of books.
- 151 They write for a variety of requirements. For example, in years 3 and 4 pupils succeed effectively in writing pieces that express opinions, newspaper articles, portraits of characters and poetry. The older pupils are able to structure their writing work effectively when responding to a good range of stimuli presented to them, and some pupils present work of a very high standard. They show the ability to summarise text as in the story 'The Asrai' and to take brief notes of the content of a video on Ellen Macarthur's journey - 'The Incredible Journey'.
- 152 The handwriting of the majority of pupils is tidy and the appearance of their final work is good.

### **Shortcomings**

- 153 Spelling errors are a feature of the work of some pupils.

<b>Science</b>
----------------

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

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

**Good and outstanding features**

- 154 In key stage 1, pupils are able to correctly name parts of the body and they make good progress in their understanding of the different types of foods that help people to stay healthy.
- 155 They are able to explain the difference between animate and inanimate objects. They understand the life cycle of a frog.
- 156 They know about the seasonal cycle and are aware that some animals hibernate throughout the winter.
- 157 They make good use of their senses in science activities such as describing and classifying various materials.
- 158 They know that light comes from various sources and through simple experimentation they come to understand that some sources are stronger than others. They conduct the test fairly and record their findings accurately.
- 159 In key stage 2, pupils' ability to organise and stage scientific investigations with a good measure of independence is an aspect of their work that is developing very well. A good number of pupils come to be able to work systematically and accurately, showing signs of being good young scientists.
- 160 They are familiar with and stage investigations that require accurate recording over a period of time, as in the case of their recent work on plants.
- 161 They understand how circuits work and are able to build some of their own. They make correct use of symbols when recording their work.
- 162 The younger pupils in this key stage conduct effective investigations into changes in different materials. They know that some materials dissolve and that others do not. They make correct use of scientific terms when describing and recording what they are doing.
- 163 The older pupils work effectively in small groups as they investigate the effects of warmth on the ability of water to evaporate. Through various experiments, they come to understand the part that this plays in the water cycle.

**Shortcomings**

- 164 There are no significant shortcomings.

<b>Music</b>
--------------

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

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

**Good and outstanding features**

- 165 Across both key stages, pupils enjoy their musical activities. They sing tunefully, their phrasing is clear and they give attention to breathing and sound quality. They sing confidently and expressively. Pupils in key stage 2 are able to perform more challenging unison songs, round tunes, two part songs and cerdd dant pieces.
- 166 In key stage 1, they use a range of sources of sound such as voice, body and instruments in order to convey a range of feelings. They respond well to high and low, soft and strong, quick and slow, long and short sounds. They are able to follow clapping patterns and maintain regular rhythm when playing non-pitch percussion instruments. They are able to recognise a range of percussion instruments and can convey the range of sounds that can be produced by each instrument.
- 167 Their awareness of the musical elements is developing well and they make regular use of them when creating simple compositions and evaluating their work.
- 168 In key stage 2, pupils' evaluation skills reflect great dexterity. They are well versed in the majority of the musical elements, using them regularly when discussing and comparing pieces of music. They regularly evaluate their own performances and those of others.
- 169 All pupils in key stage 2 receive recorder lessons. They are able to recognise notation and note values and they use the correct technique when playing the instrument.
- 170 They recognise a wide range of songs from Wales as well as songs associated with other cultures such as India and Africa. They study and are able to identify with the main elements of musical styles including jazz. Their work is enhanced through the school's links with the Abersoch Jazz Festival, and an annual workshop is held with the pupils.
- 171 Pupils receive a range of opportunities to compose music. They are completely confident in creating and recording a graphic score, such as their work on the theme of 'Bro' (Community). Very effective use is made of musical software to promote their composition work. They produce very high quality compositions, particularly so at the upper end of the school.

**Shortcomings**

- 172 There are no significant shortcomings.

## Religious education

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

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

### Good and outstanding features

- 173 In key stage 1, the pupils exhibit a good awareness of the importance of sharing and helping others, being grateful and adhering to God's rules.
- 174 They are aware that the Bible is a holy book and of its various parts, such as the Old Testament and the New Testament. They are able to recall a good number of stories about Jesus, together with characters such as Ruth and Naomi.
- 175 They know stories related to the Welsh religious tradition, such as the story of Mari Jones and how she found a Bible in the town of Bala.
- 176 They write their own simple prayers to quite good effect.
- 177 They know that Christians worship in a chapel or church and of the importance of the ritual of baptism.
- 178 Through their study of the Hindu faith, pupils come to know about Diwali, the Festival of Light and the artefacts and practices associated with it.
- 179 In key stage 2, pupils' written work shows a sound understanding of religious issues and concepts.
- 180 They begin to understand the importance of pilgrimage within Christianity and other religions.
- 181 They sensibly discuss issues such as safeguarding a world which is a gift from God.
- 182 Following their visit to Bangor Cathedral they are knowledgeable of the internal and external features of the building.
- 183 They appreciate that other religions such as Islam and Judaism have rituals and practices that are different to those of Christianity.
- 184 Pupils' experiences are further enhanced by a particularly comprehensive collection of relevant artefacts.

### Shortcomings

- 185 There are no significant shortcomings.

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

The staff take pride in the fact that the Inspectors have acknowledged the school's work in developing effective plans and arrangements for providing care, guidance and support for pupils.

The school will seek to maintain and build upon the good standards achieved in the subject areas by developing its existing culture of self-criticism.

The Governing Body is statutorily obliged to add certain details to the annual report to parents. It intends to revisit Circular 15/01 that contains details of the statutory guidelines.

The Governing Body accepts the need for it to develop its role of monitoring standards and the quality of provision. It will consider what skills and knowledge it requires in order to target training so as to allow it to fulfil its role more effectively.

The school's Attendance Policy recognises the inter-relationship between attendance and educational achievement. The Governing Body intends to secure the commitment of the entire school community in promoting good practice with regard to attendance and to discourage family holidays during term time. Staff have already initiated the process of making contact with the Education Welfare Officer.

The Report confirms that we succeed in promoting pupils' bilingual skills to particularly good effect. We shall seek to maintain and build upon this success.

We will as a matter of urgency complete the work of reviewing the schemes of work and will plan for pupils' Personal and Social Education.

It will be necessary to develop and tighten the structure in relation to self-evaluation.

The school appreciated the courtesy shown by the Inspectors towards the Staff and Governing Body throughout the inspection.

## Appendix A

### Basic information about the school

Name of school	Ysgol Sarn Bach
School type	Community School
Age-range of pupils	3-11 years
Address of school	Sarn Bach Pwllheli Gwynedd
Post-code	LL53 7LF
Telephone number	(01758) 712714
Headteacher	Mrs Catherine Edwards
Date of appointment	September 1993
Chair of governors/ Appropriate authority	Mr Huw Williams
Reporting inspector	Mr D M Cray
Dates of inspection	15-17 March 2005

## Appendix B

### 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	3	4	2	10	7	10	13	10	59

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Whole School
Autumn 2004	91.3%	90%	93.3%
Summer 2004	98%	96.5%	94%
Spring 2004	96%	95%	93.5%

Percentage of pupils entitled to free school meals	5%
Number of pupils excluded during 12 months prior to inspection	1

## Appendix C

### National Curriculum Assessment Results: End of Key Stage 1

<b>National Curriculum Assessment KS1 Results 2004</b>	Number of pupils in Y2	7
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	86%	In Wales	79%

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

<b>National Curriculum Assessment KS2 Results 2004</b>		Number of pupils in Y6	15								
<b>Percentage of pupils at each level</b>											
			D A F W 1 2 3 4 5 6								
English	Teacher assessment	School					7	7	46	40	
		National				1	6	16	45	31	
	Test/Task	School						20	60	20	
		National		2	2			5	12	38	40
Welsh	Teacher assessment	School	7					20	26	47	
		National	1			1	1	4	18	51	25
	Test/Task	School	7					20	26	47	
		National	1	1	2			3	15	50	28
Mathematics	Teacher assessment	School						20	47	33	
		National						4	19	46	30
	Test/Task	School						20	47	33	
		National		2	1			4	18	42	33
Science	Teacher assessment	School						13	53	34	
		National						2	13	49	35
	Test/Task	School						13	47	40	
		National		2				1	9	48	39

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	80%	In the school	73.3%
In Wales	70%	In Wales	71%

- D Pupils who are exempted 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 D

### Evidence base of the inspection

- The team of three inspectors inspected work in all classes. Between them they spent six full days at the school;
- pre-inspection meetings were held with governors, staff and parents;
- a range of documentation produced by the school was examined, including examples of work by the pupils across the curriculum in the early years and the two key stages;
- twenty seven lessons or sessions were observed;
- morning assemblies were attended;
- pupils were listened to reading and were questioned about their knowledge and understanding of the curriculum;
- school registers were inspected;
- discussions were held with the headteacher and school staff relating to curricular and management matters;
- minutes of governors' and staff meetings were examined as well as documents relating to the school's financial matters;
- pupils were observed as they arrived and departed from school, and during breaks;
- fifteen parents were present at the pre-inspection meeting and 32 questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

## Appendix E

### Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	English; science; religious education.
Mrs SA Taylor	Team	Key questions 2; 3 and 4.	Under fives; Welsh; music
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

**Contractor:** Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorlas; Llanelli; SA14 7LU.

### Acknowledgement

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

# SUMMARY REPORT ON THE INSPECTION OF YSGOL SARN BACH

Crown Copyright 2005. This Report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in any misleading context. The material must be acknowledged as Crown copyright and the title of the Report specified. Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Ysgol Sarn Bach was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Ysgol Sarn Bach took place between 15-17 March 2005. An independent team of three inspectors, led by Mr Martin Cray undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

The inspection team concurred with the school's judgement in its self-evaluation report in five of the seven key questions. Where there was a difference of judgement, the findings of the inspection team were lower than that of the school's.

## **Table of grades awarded**

The inspection team judged the school's work as follows:

<b>Key question</b>	<b>Inspection grade</b>
How well do learners achieve?	2
How effective are teaching, training and assessment?	2
How well do the learning experiences meet the needs and interests of learners and the wider community?	3
How well are learners cared for, guided and supported?	2
How effective are leadership and strategic management?	2
How well do leaders and managers evaluate and improve quality and standards?	3
How efficient are leaders and managers in using resources?	2

## **Standards**

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

<b>Areas of learning</b>	<b>Nursery</b>	<b>Reception</b>
Language, literacy and communication	Grade 2	Grade 1
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 1
Knowledge and understanding of the world	Grade 2	Grade 1
Creative development	Grade 3	Grade 3
Physical development	Grade 3	Grade 3

<b>Subject</b>	<b>Key stage 1</b>	<b>Key stage 2</b>
Welsh	Grade 2	Grade 2
English	----	Grade 2
Science	Grade 2	Grade 2
Music	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards achieving the Desirable Outcomes for Children's Learning.

The progress made by the under-fives in the development of their communication and mathematical skills, and in the use of their information technology skills across the curriculum is generally good.

Pupils in key stages 1 and 2 also achieve good standards in the development of their key skills across curriculum subjects. The successful development of pupils' bilingual skills is one of the school's main objectives and the standards of their bilingual competence is clearly a strength, with the vast majority being able to communicate freely, both orally and in writing, in Welsh and English in key stage 2.

The pupils with special educational needs make good progress and they achieve the targets set for them in their individual education plans.

In relation to comparable schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in key stage 1 over the last three years has varied from being in the lowest 25% to the upper 50%, but outside the highest 25%. Over the same period, its performance in key stage 2 has varied from being in the lower 50%, but outside the lowest 25%, to the upper 50%, but again outside the highest 25%.

Across the school, the majority of pupils make good progress in their knowledge, understanding and skills. The vast majority behave well inside and outside their lessons.

Pupils' average level of attendance over the last three full terms is around 93.5% and there is room to improve upon this (Grade 3). Levels of attendance are affected by the practice of parents taking holidays during school terms. Some parents do so for periods that are considerably in excess of the ten-day period the school is authorised to approve.

Pupils' understanding of the world of work is developed to some extent through local links and curricular experiences, but there is room to extend and build on this further.

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

In the lessons observed, it was adjudged that the quality of teaching was as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
13%	57%	30%	--	--

The level of challenge and motivation in the interesting tasks provided for pupils is appropriate in terms of their ability and understanding. Teachers are aware of the needs of individual pupils, including those with special needs. They create a

purposeful working environment, using a range of teaching strategies in order to motivate and sustain pupils' interest. Teachers succeed in preparing stimulating and interesting activities for pupils.

There are good procedures for pupil assessment. The annual reports to parents on their children's progress are good and they conform to requirements.

The school provides equal access to a broad and balanced curriculum and responds well to pupils' learning needs.

The schemes of work in both key stages vary in terms of quality and content. The teachers are in the process of revising them and are aware of the sections that require further attention in order to obtain greater consistency.

The school's partnership with parents is strong and successful. The prospectus provided for parents fulfils requirements.

There are close and valuable links with Ysgol Uwchradd Botwnnog. Evidence was seen of partnerships in a number of curricular innovations between schools in the local catchment.

The school plays a key part in the locality and is active in the local community.

Pupils' spiritual, moral, social and cultural development is promoted very effectively.

The school has a policy for personal and social development, but the provision made is currently rather inconsistent.

Currently, insufficient opportunities are provided to develop pupils' entrepreneurial skills.

The school has effective plans and arrangements for providing care, support and guidance for pupils. The quality of support is good and the staff, including the support staff, work very conscientiously to safeguard their well-being.

Pupils' behaviour and performance are carefully monitored and any instances of misbehaviour are dealt with appropriately. The administration of the attendance registers does not fully satisfy requirements as some absences for family holidays in excess of ten days are recorded as being authorised.

Thorough and careful consideration are given to health and safety issues.

The provision for pupils with special educational needs is good and it satisfies the requirements of the Code of Practice. Useful individual education plans are provided for the pupils, including suitable targets and records of their progress. Reviews of the individual education plans are undertaken twice yearly and parental response to participate in this process is good.

The school's procedures for challenging stereotyping and encouraging positive attitudes amongst pupils on issues such as promoting equality on the basis of race, disability and background are sound. All pupils receive equal access to participate in school activities.

## **Leadership and management**

The headteacher provides positive leadership and undertakes her duties effectively. The contributions made by all members of the school community are valued and there is a strong sense of mutual trust and understanding that is a noteworthy feature of the management of the school.

The governing body offers good support to the school and meets on a regular basis. The governors work effectively with the headteacher, but they have not yet adequately addressed their monitoring and evaluation responsibilities.

The school operates within the recommendations for hours of teaching, but the annual report of the governing body does not fulfil the requirements of National Assembly for Wales Circular 15/01.

The self-evaluation procedures are now more formalised than in the past and they include a useful long-term programme for evaluating standards in the various curricular areas, together with the quality of the different aspects of the school's provision.

The quality of the self-evaluation report produced by the school prior to the inspection is generally good; it is very comprehensive and is the result of a whole-school audit. However, the school has failed to identify some issues that require attention. There is room to tighten the links between the findings of the school's self-evaluation process and its planning for improvement.

The targets resulting from the previous report have been fulfilled, including a significant improvement in pupil achievement.

The school has an adequate number of teachers to ensure that all aspects of the curriculum are taught effectively. In general, there is a good range of resources to support the pupils' curriculum, but there is insufficient suitable equipment for developing the climbing skills of the under-fives.

It is considered that the internal and external condition of the building is very good and the standards of cleanliness of all rooms are particularly high. Pupils and adults alike respect all areas of the school. The most recent adaptations have ensured that the building provides suitable disabled access.

The colourful displays seen throughout the school make a significant contribution to creating a stimulating environment and to celebrating pupils' work.

The budget is managed efficiently and the school provides good value for money.

## Recommendations

In order to improve the areas inspected at the school, the staff and governors need to:

- R1: Continue with the efforts to raise standards of achievement by addressing the shortcomings identified in the report;
- R2: Complete the work of revising the schemes of work and undertake more purposeful planning for pupils' personal and social education;
- R3: Continue to develop and tighten the self-evaluation procedures;
- R4: Develop pupils' entrepreneurial skills and their awareness of the world of work;
- R5: Ensure that the requirements in relation to the keeping of registers and the contents of the annual report of the governing body are met in full.

The governing body is responsible for changing its present development plan to incorporate action steps to be taken in response to the recommendations within 45 working days of receipt of the report showing how the school intends to address the recommendations. This plan, or a summary of it, will be distributed to all parents at the school.

**The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.**