

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

**Ysgol Gynradd Tudweiliog
Tudweiliog
Pwllheli
Gwynedd
LL53 8ND**

School Number: 6612112

Date of Inspection: 06/02/06

by

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16360**

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

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

Estyn also:

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

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Ysgol Gynradd Tudweiliog 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 Tudweiliog took place between 06/02/06 and 08/02/06. An independent team of inspectors, led by Len Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Ysgol Tudweiliog, which is maintained by Gwynedd local education authority, is located in the village of Tudweiliog, some four miles from Nefyn. The children of the village attend the school, as do children from the small villages nearby, namely Dinas and Llangwnnadr.
2. The school serves a rural, agricultural area and is one of the strongholds of the Welsh language. It is an area which is considered to be economically disadvantaged. However, only 7% of the pupils are entitled to receive free school meals, a percentage that is significantly lower than county and national averages.
3. Pupils are admitted to school in the September following their third birthday. At present there are 33 pupils on roll, including four nursery children who attend for two hours every morning.
4. There has been a substantial reduction in pupil numbers since the last inspection, in February, 2000. However, the school foresees that numbers will increase from now on.
5. The pupils are taught by two full-time and two part-time teachers. The school admits pupils from the full range of ability; there are currently five pupils on the special educational needs register.
6. The head was appointed to her post in September, 1996.

The school's priorities and targets

7. The following were amongst the school's development priorities for the year 2005-06:
 - to establish a School Council;
 - to develop pupils' writing skills in both Welsh and English;
 - to review pupils' attitudes and behaviour;
 - to review schemes of work and curricular experiences.

Summary

8. Ysgol Tudweiliog is a focal point of great value within the local community. Some of its best features are much appreciated by the parents and by members of the community.
9. The inspection team's findings are in agreement with the grades the school awarded itself in its self evaluation report in response to all seven key questions.

Table of grades awarded

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

Standards

10. The standards achieved by the Children under 5 are as follows:

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

11. The general quality of the educational provision for the Children under 5 is appropriate to their needs, and they make good progress towards the Desirable Outcomes for Children's Learning.

12. In key stages 1 and 2, standards in the subjects inspected were judged to be as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 3
Mathematics	Grade 2	Grade 3
Information Technology	Grade 1	Grade 1
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2

13. In the lessons observed, standards of achievement were as follows:

Standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	71%	29%	0%	0%

14. Pupils' standards in lessons are higher than those required by the Welsh Assembly Government, namely that 95% of lessons should be grade 3 or better and that 65% of lessons are grade 2 or better.
15. The pupils with special educational needs make appropriate progress, in accordance with their ability and maturity.
16. Children Under 5 and key stage 1 pupils work diligently and understand how to improve their work. A percentage of key stage 2 pupils do not produce sufficient well-presented written work within lessons.
17. The Children under 5 make good progress in their literacy and numeracy skills. They make outstanding progress in their information and communication technology skills.
18. Key stage 1 and key stage 2 pupils make good progress in their oracy and reading skills in both languages and in their numeracy skills. The writing skills of key stage 1 pupils develop well, while there are good features which outweigh the shortcomings in the writing of key stage 2 pupils. They make excellent progress in their information technology and communication skills.
19. Pupils make good progress in their bilingual skills and, from an early age, benefit from the experiences provided for them in the two languages.
20. The pupils benefit from the good quality experiences and regular activities provided for them and make good progress in their spiritual, moral, social and cultural development. Their values, as citizens, are promoted through their frequent contributions to their local community and their work in developing the 'wild life garden'.

21. In 2005, pupils' results at the end of key stage 1 in the subjects which are assessed were lower than the averages for Wales and for the county [2004]. The current explanation for this is that the cohort of pupils involved was very small. In comparing the results with those of schools with a similar number of pupils qualifying for free school meals, the school's results are in the upper quartile in Welsh and science, but in the lowest quartile in mathematics.
22. In 2005, at the end of key stage 2, the pupils' results were particularly good, with every one achieving Level 4 or Level 5 in Welsh, English, mathematics and science. These results were better than the county averages and those of Wales. When the results are compared with those of other schools with a similar percentage of pupils eligible to receive school meals, they are in the highest quartile in every subject.
23. Throughout the school, the pupils behave well, have appropriate attitudes, and relate well to one another. They respond effectively to the teachers' expectations and to the school's guidelines. Effective arrangements are made to pair older and younger pupils during some activities.
24. Pupils' attendance levels over the last three terms are just below 94%, which is satisfactory. Standards of punctuality are good at the beginning of the school day and during the teaching sessions.
25. The pupils make good progress in their understanding and awareness of the importance of equal opportunities, and of the need to respect different traditions and values.
26. The pupils' understanding of the world of work is developing well, and is reinforced by useful visits such as the recent one to Pwllheli involving key stage 1 pupils. However, pupils are not sufficiently involved in initiatives to develop their entrepreneurial skills.

The quality of education and training

27. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	72%	14%	0%	0%

28. The quality of teaching in lessons is higher than the Welsh Assembly Government's targets for the whole of Wales, namely that 95% of the teaching in lessons should be grade 3 or better, and that 65% should be grade 2 or better.
29. The teachers' subject knowledge is appropriate and their lessons are based on detailed plans.
30. The good relationships which exist between the teachers, the assistants and the pupils contribute to effective teaching and learning.

31. In the best lessons, the teachers share clear aims and objectives with the pupils at the outset, use resources effectively, offer opportunities for pupils to make oral contributions and to respond to stimulating tasks.
32. In the lessons in which there are some shortcomings, the pace is not appropriate and the expectations, in terms of the completion of tasks within a specified time and to a sufficiently high standard, are not appropriate.
33. The good features outweigh the shortcomings in the school's arrangements for assessing, recording and reporting on pupils' progress. At their best, the arrangements for responding to pupils' work are good, but the teachers are not consistent in the way they offer explanations to pupils to enable them to understand how to improve their work.
34. The annual reports to parents conform in full with the statutory requirements and parents appreciate them.
35. The records of the progress made by the Children under 5 in the six areas of the Desirable Outcomes are not sufficiently detailed although there is evidence of good practice in the system for assessing and recording progress. This is also the case in the procedure for recording key stage 1 and key stage 2 pupils' progress in the National Curriculum subjects.
36. The school makes good provision to meet the needs of the pupils with special educational needs who are on the SEN Register and appropriate records of their progress are maintained.
37. The school provides a broad and stimulating curriculum for its pupils. Class activities are enhanced by visits, residential courses and by the contributions of volunteers in aspects of the curriculum. Opportunities are provided for all pupils to partake of experiences which are relevant to their class.
38. Community based activities such as the activities organised in the community, in the context of visits, conservation projects and concerts, are an important part of the life of the school. These make a good contribution to the spiritual, moral, social and cultural development of pupils.
39. All the parents appreciate the school's contribution in fostering their children's positive attitudes, behaviour and values. They also appreciate the manner in which the teachers and other adults care for their children. However, there is a small group of parents who are concerned about the standard of their children's work and the manner in which the school implements homework policy.

Leadership and management

40. The head teacher, the staff and the governing body share the same educational aims and co-operate, as a team, to implement them. The head teacher provides an appropriate sense of direction and secures the full participation of her colleagues.

41. The school's procedures are based on numerous policies, and in general, these are current and have been reviewed and adapted fairly recently.
42. Members of the governing body are very supportive of the school and are very anxious for it to succeed as an establishment which is at the core of the community. They meet regularly and receive reports from the head. To date, they do not monitor the implementation of the curriculum and do not involve themselves in a sufficiently formal and structured way in the school's self evaluation processes.
43. The school's documentation attests to a good understanding of the self evaluation process; however, in their role as curriculum co-ordinators, teachers have not been sufficiently involved with standards and with the quality of the teaching and learning.
44. The school development plan is a well organised document and its development priorities have evolved from the findings of previous self-evaluation and are based on suitable action plans.
45. The progress made by the school in responding to the key issues noted in the previous inspection is generally good.
46. The school is staffed by an adequate number of suitably qualified teachers, including two part-time teachers, and their work is reinforced effectively by the teaching assistants and by the contribution made by volunteers. The teachers attend a range of courses to update their methods and knowledge.
47. The provision of resources in the school is good and pupils are able to gain easy access to them. The Parent-Teachers' Association contributes to the funds required to buy additional resources.
48. The condition of the school building is good and it is maintained in a clean and tidy condition. Effective use is made of the hall and of the large space which is available in the key stage 2 classroom. The pupils' education is enriched by the development of a wild garden area. One health and safety issue was noted in the post-inspection meetings.
49. The head teacher and governors review the use of resources regularly and consider expenditure issues with care. The school provides value for money.

Recommendations

To ensure its further development, the school needs to:

- A1. raise standards in Welsh and mathematics in key stage 2;
- A2. raise expectations with regard to the presentation and quality of key stage 2 pupils' written work;
- A3. ensure that the assessment process is consistently applied so that pupils' progress and achievements are recorded in the manner recommended in the assessment policy;
- A4. further develop the responsibilities of the curriculum co-ordinators so that they oversee standards across the school and pay attention to the teaching and learning;
- A5. ensure that the concerns of the small group of parents about their children's achievements and about the homework arrangements, especially in key stage 2, are met.

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

50. The finding of the inspection team match the grade the school awarded itself in its self-evaluation report.
51. The standards achieved during lessons in the inspected subjects are as follows:

Standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	71%	29%	0%	0%

52. The pupils' standards in lessons are higher than those set by the Welsh National Assembly Government, namely that 95% of lessons should be grade 3 or better and also above the target of 65% of lessons being grade 2 or better.
53. The general standard of the educational provision for Children Under 5 is appropriate to their needs, and the children make good progress towards the Desirable Outcomes for Children's Learning.

CHILDREN UNDER 5	NURSERY
Language, literacy and communication	Grade 2
Mathematical development	Grade 2
Creative development	Grade 2
Physical development	Grade 3
Knowledge about the world	Grade 2
Personal and social development	Grade 2

CHILDREN UNDER 5	RECEPTION
Language, literacy and communication	Grade 2
Mathematical development	Grade 2
Creative development	Grade 2
Physical development	Grade 2
Knowledge about the world	Grade 2
Personal and social development	Grade 2

54. In the subjects inspected in key stage 1 and key stage 2, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 3
Mathematics	Grade 2	Grade 3
Information Technology	Grade 1	Grade 1
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2

55. The Children under 5 and the key stage 1 pupils make good progress in reaching their potential and achieving their learning targets. A significant number of key stage 2 pupils do not attain their potential nor attain good standards when recording their work.
56. The special educational needs pupils make appropriate progress, in accordance with their ability and maturity.
57. The Children Under 5 make good progress in their literacy skills and mathematical skills and make excellent progress in their information technology and communication skills.
58. Key stage 1 and key stage 2 pupils make good progress in their oral and writing skills in both languages and in their numeracy skills. The writing skills of key stage 1 pupils are developing well, while the good features outweigh the shortcomings in the writing skills of key stage 2 pupils. All pupils make excellent progress in their information technology and communication skills.
59. The pupils make good progress in their bilingual skills and benefit from the experiences provided for them, in both languages, from an early age.
60. In 2005, the achievements of pupils at the end of key stage 1, in the subjects which are assessed, were lower than the averages for the county and for Wales [2004]. This is explained by the fact that the number of pupils in the cohort was very small. When results are compared with those of similar schools, as regards the number of pupils eligible to receive free school meals, the school's results are in the upper quartile in Welsh and science, but in the lowest quartile in mathematics.
61. In 2005, at the end of key stage 2, pupils' achievements were especially good, with every one achieving Level 4 or Level 5 in Welsh, English, mathematics and science. The results were above the averages for the county and for Wales. When they are compared with the results of similar schools, as regards the number of pupils eligible to receive free school meals, the school's results were in the highest quartile in every subject.
62. Over the last three years, the school's results at the end of the two key stages have been consistently high. In 2005, the pupils' achievements were slightly better than those set for them by the school.
63. Without exception, it is the boys who fail to achieve the projected levels of achievement; the pupils on the school's special educational needs register are also all boys.
64. The pupils' attitudes to learning, their motivation and their use time are generally good, although these features are not as consistently evident in the case of key stage 2 pupils.

65. Throughout the school, the pupils behave well, have appropriate attitudes and relate well to one another. They respond effectively to the teachers' expectations and to the school's guidelines. The arrangements made to pair older pupils with some of their younger counterparts are effective.
66. Pupils' attendance levels over the past three terms are satisfactory, at just below 94%. Standards of punctuality in the morning and at the beginning of lessons are good.
67. The pupils make good progress in their understanding and awareness of the importance of equal opportunities, and of the need to respect different traditions and values.
68. The pupils' understanding of the world of work is developing well, and is reinforced by specific visits such as the recent one to Pwllheli, involving key stage 1 pupils. However, there are no specific activities to develop pupils' entrepreneurial skills.
69. The pupils benefit from the effective and regular experiences provided for them and make good progress in their spiritual, moral, social and cultural development. Through their various contributions to the local community and their work in nurturing the 'wildlife garden', they develop appropriate citizenship values.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

70. The findings of the inspection team correspond to the grade the school awarded itself in its self-evaluation report.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	73%	13%	0%	0%

71. The quality of the teaching in lessons is better than the National Assembly Government's targets for the whole of Wales, namely that 95% of the teaching in lessons should be grade 3 or better, and that 65% should be grade 2 or better.

72. Teachers' knowledge of the subjects they teach and of the Desirable Outcomes for Children Under 5's learning is good. They plan their work effectively and ensure that a wide range of interesting learning experiences are provided for the pupils. They use a variety of teaching strategies, especially in the Early Years and in key stage 1.

73. The teachers have good relationships with the pupils. They ensure that every pupil is included in class discussions and that every individual is given the opportunity to offer comments and to respond to questions. Pupils' bilingual competence is promoted effectively.

74. The excellent features of the teaching include:

- clear aims which are shared with the pupils at the beginning of lessons;
- interesting and motivating presentations;
- stimulating and appropriate tasks;

75. The good features of the teaching include:

- teachers who are well-versed in the subjects they teach;
- effective organisation and class control which promote good learning;
- effective use of the interactive white board;
- differentiated tasks which have been appropriately planned;
- effective use of classroom assistants;
- effective plenary sessions, revising what has been learned;
- effective development of the spoken language.

76. The most common shortcomings in the teaching include:

- tasks which do not extend pupils' abilities sufficiently;
- criteria for success are not explained to pupils with sufficient clarity;
- lack of pace in the teaching and learning
- low expectations in terms of presentation and standards of work.

77. The teaching in which the good features outweigh the shortcomings is to be seen most frequently in key stage 2.
78. The quality of the assessment is satisfactory. The nursery children are assessed appropriately when they are first admitted to school on a part-time basis. Shortly after they have begun to attend on a full-time basis, they are assessed using the Baseline Assessment procedure; the quality of this assessment is good. The assessments are analysed and relevant targets set for the next step in their development. However, the recording of development in relation to the six areas of learning in the Desirable Outcomes for Children's Learning is insufficient.
79. The assessments for pupils with special educational needs meet the statutory requirements. The school has established appropriate methods for identifying individual needs and provides suitable programmes for them.
80. The school has effective arrangements for assessing the National Curriculum and religious education. Aspects of all the core and foundation subjects are assessed; however, the arrangements are not adequate to ensure that pupils' development is monitored consistently. The school has commenced work on producing a whole-school portfolio of pupils' work which will contribute to the development of the teachers' understanding of the requirements of the various levels.
81. The school sets individual targets for every pupil. Most of the pupils are aware of their targets, but do not fully understand their purpose. The teachers regularly discuss these targets with the pupils and their parents.
82. At its best, the marking is of good quality and the teachers' comments provide the pupils with effective guidance as to how they can improve their work. However, these arrangements are not implemented consistently across the school.
83. The school has a homework policy and the pupils regularly take books home to read, along with other relevant work such as spelling lists and multiplication tables. However, there is a small group of parents, according to their responses in the parents' meeting and to the questionnaires, who are concerned about the effectiveness of the homework arrangements.
84. Parents are invited to the school twice a year to discuss their children's work and a record of these discussions is maintained. This is good practice. The annual reports to parents conform with the statutory requirements and are of good quality. The parents appreciate the meetings which are arranged for them to discuss their children's work and the personal comments in the reports although they are not all happy with the electronic methods used to select the comments.

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

85. The findings of the inspection team match the grade the school awarded itself in its self-evaluation report.
86. The school responds well to the pupils' needs and interests and provides equal access to a broad and balanced curriculum. It conforms with the requirements of the National Curriculum and religious education and with the Desirable Outcomes for Children Under 5.
87. Suitable policies and schemes of work have been produced for all areas of the curriculum, including the six areas of learning for Children Under 5. The plans are detailed, provide clear guidance for the teachers and ensure continuity and progression in the pupils' learning. The school gives prominence to the key skills and to the basic skills in its plans. Pupils' personal and social education is developed appropriately through aspects of the curriculum and during the 'circle time' and 'Deina School' sessions, although the planning of this aspect is not sufficiently structured.
88. The school provides good opportunities for the pupils to learn outside school hours. The visits arranged to places of educational interest, residential courses and other activities all enrich the pupils' understanding of the curriculum and contribute substantially to their experience and development.
89. The appropriate learning experiences, in addition to the valuable sessions of communal worship, successfully promote the pupils' spiritual, moral, social and cultural development. The links with a school in South Wales further develop their understanding of co-operation and friendship. The pupils have a clear sense of ownership and responsibility for their school and its environment.
90. Pupils' understanding of issues relating to sustainability is excellent and is based on the attention given to recycling, the creation of a wild life garden and the removal of rubbish from a nearby beach. Although the pupils, through their generous donations to foreign charities, are aware of aspects of global citizenship, this aspect has not been developed to a sufficient extent.
91. The school provides well for the development of pupils' bilingual competence and by key stage 2 they are given good opportunities to develop their ability to learn through the medium of Welsh and English.
92. The school provides good opportunities for the pupils to learn about their own culture and other cultures through subjects such as music and the humanities. There is a good emphasis on the study of the Welsh heritage and the culture of Wales. The *Cwricwlwm Cymreig* (Welsh Curriculum) is also emphasised well in the work of the school and during activities in the community.
93. The school promotes equal opportunities well in all its activities and this reflects its commitment to ensuring access and equal opportunities for everyone.

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

Grade 2: Good features and no important shortcomings

94. The findings of the inspection team correspond to the grade the school awarded itself in its self-evaluation report.
95. The quality of the care, guidance and support provided for the pupils is effective. The school community is a caring and happy one. Relationships between pupils and their peers and between them and their teachers are good and there is a strong feeling among the pupils that they are appreciated and respected. The youngest pupils settle in quickly and are well supported by the teachers, the learning-support assistants and the older pupils.
96. Its involvement in 'Green School' scheme has had a positive effect on several aspects of the school's work. The 'circle time' sessions that are arranged provide good opportunities for the pupils to have relevant discussions, and this reflects the self-confidence they have developed as a result of their participation.
97. All the parents are very supportive of the school and appreciate the care provided for their children and the values which are fostered. However, there is a small group of parents, judging from their responses in the parents' meeting and to the questionnaires, who are concerned about aspects of the educational provision, the quality of their children's work and the implementation of the homework arrangements.
98. The head is the staff member responsible for the implementation of the Child Protection procedures. There is also a member of the governing body who has responsibility for Child Protection. The other adults employed in the school are aware of the procedures to be followed should a case arise.
99. The provision made for pupils with special educational needs is good and conforms in full with the requirements of the Code of Practice. After the school has identified the learning difficulties encountered by pupils, their needs are analysed effectively and appropriate action taken. The extra day-to-day support the school provides for these pupils is valuable, and further support is also provided to ensure that the pupils achieve the targets set for them. The pupils make good progress in accordance with their age and ability. All the staff co-operate to ensure that all the pupils are given equal access to the school's curriculum and activities.
100. Five pupils are included in the special educational needs register and they are all at the 'school action plus' stage. The school supports these pupils effectively through the work of the class teacher, the classroom assistant and a special educational needs teacher. One pupil attends the nearby Special Educational Needs Centre during the morning sessions, and the co-operation between the school and the Unit is effective. The school also co-operates appropriately with the agencies of the LEA, with the parents and with the relevant secondary school.

101. Individual education plans have been prepared for all the pupils on the special educational needs register. These include specific targets which match the needs of the pupils. As is noted on the plans, the school reviews the plans and discusses them with the parents and pupils.
102. The member of the governing body responsible for SEN is aware of his responsibilities and his understanding of the school's procedures is developing.

Leadership and management

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

Grade 2: Good features and no important shortcomings

103. The findings of the inspection team correspond to the grade the school awarded itself in its self-evaluation report.
104. The head's day-to-day management of the school is effective and she is decisive in setting a direction in keeping with her vision for the school. She succeeds in gaining the willing and enthusiastic support of the teaching staff and assistants and in maintaining values and an appropriate ethos within the school.
105. The curricular activities and managerial systems are supported by a good number of policies and by a statement of the aims and objectives of the school.
106. The school sets achievement targets in the core subjects for pupils at the end of key stage 2 every year. The head and governing body discuss the results and adjust the targets on the basis of assessments.
107. By setting and monitoring relevant aims for individuals, the school operates in a manner consistent with its Performance Management policy to ensure the professional development of the teachers.
108. The school responds enthusiastically and effectively to a number of current initiatives and priorities such as the 'Green School' initiative, by creating a wild life garden and by promoting the pupils' bilingualism.
109. The governing body operates effectively to support and manage the school. It meets regularly and a number of sub-committees have been established to discuss specific issues. It successfully meets its statutory obligations by producing and reviewing the School Prospectus and by producing their annual report for parents.
110. To date, the governing body has not been involved in monitoring the curriculum in a planned and formal manner.

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

Grade 2: Good features and no important shortcomings

111. The findings of the inspection team match the grade the school awarded itself in its self-evaluation report.
112. The school did not provide the inspectors with a summary of its of its self-evaluation findings. However, the school's self-assessment file is a coherent document which incorporates the monitoring timetable and the guidelines for its implementation. The evidence noted to form the basis of its conclusions is varied. This document displays a good understanding of the aims and processes of self- evaluation.
113. The head and her colleagues have evaluated the situation from the perspective of the key questions and from the perspective of a number of curricular areas. In considering standards, the school has examined performance data and recent developments such as procedures for maintaining discipline. The findings of the evaluation match those of the inspection team for every one of the seven key questions.
114. The curriculum co-ordinators have dealt, in the main, with schemes of work and resources. They have not given sufficient attention to the accuracy of the evaluations of standards across the school, nor have they monitored the teaching and learning in the classrooms. There is no record of the curriculum co-ordinators' responsibilities in the teachers' job descriptions.
115. The governing body has a positive role in the process, has discussed the conclusions reached by the staff, and is aware of the fact that Grade 2 was awarded to each of the key questions.
116. The School Council, which was established in September, has its role in suggesting improvements or adding to resources. However, the school does not formally seek the opinions and views of the parents and pupils in order to contribute to the self evaluation process.
117. The school development plan is a coherent and effective document. The priorities for development noted in it are based on discussions of a number of possible options at meetings of the governing body. The document notes the way in which priorities are to be realised and the financial and time implications linked to them. In the next version of the document it is linked to the conclusions of the self evaluation process and the priorities for development.
118. By producing an appropriate action plan, the school has responded appropriately to the matters noted during the last inspection, held in February 2000. The school has made good progress with a number of aspects, such as raising standards at the upper end of the school, further developing the provision for Children Under 5 and developing better links with the nearby SEN Unit. However, certain matters, such as raising standards in Welsh and mathematics in key stage 2, remain. These are included in the recommendations of this report.

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

Grade 2: Good features and no important shortcomings

119. The findings of the inspection team match the grade the school awarded itself in its self-evaluation report.
120. Staffing is adequate for the number of pupils on the school roll. The teachers are suitably qualified to teach every aspect of the curriculum. They regularly attend courses to update their skills and to develop their awareness of current developments and initiatives.
121. Arrangements are made for the teachers to exchange classes and the part-time teachers contribute effectively to the work. These arrangements reinforce the pupils' curricular experiences.
122. The assistants employed by the school also contribute well to the provision of support for the pupils with special educational needs and supporting specific groups of pupils in the classes.
123. The full-time teacher is relieved of her class teaching duties in accordance with the teachers' workload guidelines and the school anticipates that this will in due course have a positive effect on standards.
124. The condition of the school building is generally good, and it is maintained in a good and clean condition. The internal ethos is enriched by the displays and teaching prompts. The school benefits from the very spacious room that is available for teaching the key stage 2 pupils and effective use is made of the hall for certain activities.
125. Although the school lacks a designated parking area, arrangements exist for cars to be parked in the parking ground of a nearby public house. The arrangements made to supervise the pupils when they are leaving the premises ensure their safety.
126. The yard and playing field are spacious, but there is no enclosed, specific play area available for the Children Under 5. One health and safety issue was noted in the post-inspection meetings.
127. The resources available in the school are of good quality and meet the needs of the curriculum. All the pupils have access to resources relevant to their learning. When specific needs do arise, the Parent-Teacher Association provides funds for their acquisition.
128. The school ensures that efficient use is made of the resources purchased and the managers and governing body ensure that expenditure is carefully monitored, so that the school provides value for money in an efficient manner.

Standards achieved in subjects and areas of learning

Under 5s

Early Years

Grade 2: Good features and no important shortcomings

129. The quality of the educational provision for the Children Under 5 is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.

Good features

Language, literacy and communication

130. The nursery children listen well and respond appropriately during class discussions. They show an interest in books and enjoy making marks on paper. They over-write accurately and individuals can write their names independently.

131. The reception age children listen well in class. They enjoy listening to stories and presentations and responding to them. They are willing to converse and share experiences. The children respond positively to the Welsh language and their efforts to use it at a level appropriate to their development, are good. The children enjoy looking at books and they have acquired a positive attitude to reading. They recognise some letters and familiar words and some are reading independently at a level appropriate to their development. They over-write accurately and can write their names independently.

Personal and social development

132. The nursery children have settled well in the school and have established good relationships with the other children in their class and with adults. They enjoy participating in a wide range of activities, appropriate to their age group, which promote sharing and playing together.

133. The reception class children concentrate well on their tasks and play well together and with other children. Their behaviour is generally good. They become aware of aspects of the Bible and by means of appropriate stories and 'circle time' sessions they learn about friendship and caring for others.

Mathematical development

134. The nursery children sort objects appropriately on the basis of their colour. They identify some numbers and count objects correctly. Through practical activities they come to understand the value of numbers. They recognise some 2D shapes and understand concepts such as 'small' and 'large'.

135. The reception children count to at least ten, both up and down. They identify 2D shapes and some 3D shapes and name them correctly. They sort objects accurately on the basis of set criteria. They are beginning to identify some coins and by participating in practical experiences they understand some non-standard measures. They use elementary mathematical terms correctly.

Knowledge and understanding of the world

136. The nursery children talk appropriately about themselves and their homes. When participating in practical activities they successfully create objects using a variety of building blocks. Their observational skills are developing well as they play with sand and water.
137. The reception children observe objects which sink or float and use scientific terms accurately when categorising them. They know their own locality well and name some familiar places in their area correctly. They use geographical terms correctly. When discussing wash-day as it existed in the past, they make correct use of vocabulary such as 'today' and 'a long time ago'. They make simple comparisons between the artefacts they observe and the appliances used in their own homes. Their information technology and communication skills are developing consistently as they manipulate the 'mouse' with increasing dexterity.

Creative development

138. The nursery children enjoy singing rhymes and songs appropriate to their age. They join in the movements and provide accompaniment to some of the songs with untuned instruments. They produce effective pictures and paintings at their level of development, using a variety of materials.
139. The reception children know a good range of songs and use untuned instruments to accompany them, maintaining the beat fairly accurately. The children use paints and other media to produce a variety of pictures based on their imagination, and contribute to create effective murals, using a variety of materials. They produce a variety of 3D models, using clay. They enjoy role play in the 'play house' and 'fruit shop'.

Physical development

140. The nursery children use small apparatus with an increasing degree of control. When playing with large apparatus they show that they have appropriate control over their gross body movements. They enjoy the dancing sessions with the reception children.
141. The reception age children display increasing skill in handling a variety of appropriate apparatus. They move confidently, make good use of space and follow instructions correctly during physical education activities and when playing with large toys.

Shortcomings

142. Role play is not sufficiently prominent in the children's experiences and their play experiences with large toys is not sufficiently structured.

Welsh first language

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

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good features

143. Key stage 1 pupils listen well to lesson presentations and speak confidently, expressing their feelings meaningfully in the classroom situation and when talking to other adults. They make effective use of the spoken language to enquire, to convey information and understanding and to express opinions.
144. They show a good understanding of the vocabulary in a story which is told to them, and can make original oral comparisons.
145. The pupils' reading skills are good. The most able pupils in Year 1 read effortlessly, showing that they identify the characters in a story. The vast majority of Year 2 pupils read fluently and meaningfully. They discuss how some of the texts they read incorporate rhyme, and offer further examples of words which rhyme in the same way.
146. Their knowledge about the meaning of some simple literary terms is good, and they understand that *Gomer* and *Carreg Gwalch* are book publishers.
147. The majority of key stage 1 pupils are writing with increasing confidence, and the most proficient of them are successfully producing extended pieces of free and coherent writing. They are familiar with recording in a variety of forms such as letters, lists, scripts and descriptions of characters.
148. When dealing with such forms, they show that they have a good grasp of syntax, and of conventions such as quotation marks and the concise forms of the verb.
149. In key stage 2, a good number of pupils speak very confidently and discuss aspects of their work intelligently. They respond enthusiastically to their teacher's questioning and are ready to contribute original ideas when discussing aspects of their work; they offer reasoned views and predict outcomes. They have a firm grasp of vocabulary and syntax.
150. A small minority of key stage 2 pupils read fluently and with expression and as a result effectively convey the meaning of the texts they are reading. A good number discuss the books they have read.
151. A good number of the pupils discuss the content of books, using literary terms. A minority understand that the 'index' is useful for the purpose of gathering information from books.

152. Key stage 2 pupils have an adequate understanding of written forms and use some of them to produce pieces of writing for specific purposes.
153. The pupils know how to use idiomatic expression to provide colour in their work and their grasp of syntax and of verbal forms is good. A small number of the pupils punctuate and spell correctly.

Shortcomings

154. Some key stage 2 pupils read aloud in a manner which lacks expression. They do not use punctuation marks to help them to convey meaning.
155. The written work of a significant percentage of key stage 2 pupils is untidy and incomplete and its content often elementary. They do not take appropriate pride in their writing and do not strive to improve it.

Mathematics

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

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good features

156. The pupils' mental skills in mathematics develop consistently through key stage 1 and key stage 2 and they have an appropriate grasp of a range of strategies.
157. In key stage 1, a great majority of pupils have a firm understanding of number bonds and patterns, including odd and even numbers. They count up and down correctly in a variety of steps. They identify a variety of coins and use them correctly in transactions involving sums of money and in giving change in the class shop.
158. In their work involving measurement, the pupils make good use of standard and non-standard measures. They use the correct mathematical language to discuss measures. They make sensible estimates. They have a good understanding of halves and quarters and their knowledge about time is also good. They use the clock and can tell the time accurately.
159. Key stage 1 pupils recognise a good number of 2D and 3D shapes and name them correctly. They describe their properties correctly. They can classify in an organised manner, using their own criteria.
160. In key stage 2, a majority of the pupils have a secure understanding of the four rules. They have a good grasp of place value. They make skilful use of their mathematical knowledge when solving simple problems.
161. The pupils' understanding of time is appropriate and they succeed comparatively well when converting the time from a 12 hour clock to a 24 hour clock. The most able pupils succeed in specifying the time correctly across a variety of time zones.
162. The pupils understand fractions and handle them with increasing accuracy. Some individuals understand the relationship between fractions, decimals and percentages and convert from one to another fairly confidently. They round off fractions correctly.
163. Pupils' ability to interpret and display data is satisfactory. They record data using a suitable range of different kinds of graphs.
164. Some individuals apply their mathematical knowledge in practical situations to a good standard.

Shortcomings

165. In key stage 1, some individuals lack confidence when handling and interpreting data they have gathered in the form of simple graphs.
166. In key stage 2, some individuals lack confidence when dealing with number work and time. Year 5 and Year 6 pupils' knowledge and understanding of area and perimeters is not well developed.

Information technology

Key Stage 1 – Grade 1: Good with outstanding features

Key Stage 2 – Grade 1: Good with outstanding features

Outstanding features

167. Key stage 1 pupils show outstanding ability when producing graphs from a prepared database.
168. Key stage 2 pupils undertake an outstanding range of activities with confidence.
169. The most confident pupils in key stage 2 very successfully produce slides in *Powerpoint*, importing pictures to match a text to record information about famous Welshmen.

Good features

170. In key stage 1, pupils make good use a variety of programmes to reinforce their literacy and mathematical skills.
171. When using a word processor, they know how to save their work in their own names and to retrieve it successfully. By Year 2, they can vary the font and size of print with confidence.
172. They have a good awareness of methods of compiling, organising and recording data after gathering information from individual questionnaires.
173. The pupils' skills and confidence are apparent as they control the floor turtle well by inputting a series of instruction to regulate distances and directions.
174. They make effective and creative use of drawing programmes to produce covers for Christmas cards. They save their work and print it appropriately.
175. When using a Logo programme, key stage 2 pupils produce a series of procedures to set directions and angles which enable them to reproduce a variety of shapes.
176. Pupils can send e-mail messages within the school and to other addresses for the purpose of greeting and expressing gratitude to a guide who led them on a visit.
177. By Year 5 and Year 6, pupils successfully produce a variety of graphs based on databases and make very effective use of spreadsheets.

Shortcomings

178. There are no important shortcomings.

History

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

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

Good features

179. In key stage 1, pupils discuss the changes in their own lives well and are good at organising them in the right order. They understand that events have consequences and that things change over time. They make correct use of historical terms which describe the passage of time.
180. By studying artefacts, photographs and books, and by engaging in role play, pupils have a good awareness of the way in which people performed tasks in their homes. They compare this with living conditions in the homes of the present day and show empathy when doing so.
181. When some of the older members of the community have been invited to the school, the pupils elicit information and discuss relevant knowledge about the past. They discuss the artefacts shown to them with enthusiasm, and offer correct explanations about their use in comparisons with their current equivalents.
182. A small minority of pupils have a sound knowledge of the lives of some prominent characters in the history of Wales and England, and they can offer simple explanations for their prominence.
183. Key stage 2 pupils show that they have a good understanding of the topics they have studied. The majority set out the main periods of history correctly on a time line. Their knowledge of historical terms is good. The more able pupils understand that it is possible to interpret evidence in more than one way.
184. Pupils' knowledge of the Second World War is good. They are very aware of living conditions during the war years and discuss events and personalities intelligently. They develop empathy skills well when discussing the circumstances of the evacuees.
185. They discuss crime and punishment during the Tudor period effectively. They convey the experiences well through the medium of mime and by relating the events in their own words.
186. Key stage 2 pupils' knowledge of the Celts is good and they can discuss their way of life effectively. They show empathy when discussing the period and make effective comparisons between the Celts' way of life and that of the present day.
187. The vast majority of the pupils understand how to gather historical evidence and make consistent use of a range of sources to research historical topics.

Shortcomings

188. The knowledge of some key stage 1 pupils about famous people from history is not well established.
189. In key stage 2, pupils do not carry out a sufficient number of their own historical investigations and do not always display a sufficient amount of depth or understanding in their written work.

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

190. Key stage 1 pupils' knowledge about their own locality is good. They locate features on a map of the village and can give rational explanations about the geographical features. They can name a beach and a mountain in their locality.
191. They benefit from stimulating experiences, such as engaging in role play and visiting a town, to extend and deepen their knowledge. They learn effectively about some of the town's services and businesses and describe the work of the postman effectively.
192. They know about the basic points of the compass and use terms which are relevant to movements appropriately when directing the movements of a floor-turtle on a map of the village.
193. In key stage 2, pupils' knowledge about places in their locality and beyond is good. They can describe main features, such as dwellings and other buildings, which are to be seen in various locations.
194. When studying an area in a different part of Wales they succeed in gathering different types of information from a variety of sources such as maps, the internet and a resource sheet.
195. They understand how 6-figure co-ordinates enable them to locate features accurately on a map and know how to record locations according to their orientation from specific points, using the eight points of the compass.
196. Some pupils have a good level of knowledge about distant places and about the capital cities of some countries. Their awareness of the natural environment develops well as they study a coastal area and discuss its features.

Shortcomings

197. Key stage 1 pupils do not compare and record in sufficient detail when studying a contrasting area and do not express opinions about the most attractive and the least attractive locations in their area.
198. Too frequently, key stage 2 pupils resort to providing brief answers on prepared worksheets, and aspects of their written work are poorly organised.

School's response to the inspection

As staff and governing body of Ysgol Tudweiliog we are pleased to receive such a good report on the school. We feel that it is a fair, positive and constructive report, and reflects the hard work done by teachers and pupils. Indeed, the inspectors agreed with the school's judgements on all key questions.

The inspection was thorough and wide-ranging. Valuable and professional discussions were held as the inspectors came to their judgements and there were opportunities to display evidence and to voice an opinion on specific issues. It is felt that the head teacher's role as nominee was a valuable, open and honest one.

In the great majority of aspects we attain good standards, and we feel that the school can move forward and develop further. We also take pride in the fact that certain aspects attained very good standards.

We wish to thank the inspection team wholeheartedly for their professionalism and courtesy. The inspection and its recommendations proved to be a positive experience for us – confirming our strengths, and noting clearly the aspects where we can develop further so that the school reaches its full potential. The report will be a useful tool as we draw up our Action Plan, which will be distributed to the parents. The governing body's annual report to parents will report on the progress made.

Appendix 1

Basic information about the school

Name of school	Ysgol Tudweiliog
School type	County, Naturally bilingual
Age range of pupils	3-11
Address of school	Tudweiliog, Pwllheli, Gwynedd.
Post-code	LL53 8ND
Telephone number	01758 770669

Head	Mrs Einir Davies
Date of appointment	September 1996
Chair of governors/appropriate Authority	Mr Seimon Glyn
Registered Inspector	Len Jones
Dates of inspection	February 6-8, 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year Group	N (call)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2	4	4	6	3	4	6	2	31

Total number of teachers			
	Full time	Part time	Full time equivalent (fte)
Number of teachers	2	2	2.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	14.5 : 1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	15.5
Teacher (fte): class ratio	1.15 : 1

Percentage attendance for three complete terms prior to the inspection				
Term	R	KEY STAGE 1	KEY STAGE 2	Whole School
Spring 05	97%	No information	No information	93.3%
Summer 05	95.3%	"	"	93.8%
Autumn 05	91.1%	"	"	93.7%

Percentage of pupils entitled to free school meals	7%
Number of pupils excluded during 12 months prior to the inspection	-

Appendix 3

National Curriculum Assessment results End of Key Stage 1:

National Curriculum KS1 Test Results 2005	Number of pupils in Y2	3
As there were fewer than five pupils who were eligible to be assessed at the end of Key Stage 1, no details are included in this report.		

National Curriculum Assessment results End of Key Stage 2:

National Curriculum KS1 Test Results 2005							Number of pupils in Y6		11			
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School							9.1	54.5	36.4	
		National	1	0	0	0	1	5	16	46	30	
Welsh	Teacher assessment	School							18.2	36.4	45.5	
		National	1	0	1	0	1	3	17	49	28	
Mathematics	Teacher assessment	School							9.1	36.4	54.5	
		National	0	0	0	0	1	3	17	46	31	
Science	Teacher Assessment	School								45.5	54.5	
		National	0	0	0	0	0	1	11	50	37	

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	90.9%	In the school	-
In Wales	72%	In Wales	-

- D Pupils who are excepted under statutory arrangements form part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

- The school was inspected by a team of three inspectors who were present at the school for 6 'inspector days'.
- A pre-inspection meeting was held for the parents, which was attended by 16 parents, and another meeting with the governing body, to discuss the life and work of the school.
- 18 parent questionnaires were returned, along with 12 letters or supplementary notes. These were analysed carefully.
- Discussions were held with the head and the teachers.
- The school's documentation was inspected.
- 14 lessons or part lessons were observed.
- Samples of pupils' work from each year group were examined.
- A cross-section of pupils from both key stages were heard reading.
- Discussions were held with the pupils about aspects of the life of the school and about their work.
- Pupils' behaviour was observed during break times, during the lunch hour and at the beginning and end of the school sessions.
- The inspectors attended services.
- Post-inspection meetings were held with the staff and governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team Member	Responsibilities
Len Jones (Registered Inspector)	Context Summary and recommendations Key Questions 1,5,6 and 7 Welsh, Information Technology, Geography
Rhianwen Huws Roberts (Team Inspector)	Key Questions 2,3 and 4; contribution to Key Question 1 Early Years, Mathematics, History
William Owen (Lay Inspector)	Contributions to Key Questions 1,3 4 and 7
Mrs Einir Davies	School Nominee

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Acknowledgements

The visiting inspectors wish to thank the governors, head, staff, pupils and parents of the school for their willing cooperation during the inspection.