

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

A Report on the Quality of Education in

**Ysgol Pont Y Gof
Botwnnog
Gwynedd
LL53 8RA**

School Number: 6613004

Dates of Inspection: 21-23/05/07

by

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Ysgol Pont Y Gof 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 Pont Y Gof took place between 21/05/07 and 23/05/07. An independent team of inspectors, led by Edward Goronwy Morris 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 nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Pont y Gof School is a voluntary Church school and is maintained by Gwynedd Local Education Authority. The school is situated in the small village of Botwnnog in the Llyn Peninsula. The school has a wide catchment area that includes the villages of Sarn Mellteyrn, Llaniestyn and Garn Fadryn. The school area has been noted as underprivileged. 8% of pupils are registered as entitled to free school meals. This is lower than the Local Education Authority's (LEA) average of 12.8% and the Welsh average of 18.8%. 73% of pupils come from Welsh homes, whilst 86% of pupils speak Welsh as a first language. The results of the school's baseline assessment is above the county average.
- 2 At present, there are 69 pupils from reception age to Y6 on the school register. There is also a nursery unit where 10 children attend part time. 15 pupils have been recognised as having Special Educational Needs (SEN) including 4 on School Action Plus. (Gweithredu Ysgol a Mwy) No children in the school receive help with English as an additional language and no children are cared for by the Local Authority.
- 3 There is a Special Educational Needs Unit situated in the school which serves the local area. Support is mainly offered to children on school action plus or to those with a statement of SEN.
- 4 The school has 4 full time teachers including the head teacher. There is an additional part time teacher. The head teacher was appointed in September 2005. The school was awarded the Quality Mark of the Basic Skills Agency for the second time in 2005. The school was last inspected in 2001.

The school's priorities and targets

- 5 The school has aims and objectives that encompass the work of the school as a whole. The School Development Plan includes long and short-term priorities. The school also sets targets in relation to pupils' standards of achievement at the end of key stage 1 and 2.
- 6 In the current school year, priority has been given to:
 - Developing the School Council
 - Updating Schemes of Work
 - Eco School status
 - Self-evaluation

Summary

- 7 Pont y Gof School is a good school with outstanding aspects. The schools' special virtue is the wealth of experiences it provides for pupils within a close and friendly community which promotes outstanding care and support. As a result, the school gives pupils a solid foundation for developing confidence bilingually and as responsible members of their community.
- 8 The inspection team agrees with the judgements made by the school in six out of the seven key questions. In the other question a higher grade was awarded.

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?	1
4 How well are learners cared for, guided and supported?	1
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

- 8 The overall quality of the educational provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design Technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

- 9 Children under five as well as pupils in both key stages make good progress towards reaching their potential. Pupils` attitudes towards their learning are a strength of the school. This is reflected in the standards they achieve.
- 10 Pupils` key skills are good. Across the school, they communicate well with each other and with adults, they listen very attentively and read and write according to their age and ability. However, some pupils in KS2 are unsure of unfamiliar words in English and spelling skills are limited. Pupils develop their mathematical and information technology skills well in a variety of contexts.
- 11 When considering the data over a 3-year period, results in the two key stages are consistently above that of similar schools. The difference between the performance of boys and girls reflects the national picture.
- 12 At the end of KS1 in 2006, pupils` attainment in the core subjects of the National Curriculum was above national and local averages. When benchmarking results with similar schools, that is, those with more than 8% and less than 16% of pupils entitled to free school meals, results are above average. When benchmarking KS2 results including English in 2006 with similar schools, results are in the upper quartile.
- 13 Bilingual competence is an outstanding feature of the school. The pupils are bilingually confident. This is a strength of the school. Pupils have a very good knowledge of their local area.
- 14 Pupils` behaviour is excellent. This gives pupils a solid foundation to develop as responsible members of the community. The School Council works extremely well.
- 15 Attendance levels across the last three full terms are slightly above 95%. This compares well with similar schools. Punctuality is also good.
- 16 Pupils make good progress in their personal and social skills. They are extremely polite and show respect when responding enthusiastically to teachers and other adults in the school.
- 17 Pupils show good understanding of equal opportunities and of the variety and diversity of social and cultural traditions in society.
- 18 Pupils` contribution to community life, through a wide variety of activities, is good. This effectively enriches the curriculum and pupils` experiences.

The quality of education and training

Grades for teaching

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	75%	8%	0%	0%

- 20 This compares well with the national picture as reported by Her Majesty's Inspectorate in the annual report for 2005-2006. Nationally, the standards of teaching are good in 79% of lessons, with 17% having outstanding features.
- 21 Good teaching was seen in all classes. Teachers have established a very good relationship with pupils based on mutual respect and have created a climate conducive to effective learning. Preparation is thorough and appropriate tasks are set for different ages within the classes.
- 22 In lessons judged to be exceptional, introductions were lively and energetic, a range of teaching strategies were used, questioning skills were exceptional and there was independent learning amongst the pupils. In the few lessons where shortcomings were noted, there was insufficient emphasis on correcting, improving and developing pupils' language skills.
- 23 There are appropriate procedures in place for assessment, recording and reporting pupil progress and achievement within the school. The procedures meet statutory requirements for assessing and reporting the N.C.
- 24 Pupils' work is marked regularly and often. However, the system does not always offer pupils clear suggestions as how to improve their own work.
- 25 The school conforms fully with statutory requirements regarding reporting to parents and other agencies.
- 26 The learning experiences provided for pupils within their community and local environment have outstanding features.
- 27 Provision for promoting bilingual skills is excellent. Every child, whatever their background, develop bilingual skills to the utmost. The Curriculum Cymreig has an obvious place in a number of school activities, and pupils' knowledge of their environment and their surroundings is excellent.
- 28 The attention given to sustainable development is good, with attention given to the environment and to re-cycling. There are elements of excellence in their study of re-cycling. Pupils' knowledge of the principles of Fair Trade is excellent.
- 29 The planning of work for pupils of different ages within the same classroom is good. However, the practise of adapting tasks for differing abilities is not consistent.
- 30 Effective use is made of including the key skills in lessons, and wide use is made of ICT to enrich and widen pupils' horizons.
- 31 The school has a good range of extra curricular, cultural and community activities. The school reaches out to the community and includes local villages in school activities. Links with parents are strong. Parents and members of the community contribute generously to the work of the school.

- 32 There is good provision for the promotion of pupils` spiritual, moral, social and cultural development. The school has all required policies, which are comprehensive and wholly effective.
- 33 The school has a good range of business connections to promote education related to work and also perceptions of occupations. Good attention is given also to Enterprise.
- 34 There are outstanding features concerning the care, guidance and support of pupils. The whole-school ethos promotes distinct care and support of pupils. The provision for non-Welsh children who begin during a School Year is outstanding.
- 35 All staff give a high priority to establishing a co-operative and confident society which in turn leads to a close and happy community. The school works well in partnership with parents and carers.
- 36 The school is a happy, caring environment, and gives good attention to tolerance, brotherly love and kindness. As a result, pupils feel ready to turn to any member of staff for instruction or help. The school has clear, appropriate procedures and policies in place for child protection.
- 37 The schools` provision for responding to pupils with additional learning needs is good, and conforms to the SEN Code of Practice for Wales.
- 38 The area Special Needs Unit is located in the school, where pupils with Special Needs who have been identified as having additional needs by the County attend every morning. The pupils receive leadership and help of a high standard and make good progress in their work.
- 39 The pupils` work is continually reviewed and progress is recorded consistently. Parents are involved in all reviews.
- 40 The school has established a clear structure for dealing with any behaviour that is likely to impair pupil progress. Policies for behaviour, discipline and anti-bullying are strong.

Leadership and management

- 41 The school has appropriate aims and policies that focus on the needs of pupils and on creating the best possible conditions for individuals to develop and flourish. They are reflected well in the work and ethos of the school.
- 42 The head teacher, Governing Body and staff provide a clear direction for school development. Good consideration is made of Welsh Assembly Government priorities.
- 43 Whole school targets are achievable and realistic and based upon the probable performances of each pupil. Effective strategies have been established in order to meet the set targets.

- 44 Staff share a good percentage of responsibility for aspects of the curriculum. The school is aware of the need to develop its` role in monitoring pupil achievement.
- 45 Governors are extremely supportive of the head teacher and know the school well. There are good features of the duties of the Governing Body in the strategic development of the school. The GB satisfies all legal duties required of them and appropriate policies are in place.
- 46 A culture of self-evaluation is developing within the school and good self-evaluation procedures have been established. The school is aware of the need to strengthen the process by concentrating more specifically on evaluating the standards reached by pupils and on what is needed to do to improve. All staff and the Governing Body have an active role. There are no formal procedures at present to obtain the opinions of parents and the wider community.
- 47 The School Development Plan is a useful document for providing a strategic direction for the work of the school. The school is aware that there needs to be a clearer connection between the issues of the self-evaluation and the priorities in the SDP.
- 48 The school has made good progress since the last inspection. The school took active, appropriate steps in response to the key issues. The measures taken had a positive effect on the pupils` standards of achievement.
- 49 The school has a sufficient number of staff and support staff for the number of pupils in the school. They update their skills and knowledge effectively.
- 50 There is a wide range of appropriate and relevant resources available in the school. They are used mindfully in order to meet the different needs of pupils.
- 51 The school is kept and maintained well, and the standard of cleanliness is high.
- 52 The head teacher and GB monitor expenditure consistently in order to ensure good value for money.

Recommendations

53 In order to improve, the school needs to:

R1 continue to develop pupils writing skills across the curriculum;

R2 make improved use of assessment in order to ensure that pupils are increasingly aware of what they need to do in order to improve their work;

R3 further develop the process of monitoring pupil achievement in order to reinforce self-evaluation and school improvement plans.

Recommendation 3 is already a priority in the SDP.

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.

54 The findings of the inspection team match the judgements made by the school in the self-evaluation report.

55 The standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	88%	6%	%	%

56. Standards of achievement in the lessons are far higher than the Welsh Assembly Government target for Wales in 2007, that is 98% satisfactory (Grade 3) and 65% good or better (Grade 2).

57. The overall quality of the educational provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

In KS1 and KS2, grades for standards in subjects inspected are as follows:

Subjects	KS1	KS2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

58. Children under five as well as pupils in both key stages make good progress towards reaching the targets set for them by the school. All individuals experience success in their work, whatever their ability, social or linguistic background. Pupils with SEN make good progress according to their ability.

59. Pupils' key skills are good. Across the school, they communicate well with each other and with adults. Their ability to listen is very good.

60. The ability of children under five to communicate and listen is developing well. They talk confidently and listen attentively to both teachers and other children. They have begun to master reading and writing skills. Many show confidence and can recognise individual words out of context. They use their mathematical and ICT abilities confidently in practical ways appropriate to the task in hand.

The children's personal and social development is showing good progress, and their relationships with each other and with other people are very good.

61. KS1 pupils have good key skills. They communicate well with each other and with adults, they listen very attentively and read and write according to their age and ability. Pupils are ready to contribute intelligently when speaking and in a class discussion by using relevant vocabulary. They use their mathematical and ICT skills well in a variety of contexts.
62. At KS2, pupils' ability to listen is developing very well. Pupils are confident when speaking Welsh and do so with clear expression. Pupils' ability to speak English is good. Their ability to read in Welsh and English shows an increasing improvement across the school. However, many are unsure with unfamiliar words. Pupils' ability to write for a variety of purposes is good across the school. However, standards of handwriting are inconsistent and a number of KS2 pupils have limited spelling skills. Pupils develop their mathematical skills well in different contexts and make good use of their ICT skills to develop their work in a number of subjects across the curriculum.
63. At the end of KS1 in 2006, pupils' attainment in the core subjects of the National Curriculum, that is, Welsh, mathematics and science, according to teacher assessment, was higher than the national and local average. When benchmarking results with similar schools, that is, those with more than 8% and less than 16% of pupils entitled to free school meals, results are above average.
64. At the end of KS2 in 2006, pupils' attainment in the core subjects of the NC, including English, were higher than the national average. When benchmarking the results with similar schools, they are in the upper quartile.
65. When considering the data over a 3-year period, the results in the two key stages are consistently above that of similar schools. The difference between the performance of boys and girls reflects the national picture.
66. Children under five as well as pupils in both key stages make good progress towards reaching their potential. Pupils of all ages make good progress in their learning and as they acquire new knowledge and skills. They respond confidently to new challenges and they have a good understanding of the task in hand.
67. Bilingual competence is an outstanding feature of the school. Throughout the school pupils' bilingual skills are developing very well with a number of key stage 2 pupils able to read in one language and discuss in the other. The pupils are bilingually confident. This is a strength of the school. The Curriculum Cymreig is a strong feature of the school. Pupils have a very good knowledge of their local area.
68. Pupils' attitudes towards their learning, their desire to contribute and the interest shown in their work are strengths in the school. They work diligently at their tasks and concentrate well and fully for long periods. This is reflected in the standards they reach.

69. Pupils` behaviour is excellent. They show respect towards their teachers and also to visitors to the school. Diversity and social inclusion are promoted well. This gives pupils a solid foundation to develop as responsible members of the community. The School Council works extremely well; they are very intelligent, and can discuss their decisions with maturity and responsibility. Examples of this are the principles of Fair Trade and their formal communications with the County Council.
70. Attendance levels across the last three full terms are slightly above 95%. This compares well with similar schools. Punctuality is also good.
71. Pupils have developed good co-operation skills in pairs or in small groups. They use their time effectively and establish good relationships within the school and in their activities within the society and community.
72. Pupils make good progress in their personal and social skills. They are extremely polite and show respect when responding enthusiastically to teachers and other adults in the school.
73. Pupils show good understanding of equal opportunities. In their work in religious education and in geography lessons, they show a good understanding of respecting the variety of social and cultural traditions.
74. Pupils` awareness of the world of work and of the workplace has good attention. Pupils` contribution to community life, through a wide variety of activities, is good. This effectively enriches the curriculum and pupils` experiences.

The quality of education and training

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

Grade 2: good features and no important shortcomings.

75. The findings of the inspection team match the judgements made by the school in the self-evaluation report.

In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	75%	8%	0%	0%

76. This compares well with the national picture as reported by Her Majesty's Inspectorate in the annual report for 2005-2006. Nationally, the standards of teaching are good in 79% of lessons, with 17% having outstanding features.

77. Good teaching was seen in all classes. Teachers have established a very good relationship with pupils based on mutual respect and have created a climate conducive to effective learning.

78. In lessons judged to be outstanding:

- introductions were lively and energetic, instructions were clear and a range of purposeful techniques and teaching strategies were used;
- questioning skills were exceptional which means that pupils make good progress in the development of communication skills;
- there were opportunities to promote inquiring skills and more independent learning amongst the pupils.

79. Good features of lessons included:

- good subject knowledge, thorough preparation and good planning;
- a clear lesson objective, a positive and organised atmosphere and good time management;
- suitable tasks which matched the needs of different ages within classes;
- good support from support staff; and
- effective use of ICT.

80. In the few lessons where there were shortcomings:

- there was insufficient differentiation to meet the needs of all pupils;
- there was a lack of emphasis on correcting, improving and developing pupils' language skills.

81. The school has a working assessment policy and there are appropriate procedures in place for assessment, recording and reporting pupil progress and achievement. Work in the core subjects is assessed term by term, with arrangements for assessing the foundation subjects made annually.
82. The assessment procedures, including the baseline assessments of the early years, meet statutory requirements for assessing and reporting the N.C.
83. Good, detailed records are kept of every pupil's academic and personal progress. The system ensures that every pupil's development is consistently tracked, with examples kept of standards of work in order to show progress.
84. Pupils' work is marked regularly and often. Although pupils have a series of targets for improvement in Welsh as a subject, this practise is not evident in other subjects of the curriculum. There are no clear suggestions on how to improve work as part of the marking process. Although pupils share opinions at the end of lessons and contribute to assessing their work orally, this system has not developed sufficiently to offer written targets that would lead to recognising specific learning pathways. Pupils' contributions towards assessment are not sufficiently developed as yet.
85. The school records pupils' results in standard reading tests and also in reading test criteria. This helps to monitor progress and to target specific aspects for improvement in the basic skills.
86. Procedures for recognising and assessing pupils with SEN are good, and the targets set in pupils' Individual Education Plans are specific, timely and realistic.
87. The school conforms fully with statutory requirements regarding reporting to parents and other agencies. The annual reports produced for parents on the progress of their children give an appropriate picture of the progress and attainments of pupils.
88. The school arranges evenings twice a year when parents can discuss their children's work and progress. Parents have every opportunity to visit the school at any time to discuss any problems that may arise in their child's development. Parents appreciate the information they receive on their children's progress as well as ways in which they can help them at home.

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

Grade 1: Good with outstanding features

89. The findings of the inspection team differ from the Grade 2 made by the school in the self-evaluation report. The team's opinion is that the school has not fully realised the positive effect of the wealth of experiences the pupils receive within their community and local environment.

90. The school provides every pupil with equal access to a wide and balanced curriculum that meets statutory requirements.
91. The quality of the educational provision for the children under five is good and appropriate to their needs. These pupils are making good progress towards the Desirable Outcomes for Children's Learning.
92. Planning shows good links with previous learning and relevant progression, as well as clear notes and structured steps noted in the content of lessons. Appropriate differentiation is provided for pupils of different ages within the same classes. In some lessons, good examples were seen of adapting tasks for pupils with different abilities. However, this practice is inconsistent.
93. Mid-term planning shows that aspects of the key skills are included in lessons across the curriculum. Effective use is made of including the key skills in specific lessons, with pupils receiving many relevant opportunities to work together, solve problems and use communication and mathematical skills in an appropriate context. Wide use is made of ICT, which widens pupils' ability to research further into their subjects, thus enriching and widening their horizons. Effective use is made of different aspects of the curriculum available on the Internet.
94. The school has a good range of extra-curricular activities, both cultural and community based, such as Urdd, fairs, services, concerts and a host of other activities. The school provides pupils with good experiences by organising contributions to community and charity events. This is one of the excellences of the school with good examples of reaching out to the community and including local villages in school activities. This forms a basis for widening and strengthening pupils' learning experiences outside of the classroom, by including local villages in school activities.
95. Parents, including members of the community, contribute generously to the work of the school. The "Parents and Teachers Association" are very active and raise a considerable amount of money for the school. The priests of the Diocese of Bangor are also very supportive. Good attention is given to old people and other worthy causes.
96. A variety of visitors to the school serve to enrich pupils' experiences, including members of the community, charitable organisations and the police.
97. Visits to local historical and geographical places also add to pupils' practical learning experiences, and the studies of Fair Trade are excellent. This includes raising pupils' awareness of global citizenship and also of international fraternity. These connections enrich pupils' learning experiences and personal development, and prepare them to become responsible citizens. Evidence of this is the maturity, confidence and politeness shown by pupils at the top end of the school.
98. There is good provision for promoting pupils' spiritual, moral, social and cultural development. Morning services include contributions by pupils, and include

moral, positive messages. Collective worship conforms to statutory requirements. However, opportunities for reflection, where feelings of wonder for the environment and human aspects are lost.

99. Personal and Social Education (PSE) lessons offer opportunities of awareness of the appreciation of local and national cultures, and also to show respect towards other beliefs, as well as offering many opportunities to respect and appreciate other cultures.
100. The contributions of a large number of pupils to games activities, along with other local schools, enrich their social and moral experiences.
101. Links with parents are also strong. Standards of communication, meetings, reports, and correspondence, including information on activities are good. The Home/School Agreement as well as the Parents` Handbook fulfils requirements. There are good links and relationships with primary schools in the catchment area, and the Special Needs Unit, which is part of the school, extends this further. Arrangements for transferring Y6 pupils to Botwnnog School, including visits by teachers, are good. Opportunities for work experience are provided to students from the secondary school, Meirion Dwyfor College, Menai College and to trainee teachers from the University of Wales, Bangor. This arrangement is good.
102. The school encourages a number of pupils to join activities and clubs in the community. This promotes and develops their skills outside school.
103. The school has a good range of links with business and promotes work related education as well as occupational perception. Good attention is given to Enterprise.
104. Provision for promoting bilingual skills is excellent. The school ensures that every child, whatever their background, develops bilingual skills to the utmost. Every effort is made to extend communication and the school organises extra lessons for pupils who have arrived from English backgrounds. The provision for them is excellent and is evident in pupils` flexibility and confidence in both languages.
105. The Curriculum Cymreig has an obvious place in a number of school activities, and pupils` knowledge of their environment and their surroundings is excellent. However, their awareness of the history, culture and specific characteristics of other areas further away in Wales is not as good.
106. The school has the required policies for equal opportunities, anti-racism, risk assessments, child protection, disability, accessibility and the like. All are comprehensive and totally operational.
107. The attention given to sustainable development is good, with attention given to the environment and to re-cycling. There are elements of excellence in their study of re-cycling, with a visit to a re-cycling plant in Caernarfon and the curricular work that followed. Their knowledge of global citizenship has elements

of excellence, because of their thorough knowledge of the principles of Fair Trade. Contributions to charity are generous. They are very aware of the world and troublesome circumstances.

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

Grade 1: Good with outstanding features

108. The findings of the inspection team match the judgements made by the school in the self-evaluation report. The school ethos promotes special care and support for all pupils.
109. The school's provision for non- Welsh children who arrive during a school year is excellent. An immersion course in a language centre is arranged before starting at the school, and the new pupils' ability in Welsh is improved by ensuring that they receive extra lessons. The effect of this provision is seen in the pupils' ability to communicate confidently in Welsh and in their ability to use bilingual skills with the staff and other pupils.
110. All staff place give high priority to establishing a co-operative and confident society, that leads to a close and happy community. This is evident in the care and safety provided for the children. Staff ensure that pupils are escorted to the different buses waiting for them outside the school at the end of the school day.
111. The school works very well in partnership with parents and carers. Many parents consider that the school is good in the way it listens to them and considers their opinions. These close links with parents are evident in the close co-operation with the school through the Parent Teacher Association.
112. The school ensures that prospective parents of young children about to start school are first able to visit. Welcome days are arranged for parents and their children, and the School Handbook that includes essential information about the school is available for every new parent.
113. The school is a happy, caring community, with good attention paid to tolerance, brotherly love and kindness. Because of this, pupils feel happy to turn to any member of staff for instruction or help. Break-time supervision, as well as at the start and end of the school day is good. Attention is paid to traffic on the road at the start and end of the day. The school has worries about this, but has done every thing possible to ensure co-operation with agencies that are directly responsible for highways, such as the County Council and the police.
114. All required policies and procedures are in place. All are comprehensive and have been drafted very carefully. Registers and related administration, including thorough records and letters form parents fulfil the requirements of Circular 3/99 WAG.
115. There are policies and procedures to ensure the well being, health and safety of pupils, and matters causing concern have immediate attention. Risk

assessments have appropriate attention according to LEA guidelines. The security of the building is effective, and teachers ensure that safe resources are used in lessons.

116. Some teachers have followed certified First Aid Courses, and many school activities, such as the healthy eating and Run a Mile schemes strengthen pupils' awareness of matters relating to health and safety.
117. The school has clear, appropriate policies in place for child protection, as well as two nominees who have responsibility for this within the school.
118. The school's provision in responding to pupils with additional learning needs is good and confirms with the SEN Code of Practice for Wales.
119. The area Special Needs Unit is located in the school, where pupils with Special Needs who have been identified as having additional needs by the County attend every morning. The pupils receive leadership and help of a high standard and make good progress in their work. There is close co-operation between the Unit staff and the school staff, as well as the SENCO and staff of feeder schools. The development of every child is discussed with staff of his/her school, and Unit staff are aware of pupils' progress in line with their targets during activities in their local school.
120. The school makes effective use of standardised and criterion referenced tests in order to gather awareness of attainment and ability. This knowledge is used well to plan improvement and support plans for pupils.
121. The Individual Educational Plans for pupils with SEN are clear and specific and contain current and measurable targets that are coherent to both pupils and parents. The extra support, under the guidance of the SENCO refers mainly to including the targets of IEP's in lesson plans in order to meet the needs of pupils. Literacy and numeracy targets are mainly concentrated upon. However, there is insufficient width in the differentiated provision in some lessons in order to include consistent targets in mainstream lessons.
122. Support staff work effectively with pupils and are aware of the Targets in the IEP's.
123. The pupils' work is continually reviewed and progress is recorded consistently. Parents are involved in all reviews of plans and attend the school to discuss annual reviews if a pupil has a statement of SEN. SEN reports to parents meet statutory requirements.
124. The school has a structure for identifying pupils with high ability, arranging appropriate extension work when necessary. No pupil receives such differentiated provision at present.
125. The school co-operates effectively with the County's Educational Psychologist and other agencies in order to identify pupils' needs. A denoted member of the Governing Body responsible for SEN frequently visits the school to discuss

provision and the SENCO has a specific time to co-ordinate all relevant aspects. This ensures that good and suitable arrangements are provided as well as appropriate help for those pupils on the SEN register.

126. The school has established a clear structure for dealing with any behaviour that is likely to impair pupil progress. Staff have followed relevant INSET courses and operate ideas consistently. There are realistic and relevant class rules and good behaviour is praised and celebrated. Star of the Week certificates are awarded to pupils of all classes for specific, praiseworthy activities or behaviour. Pupils are aware of relevant steps that are taken if there is unacceptable behaviour, and their understanding of these strategies ensures that exceptions are infrequent. Parents appreciate the Buddy System that ensures that every child is cared for by friends within the school who help each other to respect and care for others.
127. Policies for behaviour, discipline and anti-bullying are strong. There is no evidence at all of aggressive behaviour, and this was confirmed during discussions with the School Council. They are extremely wise in the way they differentiate between minor squabbles and unacceptable behaviour. In addition, Y6 pupils reflect on their time at school with pride and appreciation.

Leadership and management

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

Grade 2: Good features and no important shortcomings

128. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
129. The school has appropriate aims and policies that focus on the needs of pupils and on creating the best possible conditions for individuals to develop and flourish. They are reflected well in the work and ethos of the school. The opinions of pupils of all ages are respected and through the School Council, pupils have good opportunities to influence on a number of aspects of school life.
130. The head teacher, Governing Body and staff provide a clear direction for school development. They share high expectations and general values regarding teaching, behaviour, inter-relationships and equal opportunities. The head teacher co-ordinates the teaching team with a positive and conscientious leadership, giving all a clear sense of purpose.
131. Good consideration is made of Welsh Assembly Government priorities. The school is part of the Eco Schools Scheme. The school gained the Basic Skills Quality Mark in November 2005.
132. The school has responded positively to reducing teachers' workload and re-modelling the workforce with effective arrangements.
133. The school has an appropriate method of target setting and analysing NC results in order to identify strengths and weaknesses. Whole school targets are achievable and realistic and based upon the probable performances of each pupil. Effective strategies have been established in order to meet the set targets.
134. Staff share a good percentage of responsibility for aspects of the curriculum. They contribute effectively to the development of the school and provide guidance and support for fellow teachers. Appropriate arrangements for performance management have been established in order to improve the skills of teachers. Good opportunities are provided for staff to develop professionally and to attend suitable courses. The school is aware of the need to develop its role in monitoring pupil achievement.
135. There are good features of the duties of the Governing Body in the strategic development of the school. Governors have a good understanding of their role. They are extremely supportive of the head teacher and know the school well. Lately, individual members have been given responsibility for overseeing

specific areas of the curriculum, and as a result of this and the head teacher's reports, they are becoming increasingly aware of the educational provision.

136. The GB satisfies all legal duties required of them and appropriate policies are in place.

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

Grade 2: Good features and no important shortcomings.

137. The findings of the inspection team match the judgements made by the school in the self-evaluation report.

138. A culture of self-evaluation is developing within the school. The head teacher, staff and Governing Body show thorough commitment towards high standards and are increasingly active in the self-evaluation process. They are aware of the school's strengths and aspects for development.

139. Good self-evaluation procedures have been established. A number of methods are used within the system that include co-ordinators and the head teacher observing lessons, scrutinising pupils' work, analysing test results and visits by advisors. The school is aware of the need to strengthen the process by concentrating more specifically on evaluating the standards reached by pupils and on what is needed to do to improve.

140. Performance data is carefully analysed and effective use is made of the information when specifying priorities.

141. All staff and the Governing Body have an active role. There are no formal procedures at present to obtain the opinions of parents and the wider community. Pupils have opportunities to give opinions through the School Council.

142. The school's self-evaluation document is clear and comprehensive. It notes strengths and areas for development. The findings of the inspection team agree with the school's judgement in six out of the Seven key Questions. In the other Key Question a higher grade was awarded.

143. The School Development Plan is a useful document for providing a strategic direction for the work of the school. Plans of action are noted under the different priorities as well as expected outcomes and monitoring responsibility. Resources are also earmarked in order to support the developments made. The school is aware that there needs to be a clearer connection between the issues of the self-evaluation and the priorities in the SDP.

144. The school has made good progress since the last inspection. The school took active, appropriate action in response to the key issues. The measures taken had a positive effect on the pupils' standards of achievement.

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

Grade 2: Good features and no important shortcomings

145. The findings of the inspection team match the judgements made by the school in the self-evaluation report.

146. The school has a sufficient number of staff and support staff for the number of pupils in the school. Both their qualifications and expertise ensure that every aspect of the Curriculum is taught to its full extent within the schools' activities. There is appropriate expertise to meet the needs of pupils with SEN. School support staff make a valuable contribution by working well and effectively with teachers to ensure specific help for pupils, as and when needed.

147. Staff attend relevant Inservice Training courses arranged by the LEA in order to update their skills and knowledge of current developments in the educational world. The value of such courses is evident in the range of resources and contemporary teaching styles used in the school

148. There is a wide range of appropriate and relevant resources available in the school. They are used mindfully in order to meet the different needs of pupils, whilst educational experiences are improved by a number of external visits to the community.

149. A central library gives access to a wide range of reading and research books. Pupils make very effective use of computer resources, and of on-line curriculum, across all subjects of the Curriculum. This enriches pupils' skills in using research sources and contributes well towards their ability to work independently.

150. The school is kept and maintained well, and the standard of cleanliness is high. The yard is suitable and wide with a good surface. Infants have an attractive, separate area. Detailed attention is given to any constructive issue causing concern. The playing field is useful and has definite boundaries. The school environment is a pleasant one. Appropriate attention is given to security. The space within the building is sufficient.

151. The head teacher and GB monitor expenditure consistently in order to ensure value for money. They also gather opinions relating to the schools' use of resources, checking their effectiveness in order for pupils to gain access to the best resources and provision possible. However, there is a need to refine the procedure of assessing the effectiveness of some resources in order to set clearer priorities. The budget is carefully looked at in order to facilitate the process of purchasing further resources for the school.

152. Every member of staff has appropriate time to assess, plan and prepare work and this system ensures that the quality of planning leads to good standards of teaching within the school. Effective use is made of resources provided by other professional workers, including the Educational Psychologist and advisory teachers.

153. When considering the educational and social standards of pupils, the care and valuable experiences they receive, as well as clear leadership, Ysgol Pont y Gof provides good value for money.

Standards achieved in subjects and areas of learning

Mathematics

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

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

Good features

154. KS1 pupils have a secure understanding of number patterns and bonds to 20. They add and subtract correctly by counting on and back in steps of different sizes. They can differentiate between odd and even numbers. Older pupils have a good knowledge of place value and are confident using numbers up to and beyond 100.
155. They know the value of different coins and use them correctly to calculate and record. They have a good knowledge of mathematical language and use terms such as more than, less than, full and empty correctly. The majority predict sensibly when measuring different objects in the classroom.
156. They recognise and name many 2 and 3 dimensional shapes and discuss their properties.
157. They can display information they have collected in graph and table form with the more able analysing the graphs confidently.
158. At KS2, the pupils build upon the work done in KS1 in an appropriate way and possess an understanding of number patterns. They are skilful at mental calculation and their knowledge of tables is very good. According to their age and ability, the pupils have a good understanding of place value and work with numbers up to 1000 and beyond. They develop a strong understanding of the four rules of mathematics by using a range of suitable strategies.
159. Pupils' knowledge of two and three-dimensional shapes develops further as they move through the key stage, and they recognise and name a range of shapes successfully. They use a LOGO program confidently to reinforce their understanding of geometrical properties when skilfully creating a number of shapes.
160. Their knowledge of angles is good and they have an appropriate vocabulary in order to name them correctly. Pupils have a good understanding of transforming shapes by rotating them around a point in a distinct direction through 90 or 45 degrees.
161. They construct and analyse a variety of graphs on paper and on the computer using a good range of data.

Shortcomings

162. There are no significant shortcomings.

Science

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

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

Good features

163. KS1 pupils are confident when noting how seeds are fertilised, using suitable terms and phrases in their explanations. They tell the difference between living and non-living things, and differentiate them correctly. The majority are confident when showing how it is possible to change the shape and form of some materials by bending them. Older pupils can explain the characteristics of a fair test, and offer relevant ideas in order to adapt or improve it.

164. Younger KS2 pupils can explain intelligently how heating, cooling or cooking can change materials, and that not all change is reversible. They can read and measure temperature with a thermometer, and compare the temperature of warm water in different cups.

165. Older KS2 pupils compare candlelight with torchlight, noting carefully the effect of the light on reflection. The majority create and record a specific experiment to decide which material would be best to make suitable curtains for a baby's bedroom. They offer intelligent reasons for their final decisions.

166. The vast majority of older pupils discuss the Life Cycle of a flowering plant, by using relevant vocabulary that shows their understanding of processes such as pollination, seed dispersal, germination and growth. A good number of pupils explain in detail the role of bees in the pollination process.

167. They can record the usefulness of weather recording equipment, showing a clear understanding of the purpose of different equipment.

Shortcomings

168. There are no significant shortcomings.

Design technology

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

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

Good features

169. Pupils are aware of the design process. They communicate their ideas by drawing, noting the materials needed and listing steps taken in the making process. They show an increasing understanding of how to use equipment and apparatus safely.
170. In KS1, pupils respond to their tasks in a way that is appropriate to their age and ability, and by building on previous skills. Their ability to measure, mark, cut and shape a range of materials using appropriate tools and techniques is developing well.
171. They are aware that materials behave in different ways and that there are many techniques for joining and strengthening different materials. They use this information skilfully to build a house for the three little pigs and when researching suitable techniques to make a chair for a teddy. They record their ideas by using suitable words, pictures and sketches.
172. In KS2, pupils design and make a good range of products by using a range of materials and components. They are aware of the design process and can discuss sensibly the basic elements of research, planning, designing and making.
173. Year 3 and 4 pupils extend their understanding of the process by researching different types of weather vanes on the Internet before producing an annotated sketch and a list of materials needed before making them. They are able to use a range of materials and techniques to create simple vehicles that include an electric circuit to make them work.
174. Year 5 and 6 pupils display a good understanding of how to use simple mechanisms including levers to create different movements when making Easter cards and gifts. They further develop their understanding by using electrical circuits and pneumatics to create suitable movements when making models of different vehicles. They are aware that sometimes other methods of making need to be found if the first effort fails.

Shortcomings

175. There are no significant shortcomings. However, KS2 pupils` skills of recording the making and evaluating process are not sufficiently developed.

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

176. Most KS1 pupils can correctly recognise and note features of the weather in specific parts of the world and can explain clearly the reason for the difference between hot and cold areas. They show a good awareness of their locality and can name animals and birds seen locally. They show a good understanding when comparing homes seen in Botswana with their own local homes. The majority can correctly name animals that live in Botswana and compare them with animals seen in their local habitat.
177. The majority of KS1 pupils can create simple, clear sentences or phrases that note correctly the similarities and differences between the features of the National Park in Botswana and the Nature Reserve in Pwllheli.
178. In KS2, most of the younger pupils know the four compass points, noting what they can see in specific directions. More able pupils confidently refer to the eight compass points in more detail.
179. Older pupils show an awareness of the importance of caring for the environment. They have a good knowledge of materials that can be re-cycled, and of how these resources are used after re-cycling.
180. Pupils carefully collect relevant facts about the importance of re-cycling and use their conclusions effectively when arguing in favour of doing so. They offer good and sensible reasons as to what could happen if people did not re-cycle rubbish.
181. They can clearly explain the meaning of Fair Trade, and explain intelligently how the system supports people and farmers in Third World Countries. They confidently describe the journey of a banana from its` growth in a far away country, explaining the steps needed for it to reach our shops through the marketing system of Fair Trading.

Shortcomings

182. There are no significant shortcomings.

Music

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

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

Good features

183. Throughout the school, pupils are developing good listening skills when listening to a range of music. They sing a range of songs tunefully with clear intonation, good phrasing, keeping a secure tone. In singing sessions, their performances are impressive and of a high standard.
184. At KS1, pupils sing with enthusiasm, clear diction, keeping the beat well. They understand that there is a difference between “slow and quiet” and “fast and

loud” songs. They know when pitch rises or falls. They can copy a simple rhythm and clap it correctly. They choose instruments confidently to create an effective accompaniment for the pictures in a book e.g. “Mae Pawb yn mynd ar Safari.”

185. At KS2, pupils sing an increasing repertoire of unison and part-singing with relevant emphasis on clear diction. Year 3 and 4 pupils keep a beat and repeat a rhythm well. They can imitate and maintain a simple tune as part of a group when singing a round. They investigate and use a range of tuned and untuned instruments and create and arrange effective sounds when performing as an ensemble.

186. Year 5 and 6 pupils have a good understanding of dynamics, pitch and texture. In response to the poem “Cantre’r Gwaelod” they compose a simple piece of music in order to create sounds that match the story. They co-operate well in a group, using the voice and a variety of tuned and untuned instruments to perform their compositions confidently and effectively. They listen attentively to their performances and evaluate them intelligently. They understand the significance of a simple, graphic score as a means of composing.

Shortcomings

187. There are no significant shortcomings.

Physical education

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

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

Good features

188. KS1 pupils listen attentively and respond well to the teachers` requests to move in different ways. They display a good awareness of the effects of movement on the body by feeling and noting the increase in speed of their heartbeat.

189. The majority of pupils move around the hall changing speed well when running and showing good control when avoiding other pupils around them. They show a good awareness of balance when creating simple dance movements individually and with a partner. They show good creative movements in response to music in dance lessons.

190. In KS2, the majority of younger pupils display correct techniques when jumping over hurdles and in a relay race. Some are developing appropriate techniques for throwing a discus and are discovering and suggesting methods to improve their performances.

191. A large number of KS2 pupils reach a high standard of technique and skill in team games and take an active part as members of competitive teams within the

community. Many take part in local sports and show respect for rules and a willingness to co-operate in a team with pupils of other schools.

192. Older pupils appear to cope well with problem solving situations. By working as a team they can respond to a challenge within a specific time.

Shortcomings

193. There are no significant shortcomings.

School's response to the inspection

Staff and governors of Ysgol Pont y Gof would like to note that we are very proud to receive a positive and complimentary report. We feel that the report is fair and constructive and reflects the hard work that is done by staff and pupils.

Governors and staff are proud that inspectors found the school to be a very caring community where pupils receive careful and excellent support. The report praises the happy, comfortable and pleasant atmosphere of the school. In our opinion, this is essential in fostering an effective education where every one has the opportunity to reach his/her potential in a wide variety of subjects and through different activities and experiences.

The inspection was thorough and wide reaching. Beneficial and professional discussions were held as inspectors reached their judgements, and there were opportunities to show evidence and to give opinions on specific aspects. The role of the head teacher as nominee was valuable, open and honest. However, it was felt that this role put extra pressure on a head teacher who teaches full time!

In the subjects inspected by inspectors, the teaching and learning was judged to be good in every one. Recommendations for aspects that could be developed further were received and the school feels confident in addressing them. We are also proud that some aspects of the life and work of the school have reached very good standards.

We would like to thank the inspection team for their professionalism and courtesy. The inspection and the recommendations will be a way of reinforcing our strengths, as well as highlighting some areas where we can develop further in order to move the school forward.

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

Appendix 1

Basic information about the school

Name of school	Ysgol Pont Y Gof
School type	Primary
Age-range of pupils	4-11
Address of school	Botwnnog Pwllheli Gwynedd
Postcode	LL53 8RA
Telephone number	01758 730318

Head teacher	Mr Euros Davies
Date of appointment	September 2005
Chair of governors/ Appropriate authority	Mrs Gwladys Thomas
Registered inspector	Mr Goronwy Morris
Dates of inspection	21-23 May 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	5	6	11	13	14	9	8	8	74

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	0.2	4.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	9:1
Average class size, excluding nursery and special classes	19
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006		95.9%	94.4%
Autumn 2006		93.6%	96.9%
Spring 2007		91.8%	93.4%

Percentage of pupils entitled to free school meals	8.7%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		14		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School	0	0	0	36	64
		National	0	2	8	64	26
We: oracy	Teacher assessment	School	0	0	0	36	64
		National	0	1	10	64	25
We: reading	Teacher assessment	School	0	0	0	79	21
		National	0	0	10	67	33
We: writing	Teacher assessment	School	0	0	0	93	7
		National	0	2	18	67	13
Mathematics	Teacher assessment	School	0	0	7	71	22
		National	0	2	11	63	24
Science	Teacher assessment	School	0	0	7	71	22
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	93%	In Wales	81%

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

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2006							Number of pupils in Y6		11		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	9	27	64
		National	0	0	1	0	1	4	15	47	32
Welsh	Teacher assessment	School	0	0	0	0	0	0	9	36	55
		National	1	0	0	0	1	5	17	50	26
Mathematics	Teacher assessment	School	0	0	0	0	0	0	9	18	73
		National	0	0	1	0	1	3	15	47	33
Science	Teacher assessment	School	0	0	0	0	0	0	9	27	64
		National	0	0	1	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	91%	In Wales	74%

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

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school, and a team meeting was held prior to the inspection.

Inspectors visited:

- 24 lesson or part lessons;
- all classes; and
- collective worship.

Members of the inspection team had meetings as a team at the start of the inspection and with:

- staff, governors and parents before the inspection began;
- senior managers, teachers, support staff and administrative staff, the school council as well as groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- 28 responses to the parents' questionnaire
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a wide range of past and present pupils' work.

The head teacher was the nominee and part of every team meeting.

The inspection team held post inspection meetings with the staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Goronwy Morris Registered Inspector	Context Summary and Recommendations Key Questions 1,2,5 and 6 Mathematics Design and Technology Music
Mr William Owen Lay Inspector	Contributions to questions 1,3,4 and 5
Mr Glyn Griffiths Team Inspector	Key Questions 3,4,7 and contributions to questions 1 and 2. Science Geography Physical Education
Mr Euros Davies Head Teacher Nominee	Contributions to all key questions by providing information

Acknowledgement

The inspection team would like to thank the governors, staff, pupils and parents of the school for their co-operation throughout the inspection.

Contractor

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