

**INSPECTION UNDER SECTION 10 OF  
THE SCHOOLS INSPECTIONS ACT 1996**

**YSGOL GYNRADD BONTNEWYDD  
BONTNEWYDD  
CAENARFON  
GWYNEDD  
LL55 2UF**

**School Number: 661/ 2122**

**Date of Inspection: 11 – 14 November 2003**

**By  
Mr D. M. Cray  
Registered Inspector WO 92/16768**

**Date: 16 January 2004**

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### **CURRICULUM NOMENCLATURE AND KEY STAGES**

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

{PRIVATE }	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage(KS) 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

### **GRADE DESCRIPTIONS**

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## 1. CONTEXT

### The school and its priorities

This county primary school maintained by Gwynedd Local Education Authority (LEA), is located in the village of Bontnewydd, a short distance from the town of Caernarfon. There are currently 182 pupils between 3 and 11 years of age on the school register and it is stated that three quarters of them come from an area that is neither prosperous nor economically disadvantaged, with the remainder resident in areas of relative prosperity. Pupils are in the main considered to be from privileged backgrounds and some 1.8% is entitled to receive free school meals – a figure that is significantly lower than county and national averages. Thirteen pupils (7%) are designated as having special educational needs (SEN).

The school is attended by 20 nursery age children, who commence their education on a part-time basis at the beginning of the month of September following their third birthday and on a full-time basis in the following September. The school follows the Welsh first language programme of study and over 95% of pupils come from homes where Welsh is the main spoken language.

The school was last inspected in April 1998 and since then there have been a number of staffing changes. Pupil numbers have remained fairly constant over the years.

The school's aims and objectives are outlined in the handbook given to parents and the priorities identified in the School Development Plan (SDP) include matters of curricular and management importance to the school.

Expectations are high and targets are set that are challenging, but achievable.

## 2. MAIN FINDINGS

### The main findings of the report

- Ysgol Bontnewydd offers experiences that stimulate the pupils to reach high standards.
- The overall quality of educational provision for the under-fives is appropriate to their needs. Standards in the six areas of learning are as follows:

	<b>Nursery</b>	<b>Reception</b>
Language, literacy and communication skills	Very good	Very good
Personal and Social Development	Very good	Very good
Mathematical Development	Very good	Very good
Knowledge and Understanding of the World	Very good	Very good
Physical Development	Very good	Very good
Creative Development	Very good	Very good

- In Key Stage (KS) 1 and KS2, pupils' standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

	<b>KS1</b>	<b>KS2</b>
Welsh	Very good	Very good
English	-----	Very good
Mathematics	Very good	Very good
Science	Very good	Very good
Design and technology	Good	Very good
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Very good	Very good
Music	Good	Good
Physical education	Very good	Good
Religious education	Good	Good

- In KS1 in 2003, according to teachers' assessments, 100% of pupils attained Level 2 (L2) or above in the core subjects at the end of the key stage. In 2002 the figure was 93.1% (Wales 80.4%; Gwynedd 79%) and in 2001 it was 90% (Wales 81%; Gwynedd 76%).
- In KS2 in 2003, 93.3% of pupils attained L4 or above, as determined by task/test results in the core subjects. In 2002 it was 85.7% (Wales 68.1%; Gwynedd 70.7%) and in 2001 the figure was 81.8% (Wales 68%; Gwynedd 72.1%).
- In relation to comparator schools throughout Wales, the school's performance in KS1 was above the median, but below the highest performing 25% in 2001 and 2002, and in the highest performing 25% in 2003. In KS2, the school's performance has moved from being below the median, but above the lowest performing 25% in 2001, to being above the median, but below the highest performing 25% of schools in 2002 and within the highest performing 25% in 2003.
- The school sets challenging targets and succeeds in meeting them on a regular basis.
- The progress made by the under-fives and KS1 and KS2 pupils in their key skills across the curriculum is at least good.
- Pupils' spiritual development is good and their moral, social and cultural development is very good. The school promotes sound attitudes and values and pupils respond positively to the provision made for them. The whole-school periods of collective worship and the religious education lessons make a good contribution to pupils' spiritual development. However, all classes do not hold services that fully meet the requirements when whole-school assemblies are not held. Due attention is given to the Cwricwlwm Cymreig, particularly in language work, art, music, history, geography and religious education. Pupils' experiences are expanded by participating in Urdd Eisteddfodau, concerts, celebrations and local activities.

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- Pupils' behaviour is very good and levels of attendance are satisfactory.
  - The quality of teaching is one of the main strengths of Ysgol Bontnewydd and evidence was seen of very good quality teaching across the school. The quality of teaching was very good in 56% of lessons observed by the inspectors. It was good in 36% and satisfactory in 8% of them. Without exception, staff at the school are conscientious and very hard working.
  - The provision for pupils with SEN is good and the progress they make is also good.
  - The quality of assessment, recording and reporting is very good across the school and a stimulating curriculum is provided which meets statutory requirements.
  - The support and guidance given to pupils is generally good and the partnerships with parents, community, schools, other institutions and the world of industry are very good.
  - It was found that there is a self-critical culture in existence amongst staff and governors, and the school has for several years begun to address its responsibilities in this area. Subject co-ordinators receive non-contact periods for their monitoring work that includes looking at pupils' workbooks on a regular basis. These arrangements are laudable, but to date, there has been little evaluation of the quality of teaching, with the exception of language and mathematics lessons. The SDP is highly comprehensive and incorporates secure financial planning, but it contains few references to quantitative indicators to measure the success of its efforts to realise its priorities.
  - Leadership and efficiency at the school are good. The headteacher gives clear and firm leadership, setting high expectations and standards. The governing body reflects a useful cross-section of experience and qualifications. Whilst being wholly supportive of the headteacher and staff, it acts as a critical friend and it undertakes its responsibilities very effectively.
  - The school's hours makes it difficult for it to conform to the guidelines in relation to teaching time in KS2 and the sessions for the nursery children that end at 11 a.m. are short and lose the opportunity to provide them with a full morning's education.
  - Information is provided to parents in the form of a bilingual handbook, which is comprehensive, very well presented, and meets statutory requirements. The annual report of the governing body also meets statutory requirements.
  - The school is located on a pleasant and expansive site, which is maintained in generally good condition, although there are some shortcomings. Space is limited in some classrooms for the number of pupils within them. There are no toilets within immediate ease of access for the children in the nursery class. It was seen that the site is not totally secure and access may be easily obtained through the open gates of the nearby Community Centre, which are not visible from the school and are out of sight of the schoolyard supervisors. The building provides suitable access for the disabled and is kept, together with its surroundings, in a very clean condition.

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- The school has made very good progress in addressing the key issues for action following the inspection in 1998. Attention has been given to the shortcomings identified in the various subjects and this is reflected in the progress made in standards in this inspection. Significant time and effort have been invested in producing detailed schemes of work that give clear guidance to teachers as they introduce the various subjects. There are effective measures in place to monitor and evaluate the standards achieved by pupils and it was seen that the time arrangements for the teaching of the under-fives and KS1 pupils are now appropriate.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards achieved in subjects and areas of learning**

- It was adjudged that pupils' standards of achievement were very good in 59% of lessons observed by inspectors, good in 38% and satisfactory in 3%.
- The standards achieved by the under-fives in each of the six areas of Desirable Outcomes are very good.
- In KS1, pupils' standards of achievement are very good in Welsh, mathematics, science, art and physical education. They are good in design and technology, information technology, history, geography, music and religious education.
- In KS2, standards are very good in Welsh, English, mathematics, science, design and technology and art. They are good in information technology, history, geography, music, physical education and religious education.
- In KS1 in 2003, according to teachers' assessments, 100% of pupils attained L2 or above in the core subjects at the end of the key stage. In 2002 the figure was 93.1% (Wales 80.4%; Gwynedd 79%) and in 2001 it was 90% (Wales 81%; Gwynedd 76%).
- In KS2 in 2003, 93.3% of pupils attained L4 or above, as determined by task/test results in the core subjects. In 2002 it was 85.7% (Wales 68.1%; Gwynedd 70.7%) and in 2001 the figure was 81.8% (Wales 68%; Gwynedd 72.1%).
- In KS1, the school's results in the NC assessments for 2003 are significantly higher than national and county averages (2002) in Welsh, mathematics and science. In KS2, the results for 2003 are also markedly above the national and county averages (2002) in Welsh, English, mathematics and science.
- In relation to comparator schools throughout Wales, the school's performance in KS1 was above the median, but below the highest performing 25% in 2001 and 2002 and in the highest performing 25% in 2003.
- In KS2, the school's performance has moved from being below the median, but above the lowest performing 25% in 2001, to being above the median, but below the highest performing 25% of schools in 2002 and within the highest performing 25% in 2003.
- There are no significant variances in gender-based pupil performance in either key stage.

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- Over time, it was found that teachers' assessments of KS2 pupils are close to the task/test results.
  - The school sets challenging targets and succeeds in meeting them on a regular basis.

### **3.2 Standards achieved in key skills across the curriculum**

- The progress made by the under-fives in the application of their developing skills in early literacy, early numeracy and information and communications technology (ICT) across the six areas of learning is very good.
- Pupils in both key stages listen very well to their teachers in both languages and this makes an important contribution to their standards of achievement in all areas. Very few and far between are the instances of pupils failing to concentrate sufficiently on the presentations made to them. They express themselves very well in Welsh in KS1 and in Welsh and English in CA2. In both key stages, pupils exhibit a great liking for books and apply their skills very well across the curriculum. Pupils in both key stages write regularly and to a very high standard in Welsh in KS1 and in both languages in KS2. They show a particular understanding of the need to modify their writing styles for various contexts and audiences.
- Pupils in KS1 and KS2 make very good use of their numeracy skills across the curriculum and they receive regular opportunities to apply their skills in various contexts.
- Overall, pupils in KS1 and KS2 make good progress in their use of ICT across the majority of curriculum subjects.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' spiritual, moral, social and cultural development**

Pupils' spiritual development is good and their moral, social and cultural development is very good.

- The school community is safe, kind and caring. Sound attitudes and values are promoted and pupils respond positively to the provision made for them.
- The school is pro-active in its attitude to racial equality. It sponsors a child from the Third World and justice and tolerance come naturally to pupils. They are aware of the need to respect others, regardless of race, background or difficulties. There is an appropriate policy in place for this aspect of the provision.
- The whole-school periods of collective worship and the religious education lessons make a good contribution to pupils' spiritual development. However, all classes do not hold services that fully meet the requirements when whole-school assemblies are not held.
- The school enjoys very good links with the community and it provides a wide-ranging programme of educational visits as well as welcoming visitors to school. A particular

- Pupils' punctuality is very good and this provides a prompt start to the school day.

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## 5. QUALITY OF EDUCATION

### Teaching

The quality of teaching is one of the main strengths of Ysgol Bontnewydd and evidence was seen of very good quality teaching across the school. The quality of teaching was very good in 56% of lessons observed by the inspectors. It was good in 36% and satisfactory in 8% of them. Without exception, staff at the school are conscientious and very hard working.

- Teachers are well informed and have a very clear understanding of the requirements of the NC and of the subjects they teach.
- It was seen that the standards of planning of individual lessons are consistently good and that they provide for appropriate progress in pupils' learning.
- Teachers make very effective use of a range of teaching techniques and strategies. The presentations engage pupils' interest and stimulate them to respond energetically to the tasks set for them.
- Classroom organisation is appropriate for the work in hand. Teachers make balanced and relevant use of whole-class presentations, group work and individual study.
- The majority of lessons are suitably paced and teachers' expectations are very high in terms of the standards to be achieved and of what is required to be achieved within a given timescale.
- Teachers provide tasks that are suitable for the age ranges in their respective classes. As a result all pupils work at a level that is appropriate to their needs.
- Teachers work effectively to support pupils by moving around the classroom and offering individual attention. This makes a significant contribution to enhancing pupils' experiences and improving the standards of their work.
- Each pupil is given opportunities to contribute in whole-class discussions. Teachers' questioning is particularly thorough and pupils are encouraged to develop their own ideas, to express them more clearly and to justify their viewpoints.
- Regular use is made of a range of equipment and materials to reinforce learning and to stimulate pupils.
- In the few lessons where the teaching was found to be less effective, teachers' presentations are excessively long, the pace of lessons is too slow and are not sufficiently challenging to the pupils.

### 5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is very good across the school.

- The school has a whole-school policy for assessment and recording that has been carefully developed to meet the requirements.

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- The whole-school procedures for assessing and recording the achievements of all pupils are well-planned and they are appropriately used to identify the needs of individual pupils. Standardized tests, as well as school assessments are regularly used to monitor pupils' progress in the core and foundation subjects.
  - Pupils' work in the core subjects is analysed on a termly basis, targets are set for them and the information is shared with parents. The findings are kept in a records file and significant samples of pupils' work are kept in order to assess their progress and achievement.
  - The baseline assessments for the under-fives are implemented appropriately and are used to recognise the needs of individual pupils in order to plan the way forward. These are supplemented by the records kept by teachers during their time in the nursery and reception classes.
  - Assessment procedures for pupils with SEN have been appropriately developed and are effectively implemented.
  - Parents are afforded opportunities to visit the school to discuss their children's work on a formal and informal basis.
  - The reports to parents meet requirements. A bank of comments is used in writing the reports and other comments are added where appropriate on individual pupils.

### **5.3 Curriculum**

The school offers a good quality, stimulating curriculum that conforms to statutory requirements.

- The curriculum for the under-fives conforms to the Desirable Outcomes.
- All schemes of work and subject policies have been revised over the last two years and they give a clear sense of direction to the teaching. However, the development of the key skills does not appear clearly in all areas.
- As a rule, the majority of morning teaching sessions are allocated to language and mathematics work, with the remaining subjects being covered in the afternoons. This generates a certain amount of pressure in terms of satisfying requirements in these subjects.
- The majority of subjects are taught by the class teachers, with the exception of aspects of music, when the expertise of two teachers is utilised to support the teaching in KS2. Opportunities to receive instrumental tuition under the guidance of the County's peripatetic teachers are restricted to older pupils in KS2.
- The curricular provision for pupils with SEN is good and pupils receive full access to all class activities.

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- There is good provision for the Cwricwlwm Cymreig. This is done in whole-school activities and within subjects such as art, music, history, geography and aspects of language.
  - Homework is used effectively to support classroom-based work. There are clear arrangements for presenting and making the work across the school and expectations are increasingly high across both key stages.
  - Effective use is made of educational visits throughout Wales. The curriculum is enhanced by resident and visiting artists, together with local and national authors and musicians.
  - Sex education is introduced in accord with the policy agreed by the governors.
  - Bilingualism is promoted effectively across curriculum subjects in KS2.
  - Pupils' personal and social education (PSE) is central to the school's provision and this is seen to effectively permeate all aspects of the life and work of the school. The arrangements are appropriately based on the document *Framework for Personal and Social Education*.

#### **5.4 Support, guidance and pupils' welfare**

The quality of the support and guidance given to pupils is generally good.

- The school is a caring and safe community and has clear and appropriate procedures and policies for pupils' welfare, health and safety during the majority of lessons and play periods.
- Staff know the pupils well and they deal with any problems that arise in a sensitive and sensible manner. There is a close relationship between school staff and pupils and amongst the pupils themselves.
- In general, pupils receive equal opportunities across the school's curricular and extra-curricular activities.
- Child protection procedures are in place and staff are aware of them. Risk assessments are undertaken prior to educational visits and this is good practice.
- The headteacher has responsibility for First Aid and everyone is aware of the arrangements for emergencies such as fire.

#### **5.5 Provision for pupils with Special Educational Needs (SEN)**

The provision for pupils with SEN is good and the progress they make is also good.

- There are 13 pupils on the SEN register, five of whom are statemented. The curriculum has not been modified for any pupil and none have been disapplied from the NC.

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- The school's policy was recently revised to reflect the guidance contained in the 2002 Code of Practice. Although it is quite detailed, it contains little explanation of the various stages of intervention referred to in the new code. Neither does it contain any reference to pupils of higher ability.
  - The teachers know their pupils well and they come to recognise their needs at an early stage. The assessment regime is effective and full records are kept of individual pupil progress by teachers as well as classroom assistants. The work is carefully supervised by the co-ordinator.
  - The SEN co-ordinator, the specialist teacher who visits the school for specific periods on a weekly basis and all other members of staff work well together. Valuable support is provided to pupils by the support teacher, not only in withdrawal sessions, but also by working side by side with teachers in their classes, focussing on providing support to individual pupils and small groups. This arrangement works effectively.
  - Reviews of the statements are undertaken thoroughly and in an orderly manner.
  - The Individual Education Plans (IEPs), which are of good quality, are reviewed twice a year and parents are invited to school to discuss them. The targets they contain are appropriate, measurable and they meet pupils' needs.
  - Pupils receive access to a relevant curriculum that is effectively differentiated to meet their needs. The school spends sums of money on its special needs provision that are significantly greater than the funding allocated to it through the LEA formula.
  - The two members of the governing body with responsibility for SEN are aware of the responsibilities related to the area and are enthusiastically supportive.
  - There is a good relationship with parents and the support from the various external agencies is, in the main, good.
  - The school has a close relationship with Uned Gwyrfai ( Ysgol Pendalar) that is located on the same site and some opportunities are offered to pupils from the Unit to join with their peers for certain activities.

## **5.6 Partnerships with parents and community, schools and other institutions**

The partnerships with parents and community, schools and other institutions are very good.

- Parents greatly appreciate the efforts made by the school on behalf of their children and the questionnaires returned to the inspectors, together with the comments made at the pre-inspection meeting bear evidence of this. Parents give very valuable support to the school and they respond immediately to any request for support.
- The Parents and Teachers Association is an enthusiastic organisation, not only as a means of raising significant sums of money for school funds, but also as an important focus for purposes of socialising.
- Parents receive a wide-ranging and regular flow of information about school activities and about their children's progress and development. The school handbook is a

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comprehensive and well-presented publication and the home-school agreement has been signed by a high percentage of parents.

- The school is a very important part of the life of the village and its environs. The local community is very supportive of the school and its many cultural and social activities. Similarly, the school is in turn highly supportive of the community and contributes generously to a wide range of activities throughout the year.
- Pupils' perceptions of the wider global community are developed through their sponsorship of a child from Uganda. This link makes an effective contribution to their knowledge of the diversity of communities beyond their square mile.
- The school has a close partnership with Ysgol Pendalar and there are also valuable partnerships with other primary and secondary schools in the area. Year 6 (Y6) pupils benefit from bridging courses and appropriate visits that help to familiarise them with the transfer arrangements that are in place for their benefit.
- There are very good relationships between the school and the Unitary Authority (UA) and its officers, the Library Service, Fire Service, Police, County Archivist and others that enhance the quality of provision.
- Work experience placements are offered to pupils from the secondary school and to students who are interested in a career in education. The opportunity to be involved in good practice is a valuable enhancement of their experiences.

## **5.7 Partnership with industry**

The school's partnership with industry is very good.

- The school has adopted a comprehensive policy for this aspect of its provision, which is very effectively implemented. The importance of the world of industry is appreciated and there is significant evidence that the school enhances the pupils' educational experiences through its wide-ranging links.
- Pupils have also developed their business skills by producing and selling their own produce at the annual Summer Fair. The school co-operates with Antur Waunfawr on recycling projects and useful links have been established with ELWA and similar organisations.

## **6. MANAGEMENT**

### **6.1 Quality of self-evaluation and planning for improvement**

The quality of self-evaluation and planning for improvement is good.

- There is a self-critical culture existing amongst staff and governors and the school has for many years begun to address its responsibilities in this area.
- The school does not have a clear timescale for the completion of various aspects of self-evaluation, but all subject co-ordinators have undertaken a clear and succinct appraisal of their areas of responsibility in a way that outlines the various strengths and weaknesses.

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In their turn, these reports have been presented to the governing body by the headteacher and deputy and this has been a significant contributory factor in creating a picture of the school's provision and in producing agreed and appropriate priorities for development over a period of time.

- Subject co-ordinators receive non-contact periods for their monitoring work that includes looking at pupils' workbooks on a regular basis. These arrangements are laudable, but to date, there has been little evaluation of the quality of teaching, with the exception of language and mathematics lessons.
- The SDP is highly comprehensive and incorporates secure financial planning, but it contains few references to quantitative indicators to measure the success of its efforts to realise its priorities.
- A thorough analysis is conducted of SATs results on an annual basis in KS2. This includes an analysis of scripts in order to identify strengths and weaknesses and the findings are used to adapt and modify the teaching where necessary. Less prominent in the school's procedures is the analysis of performance at the end of KS1.
- There is a very good awareness of the school's performance in a local and national context and appropriate use is made of national benchmarking data to assist the school to identify its performance and position in relation to comparator schools.
- Appropriate whole-school targets are set for the core subjects over a three-year period according to requirements. They are at all times challenging and are based on the practice of setting targets and tracking individual pupil progress from their first year at school.
- The school makes effective use of the County's curricular advisory service in order to assist with the work of planning for improvement.

## **6.2 Leadership and efficiency**

The school's leadership and efficiency are good.

- The headteacher provides clear and sound leadership, setting high expectations and standards. In addition to her management responsibilities, she also provides specialist inputs in KS2.
- The administrative procedures and daily routines are conducted smoothly and regular meetings of the management team and staff are held to discuss curricular and management issues.
- Management policies have been prepared that offer clear guidance to the work. The range of policies is comprehensive, with the exception of the absence of a statement on sustainable development. The review undertaken recently over a short period of time of a number of policies seems over-burdensome and requires a better distribution of tasks over a period of time.

The governing body reflects a useful cross-section of experience and qualifications. Whilst being wholly supportive of the headteacher and staff, it acts as a critical friend and it undertakes its responsibilities very effectively. Members have a good awareness of

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curricular issues and they avail themselves of the opportunities provided to further develop their awareness.

- With the support of the headteacher, the secretary and LEA officials, the governors keep a very close eye on the budget. It was seen that the school has a substantial surplus that is currently above the recommended level of 5%. However, the entire surplus has been earmarked to fund various schemes to be implemented in the near future.
- Gwynedd County Council last produced an internal audit report on the school in 1996. This is not good practice.
- The school's hours makes it difficult for it to conform to the guidelines in relation to teaching time in KS2 and the sessions for the nursery children that end at 11 a.m. are short and lose the opportunity to provide them with a full morning's education.
- Information is provided to parents in the form of a bilingual handbook, which is comprehensive, very well presented, and meets statutory requirements. The annual report of the governing body also meets statutory requirements.
- As indicated above, the school does not have a policy on sustainable development, but it has a good understanding of its responsibilities in this area. It operates in a sustainable manner from day to day and due attention is given to this aspect within its curriculum.

### **6.3 Staffing, accommodation and learning resources**

Overall, the quality of staffing, accommodation and learning resources is good.

- Staffing provision is very good and the teachers' qualifications and experience are appropriate for the schools' needs. Part of the school's surplus is used to improve SEN and classroom-based provision.
- The expertise of individual members of staff is used to teach music in some classes and likewise the headteacher provides teaching support in certain subjects. These arrangements work well and the teachers fulfil their duties effectively.
- The teachers have job descriptions that clearly outline their responsibilities, but they are unsigned. The arrangement whereby teachers' curricular responsibilities are allocated to one key stage only works well in practice. However, this arrangement does limit their opportunity to develop fully as co-ordinators with an overview of whole-school requirements.
- Good use is made of classroom assistants and students in the various classes.
- The teachers attended a good range of in-service-training (INSET) courses during the past year and this had a positive impact on the teaching and on pupils' standards.
- Pupils' work in a good range of subjects is attractively displayed along school corridors, in the entrance area and within individual classrooms.

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- The school possesses a good range of resources for teaching the NC. They are effectively arranged and managed.
  - The school is located on a pleasant and expansive site, which is maintained in generally good condition, although there are some shortcomings. Space is limited in some classrooms for the number of pupils within them and although everyone is able to work and to move about within acceptable levels of noise, this does occasionally hamper the flow of some lessons. There are no toilets within immediate ease of access for the children in the nursery class.
  - The school site is not totally secure and access may be easily obtained through the open gates of the nearby Community Centre, which are not visible from the school and are out of sight of the schoolyard supervisors.
  - The building provides suitable disabled access and both buildings and grounds are kept in a neat and tidy condition.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The educational provision for the under-fives is appropriate and successfully promotes the Desirable Outcomes for children's learning. The standards achieved by the children attending the nursery class on a part-time basis and the reception class on a full-time basis are very good across the six areas of learning.

#### **Good features**

##### **Nursery children (3-4 years)**

*The development of the nursery children's language, literacy and communication skills is very good.*

They enjoy listening to stories and they respond enthusiastically to the activities. They communicate confidently in their first language and non-Welsh speaking pupils begin to communicate clearly in their second language. They can remember the words of several simple songs, and this helps them to learn new vocabulary.

*The mathematical development of the nursery children is very good.*

They use the various number resources well and are able to correctly recognise certain numbers, classify objects and create patterns. Their use of mathematical language is

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developing appropriately and they are able to count confidently from 1 to 10 when handling various objects.

***The personal and social development of the nursery children is very good.***

They enjoy taking part in a variety of activities that promote playing together and sharing. They establish a very good relationship with other children and are able to dress and undress for physical sessions with little adult assistance.

***The nursery children's knowledge and understanding of the world is very good.***

They discuss what they ate for breakfast confidently, making correct references to getting up time. They exhibit an awareness of the various roles of different people when playing in the Wendy house, with particular reference to Dad, Mam and Baby Bear.

***The creative development of the nursery children is very good.***

They enjoy the role-play sessions in the Wendy house. They can sing suitable rhymes and songs with enthusiasm. The pictures, patterns and three-dimensional work they produce in various media, is effective.

***The physical development of the nursery children is very good.***

They use small equipment with increasing control. They display appropriate control of their physical skills when moving in various ways in the physical education lesson. They are able to confidently handle a number of large toys, paying due attention to safety.

## **Reception Class (4-5 years)**

### **Good features**

***The development of the reception children's language, literacy and communication skills is very good.***

The children listen very well to stories and the majority respond enthusiastically, asking relevant questions, offering opinions and guessing what happens next. The majority possess a good range of vocabulary and make confident use of them. Pupils from non-Welsh speaking homes make good use of their second language, communicating effectively with their fellow pupils and adults. The activities and the attention given to early reading and writing lays an appropriate foundation for the future.

***The mathematical development of the reception children is very good.***

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- They enjoy looking for objects in the leaves and balloons, correctly counting the objects they find. They are able to recognise and handle numbers up to at least 10, placing numbers in order, recognising some number bonds orally and practically. They begin to understand the meaning of using items of coinage and engage effectively in role-play sessions in the fruit shop. They use simple mathematical language in appropriate contexts.

***The personal and social development of the reception children is very good.***

The children make very good progress in their personal and social development, sharing with their friends and displaying care for them. They are able to select activities independently and they concentrate for significant periods, playing games and working well together in the fruit shop. They understand that they must wait for their turn and are anxious to help each other when playing and working together.

***The reception children's knowledge and understanding of the world is very good.***

They are able to confidently discuss weather features and the Autumn season. They can name the days of the week and the seasons, describing what happens in the various seasons. They are aware of the work of a shopkeeper and farmer and are able to make good use of their imagination during role-play. They display great skill when using appropriate play equipment. Their information technology skills are developing appropriately when working on the computer and playing language and numeracy games.

***The physical development of the reception children is very good.***

Their small equipment handling skills are developed appropriately; they move confidently and follow instructions when participating in physical education lessons. They make confident use of large play equipment, displaying increasing awareness of safety.

***The creative development of the reception children is very good.***

The children greatly enjoy creative activities based on the termly theme. They use a variety of materials to create pictures. They are able to use various media to create pattern and line. They are able to correctly sing a number of simple songs. They are able to respond to and enjoy musical rhythms. They make skilful use of percussion instruments to create musical patterns and to display their awareness of varying depth and pace.

**Shortcomings**

There are no significant shortcomings.

**Welsh**

Pupils' standards of achievement are very good in oracy, reading and writing, across both key stages.

## **Good features**

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- Pupils in KS1 listen very well to stories and presentations. They respond appropriately to instructions and can express themselves effectively with increasing accuracy. They speak freely about their personal and curricular experiences, using a wide range of rich and appropriate vocabulary.
- Reading standards are developing very well across the key stage and throughout the ability range. By Y2 the most able pupils can read challenging books fluently and meaningfully, whilst others read simpler books without difficulty. They are able to employ various reading strategies in a variety of situations, for example, board and computer games, dictionaries and personal work. They read aloud confidently, using some voice intonation to convey meaning.
- Pupils' writing skills are developing very well and there is obvious progress across the key stage. They write confidently in a number of different forms, including freeform writing, responses to stories, pieces of poetry, simple descriptions and lists. Large numbers of pupils are able to use a variety of sentences and appropriate punctuation when producing extended pieces of writing. They correctly spell large numbers of familiar words.
- Pupils' language skills develop consistently throughout KS2 as they respond to a range of rich experiences across the curriculum.
- They listen very well and respond to a variety of stimuli and situations. Without exception pupils are able to clearly express opinions and ideas during discussions and when talking to visitors.
- The pupils develop into enthusiastic readers. They read smoothly and meaningfully, discussing the contents of their books expressively and with meaning. By the end of the key stage, the majority of pupils are able to read sizeable and challenging books without difficulty. They are able to discuss the layout and characters, expressing opinions about their favourite books. Pupils with SEN receive individual attention and show good progress.
- Pupils produce a wide and varying range of written work across the curriculum. The vast majority are able to complete a very significant amount of written work in a short period of time, correcting and improving their work throughout the task. They vary their sentence structures, making use of paragraphs and a wide range of adjectives and similes to improve their expression.
- On examining current and previous pupils' work, it was seen that they manage to produce written work of an exceptionally high standard with such a consistency that is not normally seen in this key stage.
- The majority of pupils are able to spell familiar and unfamiliar words with growing accuracy across the key stage. They make occasional use of dictionaries to assist them with their work.

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### **Shortcomings**

- There are no significant shortcomings.

### **English**

English is introduced in KS1 laying a firm foundation for oracy, reading and writing work, but it is in KS2 that the programme of study for the subject is formally followed. Pupils' standards of achievement in KS2 are very good in oracy, reading and writing.

#### **Good features**

- The vast majority of pupils speak confidently and make relevant contributions to discussions during the English lessons. They communicate freely when answering and asking questions, and expressing and presenting opinions. By Y5 and Y6, they possess well-developed language resources.
- Pupils' reading consistently reaches very high standards. They are able to read fluently and expressively and with appropriate emphases. When discussing books, they can explain clearly their likes and dislikes in relation to various subjects and characters.
- They are able to confidently search for information and can discuss the differences between modern English and the English used in Shakespearean times.
- Pupils' writing standards develop consistently across the key stage and their standards of achievement are very good. In Y3, they are able to write individual sentences and brief paragraphs. A number of pupils produce detailed and extended descriptive paragraphs.
- By the end of the key stage they write factual and creative pieces of work, using a range of language forms. The language used by the older pupils is correct; they use interesting adjectives and similes and are able to produce effective dialogue. Less able pupils can produce a similar range of work, which is of a good standard and in accordance with their ability.
- Pupils are aware of the importance of correct language and they re-draft their work neatly and purposefully. They use word processors to produce original work and for re-drafting purposes.
- The quality of pupils' handwriting is consistently good.

### **Shortcomings**

- There are no significant shortcomings.

### **Mathematics**

Pupils' standards of achievement are very good in KS1 and KS2.

#### **Good features**

- In KS1, pupils have a very good understanding of number bonds and patterns. They are confident in their handling of numbers when making paper and mental calculations. They

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come to be able to use addition, subtraction and multiplication processes with increasing accuracy and they have a sound understanding of place value.

- They recognise two-dimensional shapes and a good range of three-dimensional shapes. They know of their characteristics, using the appropriate mathematical language to record their work.
- Pupils move on quickly to use standard measures and they come to do so confidently and accurately through practical experiences such as measuring each other's height.
- Early in the key stage, through their study of different types of houses, they come to collect and correctly record data in block graph and computerised form. They are able to answer questions in a way that displays a very good understanding of their work.
- In KS2, pupils' grasp of the four rules of number and their understanding of the relationship between them is very good. Early in this key stage, they come to handle numbers with a fair measure of confidence and accuracy. In due course they go on to understand the relationship between decimal, fractional and percentage forms. They are able to estimate their answers by approximation and can use other strategies to check how reasonable their answers are.
- The younger pupils make correct use of length-related vocabulary. They understand the relationship between millimetres, centimetres and metres and are able to estimate correctly. It was seen from pupils' earlier work in this key stage that they make correct use of the appropriate units to measure mass, capacity and time.
- Pupils handle data skilfully, arranging, re-arranging and classifying correctly according to the criteria they are given. They produce a range of different graphs when undertaking surveys and other investigations.
- The older pupils are beginning to develop their understanding of probability.
- In both key stages, pupils make effective use of their mathematical skills to solve problems and they gain obvious enjoyment from taking part in mathematical games and investigations.

### **Shortcomings**

- There are no significant shortcomings.

### **Science**

Standards of achievement are very good in both key stages.

### **Good features**

- In both key stages, pupils display a positive attitude towards the subject; they have a highly developed awareness of science around them and their scientific vocabulary is developing very well.
- Younger pupils in KS1 recognise the characteristics of various materials found in and around the home, to a very good standard.
- Older pupils are able to explain the difference between liquid and solid and by conducting detailed observations of a range of materials, they are able to place them into the correct categories. They display natural curiosity in this aspect of their work.

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- From their earlier work, it was seen that KS1 pupils have an awareness of the importance of electricity in their lives and of the ways in which it can cause danger. They come to be able to recognise and handle different types of circuits, making correct observations that are carefully recorded.
  - They are aware of different types of habitats and they have investigated and correctly recorded the living and non-living things found around the school. They are able to name the various parts of a plant and through their investigations; they know that plants need water, light and heat to flourish. Their records of this work are accurate and their summary findings reflect a very good understanding of the work undertaken.
  - In KS2, the vast majority of pupils are aware of some of the key basic principles of science such as fair testing and control of variables. They make increasingly systematic observations and take correct measurements.
  - The investigative work makes an effective contribution to younger pupils' developing understanding of physical processes. Through experimentation, they have come to the conclusion that friction is a type of force and by handling various combinations of materials, they are able to correctly record on a scale of 1 to 4 whether the friction is high or low.
  - Pupils have a sound understanding of the solar system and of the way in which day and night are related to the Earth's revolution around its own axis.
  - They know how switches control light in circuits and the older pupils have conducted successful experiments with serial and parallel circuits. They understand that removing a bulb from a circuit can create a gap in that circuit and they are able to correctly record circuits using symbols and build a circuit from a given diagram.
  - They come to understand that upthrust is a force that acts on objects in water and is an influential factor if the object is floating or sinking.
  - From their previous work, it was seen that pupils understand the structure and function of the heart and how it operates as a pump. They know about the function of arteries and veins in taking blood through the heart. Their practical investigations on the effects of physical exercise on heartbeat have greatly assisted their understanding of circulation.

### **Shortcomings**

- There are no significant shortcomings.

### **Design and technology**

No lessons were observed in KS1, but on the basis of discussions with pupils and an examination of their work, it was adjudged that standards of achievement are good. Standards are very good in KS2.

### **Good features**

- In KS1, pupils work with a wide range of materials to create a good range of objects. They can convey their original ideas by producing simple designs and are able to offer sensible suggestions on ways of improving their work.
- The chairs that were manufactured for Teddy, out of different types of boxes, are finished to a high standard by older pupils in this key stage.

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- By building their own vehicles, they have gained a good understanding of the way in which axles and wheels work.
  - Pupils respond well to the current brief of creating a hat for a birthday party.
  - It was seen from their earlier work that they can correctly input and store instructions into a programmable toy. This was used to good effect to produce a rubbish bin during their work on the theme of *Around the school*.
  - In KS2, pupils very much appreciate the importance of research and investigation as part of their pre-design activities. They use a wide range of sources, including information technology, to assist them in gaining a better understanding of the brief set for them.
  - They have made effective use of their understanding of electricity circuits to design and produce a working torch. They evaluate their work in a critical manner.
  - As part of their work on the history of the Celts, pupils display highly developed skills in designing and building Celtic homes out of various materials. The finished work is of a very high standard and they are able to offer good suggestions on ways of improving their work.
  - Their recent work on biscuit production is very thorough. Time was spent investigating the ingredients of different types of biscuits, prior to tasting them and scoring them out of 10. During discussions with pupils, it was found that they appreciate the importance of the appearance of the wrapping and that this influences the prospective buyer's attitude towards the product and consequently impacts upon its sales.
  - Following detailed research on textiles and living conditions during the age of the Celts, the older pupils have experimented with techniques relating to weaving, wrapping, felting and sewing. Their knowledge and skills were used to design and make a start on the work of producing a large-scale weave for the school. They display highly developed skills as they set about working in pairs and groups. It was also seen that some pupils from Uned Gwyrfaï make a good contribution to this work.
  - Pupils' knowledge and understanding of mechanisms have developed to a very high standard as they conducted research into the ways in which slates were transported from the quarry to the port in the past. They produced effective computer-generated designs and the finished work is of a very high standard.
  - The school has had some significant success Nationally in design and technology competitions.

### **Shortcomings**

- At times, in KS1, the improvements made to pupils' designs are not sufficiently apparent.

### **Information technology**

Standards are good in both key stages.

### **Good features**

- In KS1, pupils come to display good independent skills and they use the computer confidently to present their written work.

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- They make good use of art packages to produce colour drawings based on their studies across the curriculum.
  - They make good use of CD-Roms to reinforce their language and number skills.
  - They produce effective graphs to record the data they have collected on their fellow pupils' birthdays, modes of travel to school and the findings of their scientific investigations.
  - In KS2, the majority of pupils come to be able to work confidently with computers as they load, retrieve, save and print their work.
  - They have a very good level of competence in word processing. They produce stories, letters, reports, poetry and posters, presenting them in a wide variety of formats.
  - They make good use of the Internet to search for information to assist in their studies.
  - They are able to produce effective spreadsheets for the purposes of setting up a flower stall in a Fair. It was seen that this work has added to pupils' understanding of concepts related to marketing and the world of business.
  - They handle and present data effectively.

### **Shortcomings**

- Little evidence was seen of pupils developing their skills by using information technology in music.

### **History**

No lessons were observed in either key stage, but on the basis of discussions with pupils and an examination of their work, it was adjudged that standards of achievement are good in KS1 and in KS2.

### **Good features**

- In KS1, pupils have a good understanding of the concept of the passage of time and have a firm grasp of the periods of development from childhood to the period of ageing.
- They make correct use of a range of phrases relating to the passage of time.
- They exhibit a good awareness of the differences between Bontnewydd past and present.
- They display a liking for, and a good level of understanding of artefacts from the past that are displayed in the classroom.
- They know of famous characters from the history of Wales and can explain effectively why they are well known.
- In KS2, pupils are able to recall effectively many of the important events during the Victorian period in a Welsh context.
- By looking carefully at written evidence about the Celts, pupils succeed in producing an effective personal interpretation of the appearance of a warrior of that period. They also know about the living conditions of the period and of its location along a timeline.
- Their visits to historical sites have greatly assisted the pupils' understanding of the Celts and of their place in the history of Europe and Wales.

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- Earlier work completed by the older pupils on the Second World War is of a very high standard. They possess highly accurate factual information and it was seen that they are familiar with handling a wide range of different types of evidence and of commenting upon them authoritatively.

### **Shortcomings**

- There are no significant shortcomings.

## **Geography**

No lessons were observed in KS1, but on the basis of discussions with pupils and an examination of their work, it was adjudged that standards of achievement are good. Standards are also good in KS2.

### **Good features**

- In KS1, pupils have a good awareness of the human and physical features that surround them.
- They are able to describe correctly the journey from the school to the local park, producing a simple map of it.
- Their sense of direction is developing well. They make correct use of vocabulary such as *in front, behind, to the left and to the right*.
- They are aware of some of the differences between the village of Bontnewydd and nearby Llandwrog.
- They are able to offer sensible suggestions for improving their environment and have a good understanding of the importance of recycling.
- They make correct use of some of the main weather symbols.
- In KS2, following a study of an economically developing country, the pupils have gathered a good body of factual information about Lesotho and about the way in which it compares to Wales. They are also aware of the country's living conditions.
- Pupils exhibit a well-developed awareness of what is different between the towns of Caernarfon and Llandudno and of the processes that contributed to the development of both areas.
- Older pupils make good use of atlases as a source of information. They are able to select the most suitable map for plotting the journey of an aeroplane from Cardiff to Entebbe, Uganda, correctly describing some of the geographical features of the journey.
- By looking at pupils' earlier work on their study of the local area of the Moryd, the older pupils are aware of the balance that must be struck between human beings and nature. They know of the various influences on the area and the effects they have had, offering answers to relevant questions. This work is of a very high standard.
- Younger pupils are able to refer intelligently to reasons for and against re-opening the railway line from Caernarfon to Porthmadog.

### **Shortcomings**

- There are no significant shortcomings.

## **Art**

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Pupils' standards of achievement are very good in both key stages.

### **Good features**

- In KS1, pupils experiment confidently with visual effects, such as tone, colour, line, pattern and form. They use various materials and media and their control of different techniques is developing very well.
- Pupils produce a range of two and three-dimensional images and objects, using a variety of materials, equipment and processes. Their appreciative skills are developing very well, as they compare and observe the work of other artists.
- In KS2, pupils produce very good quality pictures. The vast majority are able to confidently discuss line, tone, colour, pattern, shape and form, and are also able to apply their knowledge to the design and production of objects and images during activities across the curriculum.
- Pupils at the lower end of KS2 exhibit great skill in creating Celtic patterns on each other's faces. They exhibit good control when creating intricate lines in a Celtic pattern.
- Pupils respond practically and imaginatively to the methods and ideas of other artists, including artists from Wales, such as Kyffin Williams and Mary Lloyd Jones. They respond positively to the guidance of a resident artist, as they conduct research on Celtic art and use a range of different styles including sketching to design, create and evaluate high quality finished works.
- They discuss their own works, comparing them with others and are clearly well informed about the way in which different styles produce different effects. Pupils' experiences are enhanced by appropriate extra-curricular links and by Urdd competitions.

### **Shortcomings**

- There are no significant shortcomings.

## **Music**

Standards of achievement are good in KS1 and in KS2.

### **Good features**

- In KS1, pupils sing a variety of simple songs with obvious enthusiasm and enjoyment. They give due attention to sentences and the quality of the congregational singing is good.
- They conduct useful investigations into the range of sounds that can be produced with percussion instruments, following simple patterns at varying pace and depth.

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- With guidance, they are able to compose appropriate background music for a piece of poetry about Fireworks Night.
  - In KS2, the quality of the congregational singing greatly facilitates the collective worship. They have a good sense of rhythm, dynamics, tempo and pitch. Pupils are able to hold their parts as members of a group and they can recall musical patterns by using percussion and non-percussion instruments in a performance.
  - They are able to respond well to various musical stimuli, from the works of famous composers to African rhythms. They display an awareness of the importance of evaluation, change and modification as they perform pieces of their own composition.
  - A small number of pupils in Y5 and Y6 benefit from the harp and horn tuition provided by peripatetic tutors and they give performances during whole-class lessons. All pupils benefits from the opportunities they receive to perform in local concerts, services and eisteddfodau.

### **Shortcomings**

- There is insufficient development of pupils' skills in their use of ICT to compose independent pieces of music.

### **Physical education**

On the basis of the dance, gymnastics and games lessons observed, it was adjudged that standards are very good in KS1 and are good in KS2.

### **Good features**

- Across both key stages, the vast majority of pupils work energetically. They listen attentively to instructions and they concentrate well when working.
- In KS1, pupils exhibit very good control of their bodies as they respond to music. They are able to create a complete dance and can evaluate and refine their work from a very early age.
- They make very good use of space and they move confidently, combining movements and shapes to great effect. They work effectively as individuals and as a whole class.
- In the gymnastics lesson observed in KS2, the pupils work well as individuals, pairs and in larger groups. They display positive attitudes towards the subject, exhibiting enthusiasm and enjoyment and maintaining a good level of effort throughout their activities.
- They create a chain of movements and weave a range of movements so that the end of one act leads to the beginning of the next. They work in an orderly manner, effectively evaluating their own work and that of others, modifying and improving as required.
- When handling a rugby ball, pupils in KS2 work energetically and display increasing mastery of ball handling skills. They participate enthusiastically in all activities, displaying an increasing awareness of rules.

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- Pupils realise why physical exercise is important and are aware of its effects on the body.

### **Shortcomings**

There are no significant shortcomings.

### **Religious education**

Standards of achievement are good across both key stages.

### **Good features**

- Pupils in KS1 respond appropriately to Christian teaching, talking about the importance of love and care towards their fellow human beings. They respond well to discussions and are aware of the importance of helping others.
- They show an awareness of other religions such as Hinduism and understand the symbolism of light and of the Divali celebrations. They show an understanding of the simple differences between Christianity and Hinduism.
- The awareness of Christian life continues in KS2, as the pupils display a good understanding of Christ as the light of the world. They are able to explain Christ's teachings about light, referring to the importance of behaving appropriately and of helping others.
- Pupils' awareness of other world religions develops across the key stage and they are able to compare to a good standard elements of such religions with Christianity.
- They understand the importance of the work of Christian Aid and they contribute very generously to charitable collections by groups such as NSPCC and Operation Christmas Child. They also sponsor a child in the Third World.
- Pupils display a highly mature awareness of the ritual of worship during the morning assemblies, to which they contribute by singing, praying and reading.

### **Shortcomings**

- There are no significant shortcomings.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

The report produced following the inspection held during the spring term of 1998 identified the following as being key issues for action:

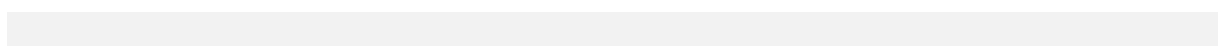
- give attention to the shortcomings identified in the curricular subjects;
- continue to improve planning, with particular reference to joint planning, giving due attention to educational aims and opportunities for differentiation and assessment;

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- continue to provide effective means of monitoring and evaluating standards of achievement;
  - ensure that the time allocation for teaching the under-fives and KS1 is compatible with their ages.

The school has made very good progress in addressing the key issues for action following the inspection in 1998. Attention has been given to the shortcomings identified in the various subjects and this is reflected in the progress made in standards in this inspection. Significant time and effort have been invested in producing detailed schemes of work that give clear guidance to teachers as they introduce the various subjects. There are effective measures in place to monitor and evaluate the standards achieved by pupils and it was seen that the time arrangements for the teaching of the under-fives and KS1 pupils are now appropriate.

## **8.2 Key issues for action**

There is a need to:

- maintain the high expectations that exist and the efforts to maintain and improve pupils' standards of achievement;
  - set more quantitative targets for the SDP's priorities;
  - prepare a programme for evaluating the quality of teaching across all curriculum subjects;
  - re-consider the length of the sessions for the nursery children;
  - ensure that the school fully meets the requirements in relation to daily collective worship;
  - improve the security arrangements on the school site.
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## APPENDIX

### A. Basic information about the school

Name of School	Ysgol Gynradd Bontnewydd
School type	Community
Age-range of pupils	3 – 11 years
Address of school	Bontnewydd Caernarfon Gwynedd
Post-Code	LL55 2UF
Telephone Number	(01286) 673880
Headteacher	Miss Eirian Pritchard
Date of appointment	September 1995
Chair of Governors / Appropriate Authority	Mr Gerallt Jones
Registered Inspector	Mr D M Cray
Dates of inspection	11 – 14 November 2003

### B School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	10	27	19	27	21	29	19	20	172

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	2	8.1

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil : adult (fte) ratio in nursery classes	10:1
Pupil : adult (fte) ratio in special classes	:1
Average class size, excluding nursery and special classes	23
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
Term	R	KS1	KS2	Whole school
1 Spring	93%	95%	95%	95%
2 Summer	93%	93%	94%	94%
3 Autumn	94%	94%	94%	94%

Percentage of pupils entitled to free school meals	1.8%
Number of pupils excluded during 12 months prior to inspection.	0

## C. Results of National Curriculum assessments.

### END OF KEY STAGE 1: 2003

National Curriculum Assessment KS 1 Results: 2003			Number of pupils in Y2: 21					
Percentage of pupils at each level			D	W	1	2	3	4
WELSH	Teacher Assessment	School				71	29	
		National		2	11	63	24	
Speaking and Listening	Teacher Assessment	School				71	29	
		National		2	11	63	23	
Reading	Teacher Assessment	School			10	76	14	
		National		3	17	57	22	
Writing	Teacher Assessment	School			15	71	14	
		National		4	20	65	10	
MATHEMATICS	Teacher Assessment	School				71	29	
		National		2	9	61	26	
SCIENCE	Teacher Assessment	School				86	14	
		National		2	10	68	20	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school:	100%	In Wales:	80.4%
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D Excepted or disappled under Sections 364 or 365 of the Education Act 1996.

W Working towards level 1

### END OF KEY STAGE 2: 2003

National Curriculum Assessments KS 2 Results: 2003			Number of pupils in Y6: 28										
Percentage of pupils at each level			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School							7		53	40	
		National						1	6	17	46	30	
	Test/Task	School									17	76	
		National		2	1	1			5	12	41	38	
Welsh	Teacher Assessment	School							3	7	63	27	
		National	1					1	4	19	50	23	
	Task/Test	School								7	47	46	
		National	1	2		1			3	18	51	24	
Mathematics	Teacher Assessment	School							3	3	44	50	
		National						1	4	19	47	28	
	Task/Test	School							3	3	54	40	
		National		2	1	1			4	19	43	30	
Science	Teacher Assessment	School								7	37	56	
		National							2	13	50	33	
	Task/Test	School								7	30	63	
		National		2					1	10	47	38	

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:	93.3%	In the school:	93.3%
In Wales:	69.6%	In Wales:	68.1%

D Excepted or disappled under Sections 364 or 365 of the Education Act 1996.

- 
- A Pupils who have failed to register a level due to absence.
  - N Pupils who have failed to register a level for reasons other than absence.
  - B Pupils not entered for the tests because they are working outside the set levels of the tests.
  - W Pupils who are working towards level 1.

## **D. The evidence base of the inspection**

- The team of three inspectors inspected work in all classes. Between them they spent nine full days at the school;
- pre-inspection meetings were held with governors, staff and parents;
- a range of documentation produced by the school was examined, including examples of work by the pupils across the curriculum in the early years and the two key stages;
- fifty five lessons or sessions were observed;
- morning assemblies were attended;
- pupils were listened to reading and were questioned about their knowledge and understanding of the curriculum;
- school registers were inspected;
- discussions were held with the headteacher and school staff relating to curricular and management matters;
- minutes of governors' and staff meetings were examined as well as documents relating to the school's financial matters;
- pupils were observed as they arrived and departed from school, and during breaks;
- thirteen parents were present at the pre-inspection meeting and 39 ( 32%) questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

## **E. Composition and responsibilities of the inspection team**

<b>Inspector</b>	<b>Type</b>	<b>Aspect Responsibilities</b>	<b>Subject Responsibilities</b>
Mr D M Cray	Rgl	1; 2; 3.1; 3.2; 5.1; 5.5; 6.1; 6.2; 8.1; 8.2	Mathematics; science; design and technology; information technology; history; geography.
Ms O Davies	Team	4.1; 5.2; 5.3; 5.4; 6.3;	The early years; Welsh; English; art; music; physical education; religious education.
Mr W Owen	Lay	4.2; 4.3; 5.6; 5.7	

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

# A SUMMARY FOR PARENTS ON THE INSPECTION OF YSGOL BONTNEWYDD

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Ysgol Bontnewydd was inspected as part of a national programme of school inspection. The purpose is to identify strengths and weaknesses in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their children's schools. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Ysgol Bontnewydd took place between 11-14 November 2003. It was undertaken by an independent team of three inspectors, led by Mr Martin Cray. The inspection was commissioned by Estyn, a department of central government.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the efficiency with which financial resources were used and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

Name of School	Ysgol Gynradd Bontnewydd
School type	Community
Age-range of pupils	3 – 11 years
Address of school	Bontnewydd Caernarfon Gwynedd
Post-Code	LL55 2UF
Telephone Number	(01286) 673880
Headteacher	Miss Eirian Pritchard
Date of appointment	September 1995
Chair of Governors / Appropriate Authority	Mr Gerallt Jones
Registered Inspector	Mr D M Cray
Dates of inspection	11 – 14 November 2003

## Context

This county primary school maintained by Gwynedd Local Education Authority (LEA), is located in the village of Bontnewydd, a short distance from the town of Caernarfon. There are currently 182 pupils between 3 and 11 years of age on the school register and it is stated that three quarters of them come from an area that is neither prosperous nor economically disadvantaged, with the remainder resident in areas of relative prosperity. Pupils are in the main considered to be from privileged backgrounds and some 1.8% is entitled to receive free school meals – a figure that is significantly lower than county

and national averages. Thirteen pupils (7%) are designated as having special educational needs (SEN).

The school is attended by 20 nursery age children, who commence their education on a part-time basis at the beginning of the month of September following their third birthday and on a full-time basis in the following September. The school follows the Welsh first language programme of study and over 95% of pupils come from homes where Welsh is the main spoken language.

The school was last inspected in April 1998 and since then there have been a number of staffing changes. Pupil numbers have remained fairly constant over the years.

The school's aims and objectives are outlined in the handbook given to parents and the priorities identified in the School Development Plan (SDP) include matters of curricular and management importance to the school.

Expectations are high and targets are set that are challenging, but achievable.

### **The main findings of the report**

- Ysgol Bontnewydd offers experiences that stimulate the pupils to reach high standards.
- The overall quality of educational provision for the under-fives is appropriate to their needs. Standards in the six areas of learning are as follows:

	<b>Nursery</b>	<b>Reception</b>
Language, literacy and communication skills	Very good	Very good
Personal and Social Development	Very good	Very good
Mathematical Development	Very good	Very good
Knowledge and Understanding of the World	Very good	Very good
Physical Development	Very good	Very good
Creative Development	Very good	Very good

- In Key Stage (KS) 1 and KS2, pupils' standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

	<b>KS1</b>	<b>KS2</b>
Welsh	Very good	Very good
English	-----	Very good
Mathematics	Very good	Very good
Science	Very good	Very good
Design and technology	Good	Very good
Information technology	Good	Good

History	Good	Good
Geography	Good	Good
Art	Very good	Very good
Music	Good	Good
Physical education	Very good	Good
Religious education	Good	Good

- In KS1 in 2003, according to teachers' assessments, 100% of pupils attained Level 2 (L2) or above in the core subjects at the end of the key stage. In 2002 the figure was 93.1% (Wales 80.4%; Gwynedd 79%) and in 2001 it was 90% (Wales 81%; Gwynedd 76%).
- In KS2 in 2003, 93.3% of pupils attained L4 or above, as determined by task/test results in the core subjects. In 2002 it was 85.7% (Wales 68.1%; Gwynedd 70.7%) and in 2001 the figure was 81.8% (Wales 68%; Gwynedd 72.1%).
- In relation to comparator schools throughout Wales, the school's performance in KS1 was above the median, but below the highest performing 25% in 2001 and 2002, and in the highest performing 25% in 2003. In KS2, the school's performance has moved from being below the median, but above the lowest performing 25% in 2001, to being above the median, but below the highest performing 25% of schools in 2002 and within the highest performing 25% in 2003.
- The school sets challenging targets and succeeds in meeting them on a regular basis.
- The progress made by the under-fives and KS1 and KS2 pupils in their key skills across the curriculum is at least good.
- Pupils' spiritual development is good and their moral, social and cultural development is very good. The school promotes sound attitudes and values and pupils respond positively to the provision made for them. The whole-school periods of collective worship and the religious education lessons make a good contribution to pupils' spiritual development. However, all classes do not hold services that fully meet the requirements when whole-school assemblies are not held. Due attention is given to the Cwricwlwm Cymreig, particularly in language work, art, music, history, geography and religious education. Pupils' experiences are expanded by participating in Urdd Eisteddfodau, concerts, celebrations and local activities.
- Pupils' behaviour is very good and levels of attendance are satisfactory.
- The quality of teaching is one of the main strengths of Ysgol Bontnewydd and evidence was seen of very good quality teaching across the school. The quality of teaching was very good in 56% of lessons observed by the inspectors. It was good in 36% and satisfactory in 8% of them. Without exception, staff at the school are conscientious and very hard working.

- The provision for pupils with SEN is good and the progress they make is also good.
- The quality of assessment, recording and reporting is very good across the school and a stimulating curriculum is provided which meets statutory requirements.
- The support and guidance given to pupils is generally good and the partnerships with parents, community, schools, other institutions and the world of industry are very good.
- It was found that there is a self-critical culture in existence amongst staff and governors, and the school has for several years begun to address its responsibilities in this area. Subject co-ordinators receive non-contact periods for their monitoring work that includes looking at pupils' workbooks on a regular basis. These arrangements are laudable, but to date, there has been little evaluation of the quality of teaching, with the exception of language and mathematics lessons. The SDP is highly comprehensive and incorporates secure financial planning, but it contains few references to quantitative indicators to measure the success of its efforts to realise its priorities.
- Leadership and efficiency at the school are good. The headteacher gives clear and firm leadership, setting high expectations and standards. The governing body reflects a useful cross-section of experience and qualifications. Whilst being wholly supportive of the headteacher and staff, it acts as a critical friend and it undertakes its responsibilities very effectively.
- The school's hours makes it difficult for it to conform to the guidelines in relation to teaching time in KS2 and the sessions for the nursery children that end at 11 a.m. are short and lose the opportunity to provide them with a full morning's education.
- Information is provided to parents in the form of a bilingual handbook, which is comprehensive, very well presented, and meets statutory requirements. The annual report of the governing body also meets statutory requirements.
- The school is located on a pleasant and expansive site, which is maintained in generally good condition, although there are some shortcomings. Space is limited in some classrooms for the number of pupils within them. There are no toilets within immediate ease of access for the children in the nursery class. It was seen that the site is not totally secure and access may be easily obtained through the open gates of the nearby Community Centre, which are not visible from the school and are out of sight of the schoolyard supervisors. The building provides suitable access for the disabled and is kept, together with its surroundings, in a very clean condition.
- The school has made very good progress in addressing the key issues for action following the inspection in 1998. Attention has been given to the shortcomings identified in the various subjects and this is reflected in the progress made in standards in this inspection. Significant time and effort have been invested in producing detailed schemes of work that give clear guidance to teachers as they introduce the various subjects. There are effective measures in place to monitor and

evaluate the standards achieved by pupils and it was seen that the time arrangements for the teaching of the under-fives and KS1 pupils are now appropriate.

### **Key issues for action.**

There is a need to:

- maintain the high expectations that exist and the efforts to maintain and improve pupils' standards of achievement;
- set more quantitative targets for the SDP's priorities;
- prepare a programme for evaluating the quality of teaching across all curriculum subjects;
- re-consider the length of the sessions for the nursery children;
- ensure that the school fully meets the requirements in relation to daily collective worship;
- improve the security arrangements on the school site.

**The governing body is responsible for drawing up an action plan within 40 working days (or 45 working days where a translation is necessary) of receiving the report, showing what the school is going to do about the issues. This action plan, or a summary of it, will be circulated to all parents at the school.**

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