

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

**Ysgol Cefn Coch  
Stryd yr Ysgol  
Penrhyndeudraeth  
Gwynedd  
LL48 6AE**

**School Number: 6612208**

**Date of Inspection: 09/01/06**

**by**

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- \* primary schools;
- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
- \* the education, guidance and training elements of Jobcentre Plus.

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- \* provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
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Ysgol Cefn Coch 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 Cefn Coch took place between 09/01/06 and 11/01/06. An independent team of inspectors, led by Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a short inspection."

## Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Ysgol Cefn Coch is a county primary school serving the small town of Penrhyndeudraeth and the neighbouring village of Minffordd.
2. The school educates pupils between three and eleven years of age. There are currently 159 full-time pupils on the school register, together with 21 part-time nursery children. Pupils are admitted to school on a full-time basis at the beginning of September following their fourth birthday. The pupils are taught by nine full-time teachers and one part-time teacher.
3. Ysgol Cefn Coch is a naturally bilingual school. Seventy per cent of pupils come from homes where Welsh is the main spoken language but it is now judged that the vast majority of pupils speak Welsh to first language standard.
4. The school describes the area from which the pupils come as being neither prosperous nor economically disadvantaged. Thirteen per cent of pupils are entitled to receive free school meals, a figure that is below county and national averages.
5. Pupils' attainment levels when first admitted to school vary greatly. Twenty two per cent of pupils have special educational needs, which is slightly above the national average, eight of whom have statements of their special educational needs.
6. The school was last inspected in the spring term of 2000. There have been no significant changes in the linguistic and social background of the school in the meantime, but there has been a reduction of 14% in pupil numbers. The headteacher was appointed to his post in 1991.

### The school's priorities and targets

7. The school's priorities and targets for 2005 – 2006 include:
  - developing the pupils' thinking and learning skills in all subjects;
  - continuing to develop aspects of Personal and Social Education;
  - structuring the methods of assessing mathematics and updating the scheme of work for art;
  - continuing to develop the current self-evaluation regime.

## Summary

8. The school's views in the self-evaluation report correspond to the judgement of the inspection team in six of the seven Key Questions.

### Table of grades awarded

9. The inspection team adjudged the work of the school as follows:

Key question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
3 How well do the leadership 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?	1
6 How well do learners and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	1

### Standards

10. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
11. The pupils succeed in their work, regardless of their social or linguistic background. The pupils with special educational needs make good progress and they achieve the targets set for them.
12. Communication standards of pupils of all ages are good with a number of outstanding features. Their mathematical skills, together with their ability to use information and communications technology to support their learning, are developing well.
13. The pupils make good progress in their bilingual capability.
14. At the end of Key Stage 1 and Key Stage 2 in 2005, pupils' attainment levels in the National Curriculum core subjects were considerably higher than national averages in all subjects.

15. There are outstanding features in the progress made by pupils in their learning and in their personal and social development.
16. The pupils cope confidently with new information and skills; they exhibit a genuine interest in their work and they work productively, concentrating intensely on their tasks over extended periods. They co-operate very effectively when engaged in group tasks.
17. The standards of pupils' behaviour are outstanding. They are considerate, courteous and they relate well to each other. They have a good awareness of equal opportunity issues.
18. Average levels of attendance at the school over the three terms prior to the inspection were slightly above 95%. Pupils' punctuality levels at the beginning of the school day are good.
19. Pupils know their community well and they have an appropriate knowledge of the world of work.

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

In the lessons observed, the quality of teaching was adjudged to be as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
30%	70%	0%	0%	0%

20. The teachers have a good knowledge of the subjects they teach and of the Desirable Outcomes for Children's Learning under five. Lesson planning is thorough and appropriate emphasis is placed on developing the pupils' bilingual skills.
21. Lessons are presented with skill and imagination; interesting tasks are provided that correspond well to pupils' abilities and the teachers' expectations are high.
22. Where there are outstanding features to the teaching, the pupils' thinking and learning skills are nurtured effectively.
23. There are comprehensive arrangements for assessing and recording the progress made by pupils of all ages in all areas of the Desirable Outcomes and the National Curriculum. Pupils' work is marked regularly and purposefully. The system of setting individual targets for pupils makes a significant contribution to their personal and educational development.
24. The quality of the annual reports to parents is good. They provide parents with useful information on their children's progress and their personal and social development.

25. Curriculum planning is thorough, and this leads to coherent, varied and differentiated experiences for pupils of all ages. Pupils receive good opportunities to ensure that they gain the basic and key skills.
26. The prominence given by the school to Welsh culture and heritage and to developing pupils' bilingual skills is an outstanding feature of the curricular provision.
27. The curriculum is enhanced by various educational visits and visits to school by members of the community. The pupils also benefit from the numerous opportunities they receive to take part in activities outside school hours.
28. The comprehensive programme of personal and social education, such as 'Ysgol Dina' and circle time make a considerable contribution to improving pupils' achievements and creating a pleasant ethos at the school.
29. There is close co-operation between parents and the school and this was confirmed by the parents' positive responses in the pre-inspection questionnaires. There is effective communication between the school and parents.
30. The quality of the school's partnerships with other primary and secondary schools and with the community is good.
31. There are relevant policies in operation for equal opportunities and racial equality. They are all highly comprehensive and are implemented thoroughly.
32. Appropriate attention is given to global citizenship and sustainable development in the educational programme. The school has won the 'Green School' bronze award and has established a system for collecting paper to be recycled.
33. Some attention is given to the development of pupils' enterprise skills. It is stated in the school's self-evaluation report that this aspect needs to be developed further.
34. The quality of care, support and guidance provided for learners is outstanding. The school is a happy and caring community, each pupil is valued as an individual and they all feel comfortable in their ability to approach any member of staff for support or guidance.
35. The school works closely with parents, carers and LEA support services in areas relating to pupils' welfare and safety.
36. The strategies that have been established to promote good behaviour is one of the outstanding features of the school's provision.
37. The pupils are carefully supervised whilst they are at school and the staff are aware of school guidelines in the area of child protection.

38. The provision for pupils with additional learning needs is good, with outstanding features. The school identifies pupils' additional learning needs at an early stage and acts accordingly. The co-ordinator is very knowledgeable about pupils' needs and provides them with high quality support. The designated governor is fully aware of her responsibilities.
39. Policies for sex education, equal opportunities and racial equality are well established, and are known to all members of staff. The school's provision promotes equal opportunities for all pupils.

### **Leadership and management**

40. The quality of leadership provided by the headteacher, staff and governing body is one of the outstanding features of the school's work. The work of the team is co-ordinated to very good effect by the headteacher. He has a clear educational vision and ensures that everyone at the school receives equal opportunities.
41. The teachers and members of the Management Team undertake their duties with great thoroughness and they make a key contribution to the development of the school.
42. The day-to-day management arrangements are effective and there are useful procedures for communicating with parents.
43. The governing body fulfils its statutory responsibilities effectively. The members know the school well and they play an active role in its development. They have begun to address their monitoring and evaluation responsibilities.
44. The comprehensive self-evaluation arrangements operated is one of the outstanding features of the work of the school. The concise self-evaluation report produced by the school prior to the inspection is of a high standard.
45. The school is well informed about the quality of its educational provision, the standards achieved in each subject and those aspects that require further development.
46. The School Development Plan is a powerful tool for guiding developments and giving a clear sense of direction to the work of the school. Developments are carefully planned and the implementation and impact of the Plan are thoroughly monitored and evaluated at the end of each year.
47. Staff have a good range of knowledge and expertise that enables them to teach the curriculum effectively. They are supported by skilled and conscientious support staff.
48. Each pupil receives access to appropriate learning resources that correspond to the requirements of their learning experiences. Information and communications technology provision is good.

49. The buildings and accommodation provide a suitable location for teaching and learning. The school makes effective use of community buildings and resources in order to improve its facilities.
50. The standard of financial management at the school is very sound. Resources are used efficiently and effectively and the school provides good value for money.
51. The school has made good progress in addressing the Key Issue highlighted in the report produced in 2000.

## **Recommendations**

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

- R1: maintain and further improve standards by continuing to develop the self-evaluation procedures;
- R2: aim for excellence in the quality of teaching in all classes by spreading the outstanding features in the teaching already found in some classes;
- R3: further develop the monitoring and evaluation role of the governing body;
- R4: act on the intention to develop enterprise activities.

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 1: Good with outstanding features

52. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
53. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
54. The pupils succeed in their work, regardless of their social or linguistic background. The pupils with special educational needs make good progress and they achieve the targets set for them.
55. Communication standards of pupils of all ages are good with a number of outstanding features. They listen attentively in lessons, contribute intelligently in oral periods and use their reading and writing skills in a number of different contexts.
56. The mathematical skills of the under-fives and the rest of the school are consistently good. They apply their mathematical skills well as they engage in practical activities and they make effective use of graphs and tables in their science work.
57. The ability of pupils of all ages to use their information technology and communications skills to support their learning is developing well. They use a wide range of computer software in a large number of curricular contexts with increasing skill.
58. The pupils make good progress in their bilingual capability. By the beginning of Key Stage 2, the vast majority speak, read and write with ease in Welsh and English.
59. At the end of Key Stage 1 and Key Stage 2 in 2005, pupils' attainment levels in the National Curriculum core subjects were considerably higher than national averages in all subjects. In relation to comparator schools in terms of the number of pupils receiving free school meals, the school's results are in the main in the upper quartile.
60. The school's rolling results over a period of three years are consistently good and they show continuous improvement. Boys and girls perform equally well.
61. There are outstanding features in the progress made by pupils in their learning and in their personal and social development.

62. The pupils cope confidently with new information and skills and they have a good awareness of their levels of achievement. They discuss the strengths and shortcomings of their work intelligently.
63. The pupils have a very positive attitude towards learning and they exhibit a genuine interest in their work; they work productively and concentrate intensely on their tasks over extended periods. They co-operate very effectively when engaged in group tasks, they respect each other's views and take responsibility for their actions.
64. Pupils of all ages make good progress in their creative skills.
65. The practice of setting individual targets for pupils, together with the emphasis placed on developing their self-assessment skills, makes a considerable contribution to their learning skills and the progress they make in their work.
66. The standards of pupils' behaviour are outstanding. They are considerate, courteous and they relate well to each other, showing increasing maturity and a high degree of self-discipline. This makes a considerable contribution to the ethos of the school and to pupils' standards of achievement.
67. Average levels of attendance at the school over the three terms prior to the inspection were slightly above 95%. Pupils attend school regularly and there are few instances of unauthorised absences. Pupils' punctuality levels at the beginning of the school day are good.
68. Pupils make good progress in their ability to work independently and to take responsibility for their own work. When working in small groups, they exhibit a good ability to organise their own work, to solve problems and to make decisions.
69. Pupils have a good awareness of equal opportunity issues. They respect diversity in society and they are well informed about other religions and cultural traditions.
70. The regular visits to the local area make a good contribution to expanding their understanding of their community and the world of work.

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

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

#### **Grade 1: Good with outstanding features**

71. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
72. In the lessons observed, the quality of teaching was adjudged to be as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
30%	70%	0%	0%	0%

73. The teachers have a good knowledge of the subjects they teach and of the Desirable Outcomes for Children's Learning under five. Lesson planning is thorough and appropriate emphasis is placed on developing the pupils' bilingual skills.
74. The good working relationship between teachers and pupils facilitates effective learning.
75. There is a clear focus on learning objectives that is shared with pupils and thoroughly reviewed at the end of lessons. Lessons are presented with skill and imagination and effective use is made of a range of resources such as the interactive whiteboards.
76. The tasks provided are stimulating and interesting and they correspond well to pupils' needs and abilities.
77. There are high expectations in terms of concentration and self-discipline; appropriate time limits are set for completing the work and the learning is regularly assessed through the teachers' purposeful interventions.
78. Equal opportunities are promoted in all lessons and they ensure that all pupils are treated equally.
79. Where there are outstanding features to the teaching, specific strategies are employed to nurture the pupils' thinking and learning skills. They receive good opportunities to discuss their work, to express their opinions and to practise their study and problem solving skills.
80. The arrangements for assessment and recording pupils' work are good with some outstanding features.
81. There are detailed arrangements for assessing and recording the progress made by the under-fives. The development of each individual is carefully monitored and this information is used in planning for their needs.
82. There are comprehensive arrangements for assessing and recording the progress made by pupils in all areas of the National Curriculum. The teachers' continuous assessments together with the results of standardised tests are analysed in detail and used to track the progress of each pupil and set personal targets for them. These arrangements are outstanding features of the assessment regime.
83. Pupils' work is marked regularly and in the main the comments provide them with useful guidance on how to improve it.
84. The assessment files and subject portfolios are useful assessment tools for moderating work and achieving consistent levels of expectation.

85. The system of setting individual targets for pupils makes a significant contribution to the development of their learning skills and to their ability to gauge the standards of their own work.
86. The annual reports to parents conform to statutory requirements. They are of good quality and provide useful information to parents on their children's educational progress and personal and social development. They contain useful suggestions on ways in which parents can support their children's progress.

**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**

87. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
88. The school responds well to pupils' learning needs and provides equal access to a broad and balanced curriculum that conforms to legal requirements.
89. Curriculum planning is thorough for all subjects and age groups so as to introduce coherent, varied and differentiated experiences for pupils. The schemes for history, geography and religious education are an outstanding feature of the curriculum. They provide clear and purposeful guidance on how to introduce subject content, they make regular reference to means of developing the key skills and thinking skills, and offer very clear guidelines on assessment strategies.
90. Good opportunities are provided to ensure that pupils gain the basic and key skills. The school has gained the third accreditation of the Basic Skills Agency Quality Mark for its work on targeting attention on groups of pupils who were in danger of under-achieving in the key skills.
91. The prominence given by the school to Welsh culture and heritage and to developing pupils' bilingual skills is an outstanding feature of the curricular provision.
92. The curriculum is enhanced by various educational visits and visits to school by members of the community who share their knowledge and skills with pupils. Effective use is made also of visits by resident artists to work with the pupils.
93. The pupils benefit considerably from numerous opportunities to take part in clubs, Urdd competitions, sports teams and residential visits. A considerable number of pupils take part in these activities, learning new knowledge and valuable skills.
94. Throughout their time at the school, the pupils take part in a comprehensive programme of personal and social education. Through a range of curricular

activities and structured periods such as 'Ysgol Dina' (Dina's School), circle time and the School Council, pupils receive good opportunities to develop and practise key personal and social skills. These experiences make a considerable contribution to improving pupils' achievements and creating a pleasant ethos at the school.

- 95 The sessions of collective worship make a good contribution to developing pupils' understanding of moral and spiritual issues and helps them to respect truth and justice.
- 96 The quality of the school's partnerships with other primary and secondary schools and with the community is one of the outstanding features of the educational provision.
- 97 There is close co-operation between parents and the school and this was confirmed by the parents' positive responses in the pre-inspection questionnaires. A number of parents provide practical support for school activities and there is an active Friends of the School organisation that organises a good variety of activities for parents and friends of the school and that raise considerable sums of money for school funds.
- 98 There are effective communication arrangements between the school and parents. Parents are informed in good time about school activities and events; the Home/School Agreement has been adopted and the School Handbook contains all the necessary information.
- 99 The school works well with other catchment primary schools and there are effective arrangements for the transfer of Year 6 pupils to the local secondary school. Good opportunities are provided for pupils, students and prospective students to receive training at the school.
- 100 There are relevant policies in operation for equal opportunities and racial equality. They are all highly comprehensive and are implemented thoroughly.
- 101 Appropriate attention is given to global citizenship and sustainable development in the educational programme. The school has won the 'Green School' bronze award and has established a system for collecting paper to be recycled.
- 102 Some attention is given to the development of pupils' enterprise skills. It is stated in the school's self-evaluation report that this aspect needs to be developed further.

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

**Grade 1: Good with outstanding features**

- 103 The findings of the inspection team match the judgement made by the school in its self-evaluation report.

- 104 The quality of care, support and guidance offered to learners is outstanding. The school is a happy and caring community that gives prominence to promoting values such as tolerance, fraternity and kindness in its life and work. All pupils are valued as individuals and they all feel comfortable in their ability to approach any member of staff for support or assistance. This was confirmed at the pre-inspection meetings and in the parents' questionnaires.
- 105 The school works closely with parents, carers and LEA support services in areas relating to pupils' welfare and safety.
- 106 The younger pupils at the school settle in quickly at school and transfer easily from the nursery class to the reception class. They are safe and homely at school and receive good support by the teachers.
- 107 Each pupil receives full access to a comprehensive programme of personal and social education. The regular circle time sessions held in each class, together with the meetings of the School Council, give prominence to the voice of the child in the life and work of the school.
- 108 The school promotes healthy eating practices by selling fruit to pupils during morning break times. It is also on the waiting list to join the 'Healthy Schools' scheme.
- 109 Sound arrangements have been established for monitoring attendance and punctuality. The strategies established for promoting good behaviour is one of the outstanding features of the provision.
- 110 Pupils are supervised very carefully during their time on school grounds. There are effective arrangements for receiving pupils in the morning and releasing them into parental care at the end of the day.
- 111 The staff are aware of school guidelines in the area of child protection and operational arrangements are well-established.
- 112 The provision for pupils with additional learning needs is good with outstanding features. The school conforms fully to the Code of Practice. The Individual Education Plans provided for the pupils are detailed and relevant and parents and carers receive regular opportunities to review the programmes produced for their children.
- 113 The school identifies its pupils' additional learning needs at an early stage and intervenes as required. A detailed record is kept of pupils' progress as they move through the school.
- 114 The co-ordinator is thoroughly knowledgeable of pupils' needs. Her conscientious work makes a considerable contribution to promoting their progress and is an outstanding feature of the provision. The designated member is fully aware of her responsibilities and she visits the school regularly for discussions with the co-ordinator.

- 115 Policies for sex education, equal opportunities and racial equality are well established, and are known to all members of staff. The school's provision promotes equal opportunities for all pupils, including those with disabilities.
- 116 The school succeeds well in developing pupils' awareness of other cultures. In a number of subjects the work reflects the importance placed by the school on tolerance and respect towards others.

## **Leadership and management**

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

#### **Grade 1: Good with outstanding features**

- 117 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 118 The quality of leadership provided by the headteacher, staff and governing body is one of the outstanding features of the school's work. They work well as a team, share agreed values; they have high expectations and provide a clear sense of purpose for the work of the school.
- 119 The school has clear aims and policies that focus on pupils' needs and gives a high priority to raising pupils' standards of achievement.
- 120 The work of the team is co-ordinated to very good effect by the headteacher. He has a clear vision, promotes equal opportunities for all and provides good opportunities for all staff to have a voice in the development of the school.
- 121 The teachers fulfil their monitoring and evaluation responsibilities thoroughly and they make a key contribution to the development of their area of responsibility and to the priorities outlined in the School Development Plan. The staff teams are led to particularly good effect by members of the Management Team.
- 122 This is a progressive school that gives good attention to local and national priorities in its programme of work. Education Strategic Plan priorities are included in the School Development Plan; the school has gained Basic Skills Agency Quality Mark accreditation for the third time and has won the 'Green School' bronze award. There is very close co-operation with numerous partnerships that include local primary and secondary schools, the University School of Education and Menter Deudraeth.
- 123 The end of key stage targets set on an annual basis are ambitious and based on a detailed self-evaluation of the likely performance of each individual pupil. Appropriate strategies have been established for assisting pupils to achieve their targets.
- 124 There are thorough and purposeful arrangements for promoting the professional development of teachers and support staff. An effective system

has been established for fulfilling the requirements of staff performance management; the work of individuals and teams is monitored regularly and relevant support and training is provided for staff to assist them to achieve their objectives.

- 125 Effective arrangements have been established for earmarking specific periods for all members of staff for planning, preparation and assessment work.
- 126 The day-to-day management arrangements are effective and there are useful procedures for communicating with parents.
- 127 The governing body fulfils its statutory responsibilities effectively. The members know the school well and they play an active role in its development. They have a thorough understanding of policies and the School Development Plan and have begun to address their monitoring and evaluation responsibilities. They receive good quality information from the headteacher and the curriculum leaders.

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

**Grade 1: Good with outstanding features**

- 128 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 129 A culture of self-criticism is well established in the school improvement programme. The school is well informed about the quality of its educational programme and the standards achieved in all subjects and about those aspects that require further development.
- 130 The school's views in the self-evaluation report correspond to the judgement of the inspection team in six of the seven key questions.
- 131 Curriculum leaders play an active role in the school's self-evaluation arrangements. They use a range of evidence when coming to a view; they produce written reports on their findings for the governing body and act on any aspects that require further attention. Appropriate attention is given in the evaluations to cross-school issues as well as curriculum subjects.
- 132 Analytical and effective use is made of local and national benchmarking information in order to compare the school's performance with that of similar schools.
- 133 The school has formal arrangements for gathering the views of parents, and recently links were established between the school council and a member of the governing body. This ensures that the views of parents and pupils are considered in the planning of developments.

- 134 The School Development Plan is a powerful tool for guiding developments and giving a clear sense of direction to the work of the school. There is a very good link between Plan priorities and those priorities that resulted from the self-evaluations. Developments are planned carefully, the expected outcomes are identified together with the proposed monitoring methods, implementation responsibilities are allocated to individuals and resources are allocated to support the developments. The implementation of the Plan and the impact of the developments on the school are thoroughly monitored at the end of the year.
- 135 There are outstanding features to the quality of the concise self-evaluation report produced by the school prior to the inspection. Reference is made to a wide range of sources of evidence and the school's strengths and shortcomings are analysed in some detail.
- 136 The school has made good progress in addressing the Key Issue highlighted in the report produced in 2000. The school has succeeded in maintaining and building on the good standards, improvements were made to the annual reports on pupils' progress, the partnership with commerce and industry has been strengthened and the shortcomings in the surface of the play area have been addressed.

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

**Grade 1: Good with outstanding features**

- 137 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded Grade 2 for this key question. When the self-evaluation report was produced, the school had not received assurances that the Local Education Authority intended to address the shortcomings in the surface of the play area. However, by the time of the inspection it had been agreed that the required works would be undertaken.
- 138 There are sufficient numbers of teaching and support staff to ensure that pupils receive good support in classes. The staff have a good range of knowledge and expertise that enables them to teach the curriculum effectively to each pupil. They make effective use of training courses and visits by Local Education Authority advisers in order to learn new skills. The recent training on learning skills has had a significant impact on the quality of teaching and learning.
- 139 The class teachers are supported by skilled and conscientious staff. They co-operate very effectively with the teachers and make a key contribution to the quality of teaching and learning.
- 140 All pupils receive access to appropriate learning resources that correspond to the requirements of their learning experiences. The quality of the resources is good and they are easily accessible to pupils. There is good provision for

using information and communications technology equipment for teaching and learning.

- 141 The buildings and accommodation provide a suitable location for teaching and learning. The standard of cleanliness at the school is high, the building is well maintained and it is used effectively by teachers and pupils. The tasteful displays provide a stimulating learning ethos for pupils and reinforce their learning.
- 142 The school makes effective use of community buildings and resources in order to improve its facilities so as to be able to stage public performances and to teach all elements of physical education programmes of study.
- 143 The standard of financial management at the school is very sound. Resources are used efficiently and effectively and the school provides good value for money. Long and short-term expenditure is planned carefully, any likely budgetary changes are foreseen and resources are provided according to school priorities and targets. The headteacher and governing body review and evaluate needs and use of resources on a regular basis in order to secure value for money.

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

The members of the governing body and all members of staff at the school take pride in the findings of the inspection team following their visit to Ysgol Cefn Coch from 9-11 January, 2006.

We believe that the inspection was fair and wide-ranging and that the entire process was both open and honest.

It was encouraging to note that the grades 'one' awarded by the inspection team, in relation to the seven key questions, corresponded to the ambitious targets set by the school. It is emphasised that the structures put in place in order to achieve these standards are a reflection of an ongoing process over a number of years.

In the face of any budgetary cuts resulting from reductions in pupil numbers over coming years, our challenge as a school will be to seek to maintain and further improve the standards. These issues will be given due prominence in the School Development Plan.

The school's achievements are testimony to the commitment and ceaseless efforts of all teaching and support staff, the support of members of the governing body and parents and the diligence of pupils.

## Appendix A

### Basic information about the school

Name of school	Cefn Coch
School type	Bilingual
Age-range of pupils	3-11 years
Address of school	Stryd yr Ysgol Penrhyndeudraeth Gwynedd
Post-code	LL48 6AE
Telephone number	01766 770291
Headteacher	Mr Iwan Morgan
Date of appointment	January 1991
Chair of governors/ Appropriate authority	Mrs Rhian Williams
Reporting inspector	Wil Williams
Dates of inspection	9 -11 years

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	10.5	22	18	15	23	27	28	26	169.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	1	9.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17.5:1
Pupil: adult (fte) ratio in nursery classes	5:1
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	13:1
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection		
Term	Reception and Key Stage 1	Rest of school
Spring 2005	97%	93%
Summer 2005	95%	95%
Autumn 2005	92%	93%

Percentage of pupils entitled to free school meals	13%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

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

National Curriculum Assessment KS 1 Results 2005			Number of pupils in Y2:					22
Percentage of pupils at each level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School				78	22	
		National		2	10	63	25	
Welsh: Oracy	Teacher Assessment	School				83	17	
		National	1	2	11	63	24	
Welsh: Reading	Teacher Assessment	School				74	26	
		National	1	2	16	59	22	
Welsh: Writing	Teacher Assessment	School				87	13	
		National	1	3	19	66	12	
Mathematics	Teacher Assessment	School			4	61	35	
		National		2	11	63	24	
Science	Teacher Assessment	School			4	74	22	
		National		2	10	65	23	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	96%	In Wales	80%

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

National Curriculum Assessment KS2 Results 2005			Number of pupils in Y6							21		
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School							12	36	52	
		National	1				1	5	16	46	30	
Welsh	Teacher assessment	School							8	52	40	
		National	1		1		1	3	17	49	28	
Mathematics	Teacher assessment	School							12	28	60	
		National					1	3	17	46	31	
Science	Teacher assessment	School							4	40	56	
		National						1	11	50	37	

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	84%	In Wales	72%

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

## Appendix D

### Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- Thirty-five lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

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

The team also considered:

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

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

## Appendix E

### Composition and responsibilities of the inspection team

Inspector	Type	Aspects
Mr Wil Williams	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.
Miss Lisa J Davies	Team	Key questions 2; 3; 4.
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7
Mrs Eleri James	Peer Assessor	Contributions to key questions

**School's Nominee:** Mr Iwan Morgan

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

### Acknowledgement

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