

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

**Ysgol Gynradd Croesor
Croesor
Penrhyndeudraeth
Gwynedd
LL48 6SR**

School number: 661 / 2186

Date of the Inspection: 24 – 26 November, 2003

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Registered Inspector: WO88 / 67644
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CURRICULUM AND KEY STAGES NOMENCLATURE

A new nomenclature to describe pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education until the age of 18 should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression.

The term "Reception" (R) refers to the year group of pupils in a primary school (not a nursery class) whose fifth birthday will occur during the academic year. "Year 1" (Y1) is used for the year group of pupils whose sixth birthday will occur during the academic year and so on until Y13 - the year group whose 18th birthday will occur during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Age	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 includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

GRADE DESCRIPTIONS

The following five point scale is used to represent the main opinions in the report as follows:

1. Very good: many good features, some particularly good.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features that 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

Ysgol Croesor is a small rural primary school, serving the village of Croesor and its surrounding area that is maintained by Gwynedd Education Authority [LEA]. The original school building, erected in 1873, is still in use. It has recently been extended by adding toilet facilities and office accommodation.

The year prior to the inspection was a very unsettled period in the history of the school. A member of staff left the school at the end of the summer term and there was a significant reduction in the number of pupils in September.

There were nine full-time pupils on the school registers during the period of the inspection; this represents a reduction of 13 in the total number of pupils since 2001. The pupils are taught by a headteacher who has a full-time teaching load, and by a newly-qualified teacher [NQT] whose contract with the school expires at the end of the Spring Term 2004.

The area is described as one that is neither prosperous nor economically disadvantaged. Slightly fewer than a quarter of the pupils are eligible to receive free school meals.

The pupils admitted to the school represent the full range of ability. The percentage of pupils identified as having Special Educational Needs [SEN] is slightly lower than the national figure.

Only a small percentage [22%] of the pupils come from homes where Welsh is the main language, but the school claims that approximately 33% are able to speak the language to first language standards. All the subjects are taught through the medium of Welsh.

The school was previously inspected during the Spring Term 1998 when ten key issues for action were identified. These included the need to:

- Raise the standards of satisfactory work, improve pupils' reading fluency and develop greater depth in the written work of older pupils;
- complete the schemes of work;
- review the amount of time allocated for the pupils with SEN;
- implement a monitoring programme.

The School Development Plan [SDP] for the period 2002 – 2003 identifies three main priorities, namely:

- develop the curriculum for the under fives and for Key Stage 1 [KS1] and to arrange an induction programme for the NQT;
- develop information and communication technology [ICT] in KS1;
- Induct the classroom assistant during the summer term 2004.

2. MAIN FINDINGS

The main findings of the report

- The
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curriculum provided by the school is broad, balanced and of good quality. It meets the requirements of the National Curriculum [NC], the Desirable Outcomes for children under five and the Agreed Syllabus for religious education.

- The general quality of the educational provision for the children under five is appropriate to their needs. The standards are as follows:

Language literacy and communication skills Personal and social development Mathematical development Knowledge and understanding of the world Physical development Creative development	Satisfactory
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- Standards are satisfactory or better in all the NC subjects. The standards achieved by pupils in the NC subjects and in religious education are as follows:

	KS1	KS2
Welsh - Oracy - Reading - Writing	Satisfactory Satisfactory Satisfactory	Satisfactory Satisfactory Satisfactory
English - Speaking and listening - Reading - Writing	Good progress is made in all aspects of the subject	Very good Very good Good
Mathematics	Good	Good
Science	Good	Good
Design and technology	Good	Good
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Very good
Music	Good	Good
Physical education	Satisfactory	Insufficient evidence to form a judgement
Religious education	Good	Good

- According to teacher assessments of KS1 pupils' achievements in the core subjects in 2002, the school's results were comparable with national results. Over a three year period, the rolling results in Welsh, English and science have been substantially higher than the national results. Results in mathematics have been slightly lower than national levels of performance in the last two years.
- Children under five achieve satisfactory standards in the key skills. Standards are good throughout the school in numeracy and in English writing and ICT and are satisfactory in speaking and listening, reading and writing in Welsh. Oracy and reading standards in English are very good. In accordance with their age and ability, pupils with SEN make satisfactory progress in all the key skills.
- The quality of the teaching was judged to be good in seven lessons out of every ten and satisfactory in the remainder. The attention given to the under fives in the mixed age class in which they are taught is appropriate; they are set differentiated tasks and are given good

support by the teacher. In KS1 and KS2, good relationships have been established between the teacher and the pupils with each individual being urged to persevere with their tasks and to achieve high standards. The most common shortcomings in the teaching include inadequate opportunities for pupils to work independently and a failure to clearly explain the aims of lessons.

- Good arrangements have been made for assessing, recording and reporting on the progress of pupils in all the NC subjects, including the progress of the pupils with SEN. Pupils' written work is marked regularly and clear guidance is provided for them on how to improve the quality of their work. The annual reports to parents contain appropriate comments on the pupils' progress but tend to be too impersonal.
- The quality of the provision made for pupils with SEN is good. They make good progress in accordance with the age and ability of the individuals involved. The school conforms fully with the requirements of the Code of Practice and suitable arrangements have been made for identifying pupils with SEN.
- The pupils' spiritual, moral, social and cultural development is good. The pupils' values and moral attitudes are good and their social and cultural development is promoted effectively. Appropriate attention is given to the Cwricwlwm Cymreig and to other cultures in the curriculum.
- Pupils' attitudes to learning and their application to their work is very good. Standards of behaviour are also very good.
- The quality of the support and guidance provided for the pupils is very good. The community within the school is happy and caring and all members of staff show concern for the welfare and educational development of the pupils.
- The quality of the relationship with parents and the community, schools and other establishments is very good. The parents are very appreciative of the education provided for their children and support the school's activities very enthusiastically. The school's partnership with industry is satisfactory.
- The quality of the school's arrangements for self evaluation and planning for improvement is good. By implementing an effective self-evaluation programme, the school is able to identify its strengths and the areas where further development is needed. The SDP provides a clear sense of direction for the development of the school during the current academic year, but does not include a strategy for its long term development.
- The quality of the leadership and management is good. The headteacher provides the staff, the governing body and the parents with positive leadership and gives the school a clear educational direction. High priority is given to the raising of standards; all the school's partners share the same expectations in terms of behaviour and relationships.
- The governors are very supportive of the work of the school. They have an appropriate awareness of their responsibilities but only infrequently do they look at the development of the school from a strategic perspective. They receive detailed reports about the work of the school from the headteacher but have little awareness of the outcomes of the monitoring processes.
- The school has made good progress in implementing the Key Issues identified in the 1998 Report.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards of achievement are satisfactory or better in all the NC subjects. During the inspection, standards of achievement were good in approximately seven lessons out of every ten and satisfactory in the remainder.

- The provision made for the children under five is appropriate and successfully promotes the Desirable Outcomes for children's learning. Standards across the six areas of learning are satisfactory.
- In the core subjects, standards in both key stages are satisfactory in Welsh and good in mathematics and science. In English at KS2, standards in speaking and listening and in reading are very good and are good in writing.
- In the foundation subjects, standards in design and technology, information technology, history, geography, music and religious education are good in both key stages. Standards in art are good in KS1 and very good in KS2. Satisfactory standards are achieved in physical education in KS1; there was insufficient evidence to come to a judgement on standards in the subject in KS2.
- As the number of pupils eligible to be assessed at the end of KS1 in 2003 was smaller than five, the report does not include a synopsis of this information.
- Over a three year period, the rolling results in KS2 in Welsh, English and science have been substantially higher than the national results. In the past two years, results in mathematics have been a little lower than national performance levels.
- Over a three year period, a large percentage of the older pupils reach the higher levels in both key stages.
- The progress made by the pupils with SEN is good and corresponds to the age and ability of the individuals involved.

3.2 Standards in key skills

The standards in the key skills achieved by the children under five are satisfactory. Standards are good throughout the school in numeracy, writing in English and ICT, while standards in oracy, reading and writing in Welsh are satisfactory. Oracy and reading standards in English are very good.

- The children under five develop progressively in their ability to use their oral, literacy and communication skills in curricular contexts. They listen appropriately during whole class sessions and express their ideas in simple language. The ability of Welsh learners to communicate orally is developing. The children become familiar with mathematical terminology during oral lessons and their competence as users of computers is developing.
- KS1 pupils listen intently to others and respond appropriately to what is being said. When

discussing their work they use the appropriate subject terminology. KS2 pupils contribute confidently in English and make a good effort to do so in Welsh. However, a significant number of them are unable to use the language with enough confidence to discuss aspects of the curriculum and to express opinions. They use scientific and mathematical terms confidently in both Welsh and English, their grasp of the Welsh technical terms in the foundation subjects is satisfactory.

- In both key stages, pupils regularly read for pleasure, especially in English. By KS2, they gather information from a variety of sources, organise it and present it in a variety of forms. They are not as skilful when reading for a variety of purposes in Welsh.
- In both key stages, the pupils can write for a variety of purposes. The Welsh and English written work of KS2 pupils contains a good variety of forms, however, the work in Welsh tends to be uniform and rather limited in its scope and range.
- In KS1 and KS2, pupils use ICT well for the purpose of gathering and presenting information and data. Y2 and KS2 pupils use a variety of software skilfully in a wide range of subjects.
- In accordance with their age and ability, the pupils with SEN achieve satisfactory standards in all the key skills.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The spiritual, moral, social and cultural development of the pupils is good.

- The school is a welcoming and caring community where respect for people and property are emphasised.
- The school conforms fully with the statutory requirement to conduct a daily corporate act of worship and an appropriate spiritual atmosphere is created. Pupils are given regular opportunities to contribute by talking about their personal experiences, but opportunities to offer spontaneous prayers are infrequent.
- The teachers know the pupils very well. The pupils' values and moral attitudes are promoted well as they learn about the needs of those less fortunate than themselves and are given opportunities to contribute to good causes.
- The pupils' social and cultural development is promoted effectively. They contribute regularly to local cultural events by performing publicly during activities and acts of worship.
- Appropriate attention is given to the Cwricwlwm Cymreig and to other cultures, most particularly in the humanities and creative subjects.
- The curricular, cultural and social experiences provided for pupils are enriched by the educational visits that are arranged to places of interest in conjunction with the topics being studied.

- The pupils are very keen to accept the responsibilities they are given, but have few opportunities to show initiative.
- The school has a policy on racial equality and the pupils are aware of the need to respect traditions and values other than their own.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes are very good.

- The school's high expectations are supported by an effective awards scheme and by clear procedures.
- Pupils' attitudes to learning and their ability to apply themselves to their tasks are very good and this has a significant influence on their standards of achievement. They concentrate well on their tasks and persevere for extended periods.
- The school is a model of a civilised and disciplined environment. Values such as tolerance care for others and kindness are clearly displayed in the life of the school.
- The pupils show respect towards their teachers and their peers and are very courteous in their dealings with visitors to the school. These aspects make a very good contribution to social inclusion in the school.
- No instances of bullying or aggressive behaviour were seen during the period of the inspection.

4.3 Attendance

Attendance levels are good.

- The registers are maintained in accordance with the statutory requirements.
- The high levels of attendance are maintained through the use of effective monitoring arrangements and by very effective policies and procedures. Without exception, parents send bona fide explanations for their children's absences to the school.
- The pupils arrive at school promptly in the morning; this ensures an effective start to the school day.

5. QUALITY OF EDUCATION

5.1 Quality of teaching

The quality of the teaching was judged to be good in seven lessons out of every ten and satisfactory in the remainder.

- Children under five receive appropriate attention is given to in the mixed age class. Differentiated tasks are provided for them and they receive good support by the teacher.

They feel secure in the learning situation and are given opportunities to contribute to class discussions. Nevertheless, too many sedatory tasks are provided for them and there are insufficient opportunities for them to engage in practical and imaginative tasks.

- In KS1 and KS2, there is a close relationship between teachers and pupils. All the pupils receive good levels of attention. They are constantly being urged to persevere with their tasks and to achieve high standards. The teachers know the pupils well and prepare tasks for them that match their age and ability.

- The good features in the satisfactory and good teaching include:
 - detailed planning and lessons that have clear aims;
 - teachers being well versed in the subjects they teach;
 - good progression from one lesson to another with clear links being established with previous learning;
 - interesting presentations at the beginning of lessons and clear explanations when tasks are set;
 - all the pupils included in the lessons with each individual given opportunities to offer suggestions and to respond to questions;
 - constant monitoring of pupils' understanding and the quality of their work throughout the lesson;
 - a high level of support available for all pupils;
 - appropriate use made of ICT resources;
 - the provision of high quality work sheets.

- The most common shortcomings in the teaching include:
 - a lack of opportunities for the pupils to work independently;
 - the aims of lessons and the criteria by which success is to be judged are not explained with sufficient clarity to the pupils;
 - a lack of pace in the teaching and learning;
 - the aims of lessons and the pupils' achievements not being reviewed at the end of lessons.

5.2 Assessment, recording and reporting

The quality of the arrangements for assessing, recording and reporting is good.

- The quality of the baseline assessment procedures undertaken soon after children are admitted to school is appropriate. Records of the progress of children under five in the six areas of learning are maintained and targets set for future development. These procedures are a useful starting point for measuring progress and future development.

- The arrangements for assessing and recording the progress of the pupils with SEN are detailed. The Individual Education Plans [IEP] include appropriate targets as well as details of the steps to be taken in response to individual needs.

- Effective arrangements have been established to record the progress of pupils in all the NC subjects. The subjects are assessed in detail and the next steps to be taken by the pupil identified. A portfolio of samples of work, categorised according to NC levels, has been produced, but the significance of the selected samples is not explained.

- Pupils' written work is marked regularly. The teachers' comments provide the pupils with clear guidelines on how to improve the quality of their work.
- The parents appreciate the opportunity they have two occasions during the school year to discuss their children's progress. The annual reports to parents conform with the statutory requirements and contain appropriate observations on the pupils' development. However, parents are critical of the impersonal nature of the reports.

5.3 Curriculum

The school provides a broad and balanced curriculum that meets the requirements of the Desirable Outcomes, the NC and religious education. The quality of the curriculum is good.

- The curriculum for the children under five is appropriate and promotes the Desirable Outcomes in the six areas of learning. Although the experiences provided for the children are appropriate, the play activities are not planned and structured in sufficient detail.
- The curriculum provided for the pupils with SEN is appropriate and they are given every opportunity to take part in all the school's activities.
- The schemes of work that have been produced for each area of the curriculum are of good quality. They give the work of the school a clear sense of direction and ensure continuity and progression in the learning. The vast majority of the curricular and managerial policies are also of good quality but have not been signed by the Chair of the governing body; they are not all up to date.
- The planning of the cycle of topics is clear and appropriate. The planning for personal and social education and for the key skills is thorough.
- The school successfully promotes bilingualism. The Cwricwlwm Cymreig is developed well through the emphasis that is placed on the history and culture of Wales.
- Regular homework contributes to raising standards and appropriately reinforces the class work.
- The curriculum is enriched by a number of educational visits arranged in conjunction with the curriculum and these contribute significantly to pupils' experiences and development.

5.4 Support, guidance and pupils' welfare

The quality of the support and guidance and the attention given to pupils' welfare is very good.

- The school is a happy and caring community where all staff members show a concern for the development and general well-being of the pupils.
- Appropriate systems and procedures have been adopted to make the school building secure. Appropriate attention is given to fire protection, first aid and to the general health of the pupils.
- Members of staff are aware of the procedures relating to child protection. Equal opportunities are provided for all the pupils and there are suitable policies in place to deter racism. Sex education receives appropriate attention.
- Clear guidance on educational issues is provided for pupils when required.

5.5 Provision for pupils with special educational needs (SEN)

The quality of the provision for pupils with SEN is good. They make good progress in accordance with their age and ability.

- The school conforms fully with the requirements of the Code of Practice and appropriate procedures have been established for identifying pupils with SEN.
- Suitable IEP have been produced and appropriate targets set. The small steps planned on the basis of the targets are appropriate and meet the educational needs of individual pupils. The progress made by individuals and the appropriateness of the provision are reviewed regularly; parents are included in the process. Nevertheless, the pupils themselves are not given an active role in the process and targets are not agreed upon with the parents.
- Suitable differentiated tasks are provided for pupils of all abilities during lessons.
- The designated governor is fully aware of her responsibilities and works closely with the school SEN co-ordinator.

5.6 Partnership with parents and community, schools and other institutions

The partnership with parents and the community, school and other institutions is very good.

- Parents have expressed their appreciation of the quality of the education provided for their children. They support aspects of the school curriculum and help the staff during educational visits. A very active Parent-Teacher Association has been established and its members raise substantial sums of money for school funds.
- The information about the school received by parents through written correspondence and during parents' meetings is of good quality. The School Handbook contains all the statutory information required and an appropriate Parent/School Agreement has been adopted.
- The school receives strong support from the local community. The villagers are very interested in school activities and the school also supports local cultural and religious events. A good number of people from the local community contribute to the school curriculum and this increases the pupils' awareness of their rich heritage.
- Valuable partnerships have been established with the wider community and other agencies. These links have a positive effect on the curricular experiences provided for the pupils. The school takes full advantage of the financial, managerial and curricular support provided by the LEA.
- Good pastoral and curricular links have been established with the primary schools of the catchment area and with the local secondary school.

5.7 Partnership with industry

The partnership with industry is satisfactory.

- A suitable policy has been adopted for the purpose of developing links with industry and this aspect is given appropriate attention in the school's curriculum and activities.
- As part of the topic work, visits are arranged to nearby shops and good links have been forged with local artists, farmers and historical societies. Visits to the school by members of the community to discuss their work have served to raise the pupils' awareness of the world of work.
- Good links have been established with the National Park and arrangements are in hand to extend this partnership.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

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

- A long term programme has been established to evaluate each subject in turn. Appropriate attention is given to the standard of pupils' work and to management issues. This programme is implemented effectively by evaluating pupils' work against specific criteria. A brief synopsis of the findings is presented to the governing body and immediate action is taken on the basis of the outcomes of the evaluation.
- Both teachers observe each other teaching once a term and report orally to each other about their perceptions. The outcomes of these observations are not presented formally to the governing body.
- Although only a small cohort of pupils sits the NC tests each year, the staff analyse the scripts in detail and identify which aspects of the work need to be reinforced.
- Individual targets are set for each pupil and these are reviewed on a regular basis.
- The development plan provides a clear framework for the development of the school over the academic year. It includes a thorough evaluation of the implementation of the SDP for the previous year. The priorities set are relevant to the situation and needs of the school and these are linked to the training needs of the staff. The tasks to be undertaken are identified in detail as are the anticipated outcomes and the monitoring procedures that are to be followed.
- Nevertheless, the plan only covers a twelve month period and consequently does not provide a strategy for the long term development of the school.

6.2 Leadership and efficiency

The quality of the school's leadership and efficiency is good.

- The headteacher provides the staff, the governing body and the parents with positive leadership and gives the school a clear educational direction. High priority is given to the raising of standards; all the partners involved in the school share the same expectations in terms of behaviour and inter-relationships.

- A wide range of policies and procedures provide guidance for the governing body; although some of the documents are now rather dated. The governors are very supportive of the work of the school and have an appropriate awareness of their responsibilities. Nevertheless, only infrequently do they examine the work of the school from a strategic perspective and they are not sufficiently well informed about the quality of the education that it provides. They receive detailed reports from the headteacher about the work of the school but have little awareness of the outcomes of the monitoring processes.
- Good links have been established with the parents; there are clear lines of communication between home and school and the headteacher is approachable to all.
- Day to day administration is good.
- The headteacher and governing body manage the school's human and financial resources effectively. The budget is planned with care in order to maintain present staffing levels and to ensure that the learning resources are adequate to meet the pupils' needs. The financial decisions made recently match the needs and situation of the school well.

6.3 Staffing, accommodation and learning resources

Staffing

- With a staffing ratio of one teacher to five pupils, the two classes are very small in size. The newly qualified teacher has coped well with the demands of a mixed-age class and has received a high level of support from the head and the LEA. The two teachers update their skills regularly by attending training sessions and make effective use of the support services provided by the LEA.

Buildings and accommodation

- The main school building and the surrounding land are in good condition. The teaching areas are maintained in good order; they are used effectively and standards of cleanliness are high. The practice of using the nearby Leisure Centre for physical education sessions enables the school to teach all the NC subjects to the pupils.
- The teaching areas are enhanced by tasteful displays of pupils' work.

Learning resources

- Both the number and quality of the teaching resources are generally good order; there are no significant shortcomings in any area. They are accessible to pupils and effective use is made of them.

7. SUBJECTS AND AREAS OF LEARNING

7.1 Standards achieved by pupils

Provision for children under five

The educational provision for the children under five is appropriate and promotes the Desirable Outcomes in the six areas of learning. The quality of the curriculum is generally good and the children enjoy a suitable variety of activities that match their stage of development. They are taught in the same class as KS1 pupils.

Standards are satisfactory across the six areas of learning.

Good features

- The children make appropriate progress in their personal and social development. They concentrate on their tasks and enjoy taking part in a variety of activities that promote co-operative play and sharing. Their behaviour is good. They become aware of stories about Jesus and by listening to such stories they learn about caring for others and friendship.
- The children's language, literacy and communication skills are satisfactory. They listen intently during whole-class sessions and attempt to use single word responses in Welsh in one-to-one situations. They enjoy listening to stories and recite and sing poems and nursery rhymes from memory. They show an interest in books, identify individual letters and read words. They put marks on paper and can over-copy with an increasing degree of control. They have begun to write their names independently.
- The children's mathematical development is satisfactory. They count up to at least ten and recognise some numbers. They recognise colours and some two dimensional [2D] shapes. They sort objects correctly and their use of mathematical language is developing appropriately.
- The children's knowledge and understanding of the world is satisfactory. They talk freely about themselves and their families in their mother tongue. In the context of the work they have undertaken on keeping healthy, they differentiate between healthy foods and those that are not good for the human body. They know of the importance of keeping their teeth clean, recognise some kinds of fruit and know where to go to purchase them. They have some understanding of how the fruits get to the supermarkets. When discussing their school, they use the terms 'yesterday' and 'today' correctly.

- They sing a variety of suitable songs and maintain a beat fairly accurately. They enjoy role-play in the café. They mix paints appropriately and produce colourful paintings. They use various materials to produce effective collages and puppets. The children's creative development is satisfactory.
- The children use small apparatus with increasing dexterity. They achieve satisfactory standards in gymnastics. Their physical skills are further developed through play activity involving large toys. Their physical development is generally satisfactory.

Shortcomings

- The play activities organised for the children have not been adequately planned and structured and the children's skills are not being extended sufficiently.
- Pupils' pencil control is weak and they do not benefit from interesting activities to promote their skills as readers.
- The children's ability to concentrate during gymnastics lessons has not developed sufficiently.

Welsh

Standards in oracy, reading and writing are satisfactory in both key stages.

Good features

- In KS1, the pupils listen well to the teacher's presentations and instructions. They respond during lessons by making pertinent comments; their ability to talk about and discuss their work is developing satisfactorily.
- Pupils read texts that match their age and stage of development. The more competent readers read fluently and with appropriate understanding. They can discuss the main events in the text they are reading.
- The youngest pupils in the class form letters and over-copy words and sentences accurately, while the older pupils write coherent sentences in response to curricular experiences. The pupils' spelling skills are developing consistently.
- In KS2, pupils' oral communicate is satisfactory. They respond to the teacher's instructions and questions offering brief answers. They talk satisfactorily to each other and to visitors. Through their involvement in role-play they come to speak more confidently.
- The most competent readers read fluently and meaningfully and with appropriate expression. They demonstrate an appropriate understanding of the text they read and use de-coding strategies effectively to analyse unfamiliar words. They know about authors and understand the purpose of the blurbs that are found on book covers. They use dictionaries correctly and can gather information from a variety of sources.
- The pupils produce a wide variety of written work. In responding to cross-curricular tasks, they use factual and creative forms of writing and demonstrate an increasing mastery of

punctuation and paragraphing. Individuals make effective use of idioms and interesting comparisons in their writing.

Shortcomings

- Across both key stages, a significant number of the pupils have difficulty in expressing themselves orally. A lack of vocabulary impairs the ability of individual pupils to express themselves.
- In both key stages, a good number of the pupils read carelessly and with a lack of expression.
- A number of syntactical, punctuation and spelling errors are evident in the written work of pupils in both key stages.

English

KS1 pupils make good progress across all the language modes. In KS2, standards are very good in speaking and listening and in reading and good in writing. Overall, standards are good.

Good features

- Pupils contribute effectively and confidently in a wide range of oral activities including impromptu work, role play and drama. They listen with care, evaluate the contributions of other pupils and make pertinent contribution of their own. They speak clearly, intonate appropriately and use good quality language.
- The pupils read a wide range of books and use sources of information which include fiction, factual books and computer programmes. They read with fluency and accuracy and express intelligent opinions about the content of their reading. They use appropriate strategies for gathering information from a wide range of texts and express the information gained in their own words.
- The pupils write regularly for a variety of purposes, including writing in response to stimuli, writing stories or original poems or composing plays. The most competent writers produce extended pieces of writing that are both interesting and imaginative. They produce a framework before commencing with their writing and improve their work skilfully, using word processing software.

Shortcomings

- Pupils' ability to draft their work has not been sufficiently developed.
- There are variations in the standard of pupils' writing, especially in terms of punctuation and spelling.

Mathematics

Standards are good in both key stages.

Good features

- KS1 pupils read write and order numbers with increasing accuracy and have a firm grasp of place value. They use the addition, subtraction and multiplication processes confidently and their understanding of division is developing. They can count orally in steps of varying sizes and by Y2 they can identify simple number patterns. They have a firm grasp of money and can use simple fraction such as halves and quarters.
- Their understanding of the attributes of 2D and 3D shapes is sound. They recognise shapes by their mathematical names and describe their main characteristics correctly. By Y2, they use standard units when measuring length, mass and volume and their understanding of time is developing appropriately.
- In KS2, pupils make appropriate progress in their understanding of number. They have a good understanding of place value and handle large numbers with confidence. By Y6, they carry out mental calculations with confidence and recall number facts speedily. They have a good understanding of decimals, fractions and negative numbers.
- Pupils make good progress in their ability to interpret statistical information. They make some use of graphs and diagrams to present their findings.
- Across KS2, pupils' understanding of the attributes of shape is developing well. They handle standard units of measurement with confidence.

Shortcomings

- In KS1 and KS2, pupils use only a limited range of strategies in mental mathematics.

Science

Standards are good in both key stages.

Good features

- With the support of their teacher, KS1 pupils carry out a good number of investigations. They understand the requirements of a fair test and make sensible predictions about the likely outcome of their investigations. By Y2, they discuss their work confidently, record their results on pre-prepared worksheets and offer simple explanations of what they have discovered.
- Pupils use the appropriate scientific terms discussing parts of the human body. They describe how to keep healthy and identify the foods that are a crucial part of a healthy diet. By the end of Y2, their knowledge and understanding elements of the programmes of study is good.
- In KS2, the pupils' ability to carry out investigations develops well. They identify the main variables in an investigation and choose which of these are to be constant and which are to

be changed. They use scientific equipment correctly and record their findings in the form of graphs, tables and diagrams.

- The pupils have a secure knowledge and understanding of science. Their knowledge and understanding of the main organs of the body is good; they name them confidently and locate them on a model of the human body. They discuss the living conditions of mammals with understanding. Their grasp of scientific terms is very secure.

Shortcomings

- Pupils' ability to search for scientific knowledge from a variety of sources has not been fully developed.
- KS2 pupils do not take full advantage of ICT apparatus and software such as sensors, to enable them to make detailed observations.

Design and technology

Standards are good in both key stages.

Good features

- KS1 pupils engage skilfully in a variety of assignments where they design and make products. In designing a purse to take on a trip to the seaside they express their initial ideas using free line drawings, they identify the materials they are going to need and list the steps to be followed in the making process. They assemble, join and combine a range of materials and components, giving due consideration to the finish of their products. They express opinions about their work by using simple drawings.
- KS2 pupils plan and produce models and structures very skilfully. When producing a moving vehicle, their plans show that they have a good awareness of the properties of materials, such as their strength and flexibility. They select the best plan, giving good reasons for their choice. They use a wide range of materials and components when producing objects and models and make good use of electrical components. They express simple opinions about their final products.

Shortcomings

- KS1 pupils do not use mechanisms in order to produce movement in their products.
- KS2 pupils do not use computer programmes to store instructions in order to control events.
- When evaluating their products, KS2 pupils do not offer suggestions as to how they could be adapted in order to make them more effective.

Information technology

Standards are good in both key stages.

Good features

- KS1 pupils use a range of information technology [IT] confidently. They demonstrate an increasing mastery of the computer and the most competent of them work independently. They use a word processor appropriately inputting, saving and retrieving data skilfully. They produce interesting work based on the use of drawing packages.
- In KS2, pupils make very effective use of hardware and software. They use a word processor to produce a final, revised version of a piece of writing and can search for information on a CD-ROM or on the Internet. They use a drawing package to produce good quality pictures. They input information into a data programme and produce simple graphs.

Shortcomings

- KS1 pupils have only a superficial understanding of the role of IT in everyday life.
- The range of graphs produced by KS2 pupils is limited and their ability to re-organise the data they have collected has not been sufficiently developed.

History

Standards are good in both key stages.

Good features

- KS1 pupils can make effective comparisons between some of the present day customs and those from a specific period in the past; they make effective use of terms such as 'old' and 'new', 'now' and 'a long time ago'. They understand that changes happen over time.
- After studying the characteristics of the schools of the past and those of the present day, the pupils describe the changes that have occurred and people's life style over a period of time. They record their conclusions effectively. They know that some characters belong to the world of the imagination and that others are real people.
- KS2 pupils describe the characteristics of life in the Stone Age in detail and have a good understanding of cause and effect. In studying the events of that period they gain an understanding of the people's living conditions, their customs and their beliefs. They have a good understanding of a time line and know about the importance of historical relics as sources of evidence.
- They have a good knowledge about the significance of some eminent people from various periods in the history of Wales.

Shortcomings

- Neither KS1 nor KS2 pupils make sufficient use of a variety of sources and artefacts to carry out historical investigations.

Geography

Standards are good in both key stages.

Good features

- The pupils' have an appropriate knowledge of the geographical features of their own locality. Their mapping skills are developing appropriately. They can locate Croesor on a map of Wales and understand the purpose of the symbols used on maps. They use simple co-ordinates accurately to find locations on a grid.
- Their knowledge about the variations in the weather is good and they record these changes in an appropriate way. They identify and understand the months and seasons of the year.
- As they study a nearby town, the pupils develop a good awareness of various kinds of shops and of the ways in which goods are exchanged.
- KS2 pupils describe the geographical features of their home area in detail and have a good awareness of the comparative distances between Croesor and other nearby villages. They can locate the main towns of Wales on a map and their knowledge about the countries, major cities, oceans and seas of the world is good. They read maps that match their level of ability and use grid references when finding locations on an Ordnance Survey map. They know about the points of the compass and about the function of a map key.
- The pupils' understanding of the need to care for the environment and their ability to put forward ideas for controlling pollution is good. They realise the danger that pollution represent to humans and other living things.
- As they study maps and pictures of a country that is developing economically, they acquire a clear understanding of the quality of the characteristics of the people who live there. They compare the weather, temperature levels and the seasons in that country with their own. As they discuss the climate of Brazil, they become aware of the effects of climate on people and on their way of life.

Shortcomings

- In KS1 and KS2 the pupils' research skills are underdeveloped.
- KS2 pupils' study of the geographical features of two contrasting localities is too superficial.

Art

Standards are good in KS1 and very good in KS2.

Good features

- In KS1, pupils use a wide range of resources and media and they create a good variety of different shades by mixing primary colours effectively. They respond effectively to the variety of experiences provided for them. Their control over a number of techniques develops appropriately and they have an understanding of line, shade, texture and tone.

- They emulate the styles of famous artists successfully and experiment with line to produce effective products of varying kinds. They make effective use of IT to produce interesting and colourful pictures.
- They co-operate successfully to produce a 3D model using *papier mache*.
- In KS2, the pupils produce pictures of very good quality. They handle line, tone, colour, pattern, texture, shape and form with confidence and apply this knowledge when making objects and images. When discussing their work they use the language of art appropriately.
- In response to a stimulus, interesting masks have been produced from tissue paper and canes. Following a visit to an art gallery and co-operating with a resident artist, an extremely effective water colour of a nearby castle has been produced. Interesting and effective cartoons have been produced that reflect the pupils' personal style and imaginative powers of the pupils.

Shortcomings

- In KS1, pupils' ability to use art terminology to discuss their work has not been fully developed.

Music

Standards are good in both key stages.

Good features

- KS1 pupils sing a variety of songs confidently, paying appropriate attention to breathing and enunciation. They recognise and correctly name tuned and untuned instruments and select instruments that are suitable for particular purposes. They use a computer programme to compose a musical pattern and to emulate simple rhythms.
- Y2 pupils play the recorder with increasing confidence, showing that they have an awareness of notes and their value. In response to a stimulus, they produce suitable music, using a variety of sound sources.
- The pupils maintain beat correctly when keeping time in various ways in response to different kinds of music. They understand rhythm and can compose rhythms, record them correctly and perform them by either clapping or striking.
- In KS2, pupils sing a suitable variety of songs and hymns. They sing melodiously, paying appropriate attention to some musical elements when performing.
- Pupils make successful use of a computer programme to compose for a special purpose. They produce simple melodies for two voices and an ostinato. They also do this by using tuned and untuned instruments. They record these melodies on a staff. They record their compositions for evaluation purposes and suggest changes and improvements to them. The composition, performance and evaluation aspects are successfully interwoven.
- All KS2 pupils play the recorder and this helps to raise standards in the subject. They play their compositions correctly and they have a good awareness of notes and time.

Shortcomings

- KS1 pupils' ability to discuss music is undeveloped.
- KS2 pupils know very little about composers and music from Wales.

Physical education

One gymnastics lesson was observed in KS1. Standards are satisfactory. No physical education lessons were observed in KS2.

Good features

- KS1 pupils undertake their tasks satisfactorily and exert themselves physically throughout the lesson. When walking, running and hopping around the gym they are light-footed and move flexibly. They can stretch their bodies slowly to produce a variety of shapes and to support the weight of their body on their arms.
- KS2 pupils can discuss in detail the physical education programme provided for them. They have a good understanding of the effect of exercise on the body.

Shortcomings

- KS1 pupils pay little attention to the quality of their movements and their gymnastic skills show little development during lessons.
- KS1 pupils' to discuss their own work and the work of other pupils has not been sufficiently developed.
- A small percentage of the pupils do not listen intently enough to the teacher's instructions.

Religious education

Standards are good in both key stages.

Good features

- KS1 pupils effectively retell information about some of the main characters of the Old Testament and stories about Jesus. They are aware of the main church festivals and of the significance of important days in the religious calendar.
- The pupils are familiar with writing simple prayers and compose prayers for special occasions. Their understanding of values, such as caring and friendship, is developing well.

- KS2 pupils have detailed knowledge about the Bible as a holy book and know a good range of stories from the Old Testament and the New Testament. They retell parables and explain their present day significance.
- They describe the ways in which people demonstrate care and concern for each other and understand that it is necessary to respect the beliefs and customs of every individual. When discussing the creation, they contrast the story from the Old Testament with the beliefs of adherents of the Hindu religion. They understand the purpose of prayer and compose appropriate prayers for specific purposes.
- After visiting the local church, they describe and name some features of the building. They discuss the baptism ritual and its significance for Christians and name and explain the significance of the main church festivals. They have appropriate knowledge about saints.

Shortcomings

- KS1 pupils have little knowledge about religions other than Christianity.
- KS2 pupils' understanding of the significance of places of pilgrimage for believers is uncertain.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school was inspected in the spring term, 1998. The report identified ten key issues for action.

The school needs to:

- develop the work that is of satisfactory standard by improving those aspects identified in the subject reports;
- improve the fluency of Y3 pupils' reading;
- support the older pupils to enable them to add greater depth and substance to their written responses;
- complete schemes of work in music, IT and physical education as part of a rolling programme;
- review and develop the planning guidelines in English and special educational needs;
- review the use of time allocated to promote SEN;
- evaluate French education and consider other aspects of curriculum;
- implement the monitoring programme included in the current SDP and plan an extension to it;
- produce a policy or framework to guide the efforts of the school in forming a partnership with industry;
- press for early action to improve the toilet facilities.

The school has made good progress in responding to the Key Issues identified in the 1998 Report.

- Standards in English, mathematics, information technology, art and religious education are now good or very good.
- Reading standards in English have improved from satisfactory to good.
- All schemes of work have been completed.
- It is not no longer necessary to allocate additional time for the pupils with SEN.
- An effective monitoring programme is implemented in the school.
- A policy on promoting partnership with industry has been produced.
- New toilets facilities have been built.

8.2 Key issues for action

The school needs to:-

- build on the achievements in the subjects and skills that are of satisfactory standard by attending to the shortcomings identified;
- maintain the good standards in the subjects identified and aim for excellence;
- develop the strategic role of the governing body and ensure that they are given a more active role in the production of the School Development Plan;
- continue to develop its self evaluation system by reporting to the governing body on the outcomes of the evaluations;
- produce a three-year Development Plan.

APPENDIX

School Data

A. Basic Information About the School

Name of school	Ysgol Croesor
Type	Community Primary School
Age range of pupils	4 – 11 years
School address	Croesor, Penrhyndeudraeth, Gwynedd
Post Code	LL48 6SR
Telephone Number	01766 770603

Name of head	Mrs Morwen Pritchard
Date of appointment	September 1995
Chair of governors	Mrs Jenni Morgan
Registered Inspector	Wil Williams
Date of inspection	24 – 26 November 2003

B. School Data and Indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2	1	1	2	2	0	1	9

<i>Number of teachers</i>			
	Full time	Part time	Full time equivalent
Number of teachers	2	0	2

<i>Staffing information</i>	
Pupil: teacher ratio, excluding nursery and special classes	4.5:1
Average class size, excluding nursery and special classes	4.5
Teacher: class ratio	1:1

<i>Attendance in percentages for the three terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Autumn term 2002	96.3	98.7	93	96
Spring term 2003	96.2	98.4	88.7	94.4
Summer term	98.5	98.3	92.2	96.3

Number of pupils excluded during the previous 12 months.	0
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C. Results of National Curriculum Assessments 2002

National curriculum Test Results KS1: 2003	Total number of pupils in Y2: 2
As the number of pupils eligible to be tested at the end of KS1 was less than five, a synopsis of the information is not included.	

National curriculum Test Results KS2: 2003	Total number of pupils in Y6: 6
As the number of pupils eligible to be tested at the end of KS2 was more than four but less than 10, only performance indicators are included	

Percentage of KS2 pupils achieving at least Level 4 in mathematics, science and either Welsh[first language] or English			
In the school:	66.7	In Wales:	68.1

D. The Evidence Base of the Inspection

The school was inspected over a period of two and a half days by two professional inspectors and one lay inspector. A total of six inspection days were spent in the school. During this period:

- 19 lessons were observed, with the time being shared fairly equitably between the classes;
- pupils were questioned in detail about their knowledge and understanding of the curriculum;
- pupils' work over the previous two terms was examined;
- a cross-section of pupils were heard reading in Welsh and English;
- all the school's documentation, including the SDP and the schemes of work for all the subjects was examined;
- the teachers' assessment records and the reports sent to parents were studied;
- the attendance registers were examined;
- detailed attention was given to the school budget;
- a formal meeting was held with the governing body before and after the inspection;
- a parents' meetings, at which seven parents were present was attended and five parents' questionnaires were analysed..

E. Composition and Responsibilities of the Inspection Team

Wil Williams	Rhianwen H. Roberts	William Owen
<ul style="list-style-type: none"> ▪ The school and its priorities ▪ Main findings of the report ▪ The standards achieved in the subjects and areas of learning ▪ The standards achieved in the Key Skills across the curriculum ▪ Teaching ▪ Quality of self evaluation and planning for improvement ▪ Leadership and efficiency ▪ Staffing, buildings, accommodation and learning resources ▪ English ▪ Mathematics ▪ Science ▪ Design and technology ▪ Information technology and communication ▪ History ▪ Physical education ▪ Progress since the last inspection ▪ Key issues for action 	<ul style="list-style-type: none"> ▪ Pupils’ spiritual, moral, social and cultural development ▪ Assessment, recording and reporting ▪ Curriculum ▪ Support, guidance and pupils’ welfare ▪ Provision for pupils with SEN ▪ Children under five ▪ Welsh ▪ Geography ▪ Art ▪ Music ▪ Religious education 	<ul style="list-style-type: none"> ▪ Pupils’ spiritual, moral, social and cultural development ▪ Behaviour and attitudes ▪ Attendance ▪ Support, guidance and pupils’ welfare ▪ Partnership with parents and the community, schools and other institutions ▪ Partnership with industry ▪ Staffing, buildings, accommodation and learning resources

The inspectors wish to thank the school governors, head, staff, pupils and parents for their willing co-operation during the inspection.