

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

**YSGOL GYMUNED CWM-Y-GLO
CWM-Y-GLO
CAERNARFON
GWYNEDD
LL55 4DE**

School Number: 661/2035

Date of Inspection: 9 – 11 November 2004

by

**Mr D M Cray
Registered Inspector 92/16768**

Date: 14 January 2005

Under Estyn contract number: T/07/04/P

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Ysgol Cwm y Glo was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Cwm y Glo took place between 9 – 11 November 2005. An independent team of inspectors, led by Mr D M Cray 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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 Gymuned Cwm y Glo is maintained by Gwynedd Local Education Authority and serves the village of Cwm y Glo and its surroundings. A number of its pupils come from outside the school's natural catchment area. It is a rural, close-knit community and the pre-inspection documentation suggests that it is an area of high unemployment. Over time, the level of in-migration into the area has increased significantly. Pupils reflect the full range of ability.
- 2 Currently, there are 96 pupils between 3 and 11 of age on the school register and they are admitted on a part-time basis in the September following their third birthday and on a full-time basis in the September following their fourth birthday. Over the years, pupil numbers have grown considerably.
- 3 Thirty five per cent of pupils are entitled to receive free school meals – a figure that is considerably higher than county (15%) and national averages (19%) – and 16 (17%) are designated as having special educational needs. Broadly half the pupils come from homes where Welsh is the main spoken language. Welsh is the everyday language of the school and is the main medium of teaching and learning. Some 80% of pupils are able to speak Welsh to first language standards.
- 4 The school was last inspected during the autumn term of 1998. A new headteacher took up her duties in September 2004.

The school's priorities and targets

- 5 The school's priorities for the current year include:
 - improve standards in Welsh and English;
 - improve standards in mathematics;
 - review the school's schemes of work;
 - develop the self-evaluation procedures;
 - improve the school's ethos;
 - issues relating to school grounds and buildings.
- 6 The following targets have been set for 2004/5:

Percentage of key stage 1 pupils attaining level 2 or above

Subject	Welsh	Mathematics	Science
Target	78%	88%	78%

Percentage of key stage 2 pupils attaining level 4 or above

Report by D M Cray
Ysgol Cwm y Glo January 2005

Subject	Welsh	English	Mathematics	Science
Target	67%	56%	78%	67%

Summary

- 7 The inspection team agreed with the school's judgement in four of the seven key questions.

Table of grades awarded

- 8 The inspection team adjudged the work of the school as follows:

Key question	Inspection grade
1 How well do the learners achieve?	3
2 How effective is the teaching, training and assessment?	2
3 How well do the learning experiences fulfil learners' needs and interests and those of the wider community?	3
4 How good is the care, leadership and support for learners?	1
5 How effective is the strategic leadership and management?	3
6 How well do the leaders and managers evaluate and improve quality and standards?	3
7 How efficient are the leaders and managers in their use of resources?	3

Standards

- 9 Standards of achievement in the subjects inspected are as follows:

Subjects	Key stage 1	Key stage 2
Welsh	Grade 2	Grade 2
English	-----	Grade 3
Science	Grade 3	Grade 3
Design and technology	Grade 1	Grade 1
History	Grade 2	Grade 2
Music	Grade 3	Grade 3

- 10 The overall quality of educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.
- 11 The nursery and reception children, together with pupils in key stages 1 and 2, make good progress in the development of their key skills of speaking and listening, writing, numeracy, and in their use of information and communications technology across the curriculum. Their bilingual skills are

developing well and facilitating pupils' bilingual competence is one of the school's main aims.

- 12 Pupils with special educational needs make good progress and they achieve the targets set for them.
- 13 Pupils' attainments at the end of key stage 1 in 2004 were comparable to national and county averages in Welsh, they were considerably higher in mathematics and were slightly lower in science. In key stage 2, attainments were considerably higher than national and county averages in Welsh, but were considerably lower in English, mathematics and science.
- 14 In the main, the school succeeds in meeting or exceeding the targets set for its pupils. The targets are not always sufficiently challenging.
- 15 Across the school, pupils make good progress in their knowledge, understanding and skills. The majority of pupils exhibit good attitudes towards their learning. However, some pupils fail to display the expected levels of maturity and commitment towards their work. The majority behave well inside and outside their lessons, they play together happily and socialise during break periods.
- 16 Average attendance over the last three full terms was 94.5%. There is room to further improve these levels.
- 17 Pupils have a good awareness of equal opportunity issues and they respect diversity in society. Pupils' regular visits to the local community and to places of work contribute very effectively to their understanding of their community and the workplace.

Quality of education and training

- 18 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	50%	36%	---	---

- 19 Lessons are planned effectively across the school. Teachers use an appropriate range of teaching strategies and they have a caring and respectful relationship with the pupils. Their commitment to promoting pupils' bilingual skills is a commendable feature.
- 20 The quality of assessment procedures is good and is consistent throughout the school. The reports to parents conform to statutory requirements.
- 21 The school has a good policy on equal opportunities that reflects its commitment to providing access to the curriculum based on relevant and balanced activities.

- 22 Pupils' spiritual, moral, social and cultural development is promoted effectively. The school nurtures sound values and works hard to develop respect and courtesy amongst pupils. The morning services conform to statutory requirements. They make a very good contribution to pupils' understanding of moral issues and to their spiritual development.
- 23 The school's partnership with parents is good and this is reflected in the questionnaires returned to the inspectors. There is a home-school agreement in operation, but the prospectus that is distributed to parents does not fully meet the requirements. The school plays an active part in a good range of community events and it has good links with local schools.
- 24 There are schemes of work for all subjects, but the majority of them are dated and have been in need of revision for a number of years.
- 25 The school has a good number of links with the world of work, and these are used effectively to enhance the curriculum. Regular visits are arranged.
- 26 The quality of care, support and guidance provided for pupils is an outstanding feature of the school's provision. The pastoral support is planned and managed to very good effect.
- 27 The provision for personal and social education is effectively co-ordinated and includes a range of health promotion measures. These programmes are outstanding features of the school's provision.
- 28 The school makes good provision for pupils with special educational needs and is able to identify their needs at an early stage.
- 29 The school's policies and practices nurture positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on the grounds of race, background and gender.

Leadership and management

- 30 The headteacher is new to her post and offers firm leadership that gives a clear sense of purpose and direction to the work of the school. There are effective induction arrangements in place for the headteacher and she is well supported by the support agencies of the local education authority.
- 31 The governors are very well informed about their school and they offer very good support to the headteacher. They make an important contribution in assisting to set the school's strategic direction.
- 32 The latest annual report of the governing body to parents does not meet Welsh Assembly Government requirements in full.
- 33 Currently, the self-evaluation and monitoring arrangements are not sufficiently comprehensive, systematic and pivotal to the school's management strategy

so as to be a wholly effective measure of performance and to promote planning for improvement.

- 34 The self-evaluation report presented to inspectors prior to the inspection was produced collectively by all members of staff. The headteacher has succeeded in large part and in a very short period of time in leading an accurate assessment of the measures required to facilitate the future development of the school.
- 35 Overall, the school has made reasonable progress in addressing the key issues for action identified in the previous inspection.
- 36 The job descriptions currently in use are dated and do not contain subject co-ordination details for the majority of subjects. As a result, the role of teachers as subject co-ordinators in steering the work of monitoring and securing subject standards has not been developed effectively.
- 37 There is a shortage of space and adequate toilet facilities for the number of pupils on the school register. The classroom that also serves as the school hall is not suitable for the teaching and learning of under-fives and some of the other rooms are also cramped. The breaching of the school's standard number is partly responsible for the shortage of space.
- 38 The budget is managed efficiently and the school provides good value for money.

Recommendations

- 39 In order to improve the areas inspected at the school, staff and governors need to:
- raise standards in English, science and music in both key stages;
 - proceed with updating the schemes of work in the various subject areas;
 - ensure more comprehensive and systematic self-evaluation and monitoring procedures;
 - update job descriptions and clearly allocate subject responsibilities to teachers so as to enable them to develop their roles as curriculum co-ordinators;
 - work with the Local Education Authority to resolve the problems relating to the school buildings;
 - meet statutory requirements in relation to the content of the school prospectus and the annual report of the governing body to parents.

- 40 The governing body is responsible for changing its present development plan to incorporate action steps to be taken in response to the recommendations within 45 working days of receipt of the report showing how the school intends to address the recommendations. This plan, or a summary of it, will be distributed to all parents at the school.

Standards

Key question 1: How well do learners achieve?

Grade 3: Good features outweighing shortcomings

- 41 The findings of the inspection team do not correspond to the school's Grade 2 judgement in its self-evaluation report.
- 42 The overall quality of educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.
- 43 Standards of achievement in the subjects inspected are as follows:

Subjects	Key stage 1	Key stage 2
Welsh	Grade 2	Grade 2
English	-----	Grade 3
Science	Grade 3	Grade 3
Design and technology	Grade 1	Grade 1
History	Grade 2	Grade 2
Music	Grade 3	Grade 3

- 44 The nursery and reception children make good progress in the development of their key skills of speaking and listening, writing, numeracy, and in their use of information and communications technology across the curriculum.
- 45 Pupils in key stages 1 and 2 make generally good progress in the development of their literacy skills across curriculum subjects. Their bilingual skills are developing well and facilitating pupils' bilingual competence is one of the school's main aims. They come to work effectively in either language across the curriculum. They also make good progress in the development of their numeracy and information and communications technology skills across the curriculum.
- 46 Pupils with special educational needs make good progress and they achieve the targets set for them.
- 47 In key stage 1 in 2004, according to teacher assessments, 79% of pupils attained level 2 or above in the core subjects of Welsh, mathematics and science at the end of the key stage. In 2003 the figure was 73% (Wales 79%; Gwynedd 79%) and in 2002 it was 67% (Wales 80%; Gwynedd 79%). The school's results for 2004 were comparable to national and county averages in Welsh, they were considerably higher in mathematics and were slightly lower in science. There is no obvious pattern of difference in the performance of boys and girls.
- 48 In key stage 2 in 2004, 44% of pupils at the school attained level 4 or above, as determined by task/test results in the core subjects of Welsh, English,

mathematics and science. In 2003 it was 75% (Wales 71%; Gwynedd 72%) and in 2002 the figure was 50% (Wales 68%; Gwynedd 71%). The results for 2004 were considerably higher than national and county averages in Welsh, but were considerably lower in English, mathematics and science. There is no obvious pattern of difference in the performance of boys and girls in this key stage.

- 49 In relation to comparator schools in Wales, the school's performance in both key stages has been in the lower 50%, but above the lower 25% in two out of the last three years.
- 50 In the main, the school succeeds in meeting or exceeding the targets set for its pupils. The targets are not always sufficiently challenging.
- 51 Across the school, pupils make good progress in their knowledge, understanding and skills. The majority work at the highest level of their ability and they achieve their potential. Through questioning pupils, it was seen that they have a good awareness of their strengths and of the measures required for further improvement.
- 52 With certain exceptions, pupils exhibit good development in their personal and social skills. This is also true of their creative development.
- 53 The majority of pupils show good attitudes towards learning and are willing to contribute and to respond to teachers' questions. They work conscientiously and concentrate on the tasks set for them. However, some pupils fail to display the expected levels of maturity and commitment towards their work.
- 54 Overall, the majority behave well inside and outside their lessons, they play together happily and socialise during break periods.
- 55 Average attendance over the last three full terms was 94.5%. Attendance levels for the under-fives are a fair reflection of whole-school levels. There is room to further improve these levels. The newly introduced procedures ensure that there are few instances of unpunctuality.
- 56 Pupils have a good awareness of equal opportunity issues and they respect diversity in society.
- 57 Pupils' regular visits to the local community and to places of work contribute very effectively to their understanding of their community and the workplace.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

58 The inspection findings correspond to the school's judgement in its self-evaluation report.

59 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	50%	36%	---	---

60 Lessons are planned effectively across the school. Teachers use an appropriate range of teaching strategies and they have a caring and respectful relationship with the pupils. Lessons are well planned across the school. Overall, they succeed in effectively supporting and controlling pupils, intervening according to the needs of individual pupils.

61 Teachers are well informed and have a good understanding of the majority of subjects they teach. There is a genuine commitment to maintain and improve teaching standards. Recently, the school has introduced the practice of exchanging classes to teach history and music.

62 Teachers have undertaken the task of revising the planning system. The new format is comprehensive and well structured.

63 Clear learning objectives and outcomes are set for each lesson and with good support, pupils are able to complete their work. There are clear instructions and good questioning in order to encourage pupils to respond appropriately and to extend their understanding of their work. Teachers prepare differentiated activities and suitable resources that correspond to pupils' ability and prior achievements. Occasionally, presentations are too long and the pace of teaching is rather slow, and as a result, teachers are not able to sustain pupils' interest.

64 Teachers' commitment to promoting pupils' bilingual skills is a commendable feature. They use good quality language and they set a good example to pupils in order to extend and enhance their understanding in both languages. The school offers equal provision and experiences for all pupils.

65 The assistants make a valuable contribution and succeed in supporting the teachers' work. The co-operation between them is of a particularly high standard.

66 The quality of assessment procedures is good and is consistent throughout the school. Teachers have a sound awareness of the needs and ability of

each pupil in their care. Pupil progress is assessed on an ongoing basis, as part of the daily life and work of the school. Regular use is made of assessment findings to inform the planning process. Pupils' work is recorded effectively in the core subjects in the three ability groups. Their achievements in the foundation subjects are recorded in similar fashion.

- 67 The resource provided by the whole-school portfolios in the core subjects as well as in several foundation subjects has been developed effectively as a tool for moderating judgements and raising standards across the school.
- 68 Teachers employ a range of strategies in order to encourage pupils to apply self-discipline and to accept responsibility for their own learning. Pupils confidently express opinions about their work and they understand the purpose of assessment.
- 69 Pupils' work is marked regularly. However, it does not always include the provision of comments that give clear guidance as to how to improve their next piece of work.
- 70 A sensible range of pupils' work is retained in their individual profiles. These provide a clear picture of their achievements and progress during their time at school.
- 71 The reports to parents conform to statutory requirements. They appreciate the school's open door policy and respond well to the system of holding open evenings in order to discuss their children's progress and achievements.

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

Grade 3: Good features outweighing shortcomings

- 72 The inspection findings correspond to the school's judgement in its self-evaluation report.
- 73 The school has a good policy on equal opportunities that reflects its commitment to providing access to the curriculum based on relevant and balanced activities. Effective support is provided for pupils with special educational needs.
- 74 The learning experiences develop pupils' basic skills and key skills, but to date the arrangements are not sufficiently cohesive.
- 75 The school offers a wide range of curricular experiences and the extra-curricular and off-site experiences supplement and extend the curriculum. A number of visitors are invited to school on a regular basis to share their experiences and skills with pupils and the local environment is used effectively to promote curricular experiences in subjects such as geography, history, language and religious education.
- 76 Pupils' spiritual, moral, social and cultural development is promoted effectively. The school nurtures sound values and works hard to develop respect and courtesy amongst pupils. The morning services conform to statutory requirements. They make a very good contribution to pupils' understanding of moral issues and to their spiritual development.
- 77 The school's partnership with parents is good and this is reflected in the questionnaires returned to the inspectors. There is a home-school agreement in operation, but the prospectus that is distributed to parents does not fully meet the requirements. The school plays an active part in a good range of community events and it has good links with local schools, including Ysgol Uwchradd Brynrefail.
- 78 There are schemes of work for all subjects, but the majority of them are dated and have been in need of revision for a number of years. In its self-evaluation report, the school acknowledges the need to address this issue.
- 79 The quality of educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. The teacher succeeds in offering a range of valuable experiences under challenging circumstances.
- 80 Pupils' personal and social development is promoted very effectively and the school places considerable emphasis on this aspect of its provision.

- 81 The school has a good number of links with the world of work, and these are used effectively to enhance the curriculum. Regular visits are arranged.
- 82 The provision for the development of pupils' bilingual skills is sound and the school successfully promotes the bilingual competence of all pupils. Appropriate emphasis is placed on the Welsh dimension within the curriculum and pupils' awareness of the cultural and historical heritage of Wales is enhanced through their visits and studies of the local area.
- 83 Pupils are aware of the need to exhibit respect for others regardless of race, disability or gender. Their awareness of global citizenship is promoted effectively through their subject-based work and within circle time periods.
- 84 Pupils study and participate in a range of activities that promote their understanding of the need to operate sustainably. Staff at the school take advantage of every opportunity to raise their awareness in the morning assemblies, geography lessons and through co-operating with Antur Waunfawr on a recycling scheme.
- 85 The school fruit shop promotes pupils' awareness of enterprise, but there is room to further develop skills in this aspect of its work.

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

Grade 1: Good, with outstanding features

- 86 The inspection findings correspond to the school's judgement in its self-evaluation report.
- 87 The quality of care, support and guidance provided for pupils is an outstanding feature of the school's provision. The pastoral support is planned and managed to very good effect. All pupils receive equal opportunities.
- 88 Teachers recognise the different needs of each pupil and they make supportive provision for them. The contribution made by support staff at the school is of a very high standard.
- 89 Pupils feel completely safe in a caring environment. They speak freely with staff and are happy to approach them for assistance. The teachers and ancillary staff, including the lunchtime supervisors, work together effectively to provide continuous support.
- 90 An induction programme is provided for pupils attending school for the first time in order to help them to quickly settle into the life and ways of the school.
- 91 The provision for personal and social education is effectively co-ordinated and includes a range of health promotion measures. These programmes are outstanding features of the school's provision.
- 92 The school, in partnership with a local company, has designed and set up a very comprehensive website. It is an excellent resource for marketing the life and work of the school and for considering the views of others. It was seen that regular use is made of it.
- 93 The quality of the school's procedures for monitoring pupil punctuality and behaviour is an outstanding feature. A range of strategies is employed to very good effect, such as the *Yard Buddies* system.
- 94 The school has highly effective procedures for pupils' well being, health and safety. Regular fire drills are held, together with the required inspections, records of which are kept. One member of staff possesses current first aid qualifications.
- 95 The child protection procedures are known to all at the school. There is close co-operation with other responsible agencies in order to ensure pupils' welfare.
- 96 The school makes good provision for pupils with special educational needs and is able to identify their needs at an early stage. Pupils are well supported by the co-ordinator, the special needs teacher, teachers and assistants. The individual education plans are well produced and they give effective guidance

to teachers on how best to focus their work in order to meet the needs of each individual pupil. They are carefully monitored and are reviewed twice yearly. Pupils' parents are given opportunities to contribute fully to these arrangements.

- 97 The school's policies and practices nurture positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on the grounds of race, background and gender. The school has taken reasonable steps to ensure that disabled pupils are not treated less favourably. A suitable entrance and toilet facilities are available at the school.

Leadership and management

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

Grade 3: Good features outweighing shortcomings

- 98 The findings of the inspection team do not correspond to the school's Grade 2 judgement in its self-evaluation report.
- 99 The headteacher is new to her post and offers firm leadership that gives a clear sense of purpose and direction to the work of the school. All members of staff share common values that promote improvement.
- 100 Daily routines and procedures are undertaken smoothly and effectively.
- 101 The school now has a wide range of current management policies in place to facilitate its work and to guide the overall direction of the school. They are operated effectively and consistently, and they contribute towards the promotion of equal opportunities for all.
- 102 Appropriate consideration is given to county priorities and those set nationally by the National Assembly of Wales, all of which are reflected in the practices adopted by the school.
- 103 To date, the school has not been able to develop in sufficient detail its self-evaluation and monitoring processes.
- 104 The targets set for pupils are not always sufficiently challenging.
- 105 Performance management arrangements conform to national requirements and are beginning to have a positive impact on the school. They make a valuable contribution towards identifying staff needs, and ultimately pupils' achievements.
- 106 There are effective induction arrangements in place for the headteacher and she is well supported by the support agencies of the local education authority.
- 107 The governors are very well informed about their school and they offer very good support to the headteacher. The governing body meets at least on a termly basis and has a number of sub-committees. Governors have a good awareness of the school's performance in the assessments conducted on pupils at the end of the key stages. They make an important contribution in assisting to set the school's strategic direction.
- 108 As referred to previously, neither the prospectus and also the latest annual report of the governing body to parents meet Welsh Assembly Government requirements in full.

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

Grade 3: Good features outweighing shortcomings

- 109 The inspection findings correspond to the school's judgement in its self-evaluation report.
- 110 Teachers effectively analyse National Curriculum assessments and test results at the end of the various key stages. They also discuss the standards achieved and the progress made by individual pupils in their formal and informal meetings. Ancillary staff make a good contribution in areas such as behaviour. Under the leadership of the former headteacher, observations were provided on the standards and quality of teaching in the various classes. However, the self-evaluation and monitoring arrangements are currently not sufficiently comprehensive, systematic and pivotal to the school's management strategy so as to be a wholly effective measure of performance and to promote planning for improvement.
- 111 Following the appointment of a new headteacher, the school development plan has been updated. This was done following discussions with staff and the governing body. It is a comprehensive document and is very well linked to those issues emanating from the school's appraisal of its strengths and weaknesses. The priorities are clear and their realisation is likely to lead to raising standards.
- 112 The self-evaluation report presented to inspectors prior to the inspection was produced collectively by all members of staff. The headteacher has succeeded in large part and in a very short period of time in leading an accurate assessment of the measures required to facilitate the future development of the school.
- 113 The findings of the inspection team concur with the school's judgement in four of the seven key questions.
- 114 Overall, the school has made reasonable progress in addressing the key issues for action identified in the previous inspection.

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

Grade 3: Good features outweighing shortcomings

- 115 The findings of the inspection team do not correspond to the school's Grade 2 judgement in its self-evaluation report.
- 116 The school has an appropriate number of suitably qualified teachers to teach the curriculum effectively, together with support staff.
- 117 The job descriptions currently in use are dated and do not contain subject co-ordination details for the majority of subjects. As a result, the role of teachers as subject co-ordinators in steering the work of monitoring and securing subject standards has not been developed effectively. This is acknowledged in the school's self-evaluation report, and is an issue that is identified for action in the new school development plan.
- 118 Overall, the school has a good supply of resources for the range of ages and interests. They are also of good quality. Despite the lack of storage space, they are kept in an orderly manner in classrooms and in the central communal areas accessible to all.
- 119 There is a shortage of space and adequate toilet facilities for the number of pupils on the school register. The classroom that also serves as the school hall is not suitable for the teaching and learning of under-fives and some of the other rooms are also cramped. The breaching of the school's standard number is partly responsible for the shortage of space.
- 120 The school has no grassed areas, although use is made of the adjacent village facilities. There is no outdoor enclosed play area for the under-fives, but school procedures ensure that they receive very good opportunities to play safely together and to develop physically.
- 121 Although space is limited, the building is suitable for the disabled.
- 122 Teachers attend a good range of training sessions and this has a positive impact on their skills and understanding.
- 123 The expenditure decisions are effectively linked with the school development plan and the situation is regularly reviewed at the meetings of the governing body.
- 124 The budget is managed efficiently and the school provides good value for money.

Standards achieved in subjects and areas of learning

Welsh

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

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

Good and outstanding features

- 125 The listening skills of the majority of pupils are developing well throughout the school. They display the ability to listen attentively to teachers' presentations and to each other's contributions.
- 126 Pupils make sound progress in their oral skills. They are able to express their opinions clearly and intelligently in response to different experiences and stimuli. The majority of pupils respond well to questions, showing interest and understanding. Pupils in both key stages receive a range of opportunities to take part in a variety of oral presentations. They speak clearly and confidently.
- 127 In key stage 1, pupils' reading skills are developing well. The majority read fluently and expressively. They use a range of self-correction strategies and for building unfamiliar words. They refer meaningfully and with enthusiasm to the main characters and events in their reading books or their favourite storybook.
- 128 The writing skills of pupils in key stage 1 are developing well, building effectively on their experiences in the reception class. They use a range of sentence patterns and simple adjectives in their written work. They display a growing understanding of the features and structure of a story. Some pupils are able to write stories that reflect continuity and order. They make fairly regular use of capital letters and full stops. Pupils' current work shows that they understand how a question mark should be used. They produce work of a high standard as they create puzzles such as *Pwy ydw i?* (Who am I?) and *Beth ydw i?* (What am I?)
- 129 In key stage 2, pupils make good progress in their reading skills. The majority read fluently and with correct intonation, paying appropriate attention to punctuation. They are able to use clues to solve unfamiliar words. They know the difference between works of fiction and non-fiction and are aware of the basic conventions relating to books. They use a range of sources in order to retrieve and collate information, as in their work on the superstitions of sailors.
- 130 Pupils write in a range of styles, including letters, reviews, descriptive pieces and verses. They are able to write succinct reports, as seen in their work recording their visit to Dinas Dinlle and in expressing opinions about leisure time. They display a sound understanding of proverbs, using them skilfully in

their current work. Overall, pupils exhibit a mastery of verb forms, syntax and mutations. They are able to include various similes, adjectives and idioms in their written work, as seen in their work on producing a piece of poetry by the name of *Olwyn y Gilfach Ddu*. Pupils' recent experience of working with two poets has greatly enhanced the quality of their work.

- 131 The majority of pupils in both key stages present their work in a neat and tidy manner. Overall, the quality of their handwriting is good.

Shortcomings

- 132 Some pupils repeat careless mistakes.

English

Key Stage 2 - Grade 3: Good features outweighing shortcomings

- 133 Although English is introduced to pupils in key stage 1, they do not follow the subject programme of study until the beginning of key stage 2.

Good and outstanding features

- 134 The majority of pupils listen attentively to their teachers and to the contributions of fellow pupils. During discussions the majority are able to make extended contributions, expressing themselves clearly. They use appropriate vocabulary when explaining their work and offering ideas.
- 135 They make good progress in their reading, and a number of pupils read accurately and with a good measure of understanding. They enjoy reading works of fiction and they talk confidently about their contents, expressing a preference for their favourite authors. The majority of pupils read expressively, casting their voice and modifying their intonation, pace and style as they read excerpts from books. They use a range of sources to retrieve and collate information, including reference books and the Internet.
- 136 Pupils write in a range of styles, including portraits, adverts, letters and reports. They realise that language form depends on its intended purpose and audience. They are able to present information succinctly when expressing opinions, as in their work on evaluating leaflets produced to market local leisure attractions. They are also able to use appropriate language forms for the purpose of persuasion, as in the adverts they produced for trainers. They are aware of the difference between literal and metaphorical language. They make effective use of similes and adjectives during creative writing or when producing poetry. Overall, they exhibit an understanding of paragraphing in their current work, and some pupils present interesting and exciting pieces of extended writing.

Shortcomings

- 137 Spelling and punctuation are weak features of the written work of many pupils.
- 138 They do not make effective use of dictionaries and thesauri as means of improving their work.
- 139 Pupils' drafting work has not developed sufficiently. As a result, they are not able to benefit from improving the content and style of their work in order to achieve higher standards.

Science

Key Stage 1 - Grade 3: Good features outweighing shortcomings

Key Stage 2 - Grade 3: Good features outweighing shortcomings

Good and outstanding features

- 140 In key stage 1, pupils are able to correctly name different parts of the body and they make good progress in their understanding of the types of foods that help people to stay healthy.
- 141 They can correctly explain the different between animate and inanimate objects.
- 142 They know about the seasonal cycle and are aware that certain animals hibernate throughout the winter.
- 143 They know about different animal habitats and are able to group them according to the criteria they were given by their teacher.
- 144 It was seen from their previous work on magnets that pupils understand that all metals are not magnetic. They are able to design a simple experiment to show which type of magnet is the strongest.
- 145 In key stage 2, pupils come to be able to correctly name a good range of different light sources. They come to know that light travels in straight lines.
- 146 They know that vibration causes sound. They are able to use a sound meter to correctly measure different sounds in decibels. They record this work to a high standard.
- 147 They know of the characteristics of solids, liquids and gases.
- 148 Through experimentation, they have come to understand that friction on a slope affects how far the toy travels.
- 149 They have a developing understanding of the planets in the Solar System.

Shortcomings

- 150 In both key stages, pupils' skills of scientific investigation have not developed sufficiently.

Design and technology

Key Stage 1 - Grade 1: Good, with outstanding features

Key Stage 2 - Grade 1: Good, with outstanding features

Good and outstanding features

- 151 In key stage 1, pupils work with a wide range of suitable materials to produce a very good selection of objects. Their original ideas are developed to exceptional effect as a result of their research work. Their designs are detailed and of a high standard and pupils are able to offer sensible suggestions on ways of improving their work.
- 152 The picture frames they have produced recently display a considerable variety of high quality manufacturing ideas and skills, reflecting features of an exceptionally high standard. They exhibit highly accurate measuring and cutting skills with considerable pride and satisfaction.
- 153 Their problem solving skills are developed to particularly good effect as they design and make board games and address the brief of producing a cage for a pet that resulted from a task given to them based on their class textbook.
- 154 In key stage 2, pupils also greatly appreciate the importance of research as a key pre-condition to the design process. They use a wide range of sources to assist them to gain a better understanding of the brief set for them. They are able to effectively discuss and justify their work.
- 155 The models of pirates produced recently are a very good reflection of the designs they have developed. This work, together with the chests produced for a sailor to store his property safely, reflect exceptional dexterity.
- 156 Older pupils have a very good awareness of the mechanisms of axles and wheels, as well as structures. They exhibit a high level of maturity as they evaluate their work.

Shortcomings

- 157 There are no significant shortcomings.

History

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

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

Good and outstanding features

- 158 In both key stages, pupils are well informed about events and characters from the history of Wales.
- 159 In key stage 1, pupils develop an appropriate historical vocabulary. They make correct use of terms such as the olden times, the past and days gone by to describe the passage of time.
- 160 They have questioned adults about life in the past in the village of Cwm y Glo and as a result have gained an understanding of the differences between the past and present.
- 161 They come to be able to effectively interpret the past by looking at old photographs, artefacts and evidence, such as the 1851 census.
- 162 In key stage 2, pupils have a sound grasp of the history of their own locality.
- 163 Younger pupils' grasp of chronology in this key stage is developing well through their study of the development of the postal service through the centuries.
- 164 From their previous work, it was seen that they have a good understanding of the Tudor period in a Welsh context.
- 165 They know about everyday life in the sixteenth century and of the differences between town and country, and the poor and rich.
- 166 Through research work, they have come to recognise some of the distinctive characteristics of the Roman army and its soldiers.
- 167 They use a good range of evidence to support their studies. From discussions with pupils, it was seen that they are aware of the importance of evidence in its different forms in building a picture of the past.

Shortcomings

- 168 There are no significant shortcomings.

Music

Key Stage 1 - Grade 3: Good features outweighing shortcomings

Key Stage 2 - Grade 3: Good features outweighing shortcomings

Good and outstanding features

- 169 In key stages 1 and 2, pupils are able to recall and perform a wide range of songs. They exhibit the ability to sing tunefully, to pronounce clearly and to

perform confidently. Pupils' ability to sing expressively, to strike and hold the correct note is good.

- 170 In key stage 1, they are able to use non-pitch instruments to imitate animal movements. They are able to recognise and respond to high and low, quiet and strong, long and short sounds.
- 171 They enjoy investigating sound and are able to maintain a regular rhythm when playing non-pitch percussion instruments. They are able to name a range of percussion instruments, explaining how they are used in order to produce different sounds.
- 172 In key stage 2, pupils listen to a range of music by famous composers. They study the history of composers as well as collating information about music and instruments from different periods, such as the Tudor period.
- 173 They use computer programmes to compose simple pieces and to record their work. They compose simple pieces using the sol-fa notes of *d, m, s*.
- 174 They study the songs of a number of contemporary Welsh performers such as *Cwlwm* and *Anweledig*. They display the enjoyment gained from their involvement in musical activities.

Shortcomings

- 175 Their ability to compose and record work by using different types of notation have not been sufficiently developed.
- 176 The development of their musical skills and their awareness of musical elements is limited.

School's response to the inspection

The staff and Governors of Ysgol Cwm y Glo believe the report to be a fair and accurate reflection of the school's current position.

We take pride in the high grade awarded to us for pupil care.

We wish to thank the inspection team for their professionalism and courtesy during the inspection, and for their willingness to consider additional evidence if required. The Headteacher is of the view that the role of the nominee had a positive impact on the entire process.

We are now ready to move the school forward and take great pride in the fact that the pre-inspection evaluation report reaffirms much of what was reported by the inspection team.

We wish to thank the team for their guidance throughout the newly revised inspection process and officers from Cynnal and the Local Education Authority for their willing support.

Appendix A

Basic information about the school

Name of school	Ysgol Cwm-y- Glo
School type	Community
Age-range of pupils	3 – 11 years
Address of school	Cwm-y-Glo Carnarfon Gwynedd
Post-code	LL55 4DE
Telephone number	(01286) 870860
Headteacher	Mrs Eleri Davies
Date of appointment	September 2004
Chair of governors/ Appropriate authority	Cllr Brian Jones
Reporting inspector	Mr D M Cray
Dates of inspection	9-11 November 2004

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	5.5	10	18	9	14	15	10	9	90.5

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22.6:1
Pupil: adult (fte) ratio in nursery classes	
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	22.6
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Summer 2004	90%	94%	92%	94%
Spring 2004	90%	96%	97%	95%
Autumn 2003	88.9%	96%	95%	94.3%

Percentage of pupils entitled to free school meals	35%
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 2004			Number of pupils in Y2:		24			
Percentage of pupils at each level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School			14	43	43	
		National	1	1	11	64	23	
We: oracy	Teacher Assessment	School			7	50	43	
		National	1	2	12	63	22	
We: reading	Teacher Assessment	School			21	43	36	
		National	1	3	17	59	21	
We: writing	Teacher Assessment	School		7		71	21	
		National	1	3	20	65	10	
Mathematics	Teacher Assessment	School			7	71	21	
		National		2	11	63	24	
Science	Teacher Assessment	School			14	64	21	
		National		2	10	66	22	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	79%	In Wales	79%

D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
W Pupils who are working towards level 1

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2004	Number of pupils in Y6	9
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	44.4%	In the school	44.4%
In Wales	70%	In Wales	71%

Appendix D

Evidence base of the inspection

- The team of three inspectors inspected work in all classes. Between them they spent six full days at the school;
- pre-inspection meetings were held with governors, staff and parents;
- a range of documentation produced by the school was examined, including examples of work by the pupils across the curriculum in the early years and the two key stages;
- twenty four lessons or sessions were observed;
- morning assemblies were attended;
- pupils were listened to reading and were questioned about their knowledge and understanding of the curriculum;
- school registers were inspected;
- discussions were held with the headteacher and school staff relating to curricular and management matters;
- minutes of governors' and staff meetings were examined as well as documents relating to the school's financial matters;
- pupils were observed as they arrived and departed from school, and during breaks;
- sixteen parents were present at the pre-inspection meeting and 37 questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

Appendix E

Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Science, design & technology, history
Mrs SA Taylor	Team	Key questions 2; 3; 4.	Welsh, English, music
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

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.

SUMMARY REPORT ON THE INSPECTION OF YSGOL CWM-Y- GLO

Ysgol Cwm y Glo was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Ysgol Cwm y Glo took place between 9 – 11 November 2004. An independent team of three inspectors, led by Mr Martin Cray 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

The inspection team agreed with the school's judgement in four of the seven key questions.

Table of grades awarded

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

Key question	Inspection grade
How well do the learners achieve?	3
How effective is the teaching, training and	2

assessment?	
How well do the learning experiences fulfil learners' needs and interests and those of the wider community?	3
How good is the care, leadership and support for learners?	1
How effective is the strategic leadership and management?	3
How well do the leaders and managers evaluate and improve quality and standards?	3
How efficient are the leaders and managers in their use of resources?	3

Standards

Standards of achievement in the subjects inspected are as follows:

Subjects	Key stage 1	Key stage 2
Welsh	Grade 2	Grade 2
English	-----	Grade 3
Science	Grade 3	Grade 3
Design and technology	Grade 1	Grade 1
History	Grade 2	Grade 2
Music	Grade 3	Grade 3

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

The nursery and reception children, together with pupils in key stages 1 and 2, make good progress in the development of their key skills of speaking and listening, writing, numeracy, and in their use of information and communications technology across the curriculum. Their bilingual skills are developing well and facilitating pupils' bilingual competence is one of the school's main aims.

Pupils with special educational needs make good progress and they achieve the targets set for them.

Pupils' attainments at the end of key stage 1 in 2004 were comparable to national and county averages in Welsh, they were considerably higher in mathematics and were slightly lower in science. In key stage 2, attainments were considerably higher than national and county averages in Welsh, but were considerably lower in English, mathematics and science.

In the main, the school succeeds in meeting or exceeding the targets set for its pupils. The targets are not always sufficiently challenging.

Across the school, pupils make good progress in their knowledge, understanding and skills. The majority of pupils exhibit good attitudes towards their learning. However, some pupils fail to display the expected levels of maturity and commitment towards their work. The majority behave well inside and outside their lessons, they play together happily and socialise during break periods.

Average attendance over the last three full terms was 94.5%. There is room to further improve these levels.

Pupils have a good awareness of equal opportunity issues and they respect diversity in society. Pupils' regular visits to the local community and to places of work contribute very effectively to their understanding of their community and the workplace.

Quality of education and training

In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	50%	36%	---	---

Lessons are planned effectively across the school. Teachers use an appropriate range of teaching strategies and they have a caring and respectful relationship with the pupils. Their commitment to promoting pupils' bilingual skills is a commendable feature.

The quality of assessment procedures is good and is consistent throughout the school. The reports to parents conform to statutory requirements.

The school has a good policy on equal opportunities that reflects its commitment to providing access to the curriculum based on relevant and balanced activities.

Pupils' spiritual, moral, social and cultural development is promoted effectively. The school nurtures sound values and works hard to develop respect and courtesy amongst pupils. The morning services conform to statutory requirements. They make a very good contribution to pupils' understanding of moral issues and to their spiritual development.

The school's partnership with parents is good and this is reflected in the questionnaires returned to the inspectors. There is a home-school agreement in operation, but the prospectus that is distributed to parents does not fully meet the requirements. The school plays an active part in a good range of community events and it has good links with local schools.

There are schemes of work for all subjects, but the majority of them are dated and have been in need of revision for a number of years.

The school has a good number of links with the world of work, and these are used effectively to enhance the curriculum. Regular visits are arranged.

The quality of care, support and guidance provided for pupils is an outstanding feature of the school's provision. The pastoral support is planned and managed to very good effect.

The provision for personal and social education is effectively co-ordinated and includes a range of health promotion measures. These programmes are outstanding features of the school's provision.

The school makes good provision for pupils with special educational needs and is able to identify their needs at an early stage.

The school's policies and practices nurture positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on the grounds of race, background and gender.

Leadership and management

The headteacher is new to her post and offers firm leadership that gives a clear sense of purpose and direction to the work of the school. There are effective induction arrangements in place for the headteacher and she is well supported by the support agencies of the local education authority.

The governors are very well informed about their school and they offer very good support to the headteacher. They make an important contribution in assisting to set the school's strategic direction.

The latest annual report of the governing body to parents does not meet Welsh Assembly Government requirements in full.

Currently, the self-evaluation and monitoring arrangements are not sufficiently comprehensive, systematic and pivotal to the school's management strategy so as to be a wholly effective measure of performance and to promote planning for improvement.

The self-evaluation report presented to inspectors prior to the inspection was produced collectively by all members of staff. The headteacher has succeeded in large part and in a very short period of time in leading an accurate assessment of the measures required to facilitate the future development of the school.

Overall, the school has made reasonable progress in addressing the key issues for action identified in the previous inspection.

The job descriptions currently in use are dated and do not contain subject co-ordination details for the majority of subjects. As a result, the role of teachers as subject co-ordinators in steering the work of monitoring and securing subject standards has not been developed effectively.

There is a shortage of space and adequate toilet facilities for the number of pupils on the school register. The classroom that also serves as the school hall is not suitable for the teaching and learning of under-fives and some of the other rooms are also cramped. The breaching of the school's standard number is partly responsible for the shortage of space.

The budget is managed efficiently and the school provides good value for money.

Recommendations

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

- raise standards in English, science and music in both key stages;
- proceed with updating the schemes of work in the various subject areas;
- ensure more comprehensive and systematic self-evaluation and monitoring procedures;
- update job descriptions and clearly allocate subject responsibilities to teachers so as to enable them to develop their roles as curriculum co-ordinators;
- work with the Local Education Authority to resolve the problems relating to the school buildings;
- meet statutory requirements in relation to the content of the school prospectus and the annual report of the governing body to parents.

The governing body is responsible for changing its present development plan to incorporate action steps to be taken in response to the recommendations within 45 working days of receipt of the report showing how the school intends to address the recommendations. This plan, or a summary of it, will be distributed to all parents at the school.

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