

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

**YSGOL FFRIDD Y LLYN  
CEFNDWYSARN  
Y BALA  
GWYNEDD  
LL23 7HE**

**SCHOOL NUMBER: 661 2220**

**DATE OF INSPECTION: 8<sup>TH</sup> – 10<sup>TH</sup> MARCH 2004**

**BY**

**REGISTERED INSPECTOR: MR M. THOMAS**

**DATE: 13<sup>TH</sup> MAY 2004**

**UNDER ESTYN CONTRACT NUMBER: C/T/147/03P**

© Crown Copyright 2004

This Report may be reproduced in whole or in part for non-commercial educational purposes provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

## CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

## GRADE DESCRIPTIONS

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

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

## LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
AT	-	Attainment Target
CoP	-	Code of Practice
GB-		Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NC	-	National Curriculum
PSE	-	Personal and Social Education
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
WAG	-	Welsh Assembly Government
Y	-	Year

# **CONTENTS**

<b>1. CONTEXT</b> .....	<b>1</b>
THE SCHOOL AND ITS PRIORITIES.....	1
<b>2. MAIN FINDINGS</b> .....	<b>1</b>
THE MAIN FINDINGS OF THE REPORT.....	1
<b>3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS</b> .....	<b>4</b>
3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING .....	4
3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM.....	6
<b>4. ETHOS OF THE SCHOOL</b> .....	<b>7</b>
4.1 PUPILS’ SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT.....	7
4.2 BEHAVIOUR AND ATTITUDES .....	8
4.3 ATTENDANCE .....	8
<b>5. QUALITY OF EDUCATION</b> .....	<b>9</b>
5.1 TEACHING.....	9
5.2 ASSESSMENT, RECORDING AND REPORTING.....	9
5.3 CURRICULUM.....	10
5.4 SUPPORT, GUIDANCE AND PUPILS’ WELFARE .....	11
5.5 PROVISION FOR PUPILS WITH SEN .....	12
5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS .....	12
5.7 PARTNERSHIP WITH INDUSTRY .....	13
<b>6. MANAGEMENT</b> .....	<b>14</b>
6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT.....	14
6.2 LEADERSHIP AND EFFICIENCY .....	14
6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES.....	15
<b>7. SUBJECTS AND AREAS OF LEARNING</b> .....	<b>16</b>
STANDARDS ACHIEVED BY PUPILS.....	16
PROVISION FOR THE UNDER-FIVES.....	16
WELSH.....	17
ENGLISH.....	18
MATHEMATICS.....	18
SCIENCE .....	20
DESIGN AND TECHNOLOGY .....	21
INFORMATION TECHNOLOGY.....	22
HISTORY .....	23
GEOGRAPHY .....	24
ART.....	25
MUSIC.....	26
PHYSICAL EDUCATION .....	26
RELIGIOUS EDUCATION .....	27
<b>8. SCHOOL IMPROVEMENT</b> .....	<b>28</b>
8.1 PROGRESS SINCE THE LAST INSPECTION .....	28
8.2 KEY ISSUES FOR ACTION .....	29
<b>APPENDIX</b> .....	<b>30</b>
A. BASIC INFORMATION ABOUT THE SCHOOL.....	30
B. SCHOOL DATA AND INDICATORS .....	30
C. RESULTS OF NATIONAL CURRICULUM ASSESSMENTS AND PUBLIC EXAMINATIONS .....	31
D. THE EVIDENCE BASE OF THE INSPECTION.....	32
E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM.....	33

## **PART 2: THE INSPECTION SCHEDULE**

### **1. CONTEXT**

#### **The school and its priorities**

Ysgol Ffridd y Llyn is located in the village of Cefnddwysarn, near the town of Bala in Gwynedd. The school serves a number of local villages in the rural community, an area described by the school as one that is neither prosperous nor subject to economic disadvantage; no pupils receive free school meals. Approximately 72% of pupils come from homes where Welsh is spoken as a first language, but the school estimates that 100% of pupils speak Welsh as a first language or to a comparable standard. The number of pupils has fallen substantially over the last few years and this has had an evident effect on financial management; during the inspection there are 35 full-time pupils. Currently four pupils have a statement of SEN according to the requirements of the new CoP with five further pupils who appear on the school's SEN register.

The school was last inspected in the spring term 1998 and describes its main priorities as follows:

- to maintain and raise pupils' standards of achievement in every curriculum area according to the requirements of the NC and religious education;
- to nurture a civilised society that emphasises moral and humanitarian values;
- to develop pupils' ability to be confidently bilingual, in accordance with the language policy of the LEA, to enable them to be full members of the bilingual society in which they live.

The present targets of the school include a commitment to;

- create portfolios in core subjects;
- raise standards of writing in Welsh and in English;
- expand the use of IT in core subjects;
- implement new practise in SEN;
- integrate the PSE programme to class schemes of work.

### **2. MAIN FINDINGS**

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

Ysgol Gynradd Ffridd y Llyn is a very good and highly effective school that has made exceptional progress since the last inspection. Standards of achievement are often very good across the range of NC subjects and the vast majority of teaching is also very good. The school's ethos is a supportive, homely and happy community and special emphasis is placed on the Welsh dimension across all activities, with pupils demonstrating an outstanding sense ownership and citizenship of their community.

- The educational provision for children under five is generally appropriate and promotes the Desirable Outcomes in the six areas of learning. As there is currently only one child under five attending the school, no judgments have been made concerning standards in the six areas.
- During the inspection, standards of achievement are at least good in 100% of sessions including approximately 68% where they are very good. In KS1 standards are very good in approximately 88% of sessions and good in the 12% remaining; in KS2 standards are very good in approximately 59% of sessions and good in the 41% remaining.
- Standards in the NC subjects are as follows:

	KS1	KS2
Welsh	Very good	Very good
English	Not applicable	Good
Mathematics	Very good	Very good
Science	Very good	Very good
Design and technology	Very good	Very good
Information technology	Very good	Very good
History	Very good	Very good
Geography	Very good	Very good
Art	Very good	Very good
Music	Very good	Good
Physical education	Good	Good
Religious education	Very good	Very good

- In key skills, standards are very good in listening, speaking, reading, writing, numeracy and ICT. Pupils listen very intently and politely, sometimes for extended periods and show ability to listen critically. Welsh oracy is naturally accurate and full of enriching idioms; the quality of their discussions is always infectious. They read fluently, displaying very well developed higher reading skills. They write in an extended fashion across the curriculum and frequently use numeracy skills in practical work, noting units of measurements correctly and in detail. Pupils develop a broad range of challenging skills and concepts through their work in ICT.
- Pupils' spiritual, moral, social and cultural development is very good. A worshipful atmosphere characterises daily acts of collective worship and pupils reflect sensibly on what is presented. They have a very good appreciation of the difference between right and wrong and discuss a number of challenging moral concepts in a mature fashion. Teachers delegate challenging responsibilities to pupils of every age and they, in turn, show considerable pride in all such opportunities to show initiative. Pupils are also extremely caring of one another in the school. They display very good knowledge and ownership of their local community. Special emphasis is placed on the Welsh dimension whilst also allowing for regular opportunities to develop comparative studies in religious education and geography; as a result, pupils have a very good appreciation of citizenship and diversity.
- The quality of behaviour is very good. Very relationships have been established between teachers and pupils and between pupils and each other. Expectations are consistently high

regarding good behaviour and discipline, and act as a basis for the happy and supportive community of the school.

- Attendance is good, with statistics showing an average of 95.2% over the last three terms. The school does not set specific targets for improving attendance but an award system for good attendance has recently been a useful means of raising statistics.
- During the inspection the quality of teaching is at least good in 100% of sessions including approximately 82% where it is very good. In KS1 teaching is very good in approximately 88% of sessions and good in the 12% remaining. In KS2 teaching is very good in approximately 76% of sessions and good in the 24% remaining.
- The quality of assessment, recording and reporting is very good. Assessments are consistent, correct and meet statutory requirements, including those for SEN. Teachers know their pupils very well and are fully aware of their strengths and weaknesses.
- The quality of the curriculum is very good. It is broad, balanced and meets statutory requirements. Provision reflects social inclusion in all aspects of access and equal opportunities, and is well structured according to the main aims of the school.
- All pupils enjoy a broad range of competitive sports and games. A purposeful range of extra-curricular activities enriches the curriculum, including enthusiastic participation in both home and stage Eisteddfod competitions.
- The quality of pupils' support and guidance is very good. The school provides sound support in all aspects of pupils' pastoral and educational life. One notable feature of such care is the daily provision of pure of water for each pupil to aid concentration, which is also very good practice in health education.
- The quality of provision for children with SEN is very good. Arrangements made for the nine pupils with SEN, including the four pupils who have a statement, are entirely appropriate, effective and meet the requirements of the CoP in full. Appropriate pupils make progress, which is at least good and some make very good progress.
- The quality of the school's partnerships is very good. Parents who expressed an opinion strongly support the school and have a very warm relationship with the teachers. The school plays a prominent role in local community life and the community, in turn, appreciates the contribution made by pupils and staff. The close relationship with other schools is also very good with recent improvements in the quality of curriculum links with the secondary school.
- The partnership with industry is good. The GB has adopted an appropriate policy and teachers work hard to implement this as a means of raising standards of achievement. Pupils regularly take part in small enterprises, borrowing money from the school fund to commence arrangements, with an aim to making a small profit; they enjoy considerable success in this respect.
- The quality of self-evaluation and planning for improvement is very good. Much useful self-evaluation documentation was presented to inspectors, containing balanced judgements which match in full the findings of the inspection. The ethos of self-

evaluation has been well established within the school where a two-year plan is currently in place and is evidently implemented. Very good use is made of local and national data to compare different aspects of the school's performance.

- The school has an effective SDP to drive improvements in the standards of provision. The current three-year plan is soon to be reduced to a one year timescale. A detailed and honest evaluation of the previous plan is included, which identifies strengths and shortcomings well. There are a number of aims and objectives that meet the needs of the school and the plan is a working document that the head updates with regular commentary, showing continuous progress. Good attention is paid to the obligations of personnel, expenditure and INSET. Many, but not all of the success indicators, have been expressed in a measurable fashion.
- The quality of leadership and efficiency is very good. It is easy to discuss with the head who is extremely hard working and sincere in his commitment to the school. The school is an inspired and diligent community. The head has an exciting vision for further developments and has a good appreciation of the strengths and shortcomings of the current situation.
- The GB is very hard working and sincere in its commitment to the school and very well organised in the manner in which it undertakes its statutory duties. A number of sub-committees have been established to shoulder the burden of the work equitably. Governors' knowledge of curriculum requirements is very good and they have a very good overview of every aspect of school life and work. Minutes of the GB's meetings show an informed discussion of several aspects of management including finance and the SDP. Their sense of ownership of the main documents of the school is very good and they play a practical role in monitoring developments and identified priorities.
- The GB presented a concise annual report to parents, that meets statutory requirements in every respect.
- Financial control is tight and the school works successfully within its budget despite the number of pupils having fallen substantially over the past years. Staffing is prioritised within the budget and a sensible annual under spend (approximately 5%) is aimed at to ensure that present levels are maintained. All expenditure is sensible and the consistent monitoring of teaching by the head and staff is a means to ensure value for money in the main priority. Expenditure is always closely related to the identified priorities in the SDP.
- The school gives very good value for money.
- Human and teaching resources are managed well. The building and grounds are in good condition.

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

#### **3.1 Standards Achieved in Subjects and Areas of Learning**

During the inspection standards of achievement are at least good in 100% of sessions including

approximately 68% where they are very good. In KS1 standards are good in approximately 88% of sessions and good in the 12% remaining. In KS2 standards are very good in approximately 59% of sessions and good in the 41% remaining.

- The educational provision for children under five is generally appropriate and promotes the Desirable Outcomes in the six areas of learning. However, as there is currently only one child under five, no judgement has not been made concerning standards in the six areas.
- In core subjects, standards are very good in Welsh, mathematics and science in both key stages. Pupils have a natural, polished and rich language, orally and in writing, and make especially good use of idioms to enliven the quality of their work. In mathematics, number work is especially good up to Y4 and work in shape is a notable feature at the upper end of the school. All pupils have a broad range of knowledge and scientific skills and their appreciation of fair testing is also very good.
- English is not formally introduced in KS1, but the school builds usefully on pupils' natural language; in KS2, standards in English are good.
- In foundation subjects, standards in design technology and information technology are very good in both key stages. Pupils have a broad range of challenging skills in both subjects and learn to work increasingly independently, taking good responsibility for their own learning.
- Work in history, geography and religious education is very good in both key stages; pupils' knowledge of their locality is very good. Other notable features include their understanding of chronology, their geographical research skills and their knowledge of a broad range of artefacts and different faiths in religious education, as well as a notable appreciation of what it means to belong to a Christian community.
- Work in art is outstanding in both key stages. Throughout the school, much work has been undertaken in three-dimensions, much of which is large scale. The quality of the work is extremely striking and a means of enriching pupils' appreciation of their Welsh heritage and locality. The work has brought the school several national awards over a period of many years.
- Standards in music are very good in KS1 and good in KS2; younger pupils control a range of percussion instruments well and deal with challenging concepts such as drone and ostinato.
- Standards in physical education are good in both key stages within the lessons seen.
- In KS1 teacher assessments in 2003 showed that the majority achieve national expectations (Level two) in Welsh, mathematics and science. In Welsh, approximately 38% of pupils achieve level two and a further 50% level three. In mathematics, approximately 75% achieve level two and 12.5% further level three. In science approximately 88% achieve level two. 87.5% also achieve the core subject indicator.
- Results are higher than national norms. When benchmarked against Welsh of Part Welsh schools with up to 8% of pupils receiving free school meals, they are above the median in

terms of the core subject indicator. The small number of pupils, including only two boys make a comparison between performance of boys and girls difficult.

- In KS2, pupils' standards of achievement in the NC tests in 2003 show that the majority achieve national expectations (level four) in Welsh, English, mathematics and science. In Welsh, 20% achieve level four and a 60% further level five. In English, 60% achieve level four and a 20% further level five. In mathematics and science, 20% achieve level four and 60% level five. 60% of pupils achieved the core stage indicator.
- When benchmarked against Welsh or partly Welsh schools with up to 8% receiving free school meals, results are below the median. However, the small number of pupils (five only) compromises the comparison as the performance of one pupil is equal to 20% of statistics. Neither can a reasonable comparison be drawn between the performance of boys and girls.

### **3.2 Standards Achieved in Key Skills across the Curriculum**

Standards are very good in all key skills.

- No judgments have been made concerning key skills for children under five, as there is currently only one child under five in the school.
- Pupils in both key stages listen very intently to their teachers and peers. The quality of listening in periods of collective worship is also good and pupils respect others' viewpoints sensibly. By listening sensitively, pupils contribute in a lively fashion to whole-class discussions at the start of lessons. In subjects such as music, they also show ability to listen critically and to identify and interpret the use of appropriate musical elements as a result.
- Pupils' oral language is idiomatic, polished and accurate. They speak in a naturally lively fashion, changing to more formal language when required. When performing on stage pupils are totally confident and know their audience well. Their mastery of subject-specific language across the curriculum is very good and they use challenging terms with increasing confidence and with thorough understanding.
- Pupils find information confidently and correctly from the Internet. They sort and use this correctly and read well from screen. They research reference books, paying attention to detail, across the range of subjects, and use higher reading skills quickly and confidently.
- Across the curriculum, there are several very good examples of writing to record practical experimentation or research facts. Work is correct in terms of syntax and is often presented in an interesting fashion with a very good appreciation of audience.
- Pupils make very good use of data in several curriculum areas and interpret this sensibly in discussions. When dealing with information, they choose the most appropriate graph format for presentation. In several contexts, they measure very correctly and on each occasion note the unit of measurements correctly and in an organised manner.
- Pupils' ICT skills are often promoted across the curriculum and they develop sound knowledge of concepts and a broad range of skills very well in this respect. Their ability

to work independently has been very well developed in this aspect of their work.

## 4. ETHOS OF THE SCHOOL

### 4.1 Pupils' Spiritual, Moral, Social and Cultural Development

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

- The school meets statutory requirements by providing a period of collective worship each day. Assemblies are soundly based on Christian values; contemporary contexts are used, as well as examples from pupils' daily lives, to ensure the relevance of messages. Pupils reflect sensitively and sincerely on what is presented.
- In one assembly during the inspection, a parable from the New Testament was related to the exploration of feelings such as happiness and fear; this is very good practice and one of a number of opportunities for pupils to explore a range of emotions. As a result their self-awareness is very good.
- Experiences offered in art and music are further opportunities to deepen pupils' feelings of awe; they respond very enthusiastically and imaginatively to such opportunities, particularly in their artwork.
- Pupils' appreciation and understanding of the difference between right and wrong is very good and can be seen in a broad variety of contexts. Teachers and pupils understand that sound moral values are key to the success of the school's ethos and respect towards individuals, others and property is consistently emphasised.
- Pupils show good willingness to discuss a number of moral issues including kindness, society, tolerance and pity; they do so in a sincere fashion and with increasing understanding.
- Pupils' moral responsibility is promoted by supporting a number of charities annually, placing special emphasis on the international dimension; the humanitarian nature of this work also positively contributes to standards and pupils show that they have a good knowledge of the purpose and outcome of such activities.
- Teachers delegate challenging responsibilities to pupils in both key stages such as their role in small enterprises gives them many opportunities to show initiative; they complete their responsibilities well at all times.
- The very caring attitude pupils have towards each other is a notable feature of the happy and homely community in the school, where the quality of relationships are very good across the school.
- Every opportunity is taken to play a prominent role in the daily life of the local community, which in turn appreciates the role and the contribution of pupils and staff. Pupils' appreciation and ownership of their local area is very good in several respects, particularly in terms of history and culture.
- Special emphasis is placed on the Welsh dimension, and pupils' appreciation of the Welsh

culture on both a local and national level is very good. They know a wide range of the main Welsh symbols and famous characters, and they consistently play an active role in the activities of the Urdd Eisteddfod both locally and nationally. Their attitudes towards Welsh citizenship are very good.

- Teachers take seriously their duty to ensure that pupils respect racial equality, and take every opportunity that rises naturally within lessons and periods of worship to nurture sound attitudes in this respect, according to the school policy.
- Different faiths are given appropriate attention within the curriculum; pupils develop an increasing knowledge and respect towards these and also consider the different ways of life in the countries that benefit from their humanitarian support; as a result they develop a very good appreciation of the concepts of diversity.
- Pupils respond well to the efforts of the school to nurture their spiritual, moral, social and cultural development.

## **4.2 Behaviour and Attitudes**

The quality of behaviour and attitudes is very good.

- The school is a very happy, homely community and pupils flourish within the supportive ethos that is nurtured. There is an exceptionally warm and happy relationship between pupils and each other and they evidently respect their teachers and visitors who come to the school.
- Teachers have high expectations regarding behaviour and discipline. Pupils persevere well in their work and show evident interest in the tasks prepared for them; this commitment to concentration has a beneficial effect on standards of achievement.
- The school has a suitable policy to deal with instances of bullying, the contents of which relate closely to the requirements in PSE. During inspection, no instances of bullying were observed.
- There have been no exclusions during the last year.

## **4.3 Attendance**

The quality of attendance is good.

- Attendance statistics over the last year show an average of 95.2%.
- Pupils arrive promptly in school and all lessons start on time.
- The school meets well the requirements of circular 3/99 WAG in relation to registration of pupils.
- The school does not set specific targets for improving attendance.

## 5. QUALITY OF EDUCATION

### 5.1 Teaching

During the inspection the quality of teaching is at least good in 100% of sessions including 82% where it is very good. In KS1 teaching is very good in 88% of sessions and good in the 12% remaining. In KS2 teaching is very good in 76% of sessions and good in the 24% remaining.

#### Good features

- Teachers' expectations are very high in all aspects of work and pupils try hard to respond well to this.
- Individual lessons are carefully planned with well honed aims and objectives introduced at the beginning of lessons and revised in detail at the end of the learning session. Teachers' knowledge and understanding of the subjects they teach is almost always very good.
- Teachers' questioning skills are often very good, well sequenced, and with sound differentiation to ensure that the most able pupils are challenged.
- Teaching strategies are suitably varied to meet the needs of both pupils and tasks. Teachers are competent in their use of the interactive white board and use this imaginatively to introduce lessons in an inspiring and interesting fashion.
- Specialist teaching seen within information technology and music is consistently very good.
- The consistent emphasis on developing concepts is a very good aspect of the teaching as well as the high expectations regarding accurate, polished Welsh on all occasions.

### 5.2 Assessment, Recording and Reporting

The quality of assessment, recording and presenting reports is very good.

- Assessments are consistent, correct and meet statutory requirements including those for SEN. Teachers know their pupils very well.
- Children under five are appropriately assessed according to baseline assessments and good use is made of this information to plan purposefully; the quality of the assessments is very good.
- All information gained from assessments, including NC tests is interpreted very well to help improve pupil performance. Strengths and shortcomings are identified and whole school targets are set to promote higher standards.
- Portfolios of levelled pupils' work are kept in language, science and mathematics. These samples and commentaries provide good guidelines for the consistency of assessments and teachers use them very effectively.

- Assessment opportunities are clearly noted within schemes of work. Pupils are assessed each term in core subjects and annually in foundation subjects. A detailed record of each pupil's development is kept and very good use is made of assessments to plan future work.
- Individual targets are set for pupils on personal cards in lessons in language, mathematics and science so that each pupil regularly refers to them. Through this, and also by means of self-assessment sheets, pupils take good responsibility for their learning.
- The school policy on responding to pupils' work offers appropriate and useful guidelines and is appropriately structured to eradicate errors. Teachers' comments are concise, purposeful and give very good guidance to pupils on how to further improve their work.
- Reports to parents, produced on a computerised program, paint a clear picture of pupils' achievements. They offer advice on how to improve further and this fully complies with statutory requirements. Parents express tremendous satisfaction with arrangements for formal visits to the school twice annually to discuss pupils' work.

### 5.3 Curriculum

The quality of the curriculum is very good.

- The curriculum is broad, balanced and meets statutory requirements. Provision reflects social inclusion in all aspects of access and equal opportunities and is well structured according to the main aims of the school.
- The curriculum for children under five is good and provides enriching experiences that stimulate development and enthusiasm across the six areas of learning.
- A series of policies have been adopted for every NC subject and religious education. These are detailed documents that carefully consider the individual aspect of each subject. Due prominence is given to the Cwricwlwm Cymreig and key skills. The policies form a good collection of documentation as a basis for curriculum management.
- There are comprehensive schemes of work for every subject, which clearly show continuity and progression of learning in several respects. The scheme for art, for instance, is a model of very good practice that presents the subject skills and concepts to be learned in an extremely concise and sequenced fashion. Planning for the key skills is not consistently noted within long-term plans but is very clear in teachers' day-to-day planning.
- Planning for the topic cycle is consistently good and succeeds in ensuring that the topic does not over-dominate provision, giving sufficient attention to skills and concepts.
- There is a special emphasis on the Welsh dimension across the range of provision.
- The school has a homework policy that receives strong support from parents. Considerable attention is given to provision, to ensure that tasks are well matched to abilities, and those aspects in which individual pupils require further practice.
- There is no formal scheme of work for PSE but the school uses a number of guidelines

and resources such as those by ACAAC to prepare a teaching programme that meets pupils' needs. There are frequent opportunities to take part in circle times which specifically contribute to the quality of provision; during the inspection, one circle time was related well to what was discussed in the daily worship which is very good practice.

- All pupils enjoy a broad range of competitive sports and games and the curriculum is enriched by a purposeful range of extra-curricular activities including enthusiastic competing in the Eisteddfod, both on the stage and competitions at home; the school enjoys considerable national success in this respect.

## 5.4 Support, Guidance and Pupils' Welfare

The quality of support, guidance and pupils' welfare is very good.

- Teachers manage issues of health and safety by means of a useful policy; this is equitably implemented and pupils are aware of a number of matters that are relevant to their daily lives. Responsibilities held for different aspects of school life are clearly noted within documentation and arrangements for first-aid and fire drills are secure.
- A purposeful relationship has been developed between the school and a number of agencies. The police visit regularly and there is regular contact with the fire brigade and nurse to promote good support and guidance.
- Staff evidently have a good knowledge of the detailed guidelines in place concerning child protection. Considerable use is made of LEA guidelines in this respect and protocols for implementation are well established, with the head acting as the designated leader.
- Arrangements for the supervision of pupils during the day are noted clearly within documentation and effectively implemented.
- One notable feature of care is the daily provision of pure of water for each pupil to aid concentration, which is also very good practice in health education.
- There is a detailed policy document regarding sex-education that outlines the special arrangements for pupils in Y6. Those parents who expressed an opinion support this provision in full.
- The school's equal opportunities policy ensures that no pupil is discriminated against on the basis of race, faith, language, educational ability, social standing or disability. Again, this policy is obviously implemented well in the daily life of the school and as a result social inclusion is good.
- The school policy on responding to pupils' work offers appropriate and useful guidelines and purposeful structured sequence to eradicate errors in their work. Teachers' comments are concise and provide very good guidance to pupils as to how to further improve their work.

## 5.5 Provision for Pupils with SEN

The quality of provision for SEN is very good.

- The provision for the nine pupils with SEN including four who have statements is appropriate, effective and meets the requirements of the new CoP in full. Appropriate pupils make progress which is at least good and sometimes very good.
- Effective use is made of standardised tests in order to recognise SEN at an early stage.
- Pupils with SEN receive full access to all subjects of the NC and the strong support they receive in class ensures that they are well integrated into the life and work of the school. This makes a specific contribution to good social inclusion.
- A register of pupils with SEN is kept by the SENCO and detailed comments regarding pupils' progress are kept in their individual files. Progress is continuously assessed and the register is updated regularly.
- Very appropriate IEP's are prepared for appropriate pupils by the SENCO, class teachers and support assistants in conjunction with parents. They contain clear and achievable targets.
- The teacher from the SEN unit who visits the school for two sessions a week provides very good support. Appropriate pupils under her care make very good progress according to their abilities.
- Support assistants provide care and help of very high quality.
- Parents of pupils with SEN are contacted regularly and close co-operation between the school and home promotes improvement.
- Appropriately differentiated work is consistently set within classes to meet the needs of individual pupils.
- Very good use is made of external agencies, for instance the speech therapist, to provide appropriately for pupils with varying needs.

## 5.6 Partnership with Parents and Community, Schools and Other Institutions

The quality of school partnerships is very good.

- The school prepares a broad range of information to parents and makes every effort to ensure regular discussion on several social and educational aspects. As part of the inspection process, 14 parental questionnaires were received and the vast majority of these were very supportive of the school and staff's efforts. Ten parents came to the pre-inspection meeting with the registered inspector and their comments were also very supportive.

- Parental involvement within classes is comparatively limited but a good number are very supportive in leading extra-curricular activities to enrich the curriculum. There is no formal parent-teacher association but both teachers and parents cooperate actively to raise substantial sums of money, which is a means of purchasing further resources for the learning; this again positively influences standards of achievement.
- The prospectus for parents meets statutory requirements in every respect. It is updated annually.
- The school plays a prominent role in the local community, which in turn appreciates the contribution made by staff and pupils. There are strong relationships with the religious establishments of the community which promotes the school's ethos in a positive manner as well as enriching the quality of the curriculum in religious education. The frequent work undertaken with local artists and on local themes by the pupils is a means not only of raising standards in art but also significantly contributes to the links the school has with its community.
- Partnership with other schools is very good. There are appropriate transfer arrangements between Ysgol Ffridd y Llyn and the local Secondary school which work effectively and a number of curriculum initiatives have been commenced recently to promote co-operative planning and progress; this is very good practice. The school also warmly praises the support it receives from the LEA.
- Appropriate arrangements are in hand for the school to receive students on teaching practice from the local University, and these work well.

## 5.7 Partnership with Industry

The partnership with industry is good.

- The GB has adopted an appropriate policy for the partnership with industry and teachers work hard to implement this in order to standards.
- The head and full-time teacher have benefited from developing their management skills with a Business Initiative agency; this has specifically influenced the head's management of the school.
- There are only a few industrial resources in the area but pupils regularly visit local farms, which enriches the curriculum in several respects.
- Pupils often take part in simple enterprise schemes within the school, receiving money from the school fund to start arrangements, aiming for a reasonable profit. A very successful café was managed on one occasion, where pupils were responsible for buying stock and deciding on prices. During the inspection, pupils in the early years in KS1 study the hatching of eggs and aim to sell the chicks.

## 6. MANAGEMENT

### 6.1 Quality of Self-Evaluation and Planning for Improvement

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

- Much useful self-evaluation documentation was presented to inspectors, containing balanced judgements which match in full the findings of the inspection.
- The ethos of self-evaluation has been well established within the school and the currently three-year plan is well implemented. Consistent monitoring has taken place since as far back as 1997 with very detailed and constructive reports on a number of aspects including the quality of teaching; comments always include constructive suggestions for improvement. As all staff play a practical role in the process, it is evident that the school has a very clear picture of the strengths and shortcomings of the current situation.
- Very good use is made of local and national data to compare different aspects of the school's performance. The results of the NC tests are interpreted in detail and are used as suitable tool to plan in the process of setting targets that are challenging and appropriate. Teachers also make very good use of the official analyses of test answers in order to help them plan further.
- The school takes the process of setting targets seriously. Generally the targets set are challenging and achievable and the school makes progress, which is at least good in achieving them.
- The school has an effective SDP to drive improvements in the standards of provision. The current three-year plan is soon to be reduced to a one year timescale. A detailed and honest evaluation of the previous plan is included, which identifies strengths and shortcomings well. The current three-year plan has a number of aims and objectives that meet the needs of the school and is a working document that the head updates with regular commentary, showing continuous progress. Good attention is paid to the obligations of personnel, expenditure and INSET. Many, but not all of the success indicators, have been expressed in a measurable fashion.

### 6.2 Leadership and Efficiency

The quality of leadership and efficiency is very good.

- The GB has adopted a number of purposeful aims and objectives for the school that are included as an introduction to the SDP.
- It is easy to discuss with the head who is extremely hard working and sincere in his commitment to the school. The school is an inspired and diligent community. The head has an exciting vision for further developments and has a good appreciation of the strengths and shortcomings of the current situation.
- The GB is very hard working and sincere in its commitment to the school and well organised in the manner in which it undertakes its statutory duties. A number of sub-

committees have been established to shoulder the burden of the work equitably. Governors' knowledge of curriculum requirements is very good and they have a very good overview of every aspect of school life and work.

- Minutes of the GB's meetings show an informed discussion of several aspects of management including finance and the SDP. Their sense of ownership of the main documents of the school is very good and they play a practical role in monitoring developments and identified priorities.
- The GB presented a concise annual report to parents that meets statutory requirements in every respect.
- Financial control is rigorous and the school works successfully within its budget despite the number of pupils having fallen substantially over the past years. Staffing is prioritised within the budget and a sensible annual under spend (approximately 5%) is aimed at to ensure that present levels are maintained. All expenditure is sensible and the consistent monitoring of teaching by the head and staff is a means to ensure value for money in the main priority. Expenditure is also always closely related to the identified priorities in the SDP.
- The financial management systems of the school were praised in the last internal financial audit, but this was ten years ago.
- A written agreement deputises the head's control of expenditure and it is evident that this works appropriately.
- The implementation of the school's day-to-day administration is secure and smooth under the leadership of the head.
- The school meets statutory requirements and gives appropriate attention to all guidelines published by the WAG.
- The school gives very good value for money.

### **6.3 Staffing, Accommodation and Learning Resources**

Staffing, buildings and resources are good.

- Current staffing is appropriate for the school and this reflects the GB's commitment to prioritise staffing within the budget. There are two full-time teachers including the head and one part-time teacher who teaches for 0.4 of the week. Two are graduates and the part-time teacher has a teaching certificate.
- With a comparatively small number of staff the range of their initial qualifications is naturally somewhat narrow. There is good commitment to extended INSET however, which provides a good basis for introducing a broad and balanced curriculum to pupils. All INSET relates closely to the identified priorities in the SDP and every course is evaluated in detail and recorded in documentation.
- The distribution of responsibilities among staff is equitable, fair and a means of

developing personal development in a positive fashion. The head has approximately one period a week free to monitor and administer and occasionally free periods are provided for the SENCO to administer SEN; very good use is made of these valuable opportunities.

- There are two one-to-one support assistants in the school to help two pupils with statements of SEN. The quality of the support is very good with a sound balance struck between helping the appropriate pupils and developing their independence in learning.
- Some pupils with SEN attend the local SEN and the language unit. Teachers from these establishments visit the school on a weekly basis to offer support, and the quality of this provision is very good.
- The school finances a secretary for two hours a week for administration duties and for a further period to administer dinner money.
- Two peripatetic music teachers come to the school to provide violin and harp lessons. Part of this provision was inspected and the quality of teaching was very good. Appropriate pupils make progress, which is often very good, and benefit evidently from the frequent opportunities the school gives them, to perform and compete in public.
- There is an appropriate range of resources, sufficient to meet the needs of the NC and religious education in every year.
- Accessibility of resources is good. Good, consistent use is made of them within lessons, with pupils often organising them for themselves.
- The present space is appropriate for the number of pupils and the use made of it consistently efficient. However, space is somewhat limited in the hall.
- Much care and attention is given to hygiene throughout the building, by the caretaker.
- The hard yard has been smoothly surfaced and is safe for pupils. The boundaries of the school are safe and both the school gate and the school's front door are consistently kept locked during the day.

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

### **Standards achieved by pupils**

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

The educational provision for children under five taken overall is generally appropriate and promotes the Desirable Outcomes in all six areas of learning. The very good teaching seen in the early years and KS1 class is consistently differentiated to ensure the relevance of the tasks for each age group.

During the inspection there was only one child under five in the school and therefore judgements have not been made regarding standards in the six areas of learning.

## Welsh

Standards are very good in both key stages.

### Good features

- In KS1 pupils listen very well to their teachers and to one another. They show good understanding by asking and answering questions and following instructions. They express themselves very effectively and speak confidently and correctly. Their language is rich and learners come to understand and use Welsh very well in a short space of time.
- In KS2 pupils listen closely and express their opinions very confidently. They speak enthusiastically with their peers, and teachers, about their work and experiences. They respond in an extended fashion in whole-class and group situations speaking with enthusiasm and ease. Pupils have a good grasp of syntax and speak with polished Welsh.
- Pupils in KS1 use appropriate strategies to read unfamiliar texts. They discuss the pictures in books in detail and read in groups with enthusiasm. They express their opinions on books well, both orally and in writing. By Y2 the vast majority read with understanding and succeed in discovering information from books effectively. Pupils in Y1 and Y2 read in public in a confident and lively manner.
- In KS2 the vast majority of pupils read with fluency and understanding and discuss plot and characters in books very effectively. Pupils have a good grasp of reading strategies and use these purposefully. They decode unfamiliar words and show perseverance in this respect. They are familiar with the work of a number of local writers and take great interest in poetry collections and fables. They read fluently in public with a very good measure of fluency, clear pronunciation and purposeful enunciation to convey meaning. Pupils at the upper end of the school know the alphabet well, use a dictionary and thesaurus confidently and use their library skills to find relevant information quickly and effectively.
- Pupils in KS1 write very effectively for a number of purposes. They use a variety of forms to produce very good work, for instance acrostic poems about washday and letters to the head asking to borrow money for enterprises. They vary and extend sentences, spell correctly and a good number write in an extended manner. They succeed in expressing their opinion very well when writing about their favourite or least favourite things in the village, or a portrait of their grandmother; all this work is of a very good standard.
- In KS2 pupils write very well for a number of purposes and for various audiences. They develop their ideas in an organised fashion and re-draft and edit their work effectively, for example, the stories written in Y3 and Y4 about a special journey. A substantial percentage of pupils across the key stage write in a very extended fashion. They have a very good grasp of a range of syntax, a broad vocabulary and succeed in producing work that is very interesting, original and correct across the curriculum. The written work of a small number of pupils in Y3 and Y4 and a great number of pupils in Y5 and Y6 is of a very high standard with natural use of idioms. They create sensitive and concise poems with effective and powerful idioms and adjectives to describe a ruin. Pupils across the key stage make effective and purposeful use of the language forms on the classroom walls to correct or check their work.

- Handwriting and presentation of work is very good across the key stages.

### Shortcomings

- There are no significant shortcomings.

## English

English is not formally introduced in KS1. However, several examples of good oral, written and reading work by pupils were seen in Y1 and Y2. In KS2 standards are good across all skills.

### Good features

- Pupils have a good grasp of English and respond appropriately in the language. They offer comments freely and the majority speak confidently. They discuss their work with understanding and express opinions emphatically, for instance what kind of person makes a bully. They listen well in class and perform in public in a lively and confident manner.
- The majority of pupils in Y3 and Y4 read correctly and with understanding and use appropriate strategies to cope with unfamiliar words. They express their love of specific books and authors, offering sensible reasons for their choices. Pupils in Y5 and Y6 read a broad range of books fluently and with great enjoyment and the most capable effectively compare the styles of different authors. Pupils discover information from books and the Internet and make purposeful use of the library. They use dictionaries effectively.
- In the lower part of the key stage pupils write in a variety of forms with good levels of accuracy. They show a good appreciation of the sequence of events and the majority present extended work for specific purposes. In Y5 and Y6 pupils write in an extended fashion with good punctuation, correct spelling and a good variety of sentences. The positive effect of challenging class novels can be seen on the standard of pupils' language when writing in different forms; for instance, they form lively character profiles based on the current class novel.

### Shortcomings

- There are no significant shortcomings.

## Mathematics

Standards are very good in both key stages.

### Good features

- Pupils in KS1 work confidently and correctly in mental arithmetic tasks. Their knowledge

of number bonds is thorough, with place value secure in tens and units in Y1 and in hundreds by Y2. A number of addition and subtraction facts have been memorised thoroughly.

- Pupils in KS1 have learnt the simplest multiplication tables thoroughly and they discover multiples correctly and quickly. They recognize useful patterns easily, such as the fact that every even number is a multiple of two. They develop a range of useful strategies for solving number problems and explain these with understanding using mature mathematical language.
- There are a number of outstanding features to measurement and shape work in KS1. Pupils tell the time correctly and record their work through digital and conventional means. They adapt their knowledge of the five-times table to help them read a clock. They measure broadly in standard units, for instance objects that measure more or less than half a metre. They have a very good knowledge of the properties of a good range of two and three-dimensional shapes.
- In the lower years of KS2 pupils make marked progress in their knowledge of multiplication tables and recite these backwards and forwards correctly and quickly. They understand the relationship between addition and multiplication, subtraction and division, clearly and discover number patterns quickly when solving problems. They relate appropriate simple fractions to the work, knowing that division by two is equal to halving and that division by four is to divide into a quarter. Place value up to a thousand has been clearly understood.
- Pupils in Y3 and Y4 also understand numbers in the context of money well and begin to use algebraic conventions, such as brackets, with understanding.
- Measurement and shape work is also very good in Y3 and Y4. Pupils estimate measurements sensibly, measure in detail in millimetres and record their work neatly with appropriate use of a decimal point. In their shape work, they recognise a broad range of polygons including parallelograms and trapeziums and investigate more complex areas of shape, such as area and tessellation; the most able pupils discover area by multiplication.
- Multiplication tables are secure at the upper end of the school with pupils discovering factors and multiples correctly and quickly. Place value has been soundly understood in large numbers and pupils are skilled in adapting their knowledge to calculate number problems in mental arithmetic or to solve a broad range of challenging games.
- Measurement work is especially good in Y5 and Y6 where pupils measure in detail in a variety of forms. They convert different units and measurements accurately and adapt their knowledge of decimals well up to thousandths.
- Pupils are familiar with a broad range of shapes and discover perimeters with ease. They multiply to discover surface area and include more challenging shapes such as triangles. They recognise, label and measure a broad range of triangles and angles correctly.
- Throughout the school, pupils' data work shows evident progress. They collect information in a variety of contexts and sort this in a systematic fashion producing an increasingly challenging range of graphs with which they display their work. They are

adept at choosing the most suitable format for the information and their interpretation skills are at least good according to their age and ability; the interpretation skills of the most able pupils are very good.

### Shortcomings

- There are no significant shortcomings.

### Science

Standards are very good in both key stages.

### Good features

- Pupils in KS1 have a very detailed, scientific knowledge of the areas studied. They use broad and mature scientific vocabulary correctly and confidently as they discuss their work.
- Pupils' understanding of fair testing is very good in KS1. They predict results sensibly and make realistic suggestions as to which elements of a practical experiment to adjust and which to keep constant.
- Pupils in KS1 know that plants need light, water and heat to grow. They grow seeds under different conditions and observe changes in detail, measuring them very carefully and recording their work neatly. They take special care of the class fish and describe this habitat with enthusiasm. The collection of eggs in the class is carefully monitored; pupils record the timescales correctly and observe the eggs in detail on a daily basis.
- Pupils sort living creatures, non living objects and examples such as wood that were once alive with evident understanding. They categorise materials according to a broad range of properties and show their detailed knowledge of solids, liquids and gases in the process; they discuss the different ways of changing materials in a mature fashion with the most able already understanding the process of reversibility.
- Across KS2 pupils undertake scientific experiments in a systematic and detailed fashion. They predict results sensibly and offer mature suggestions for fair testing. They understand the purpose of repeating experiments to ensure that results are reliable and dependable.
- Pupils in KS2 name a great number of light sources and recall a broad range of facts about how light travels. They have detailed knowledge of shadows and thoroughly understand the sun's cycle, knowing that the earth revolves on its axis.
- Plants are labelled in very good detail by pupils in KS2 and sorted into masculine and feminine parts. They explain a number of food chains and describe a great number of habitats with good understanding.
- Pupils in KS2 make evident progress in their knowledge of materials and discuss a broad range of properties correctly including flexibility, magnetic and electrical qualities and

materials that are transparent, translucent or opaque. They produce a broad range of electrical circuits correctly and explain the operation with understanding.

- Progress in work on forces is very evident across KS2; pupils discuss and understand a number of examples including up-thrust and gravity. They explain the manner in which forces can be balanced or imbalanced and the effect this has on objects.

### Shortcomings

- There are no significant shortcomings.

## Design and technology

Standards are very good in both key stages.

### Good features

- Across both key stages pupils work with a broad range of equipment and techniques and make marked progress in their skills. Completed artefacts are a very good reflection of the initial requirements of the task.
- Pupils in KS1 have a good knowledge of how toys move. Pupils in Y2 create complex toys, including frames, and appropriate axis access for wheels. The quality of the finished product is very tasteful.
- Pupils in Y1 create simple frames as a basis for an ornament. They use a saw carefully and correctly and experiment with different forms of connecting the wood safely and solidly.
- Pupils in KS1 understand the importance of clear design; levels of detail in the best examples are very good, containing accurate measurements. The quality of evaluation is always sensible under the leadership of the teacher, with fair commentary by all pupils.
- Pupils in KS2 construct models of the different rooms in a house. The detail of the work is particularly good, based on detailed observations and with much consideration given to the scale of different objects. They light the rooms by skilful use of appropriate electrical circuits and a control switch.
- Work in food technology is especially good in KS2. Pupils create a packet of healthy foods for a picnic journey ensuring that the menu contains an appropriate mix of carbohydrates, protein, fat, fibre and vitamins. Again the finished product is based on very sound investigative work.
- At the upper end of the school, pupils construct models of bridges to cross the river Dee. They investigate different styles in detail and discover different means of strengthening and maintaining a bridge. They discuss the use of beams, arches and how to best distribute weight. Designs are detailed and show good progress in pupils' ability to design in three-dimensions on the computer.

## Shortcomings

- There are no significant shortcomings

## Information technology

Standards are good in both key stages.

### Good features

- In KS1 pupils often work independently with the equipment and name the different parts of the computer correctly. They click the mouse is very well and move objects across the screen very quickly and confidently.
- Pupils in KS1 recognise several icons on the computer screen and discuss and use different menus with understanding. They are also confident in using the interactive white board to present their work, saving and recalling their documents correctly and quickly.
- Word processing skills develop well in KS1. Pupils position a text attractively and type correctly; they use capital letters and punctuation consistently in their work.
- Computerised artwork is at least good and sometimes very good in KS1. Pupils make attractive pictures and also use the program to investigate concepts such as colour, line and shape.
- Pupils in KS1 make good progress in composing simple programs for a roamer and control these successfully.
- Evident progress is seen in the word processing skills of pupils in KS2. They create attractive sheets to present information and opinions, or to make posters that warn or advertise. Their productions are colourful utilising a range of techniques such as cutting, pasting and inputting digital pictures. They develop a good appreciation of how to format a page in a striking fashion.
- Pupils in KS2 use LOGO with a good understanding of how to model patterns and shapes. The most able create challenging work in this respect and adapt their mathematical knowledge of angles and shapes well within the tasks.
- KS2 pupils make very good progress in the use of Power Point to create interesting, knowledgeable presentations.
- At the upper end of the school, the work in spreadsheets is especially good. Pupils input data confidently to the computer and understand the purpose and the operation of simple formulae very well. They highlight specific cells with these and adapt their knowledge of averages to the work. They create a broad range of purposeful graphs to accompany the work and their interpretive skills are very good.

## Shortcomings

- There are no significant shortcomings

## History

Standards are very good in both key stages.

### Good features

- Pupils in KS1 understand the concept of today, yesterday and a long time ago very well. They make purposeful use of timelines to promote their understanding of the passage of time.
- Pupils compare yesterday's way of life to that of today very effectively by looking at different means of washing. They describe the artefacts with enthusiasm, and know their purpose was, having seen an old washhouse in Ffermdy Coed-Y-Foel.
- Pupils in KS1 know the history of a number of famous Welsh people and they speak with great confidence on subjects such as Gerallt Gymro and Hedd Wyn. Pupils in KS2 have a good appreciation of the contribution of famous Welsh people such as the Esgob William Morgan and Dewi Sant.
- Pupils in KS2 have a mature understanding of chronology. They recall facts very well from the periods they have studied. They show a sound knowledge of the Tudors' period and speak enthusiastically about their visit to a Tudor house in Pen Lleyrn. They know about the pirates of the period.
- Having visited Plas Tan-Y-Bwlch, pupils in KS2 know much about the standing stones of Dyffryn Ardudwy, the Iron Age Fort at Bryn y Castell and the old quarry sites at Cwm Orthin.
- Pupils in KS2 have a sound knowledge of different aspects of the Second World War and relate this information well to the local community. Work is of a very high standard and shows pupils' ability to empathise effectively with people who live under difficult conditions.
- Pupils across the school are familiar with a number of historical skills such as research, and use different forms of evidence very effectively according to their age and ability. For instance, they read and interpret letters, pictures, newspapers, artefacts and historical documents sensibly.
- In both key stages pupils use a range of historical terms correctly and naturally and they make consistent use of ICT to research, record and interpret their findings.
- A very special feature of the work is the pupils' appreciation of the history of their own locality, in which they show great pride. They are aware of the contribution of several famous people from the area and speak with pride about Tom Ellis and Llwyd o'r Bryn. They have a very good knowledge of the famous people of the five localities of Penllyn

and they discuss with confidence the important contributions of people such as Syr Ifan ab Owen Edwards, Poulsten Jones and Michael D. Jones.

### Shortcomings

- There are no significant shortcomings

### Geography

Standards are very good in both key stages.

### Good features

- Pupils across the school use a range of geographical terms and vocabulary very well.
- Pupils in KS1 use simple mapping skills very effectively to record their journey across their local area. They make very good use of simple grids and understand and interpret symbols on a map very well, showing local farms correctly.
- Pupils in Y1 and Y2 place the seasons in correct sequence and know the features of each one. They have a very good understanding of the effect of weather on people and plants and the farmer's work.
- Pupils in KS1 name some of the countries of the world and a great number of towns in Wales. They locate these correctly on the map. They understand the difference between town and country. They compare their locality effectively with Harlech and speak confidently about their journey from Cefnddwysarn to Harlech. They also compare living conditions in Lesotho with those of Wales very well.
- Pupils in both key stages have a very good knowledge of their locality and discuss the physical and human features very well according to their age and ability. For example, pupils in KS1 know the names of local villages and locate them correctly on a map. Pupils in KS2 have a very good understanding of the cause and effect of population-reduction in the area and they know a great deal about Llŷn Tegid. As they visit Plas Tan-y-Bwlch, pupils learn much about the journey of the local river.
- In KS2, pupils' knowledge of the points of a compass is very good as are their mapping skills with very good understanding of keys. They use six-figure grid references confidently and interpret aerial photographs very effectively to discover information about landscape.
- By the end of KS2 pupils' ability to discuss the influence of man on the environment is very good. They speak with an awareness of global issues and express informed ideas on pollution and conservation. They are aware of the affect supermarkets have on small, local shops and discuss their opinions very confidently on this subject.
- The majority of pupils in KS2 have a very good knowledge of continents and the countries of the world and locate these correctly on a map. They use atlases with ease. They have

very good knowledge of the living conditions in Eritrea as a country of economic development. They compare the living conditions well, with those of Wales.

- Pupils throughout the school use investigative skills appropriately in fieldwork and make very good use of a range of data work and number work to ask and respond to geographical questions. For example, pupils in Y3 and Y4 record the weather on a daily basis and interpret results in a scientific fashion.

### Shortcomings

- There are no significant shortcomings

### Art

Standards are very good in both key stages.

#### Good features

- Pupils in KS1 understand the purpose of mixing colours very well and experiment regularly to increase their knowledge, understanding that various mixes give rise to a range of possibilities.
- Computerised artwork created in KS1 is consistently of a very good standard. Pupils undertake detailed investigations using the computer program to its full potential to explore line and colour.
- Pupils in KS2 played a prominent role in creating a large collage now on display in the school-hall, as a depiction of their local area. The work is striking.
- Good needlework is seen across both key stages while all pupils in KS2 complete challenging weaving work.
- Pupils in KS2 are well versed in the process of investigating art. They emulate the work of the masters often, explain their work in detail and master a broad range of techniques and styles. They make very good use of sketchbooks to plan their work.
- Pupils in KS2 have a detailed knowledge of the different concepts of art such as line, tone, texture, colour and perspective. They discuss these aspects in a mature fashion and show a well informed understanding of their work.
- Pupils in KS2 co-operated with a professional company to convert their artwork into an animated film; the quality of this work is outstanding and the final product has been commended in an international competition in the United States.
- Throughout the school there is a vast amount of artwork in three-dimensions, much of it on a large scale. The quality of this work is outstandingly effective as a means of developing pupils' appreciation of their Welshness and of their locality. This work has also brought a great number of national prizes to the school over a period of many years.

## Shortcomings

- There are no significant shortcomings.

## Music

Standards are very good in KS1 and good in KS2.

### Good features

- The quality of singing is good. Pupils enunciate clearly, sing in a rhythmic fashion and the vast majority are able to successfully hold the pitch. They breathe correctly to add extra interpretation and meaning to the lyrics.
- In KS1 pupils choose and sort different sounds to be used as an accompaniment to stories and songs. In composing work they develop simple graphic scores to record their ideas and explain these with understanding following them carefully as they perform. Their control over a range of instruments is very good.
- Pupils in KS1 use the computer to deepen their understanding of pitch by composing simple melodies of high and low notes. Their rhythm work also develops well by relating rhythms to words, phrases or familiar names and they keep a steady beat very well.
- Pupils in KS2 often take part in classroom orchestras. They take responsibility for individual parts and listen carefully to the complex textures produced. The most able play challenging parts and some use instrumental skills learnt from outside the class to enrich the activity. They keep a steady pitch well with the aid of pre-recorded background.
- Pupils in KS2 listen critically to music and evaluate it in detail according to the elements it contains. They discuss specific aspects of structure, quality and pace, with confidence and understanding and adapt their knowledge to a range of music including their own performances.
- Pupils throughout the school benefit from listening to a broad range of music, including examples from the western classical tradition, folk music, pop and jazz, Welsh music and examples from other traditions. This particularly promotes their evaluation skills across the different styles and contributes to their understanding of timbre very well.

## Shortcomings

- There are no significant shortcomings.

## Physical education

During the inspection, one games lesson in KS1 and one dance lesson in KS2 was seen. Based on this evidence, standards are good in both key stages.

## Good features

- In the games lesson, pupils in KS1 use space effectively and work in a disciplined fashion. They throw competently and develop well in catching skills. They plan and evaluate their work effectively.
- In the dance lesson in KS2, pupils show good appreciation of the different parts of the body. They move with energy and co-operate well in groups and plan dances effectively. They improve their movements as they plan their work.
- As a result of Dawns i Bawb, when pupils in KS1 and KS2 of the school co-operate with pupils from another school, the creative dance skills of pupils are good and they move with sensitivity to music.
- Pupils in KS2 learn ambitious orienteering skills when they visit Plas Tan-y-Bwlch.
- Throughout the school, pupils are aware of the importance of safety in physical education.
- Pupils in both key stages have a good appreciation of the beneficial effects of physical education on their health.

## Shortcomings

- There are no significant shortcomings.

## Religious education

Standards are very good in both key stages.

### Good features

- Pupils in KS1 have a very good knowledge of the Bible as a holy book. They know a number of Biblical stories and repeat these correctly, speaking with enthusiasm about characters and events. They understand the messages very well.
- In KS2 pupils know a great deal of Old and New Testament's stories and understand their significance very well, relating this to their own lives. They have a broad knowledge of the travels of Paul.
- Through purposeful activities, such as collecting money for good causes, pupils across the school have a very good understanding of what it means to belong to a Christian community.
- Pupils throughout the school understand the significance of prayer and they write their own sincere prayers for assemblies.
- Pupils in KS1 have a very good appreciation of some of the main church holidays and festivals and the significance of these important days. As they visit local places of

worship, pupils in both key stages are familiar with the main architecture of churches and chapels and the use made of them. For instance, pupils in KS1 speak with enthusiasm about the pretend wedding between Branwen and Matholwch that was held in the local chapel.

- Pupils in KS1 have a very good knowledge of historical characters such as Mari Jones. Pupils in KS2 have a broad knowledge of the life and contribution of religious leaders such as Mother Theresa and Ghandi.
- Pupils in KS1 are familiar with the elements of other religions. They discuss practice and symbols of Judaism with much enthusiasm.
- In KS2 pupils have a good knowledge and understanding of other religions such as Hinduism, Islam and Judaism and compare these to Christianity in a mature manner. For instance, they compare the pilgrimages of the Christian with the Muslim pilgrimages very well.
- Pupils' understanding across the school of principles such as friendship, care for others and protection of the environment is very good. They deal with these effectively during circle times.
- The Locally Agreed Syllabus is implemented very well throughout the school.

### Shortcomings

- There are no significant shortcomings

## 8. SCHOOL IMPROVEMENT

### 8.1 Progress Since the Last Inspection

The school was last inspected in the spring term of 1998 where four key issues were identified. Progress is at least good and often very good.

**To maintain the ethos of the school, the civilised and disciplined environment and the good standards across the curriculum by pupils in general, the school should secure its policies and monitoring arrangements.**

- Progress is very good. Curriculum and management policies are well implemented and the monitoring system continues to be rigorous. This has a specific affect on standards of achievement, which have risen further since the last inspection resulting in a school that is evidently targeting excellence.

**The school should specifically:**

**improve conditions for promoting the physical development of children under five.**

- Progress is good. The school has sought the expertise of a specialist in the field and has purchased a good number of large equipment for the children under five although there are only a few children of this age at the school and currently only one. There is no discreet place for them to play but with the number of children so small, staff believe it is better that they play with other pupils.

**raise standards of achievement in English at the beginning of KS2.**

- Standards in English are now good.

**improve day-to-day recording to ensure pupils' tasks are completely relevant.**

- Progress is very good. Short-term planning is detailed and thorough. Tasks for pupils are completely appropriate, often challenging, and always differentiated appropriately.

## **8.2 Key Issues for Action**

The school needs to:

- continue to respond to the challenge of maintaining the high standards of achievement and targeting excellence across the curriculum;
- continue with the rigorous strategy for monitoring and planning that is already in existence.

*Both key issues are identified in the current SDP.*

**Inspectors wish to thank the GB, head, staff, parents and pupils of Ysgol Ffridd y Llyn for their cooperation and help before and during the inspection.**

## APPENDIX

### A. Basic Information About the School

Name of School	Ysgol Ffridd y Llyn
School type	Primary, LEA.
Age -range of pupils	4-11
Address of school	Cefnddwysarn Y Bala Gwynedd
Post-Code	LL23 7HE
Telephone Number	01678530373

Headteacher	Mr Ian Lloyd Hughes
Date of appointment	July 1981
Chair of Governors	Mr Iwan Griffiths
Registered Inspector	Mr Meurig Thomas
Dates of inspection	8 <sup>th</sup> -10th March 2004

### B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	1	6	6	8	4	5	5	35

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.4

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	12:1
Average Class size, excluding nursery and special classes	17.5
Teacher (fte) : class ratio	1.2:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	95.3	95.6	94.3	95
Term 2	94.6	96.2	96.1	95.6
Term 3	95.8	94.6	95.2	95.2

Number of pupils excluded during 12 months prior to inspection.	0
-----------------------------------------------------------------	---

## C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2003

<b>National Curriculum Assessment KS 1 Results: 2003</b>	Number of pupils in Y2: 8
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	87.5%	In Wales:	79%

END OF KEY STAGE 2: 2003

<b>National Curriculum Assessment KS 2 Results: 2003</b>	Number of pupils in Y6: 5
As the number of pupils eligible for assessment at the end of Key Stage 2 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:	80%	In the school:	60%
In Wales:	70%	In Wales:	71%

## **D. The Evidence Base of the Inspection**

- The inspection took place over three days by three inspectors. Professional inspectors were in school for five days and the lay inspector for one day. 24 sessions or part sessions were observed.
- All teachers were visited and work in all subjects of the NC and religious education inspected.
- Regular discussions were held with pupils to ascertain their knowledge of curriculum areas and their attitude to learning.
- Pupils work across the age and ability range was examined systematically and the school provided the inspection team with a comprehensive record of pupils' work and other school activities.
- Discussion also took place with the head and staff, including non teaching staff, to establish their specific responsibilities and profession perspectives.
- School documentation was examined and a detailed discussion took place with the head concerning financial matters.
- The views of parents and governors were received and analysed.

## E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Mr Meurig Thomas	1.The school and its priorities 2.Main Findings 3.1Standards achieved in subjects and areas of learning 3.2 Standards achieved in key skills across the curriculum 5.3 Curriculum 6.1 Quality of self-evaluation and planning for improvement 6.1 Quality of self-evaluation and planning for improvement 8.1 Progress since the last inspection 8.2 Key issues for action	Mathematics Science Design and Technology Information Technology Music Art
Mr Gwilym Morris	4.2 Behaviour and attitudes 4.3 Attendance 5.4Support, guidance and pupils welfare 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	
Mrs Zohrah Evans	4.1 Pupils' spiritual, moral, social and cultural development 5.1 Teaching 5.2 Assessment, recording and reporting 5.5 Provision for pupils with SEN 6.3 Staffing, accommodation and learning resources	Early Years Welsh English History Geography Physical Education Religious Education