

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

**YSGOL GARNDOLBENMAEN  
GARNDOLBENMAEN  
GWYNEDD  
LL51 9SZ**

**School Number: 661/ 2049**

**Date of Inspection: 29 June – 1 July 2004**

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

**Date: 31 August 2004**

**Under Estyn contract number T/240/03P**

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

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

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

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

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

## **GRADE DESCRIPTIONS**

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

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

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## 1. CONTEXT

### The school and its priorities

Ysgol Garndolbenmaen is located in a village of the same name, some five miles north west of Porthmadog. It is maintained by Gwynedd Local Education Authority (LEA) and serves the village itself and its surrounding rural hinterland. Pre-inspection documentation suggests that the area is considered neither prosperous nor economically disadvantaged. Pupils reflect the full range of ability.

Currently, there are 51 pupils between 3 and 11 years 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 following their fourth birthday. Over the years, pupil numbers have remained relatively constant.

Sixteen per cent of pupils are entitled to receive free school meals, a figure that is broadly in line with the picture across the county, but is slightly below national averages. Eleven (21%) pupils are designated as having special educational needs (SEN), three of whom have a statutory statement of their needs. Sixty four per cent come from homes where Welsh is the main spoken language and the school follows the Welsh Programme of Study of the National Curriculum (NC). The school was last inspected during the summer term of 1998 and there have been some staffing changes since then.

The current School Development Plan (SDP) contains the following priorities:

- raise standards in Welsh across the school, with particular emphasis on oracy;
- raise standards in mathematics throughout the school;
- review the school's scheme of work for music;
- review the school's scheme of work for art;
- ensure that the performance management scheme is operational at the school;
- re-paint the hall and dining room.

The following targets were set for 2004:

*Percentage of Key Stage (KS) 1 pupils who attain Level 2 (L2) or above:*

<b>Subject</b>	<b>Welsh</b>	<b>Mathematics</b>	<b>Science</b>
<b>Target</b>	100%	100%	100%

*Percentage of KS2 pupils who attain L4 or above:*

<b>Subject Target</b>	<b>Welsh</b> 60%	<b>English</b> 60%	<b>Mathematics</b> 60%	<b>Science</b> 60%
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## 2. MAIN FINDINGS

### The main findings of the report

- The overall quality of educational provision for the under-fives is appropriate to their needs. Standards in the six areas of learning are as follows:

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

- In KS1 and KS2, pupils' standards of achievement in the different subjects of the NC and religious education are as follows:

	<b>KS1</b>	<b>KS2</b>
Welsh	Satisfactory	Satisfactory
English	-----	Satisfactory
Mathematics	Good	Good
Science	Satisfactory	Satisfactory
Design and technology	Satisfactory	Good
Information technology	Satisfactory	Good
History	Satisfactory	Satisfactory
Geography	Unsatisfactory	Satisfactory
Art	Satisfactory	Good
Music	Satisfactory	Good
Physical education	Satisfactory	No judgement
Religious education	Satisfactory	Satisfactory

- In KS1 in 2003, according to teacher assessments, 100% of pupils attained L2 or above in the core subjects at the end of the key stage (Wales 79%; Gwynedd 79%). In 2002, the figure was again 100% (Wales 80%; Gwynedd 79%) and in 2001 it was 67% (Wales 81%; Gwynedd 76%).

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- In KS2 in 2003, assessment results were not published in order to safeguard the small number of pupils who participated. In 2002, 89% of pupils at the school attained L4 or above, as determined by test/task results in the core subjects (Wales 68%; Gwynedd 71%) and in 2001 the figure was 57% (Wales 68%; Gwynedd 72%).
  - In relation to comparator schools in Wales, in both key stages, in two out of the last three years, the school has been amongst the 25% highest performing.
  - From year to year, assessment groups on the whole contain relatively small numbers of pupils.
  - Overall, the standards achieved by the under-fives and KS1 and KS2 pupils in the key skills across the curriculum are satisfactory.
  - Pupils' spiritual and social development is satisfactory and their moral and cultural development is good. The school provides a happy environment and the majority of pupils come to school eager to contribute and to learn. A whole-school service is held twice a week, but the situation in relation to class-based services is inconsistent and the school does not always satisfy the requirements in relation to collective worship.
  - Pupils' behaviour and attitudes in KS2 are good, and the effect of this is seen in their responses and in the appropriate attention they give to their studies. In KS1, and specifically within lessons, there are examples of a lack of concentration, together with unsatisfactory behaviour. This has an adverse impact on standards achieved in certain lessons and on efforts to promote pupils' social inclusion.
  - The teaching is good in 34% of lessons or sessions observed by the inspectors, it is satisfactory in 52% and unsatisfactory in 14%.
  - The quality of the curriculum provided for pupils, together with that of assessment, recording and reporting is satisfactory.
  - The under-fives settle in well at school, but it isn't appropriate that they are expected to collect their own meals.
  - The provision for pupils with SEN is satisfactory. The progress they make is also satisfactory, according to age and ability. The arrangements for the pupils who receive support as a result of direct funding by the LEA work well and are beneficial for the pupils concerned. However, in the case of other pupils who are also on the SEN register, the arrangements made to provide them with additional support are not as effective as they should be.
  - Whilst the school's partnerships are generally good, the partnership with parents is satisfactory. At the pre-inspection meeting with inspectors, it was seen that parents, notwithstanding certain concerns, are eager to support the work of the school and are very happy to respond positively to any request for assistance. However, the questionnaires returned reflect some concern about standards of work, pupil achievement and information provided about what is taught at the school.

- There are good examples of family contacts giving of their time to provide day-to-day support with pupils' reading and during visits. Contact is maintained with parents through letters and the monthly bulletin they receive. This is good practice.
- Although there is reference in the prospectus to the Home-School Agreement, it has not yet been distributed to parents as is required.
- The quality of self-evaluation and planning for improvement is satisfactory. It was seen that the school has for some time operated a programme of monitoring various aspects of its provision within a two-year cycle. The headteacher takes the lead in most of this work and the role of the subject co-ordinators continues to develop. To date, the monitoring procedures have not impacted sufficiently on improving standards. The SDP is a detailed document and contains current and long-term priorities that are based on a thorough audit conducted under several key headings.
- The quality of leadership and efficiency at the school is satisfactory. Under the leadership of the headteacher, the school's administrative procedures and daily routines are undertaken smoothly. The membership of the governing body reflects a broad and useful range of experience, and its members are supportive of the school. The headteacher presents termly reports – mostly oral – that assist governors to undertake their functions. Their attention is mainly directed at buildings-related issues, and there is room for the governing body to further develop its role as a critical friend on issues relating to standards and the quality of provision.
- The annual report of the governing body does not conform fully to requirements.
- It was seen that there are deep cracks in the walls supporting the iron beam of the shelter on the schoolyard.
- The school has made satisfactory progress in addressing the key issues for action identified by the inspectors following the inspection in 1998.

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

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

- It was adjudged that pupils' standards of achievement are good in 35% of lessons observed by inspectors, satisfactory in 58% and unsatisfactory in 7%.
- The nursery and reception children achieve satisfactory standards in the six areas of the Desirable Outcomes for children's learning before statutory school age.
- In KS1, pupils' standards of achievement are good in mathematics and are satisfactory in Welsh and science. English is not taught formally as a subject in this key stage.
- Satisfactory standards are achieved in each of the foundation subjects of the NC, with the exception of geography, where standards are unsatisfactory.
- In KS2, pupils' standards of achievement are good in mathematics and are satisfactory in Welsh, English and science.

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- Standards are good in design and technology, information technology, art and music. Standards are satisfactory in history, geography and religious education. No lessons were observed in physical education in KS2 and inspectors are not in a position to express any judgement on the standards achieved by pupils.
  - In KS1 in 2003, according to teacher assessments, 100% of pupils attained L2 or above in the core subjects at the end of the key stage (Wales 79%; Gwynedd 79%). In 2002, the figure was again 100% (Wales 80%; Gwynedd 79%) and in 2001 it was 67% (Wales 81%; Gwynedd 76%).
  - In KS2 in 2003, assessment results were not published in order to safeguard the small number of pupils who participated. In 2002, 89% of pupils at the school attained L4 or above, as determined by test/task results in the core subjects (Wales 68%; Gwynedd 71%) and in 2001 the figure was 57% (Wales 68%; Gwynedd 72%).
  - From year to year, assessment groups on the whole contain relatively small numbers of pupils.
  - In KS1, the school's results in NC assessments for 2003 are higher than national and county averages in Welsh, mathematics and science.
  - In relation to comparator schools in Wales, in both key stages, in two out of the last three years, the school has been amongst the 25% highest performing.
  - There are no significant gender-based differences in pupils' performance in either key stage.
  - Over time, it was seen that teachers' assessments of KS2 pupils closely match test/task results.

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

- The nursery and reception children make satisfactory progress in the application and improvement of their developing skills in early literacy and numeracy and in their use of information and communications technology (ICT) across the six areas of learning.
- In KS1, the development of pupils' literacy skills across the curriculum is satisfactory. Some pupils have difficulty in maintaining the required levels of concentration when listening to presentations and class discussions. In KS2, pupils listen very attentively to their teachers and fellow pupils. They respond equally well in both Welsh and English to questions.
- They read a range of material across the curriculum in Welsh in KS1 and in Welsh and English in KS2 to a satisfactory standard.
- Pupils' writing skills in Welsh in KS1 and in Welsh and English in KS2, across the curriculum are satisfactory. They do not always write with sufficient accuracy in a range of contexts.
- They make good use of their numeracy skills in a variety of contexts across the curriculum in both key stages, including handling and recording data in science, and measuring accurately in design and technology in KS2.

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- The development of pupils' ICT skills in KS1 across the curriculum is satisfactory. They do not make sufficient use of computers to support their learning in a range of contexts. Pupils' ICT skills in KS2 are developing well and they make regular and appropriate use of them in a range of activities across the curriculum.

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

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

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

- Pupils' spiritual and social development is satisfactory and their moral and cultural development is good.
- The school provides a happy environment and the majority of pupils come to school eager to contribute and to learn.
- A whole-school service is held twice a week, but the situation in relation to class-based services is inconsistent and the school does not always satisfy the requirements in relation to collective worship. The services are firmly grounded in Christian principles and this is enhanced by occasional visits by local clergy. However, in some services, insufficient opportunities are given to pupils to reflect on spiritual matters.
- Pupils develop a good awareness of the situation of those less fortunate than themselves and they contribute to a number of local and international charities such as Hope House and Operation Christmas Child.
- Pupils' social development is satisfactory. The majority of pupils work effectively together, extending a warm welcome and displaying courtesy to visitors. However, there are occasions when some individuals at the lower end of the school are unwilling to listen to the contributions of others within the class.
- Pupils' cultural development is good. They are aware of local Welsh traditions and this is reflected in aspects of the curriculum. Their experiences are further enhanced through educational visits and their studies of celebrations such as Santes Dwynwen Day and St David's Day.
- The school is part of a very supportive community and pupils' contributions to local culture are appreciated as they take part in eisteddfodau and presentations such as the annual pantomime. Local pensioners are invited to join them at the school's Thanksgiving Service.
- The curriculum and daily life of the school provide opportunities for pupils to become informed about other beliefs and traditions. This is done in their personal and social education (PSE), religious education and music lessons.

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- The school has a policy on racial equality and justice and tolerance comes naturally to the majority of pupils. Positive attitudes towards issues such as global citizenship are promoted within the programme of work for PSE. Pupils are aware of the need to show respect for others, irrespective of race, background or difficulties.

## **4.2 Behaviour and attitudes**

Overall, pupils' behaviour and attitudes are satisfactory.

- The school has adopted appropriate policies relating to behaviour, developing good attitudes and anti-bullying. However, they are not implemented sufficiently firmly and effectively across the school.
- Pupils' behaviour and attitudes in KS2 are good, and the effect of this is seen in their responses and in the appropriate attention they give to their studies. In KS1, and specifically within lessons, there are examples of a lack of concentration, together with unsatisfactory behaviour. This has an adverse impact on standards achieved in certain lessons and on efforts to promote pupils' social inclusion.
- Overall, when playing during break times and the lunch hour, pupils' behaviour is good and no instances of bullying were observed. The older pupils exhibit considerable maturity in their awareness of responsibility, particularly in relation to their care of the younger pupils.
- The majority of pupils are courteous and respectful of their teachers and visitors.

## **4.3 Attendance**

Levels of attendance are satisfactory.

- Levels of attendance are slightly below 95% and have shown a slight increase since the last inspection.
- The school has adopted policies and procedures that successfully monitor and maintain pupil attendance. The recording is accurate, and parents' telephone calls and letters testify to their co-operation and partnership with the school in relation to their children's attendance.
- The registers are called and administered in accordance with the requirements of the Welsh Assembly Government (WAG). The levels of attendance of the under-fives are a fair reflection of whole-school percentages.
- Pupils' punctuality is good and this provides for a prompt start to the school day and timetable.

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## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The teaching is good in 34% of lessons or sessions observed by the inspectors, it is satisfactory in 52% and unsatisfactory in 14%.

- All teachers provide very good language models for their pupils.
- They praise the efforts of all pupils.

Where the teaching is at its best – primarily in KS2:

- teachers have a sound knowledge of the majority of subjects they teach;
- they make use of an appropriate range of teaching strategies and purposeful resources in order to provide suitable learning experiences for the pupils;
- the classroom organisation is appropriate and succeeds in retaining pupils' interest through interesting and stimulating experiences in an active learning environment;
- the quality of questioning is good;
- effective use is made of time;
- the good relationships between pupils and teachers lead to effective co-operation.

Some of the characteristics of the unsatisfactory teaching seen in the Early Years and KS1 are:

- weak classroom control;
- lack of guidance for some of the activities;
- excessively long presentations that lead to distraction amongst pupils.

Overall, the excessive use of work sheets is a characteristic of provision in KS2.

### **5.2 Assessment, recording and reporting**

The quality of assessment, recording and reporting is satisfactory.

- The school has an appropriate policy and procedures for assessment, together with a termly timetable for the assessment of elements of core and foundation subjects.

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- The under-fives are assessed early in their first term at school, in accordance with LEA procedures. Appropriate use is made of the findings in order to identify at an early stage those children with special needs.
  - The school has a useful system of tracking pupils' progress from the Baseline Assessment up to the end of KS2.
  - Individual profiles are kept containing examples of pupils' work and their reports. The examples of work include work in both languages that has been carefully annotated. A range of commercial tests is used to measure pupils' progress and appropriate records are kept of their assessments in their profiles. There are also examples of self-assessment sheets that reflect their progress in subjects such as art and music.
  - The school has embarked upon the process of identifying personal targets. Targets are set in some of the pupils' workbooks as part of their efforts to improve the quality of pupils' work. There is room to further develop this practice.
  - The opportunities for pupil assessment are not regularly identified in the mid-term schemes of work and in the short-term notes.
  - The school has adopted subject portfolios prepared by the LEA. However, the teachers have not yet collected and discussed examples of pupils' work so that this resource can be developed as a tool to moderate opinions on subject level requirements in order to raise standards throughout the school.
  - There is a policy for responding to pupils' work but there is however inconsistency in the quality and accuracy of marking. Although pupils' work is marked regularly, many of the comments made are too ambiguous and fail to provide sufficient feedback to allow pupils to understand which aspect of their work requires further attention.
  - The quality of reports sent to parents at the end of the summer term is good. The reports produced for the under-fives satisfy the requirements of the Desirable Outcomes for the under-fives. The most recent reports for the parents of KS1 and KS2 pupils conform to statutory requirements. Parents appreciate the school's 'open door' policy, in addition to the opportunity to discuss their children's progress in two formal parents' evenings.

### **5.3 Curriculum**

The quality of the curriculum for pupils is satisfactory. It is based on a range of learning experiences and conforms fully to the requirements of the NC and the Agreed Syllabus for religious education.

- The schemes of work for the under-fives are appropriate and they promote the Desirable Outcomes giving relevant attention to the six areas of learning. However, outdoor activities are very limited.
- The school has policies and schemes of work for all curriculum subjects and religious education. However, some of the mid-term schemes and short-term notes do not provide opportunities for identifying the key skills and the assessment opportunities.

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- Teachers' short-term notes are under-developed, composed as they are of a series of activities rather than giving adequate attention to identifying teaching objectives and matching the work to pupils' abilities and needs.
  - The school has a specific policy for homework. Homework is set regularly and in the main it builds on the work undertaken by pupils in class.
  - Pupils take part in extra-curricular activities including a Dragon Sports club and the Urdd.
  - Appropriate use is made of educational visits, including a residential course for the older pupils at Glan Llyn and occasionally visitors are invited to school to enhance pupils' learning.
  - The school has a policy and scheme of work for PSE and pupils' personal and social development is promoted through timetabled curricular provision that includes 'circle time'.
  - The school does not have a written policy for equal opportunities, but all pupils receive full access to the life and work of the school.
  - The school conforms to the county language policy and bilingualism is regularly and successfully promoted throughout the school.
  - The provision for the Cwricwlwm Cymreig is good and is developed in several subjects such as art, history, religious education and music.

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

The school makes good provision for the support and guidance of its pupils.

- All members of staff at the school know their pupils well and they work conscientiously to safeguard their well-being. They deal with any problems that arise with great sensitivity.
- Older pupils at the school work well together, but pupils in KS1 do not always relate well enough to each other in the classroom.
- Pupils feel happy, safe and confident when approaching staff for any support they may need.
- The procedures for Child Protection are correctly implemented by all concerned at the school.
- Following the decision of the Governing Body, the school will include sex education as part of the curriculum from September onwards. Drinking water is permitted in classrooms and pupils are allowed to make purchases from the fruit shop.

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- The school has a designated person for First Aid who possesses current First Aid qualifications.
  - There is good supervision at the beginning and end of the school day. However, during break times and the lunch hour, the age range and the design of the yard makes it difficult for one person to provide wholly effective supervision.
  - The under-fives settle in well at school, but it is not appropriate that they are expected to collect their own meals.
  - Regular fire drills and all the necessary health and safety inspections are held, and regular records are kept.

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

The provision for pupils with SEN is satisfactory. The progress they make is also satisfactory, according to age and ability.

- Eleven pupils are identified as having SEN. Of these, three possess statements of their needs.
- The school's policy has been reviewed fairly recently and although it contains detailed and useful information, it does not offer a sufficient explanation of the various steps of intervention referred to in the Code of Practice that came into effect in 2002.
- The register is maintained correctly and is regularly reviewed.
- The curriculum is appropriate for their needs, including those pupils for whom curriculum modifications have been made in their statements.
- The arrangements for the pupils who receive support as a result of direct funding by the LEA work well and are beneficial for the pupils concerned. However, in the case of other pupils who are also on the SEN register, the arrangements made to provide them with additional support are not as effective as they should be.
- The assessment system is effective in identifying pupils with SEN.
- It was seen that the Individual Education Plans (IEPs) are of good quality and they are reviewed twice a year.
- Statement reviews are undertaken according to the requirements.
- The designated member of the governing body shows considerable interest in and understanding of the relevant issues.

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

Whilst the school's partnerships are generally good, the partnership with parents is satisfactory.

- At the pre-inspection meeting with inspectors, it was seen that parents, notwithstanding certain concerns, are eager to support the work of the school and are very happy to

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respond positively to any request for assistance. However, the questionnaires returned reflect some concern about standards of work, pupil achievement and information provided about what is taught at the school.

- There are good examples of family contacts giving of their time to provide day-to-day support with pupils' reading and during visits. Contact is maintained with parents through letters and the monthly bulletins they receive. This is good practice.
- The Parents and Teachers' Association is very supportive of the school and it raises good sums of money for its funds. The Association is also an important social focus for the school.
- Although there is reference in the prospectus to the Home-School Agreement, it has not yet been distributed to parents as is required.
- The school is a very important institution in the village and is also a focus for the wider community. The community supports all school activities and events, including concerts and celebrations at Christmas, St David's Day and Thanksgiving. Pupils collect money for a number of charities and are always happy to help local pensioners. The school is used regularly by Côr Dwyfor for its practice sessions.
- There is a good partnership with local primary schools and the arrangements for pupil transfer from Year 6 (Y6) to Ysgol Uwchradd Eifionnydd are also good, through highly effective bridging courses, visits and communication.
- The partnership and support from the LEA and its officers are generally good and there are also good links with organisations such as the Police, RSPCA, the RSPB and the Library Service.
- The school provides work experience opportunities for pupils from Ysgol Eifionnydd, students from Coleg Meirion Dwyfor, and occasionally for prospective teachers from the University of Wales, Bangor.

## **5.7 Partnership with industry**

The school's partnership with industry is good.

- The school has an appropriate policy for this partnership. Pupils' perception of the world of work and industry is developed through links with several businesses as well as through visits. In particular, its links with Magnox at Trawsfynydd have been well developed and this partnership has enhanced the curriculum.
- Links have also been established with Careers Wales and one member of staff has attended a professional development course. The school also has a fruit shop, which is run as part of the pupils' responsibilities. They administer the sales and ordering functions themselves.

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## **6. MANAGEMENT**

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

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

- The self-evaluation report completed for the inspectors provides useful information about the school's strengths. Less prominent are the references to the areas that require further development.
- It was seen that the school has for some time operated a programme of monitoring various aspects of its provision within a two-year cycle. The headteacher takes the lead in most of this work and the role of the subject co-ordinators continues to develop. To date, the monitoring procedures have not impacted sufficiently on improving standards.
- The SDP is a detailed document and contains current and long-term priorities that are based on a thorough audit conducted under several headings. However, current priorities have not been sufficiently well linked to quantitative targets.
- There is a good awareness of the school's performance in a local and national context. Whole-school targets are set for the core subjects within a three-year cycle, as required. It was seen that they are based on the practice of setting targets and tracking pupils' progress as individuals from their first year at school. Overall, the targets set are not particularly challenging.
- The school has made satisfactory progress in addressing the key issues for action identified by the inspectors following the inspection in 1998.

### **6.2 Leadership and efficiency**

The quality of leadership and efficiency at the school is satisfactory.

- Under the leadership of the headteacher, the school's administrative procedures and daily routines are undertaken smoothly.
- The SDP contains a statement of the school's aims and objectives, but as the circulation of this document is limited, they are not as a result sufficiently well known to parents.
- There is a range of curricular and management policies. Some have been reviewed fairly recently, but others are dated and they require re-consideration.
- The membership of the governing body reflects a broad and useful range of experience, and its members are supportive of the school. The headteacher presents termly reports – mostly oral – that assist governors to undertake their duties.
- Their attention is mainly directed at buildings-related issues, and there is room for the governing body to further develop its role as a critical friend on issues relating to standards and the quality of provision.
- The headteacher and governors, with the support of LEA officers, keep a close eye on the working budget on a monthly basis. The school operates within its budget and provides satisfactory value for money.
- The school works within the requirements in relation to teaching time whilst there is no afternoon break for KS2 pupils. The system as operated does not correspond to that described in the school prospectus.

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- The annual report of the governing body does not conform fully to requirements.
  - The prospectus distributed to parents covers all the items contained in WAG guidelines.
  - The school has a satisfactory and developing awareness of issues related to sustainable development.

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

The quality of staffing, accommodation and learning resources is satisfactory.

- Staffing levels are adequate and the teachers are suitably qualified for the classes they teach. The classroom assistants are conscientious and they make an important contribution to the experiences received by pupils.
- All members of staff have job descriptions that outline their responsibilities and duties within the school.
- Staff update their knowledge and skills through continuous professional development. The teachers have attended a range of training courses.
- A peripatetic teacher visits the school each week to provide music lessons for several pupils, such as piano and guitar tuition.
- The ancillary staff make a good contribution to the life and work of the school.
- The displays seen throughout the school are appropriate and well presented and they contribute to the effectiveness of the learning and teaching.
- There is a satisfactory supply of resources to provide for and support curriculum requirements. They are carefully stored and arrangements are made to ensure that they are accessible to pupils.
- Generous financial support is received from the school's Parents and Teachers' Association, and the money is used to buy resources, such as a new literacy scheme.
- Currently, the supply of reference books at the school is limited and it lacks a sufficient range of fiction to meet the needs of the good readers at the upper end of the school.
- The building is old but is sound and in good condition.
- The refectory and hall are ample, but classrooms are limited, particularly those used to teach the under-fives and Y1/2.
- There is no designated area for the under-fives and the toilets are not wholly suitable for their needs.
- It was seen that there are deep cracks in the walls supporting the iron beam of the shelter on the schoolyard. The goal posts are also in need of repair.

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- The building is not totally suitable for access by the disabled.

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

### **Standards achieved by pupils**

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

The overall quality of provision for the under-fives is appropriate to their needs and promotes the Desirable Outcomes. The standards achieved in the six areas of learning are satisfactory. The under-fives are part of a class that contains KS1 pupils. The nursery children attend school each afternoon. The assistant provides good support for the work of the class teacher.

*The language, literacy and communication skills of the nursery and reception children are satisfactory.*

#### **Good features**

- The nursery children enjoy listening to a variety of stories and are aware that pictures and words convey the meaning of a story. They experiment with a range of materials and equipment in order to practise their writing skills. During the role-play sessions in the flower shop, the children receive the opportunity to extend their use of language.
- The reception children listen attentively and enjoy listening to stories, such as Bili Broga. They speak with growing confidence and clear pronunciation. Their vocabulary and sentence patterns are developing satisfactorily. Some of the reception children are able to write and read with relative independence. They are able to talk about their favourite books and characters.

#### **Shortcomings**

- Some of the under-fives are reluctant to respond in front of Y1/2 pupils.
- They are given limited opportunities to recite and sing simple pieces aloud.

*The children's personal and social skills are developing satisfactorily.*

#### **Good features**

- The nursery children settle in quickly at school. The character Heti Hwyaden enthuses the children to share their feelings and they understand the difference between happy and sad.
- The reception children are clearly interested in what they are doing and are able to concentrate for increasing periods of time as they work on specific tasks. They begin to understand that they must wait their turn when playing games together. They understand the need to treat all living things with respect and concern, as witnessed by their care of the plants in the classroom. They are able to dress and undress relatively independently as they prepare for their physical education lessons with KS1 pupils.

#### **Shortcomings**

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- Occasionally, because of the lack of self-discipline amongst some older pupils in the class, insufficient choice and direct support is given to the children so as to enable them to more effectively discuss and complete tasks.

***The mathematical development of the nursery and reception children is satisfactory.***

**Good features**

- The nursery children enjoy playing with number games. They are able to count familiar objects and can recognise simple numbers. They enjoy playing the post box game which gives them the opportunity to practise their counting skills and to match numbers from one to five. They recognise simple two-dimensional shapes and following their work on Jack and the Beanstalk, are able to differentiate between 'large' and 'small', 'tall' and 'short'.
- The reception children are able to sort, match and arrange. They make satisfactory progress in their number work and are able to count numbers up to 20. They enjoy playing dice games, such as the butterfly game in order to reinforce their understanding from one to six. Their grasp of simple addition and their understanding of 'one more' and 'one less' are developing satisfactorily. They use the words 'tallest' and 'shortest' as they compare the size of Jack and the giant with the growth of the pupils' sunflowers. They recognise common items of coinage, which they use in the class flower shop.

**Shortcomings**

- The guidance given to the children as they play with water and sand is limited and as a result their understanding and use of simple mathematical language relating to capacity and volume is under-developed.

***The knowledge and understanding of the world of the nursery and reception children are satisfactory.***

**Good features**

- The nursery children display their ability to make decisions as they engage in role-play in the flower shop. They are able to talk about the weather and the clothes that are suitable for warm and cold weather. They are able to recognise living things such as flowers and animals. They enjoy experimenting as they push, fill and empty when playing with the lorries and large vehicles.
- The reception children are able to talk about the seeds they have planted and about the conditions required for their healthy growth. They are able to identify and label parts of the sunflower. They are able to sort living things from non-living things. They recognise the various stages in the life cycle of a butterfly. They display appropriate mouse control and can use programmes to support and sustain their current work.

**Shortcomings**

- Children receive few experiences related to the passage of time and no opportunities were afforded to make comparisons between objects past and present.

***The physical development of the nursery and reception children is satisfactory.***

**Good features**

- 
- The nursery children move confidently and with increasing control and co-ordination. They make appropriate use of the space around them when moving in the hall. Their balancing, pushing, pulling and pedalling skills are developed as they use items of large equipment. They use a range of materials and apparatus to practice their fine motor skills.
  - The reception children are able to handle items of small equipment such as crayons and pencils with acceptable dexterity. They respond satisfactorily to instructions relating to spatial relationships, such as 'behind', 'beneath', 'above' and 'in front of'. They join with KS1 pupils for physical education lessons where they receive opportunities to practice their broad physical and ball-handling skills.

### **Shortcomings**

- The children do not make appropriate use of equipment corresponding to their age and ability, such as selecting balls of a suitable size in order to promote throwing and catching skills.
- They are given limited opportunities to use the outdoor environment as a learning resource and little regular use is made of large toys to develop their broad physical skills.

*The creative development of the nursery and reception children is satisfactory.*

### **Good features**

- The nursery children enjoy their experiences at Siop Clychau'r Gôg in the classroom and they exhibit increasing confidence when engaged in role-play. They receive opportunities to experiment and to create, using a range of media and techniques. They are able to shake and strike a range of non-percussion instruments in order to create high and low pitched sounds.
- The reception children are able to emulate and keep a simple beat when using percussion instruments. They are able to differentiate between high and low pitched sounds. The children receive a range of experiences in a number of techniques, such as *collage* and clay work, and their contributions are displayed as part of a series of colourful murals that adorn classroom and corridor walls.

### **Shortcomings**

- The children receive few opportunities to perform and sing rhymes and lullabies as a daily part of class work.
- Because of a lack of space, the range of interesting corners is limited, and as a result the children do not receive regular opportunities to use their imagination and creativity.

## **Welsh**

Pupils' standards of achievement are satisfactory across both key stages. Their oracy standards are good and their reading and writing standards are satisfactory.

### **Good features**

- Pupils' speaking skills are developing well throughout the school and by the time they reach the upper end of the school they speak confidently in formal and informal situations. They can express themselves correctly and the majority of pupils have a good

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grasp of the natural syntax of the spoken language. They are able to express themselves well when responding to various experiences and stimuli. KS1 pupils enjoy listening to stories, but a number have difficulty in listening without having to be reproached. In KS2, they exhibit the ability to listen attentively to teachers' presentations and to each other's contributions.

- In KS1, pupils have a satisfactory grasp of basic reading skills. Many pupils read fluently and expressively. They are able to answer questions about the characteristics and content of their books. They refer meaningfully and enthusiastically to the main characters and events of their reading books or their favourite storybook.
- Pupils' writing skills are satisfactory. They are able to use a range of sentence patterns and adjectives. They exhibit an increasing understanding of the need to write in different styles for specific purposes, such as writing a letter of thanks and producing invitations. They are aware of the characteristics and structure of a story and are able to write stories that exhibit continuity and structure. They make fairly regular use of capital letters and the full stop.
- In KS2, the majority of pupils make satisfactory progress in their reading skills. Some read to a good standard. They read fairly fluently and with correct intonation, paying appropriate attention to punctuation marks. They are able to talk about their favourite authors and poets, responding critically to their work. They know the difference between works of fiction and non-fiction and are aware of the basic conventions of books. They use a range of sources in order to retrieve and collate information.
- Pupils write in a range of different styles, including portraits, poetry and narrative work. They realise that language form depends on its purpose and audience. They are able to write in a concise form, as they produce adverts for the 'paper bro'. They are also able to use appropriate forms of persuasive language when designing pamphlets. They make effective use of similes, adjectives and idioms when writing creatively or when producing pieces of poetry. Visits by authors encourage pupils to emulate their styles and they enhance their written work.

### **Shortcomings**

- Pupils' reading books do not always correspond to their ability.
- Although pupils understand the purpose and process of drafting, re-drafting and editing, these elements are not apparent in their current work.
- Pupils' spelling, punctuation and paragraphing skills have not developed sufficiently.
- Their use of joined up writing lacks consistency.

### **English**

English is introduced to pupils in KS1, but they do not follow the programme of study on a formal basis until KS2. Overall, standards of achievement are satisfactory in KS2. Oracy standards are good, and standards in reading and writing are satisfactory.

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### **Good features**

- In KS2, pupils listen attentively to their teachers and to the opinions of others. During discussions the majority are able to make extended contributions, expressing themselves clearly. They are eager to talk to visitors and they respond confidently to role-play activities.
- Pupils make satisfactory progress in their reading, and many read correctly and with a good level of understanding. They enjoy reading works of fiction and they talk confidently about their contents, expressing opinions about their favourite authors. The older pupils exhibit the ability to cast their voice and to adapt their tone, pace and style as they read selections from books.
- Pupils are able to write in a variety of styles for a range of audiences, such as the stories written by the older pupils for their younger colleagues. They are able to identify the main characteristics of journalistic writing together with the elements needed to create an effective story.
- The pupils' poetic output is an impressive feature of their written work. They display growing confidence when playing with words and rhyme. They are aware of the difference between literal and figurative writing and they write a wide range of poetry.
- They use a range of different sources in order to retrieve and collate information.

### **Shortcomings**

- Some pupils have not mastered the required strategies to be able to read unfamiliar words.
- Spelling and punctuation are weak features of the written work of the majority of pupils.
- Handwriting standards are inconsistent and a number of pupils present work that is often incomplete.
- The use of dictionaries and thesauri in order to assist them to improve their work is not a sufficiently regular feature of pupils' activities.

### **Mathematics**

Standards are good in KS1 and in KS2.

#### **Good features**

- In KS1, pupils have a good understanding of number bonds and patterns, including odd and even numbers. They use the processes of addition, subtraction and division with increasing accuracy.
- They have a developing awareness of money and are able to recognise a number of items of coinage.
- They recognise a good range of two-dimensional and some three-dimensional shapes. They are well informed about their characteristics.
- Evidence was seen of pupils making accurate use of standard measures.

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- The majority of pupils make good progress in their ability to read the time.
  - They come to be able to record data accurately, as seen in the work on their favourite party foods.
  - In KS2, pupils' grasp of the four rules of number and their understanding of the relationship between them is developing well.
  - They make accurate use of standard measures.
  - The older pupils know that decimal, fractional and percentage forms can be of equivalent value.
  - From their previous work, it was seen that pupils have a good understanding of angles and that they are able to measure them correctly.
  - They come to be able to collect various data and to record it correctly in a range of graphical formats.
  - They have a developing understanding of area and of how it is calculated.
  - Their work on the characteristics of shapes is completed to a good standard, and pupils' understanding and application of 24 hour clock notation are also good.

### **Shortcomings**

- There are no significant shortcomings.

### **Science**

Standards are satisfactory in both key stages.

#### **Good features**

- In KS1, pupils recognise various parts of plants.
- They know about the passage of the seasons and that some animals hibernate throughout the winter.
- They know that plants grow and are aware of the conditions they require to flourish.
- By toasting bread, pupils' understanding of changes in materials develops appropriately.
- They come to understand where chocolate is most likely to melt.
- In KS2, the younger pupils have a developing awareness of the importance of electricity in their lives and of the dangers it can pose for them.
- They make correct use of the terms relating to magnets.
- They come to understand that upthrust affects objects in water and that it is an influential factor in determining whether the object floats or sinks.
- They have experimented successfully with the effect of the angle of a slope and its surface on the ability of a shoe to grip.
- They know of the effect of vibration on the production of sound.
- They have a sound understanding of the Solar System.

### **Shortcomings**

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- In both key stages, pupils' investigative skills are not developing systematically enough across the key stages.
  - In KS1, pupils' ability to record their scientific findings independently has not been sufficiently developed.
  - Over time, pupils' work in KS2 shows an over-dependence on work sheets that have been prepared for them.

## **Design and technology**

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

### **Good features**

- In KS1, in their work on food technology, pupils have been able to offer a range of ideas for designing healthy sandwiches for a party.
- They know of the importance of hygiene when handling foodstuffs.
- They are able to complete work to a good standard, as in the case of their picture frames and bags or purses.
- In KS2, after looking at a collection of bookmarks, the younger pupils have designed and made their own good quality reproductions.
- The work of the older pupils on creating a creature from space exhibits good consideration of a range of ideas prior to deciding on the final, detailed design. The models are a good reflection of what is seen in the designs.
- Following their detailed research work on bridges, pupils have a particularly well-developed awareness of structures. They discuss with ease the various features of the different bridges they build.
- They work maturely in pairs and the majority display good measuring, cutting and gluing skills. They are also aware of the importance of working safely when handling equipment.
- They come to understand how cogs work and to control the speed of opening bridges. They are able to point to various domestic equipment such as clocks, as well as cars, that depend on a cog system.

### **Shortcomings**

- Pupils' designs in KS1 do not reflect sufficient development of ideas.
- They are over-dependent on adults in what needs to be done.
- Their ability to discuss their work and to describe how it fulfils the needs of the user is limited.

## **Information technology**

Standards are satisfactory in KS1 and are good in KS2.

### **Good features**

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- In KS1, pupils make some use of the computer as a word processor in order to present information.
  - They make use of art programmes to produce effective drawings to correspond to the class theme.
  - They produce accurate graphs to record the data they have collected on their favourite fruit and party foods.
  - Their Modelling skills develop as they plot a journey from the house to hospital.
  - In KS2, pupils make effective use of word processing features when creating, editing and improving a wide range of work.
  - The ability of pupils in this key stage to use Power Point to prepare presentations is an element of their work that is developing well.
  - They handle data effectively and are able to present it in a range of graphical forms.
  - They make effective use of CD-ROMs and the Internet to support their research work.
  - They use appropriate programmes to experiment with and to compose music.
  - They use e-mail for a range of purposes.
  - It was seen from pupils' previous work that they are able to use the Super Logo programme to create various procedures.

### **Shortcomings**

- In KS1, pupils are not familiar with using computers on a regular basis to sufficiently develop their information technology skills.

### **History**

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

### **Good features**

- In KS1, pupils have a developing awareness of change over time. They know about some of the differences between their own homes and those of their grandparents.
- They know about some of the famous characters from the history of Wales, such as Dewi Sant, William Morgan and Gerallt Gymro.
- In KS2, pupils have a satisfactory understanding of the age of the Celts. They know about farming practices, living conditions and the warriors of the period.
- They display a basic awareness of the period of the Second World War.
- They know that the Victorian Era was a time of great change, and about the growth of the railways during this time.
- They know about everyday life in the Tudor period and of the differences between rich and poor.

### **Shortcomings**

- In KS1, pupils' chronological awareness is under-developed.

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- Pupils' skills of historical investigation have not been sufficiently developed across the key stages.
  - There is a tendency for the studies of different periods by KS2 pupils to be superficial.

## **Geography**

Standards are unsatisfactory in KS1 and are satisfactory in KS2.

### **Good features**

- In KS1, pupils are aware of some places that are near to their homes.
- They are able to draw simple maps of the school and of the village.
- In KS2, pupils have a good factual knowledge about European and world countries, including their climactic conditions.
- They are able to talk about some of the main differences between Llandudno and their own locality.
- They appreciate the importance of recycling waste and are aware of the problems relating to refuse disposal.
- They display developing skills when working with ordnance survey maps.

### **Shortcomings**

- In KS1, pupils have a very elementary awareness of the effect of the weather on everyday life.
- Pupils make little progress in their awareness and understanding of geographical issues.
- The skills related to observing and collecting field-based evidence have not been developed sufficiently.
- Pupils have an inadequate awareness of areas that contrast with their own.
- In KS2, a number of pupils have an uncertain understanding of the concept of scale on maps.
- They do not practise their geographical skills with sufficient regularity when conducting field studies.

## **Art**

No art lessons were observed during the inspection, but having looked at the exemplar work in pupils' files and the work displayed throughout the school, it was adjudged that standards of achievement are satisfactory in KS1 and are good in KS2.

### **Good features**

- Aspects of pupils' artwork make a considerable contribution to the quality of the displays seen throughout the school.
- In KS1, pupils use various media and materials to sketch and paint when working on *collage*.
- They make satisfactory progress in their understanding of colour, shape and texture.

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- They are able to use a wide range of materials and techniques when using paper pulp to create flowerpots.
  - They display satisfactory skills when observing detail and are able to effectively emulate the work of the artist Van Gogh.
  - In KS2, pupils' understanding of the use that can be made of colour, line and tone is developing well.
  - Pupils' observational skills are developing well and they are able to produce effective portraits.
  - They have investigated and produced good quality work based on a study of famous artists from various periods such as the works of William Turner and Lowry.
  - Pupils' understanding of perspective is further developed as they study and emulate the style of Kyffin Williams. Their study of the life and work of the artist has led to a striking exhibition of pupils' work.
  - Pupils are familiar with evaluating their own work and that of others.

### **Shortcomings**

- In KS1, the technique of colouring within outlines is used excessively by the pupils.
- Their ability to reproduce work of imagination and expression is limited.
- Pupils in both key stages make insufficient use of the visual language of art.

### **Music**

Pupils' standards of achievement in KS1 are satisfactory. In KS2, standards are good.

### **Good features**

- The quality of singing is satisfactory in KS1 and is good in KS2. Pupils in both key stages gain enjoyment from singing, and they do so with due attention to clarity of pronunciation. In KS2, they sing a growing *repertoire* of songs, controlling pitch, rhythm, dynamics and phrasing.
- In KS1, pupils are able to emulate patterns and to keep pitch when playing as part of a group.
- They begin to become aware of some musical elements and their understanding of pitch is developing well. They respond to high and low pitched sounds, producing corresponding physical movements.
- They use percussion and non-percussion instruments in their impromptu work.

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- In KS2, all pupils are able to play the recorder and to follow a score. They enjoy performing and play a range of musical pieces. Their playing technique has developed well.
  - They understand how to create and combine sounds to produce texture. They make very good use of music software to create, modify and present pieces of music.
  - They are familiar with evaluating their own work and that of others in order to refine their performances. They are wholly aware of musical symbols and pupils use the musical elements with confidence as they conduct the evaluations.

### **Shortcomings**

- There is little evidence that KS1 pupils have a broad *repertoire* of songs in order to develop and promote their musical skills.
- The failure of some pupils in KS1 to concentrate has an adverse effect on the quality of their performances.

### **Physical education**

Pupils' standards of achievement in KS1 are satisfactory. No lessons were observed in KS2 and inspectors have no judgement on standards achieved in this key stage.

The schemes of work make provision for a full range of activities for pupils during the year. Pupils in KS2 attend a residential course in an outdoor pursuits centre. Dragon Sports sessions are held as part of the school's programme of extra-curricular activities.

### **Good features**

- In KS1, pupils change to appropriate clothing and are aware of the need to warm the body before exercise.
- They succeed in making full use of the space around them as they move around the yard.
- They exhibit bodily control as they walk, run, stop and change direction as instructed. Their ball throwing and catching skills when working alone and with a partner are developing satisfactorily.
- Pupils' dance skills are enhanced as they work with experts under the 'Dance for All' scheme.

### **Shortcomings**

- Some of the pupils in KS1 do not concentrate enough to be able to successfully complete their given tasks.
- Few pupils observe and evaluate their performances in order to refine their skills.

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## **Religious education**

No lessons were observed in either key stage, but on the basis of discussions with pupils and an examination of their work, it was adjudged that standards are satisfactory in KS1 and in KS2. The school's Scheme of Work reflects the requirements of the Agreed Local Syllabus.

### **Good features**

- In KS1, pupils have a satisfactory knowledge of Biblical stories and of the main Christian festivals.
- They are aware of stories relating to the Welsh religious tradition, such as the life and work of Bishop William Morgan.
- They are able to discuss the meaning and purpose of a parable. They are able to tell the story of the Kind Samaritan and the Prodigal Son, referring to the messages that underlie them.
- They are aware of the meaning of prayer and their written work shows the ability to plan their own simple, personal prayers.
- In KS2, pupils are able to talk at greater length about the main Christian festivals. They are aware of the significance and order of the events of the Easter Festival.
- They are able to tell the story of Dewi Sant, describing his contribution to Christianity and to his influence upon others.
- They are aware that religions other than Christianity are practised throughout the world. They are able to talk about practices, celebrations and the key elements of the Jewish and Islamic faiths.
- They are willing to think, express opinions and feelings in a mature fashion as they discuss ethical issues in their PSE lessons.
- They are aware of the importance of rules in their everyday lives and have succeeded in producing sensible class rules.
- Their awareness of the importance of a place of worship for local people is enhanced by their visit to the local chapel. They are able to talk knowledgeably about the significance of many of the rituals related to the chapel.

### **Shortcomings**

- Little use is made of artefacts in order to promote and develop their understanding of other religions.
- Pupils in KS2 do not write sufficiently extended and personal pieces on religious concepts and issues.

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## **8. SCHOOL IMPROVEMENT**

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

The report produced following the last inspection lists the following as being key issues for action:


- improve standards in science in KS1, information technology in KS2, and in geography across the school, and address the shortcomings identified in the subjects where standards are adjudged to be satisfactory;
- improve the standards of learning and teaching and raise overall expectations and with particular reference to KS1;
- improve provision for the under-fives;
- provide better continuity and development of work across the school by developing the role of curricular leaders and establish a method of curriculum monitoring;
- operate the assessment system more effectively, with particular reference to KS1, and make more specific planning for pupils' progress;
- modify the building to meet the needs of pupils with physical disabilities and demolish the high wall that hampers effective supervision on the schoolyard.

The progress made in addressing the key issues for action identified by the inspectors following the inspection in 1998 is satisfactory. Standards have improved in science in KS1, in information technology and geography in KS2. The provision for the under-fives is now satisfactory, but shortcomings remain in relation to the quality of learning of some pupils in KS1 and unsatisfactory teaching, whilst somewhat lower than in 1998 still exists. The school has procedures in place for curriculum monitoring, but there is room to further develop the role of curricular leaders. The effectiveness of the assessment system has clearly improved, but there remains room to further refine the arrangements made. The building adaptations identified as being required by the inspectors in 1998 have been completed.

### **8.2 Key issues for action**

There is a need to:

- raise standards by:
  - addressing the shortcomings identified in Section 7 of the report;
  - further developing the role of subject co-ordinators and ensure that the monitoring procedures that are in place impact more effectively on standards ;
  - improving the behaviour and attitudes to work of KS1 pupils;
  - developing the role of the governors to play a more active role in relation to issues of quality and standards;
- eliminate the unsatisfactory teaching;
- distribute the agreed home-school agreement to parents;
- arrange that a safety assessment be undertaken on the shelter on the school yard;

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- ensure that the under-fives do not have to collect their own meals;
  - ensure that the school fully satisfies the requirements in relation to daily collective worship and the annual report of the governing body to parents.
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## APPENDIX

### A. Basic information about the school

Name of School	Ysgol Garndolbenmaen
School type	LEA Maintained
Age-range of pupils	3 – 11 years
Address of school	Garndolbenmaen Gwynedd
Post-Code	LL51 9SZ
Telephone Number	(01766) 530626
Headteacher	Mr G T Evans
Date of appointment	September 1990
Chair of Governors / Appropriate Authority	Mr John Jones
Registered Inspector	Mr D M Cray
Dates of inspection	29 June – 1 July 2004

### 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	3	11	3	4	3	6	6	12	48

#### *Total number of teachers*

	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.5

#### *Staffing information*

Pupil : teacher (fte) ratio (excluding nursery and special classes)	19.21
Pupil : adult (fte) ratio in nursery classes	:1
Pupil : adult (fte) ratio in special classes	:1
Average class size, excluding nursery and special classes	15
Teacher (fte) : class ratio	1:1

#### *Percentage attendance for three complete terms prior to the inspection*

Term	R	KS1	KS2	Whole school
1 Spring	93%	91%	97%	94%
2 Summer	95%	96%	96%	96%
3 Autumn	94%	96%	93%	94%

Percentage of pupils entitled to free school meals	16%
Number of pupils excluded during 12 months prior to inspection.	0

## C. Results of National Curriculum assessments.

### END OF KEY STAGE 1: 2003

National Curriculum Assessment KS 1 Results: 2003			Number of pupils in Y2: 5					
Percentage of pupils at each level			D	W	1	2	3	4
WELSH	Teacher Assessment	School				40	60	
		National	1	1	11	64	23	
Llafaredd	Teacher Assessment	School				40	60	
		National	1	2	12	63	22	
Reading	Teacher Assessment	School				60	40	
		National	1	3	17	59	21	
Writing	Teacher Assessment	School				80	20	
		National	1	3	20	65	10	
MATHEMATICS	Teacher Assessment	School				60	40	
		National		2	11	63	24	
SCIENCE	Teacher Assessment	School				100		
		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:	100%	In Wales:	79%
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D Excepted or disapplied under Sections 364 or 365 of the Education Act 1996.  
 W Working towards level 1

### END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2003	Number of pupils in Y6: 2
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.	

## D. The 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 nine 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;
- twelve parents were present at the pre-inspection meeting and 21 ( 70%) questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

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

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

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

# A SUMMARY FOR PARENTS ON THE INSPECTION OF YSGOL GARNDOLBENMAEN

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

The inspection of Ysgol Garndolbenmaen took place between 29 June and 1 July 2004. It was undertaken by an independent team of three inspectors, led by Mr Martin Cray. The inspection was commissioned by Estyn, a department of central government.

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

Name of School	Ysgol Garndolbenmaen
School type	LEA Maintained
Age-range of pupils	3 – 11 years
Address of school	Garndolbenmaen Gwynedd
Post-Code	LL51 9SZ
Telephone Number	(01766) 530626
Headteacher	Mr G T Evans
Date of appointment	September 1990
Chair of Governors / Appropriate Authority	Mr John Jones
Registered Inspector	Mr D M Cray
Dates of inspection	29 June – 1 July 2004

## Context

Ysgol Garndolbenmaen is located in a village of the same name, some five miles north west of Porthmadog. It is maintained by Gwynedd Local Education Authority (LEA) and serves the village itself and its surrounding rural hinterland. Pre-inspection documentation suggests that the area is considered neither prosperous nor economically disadvantaged. Pupils reflect the full range of ability.

Currently, there are 51 pupils between 3 and 11 years 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 following their fourth birthday. Over the years, pupil numbers have remained relatively constant.

Sixteen per cent of pupils are entitled to receive free school meals, a figure that is broadly in line with the picture across the county, but is slightly below national averages. Eleven (21%) pupils are designated as having special educational needs (SEN), three of whom have a statutory statement of their needs. Sixty four per cent come from homes where Welsh is the main spoken language and the school follows the Welsh Programme of Study of the National Curriculum (NC). The school was last inspected during the summer term of 1998 and there have been some staffing changes since then.

The current School Development Plan (SDP) contains the following priorities:

- raise standards in Welsh across the school, with particular emphasis on oracy;
- raise standards in mathematics throughout the school;
- review the school's scheme of work for music;
- review the school's scheme of work for art;
- ensure that the performance management scheme is operational at the school;
- re-paint the hall and dining room.

The following targets were set for 2004:

*Percentage of Key Stage (KS) 1 pupils who attain Level 2 (L2) or above:*

<b>Subject</b>	<b>Welsh</b>	<b>Mathematics</b>	<b>Science</b>
<b>Target</b>	100%	100%	100%

*Percentage of KS2 pupils who attain L4 or above:*

<b>Subject</b>	<b>Welsh</b>	<b>English</b>	<b>Mathematics</b>	<b>Science</b>
<b>Target</b>	60%	60%	60%	60%

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

- The overall quality of educational provision for the under-fives is appropriate to their needs. Standards in the six areas of learning are as follows:

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

Physical Development	Satisfactory	Satisfactory
Creative Development	Satisfactory	Satisfactory

- In KS1 and KS2, pupils' standards of achievement in the different subjects of the NC and religious education are as follows:

	<b>KS1</b>	<b>KS2</b>
Welsh	Satisfactory	Satisfactory
English	-----	Satisfactory
Mathematics	Good	Good
Science	Satisfactory	Satisfactory
Design and technology	Satisfactory	Good
Information technology	Satisfactory	Good
History	Satisfactory	Satisfactory
Geography	Unsatisfactory	Satisfactory
Art	Satisfactory	Good
Music	Satisfactory	Good
Physical education	Satisfactory	No judgement
Religious education	Satisfactory	Satisfactory

- In KS1 in 2003, according to teacher assessments, 100% of pupils attained L2 or above in the core subjects at the end of the key stage (Wales 79%; Gwynedd 79%). In 2002, the figure was again 100% (Wales 80%; Gwynedd 79%) and in 2001 it was 67% (Wales 81%; Gwynedd 76%).
- In KS2 in 2003, assessment results were not published in order to safeguard the small number of pupils who participated. In 2002, 89% of pupils at the school attained L4 or above, as determined by test/task results in the core subjects (Wales 68%; Gwynedd 71%) and in 2001 the figure was 57% (Wales 68%; Gwynedd 72%).
- In relation to comparator schools in Wales, in both key stages, in two out of the last three years, the school has been amongst the 25% highest performing.
- From year to year, assessment groups on the whole contain relatively small numbers of pupils.
- Overall, the standards achieved by the under-fives and KS1 and KS2 pupils in the key skills across the curriculum are satisfactory.
- Pupils' spiritual and social development is satisfactory and their moral and cultural development is good. The school provides a happy environment and the majority of

pupils come to school eager to contribute and to learn. A whole-school service is held twice a week, but the situation in relation to class-based services is inconsistent and the school does not always satisfy the requirements in relation to collective worship.

- Pupils' behaviour and attitudes in KS2 are good, and the effect of this is seen in their responses and in the appropriate attention they give to their studies. In KS1, and specifically within lessons, there are examples of a lack of concentration, together with unsatisfactory behaviour. This has an adverse impact on standards achieved in certain lessons and on efforts to promote pupils' social inclusion.
- The teaching is good in 34% of lessons or sessions observed by the inspectors, it is satisfactory in 52% and unsatisfactory in 14%.
- The quality of the curriculum provided for pupils, together with that of assessment, recording and reporting is satisfactory.
- The under-fives settle in well at school, but it isn't appropriate that they are expected to collect their own meals.
- The provision for pupils with SEN is satisfactory. The progress they make is also satisfactory, according to age and ability. The arrangements for the pupils who receive support as a result of direct funding by the LEA work well and are beneficial for the pupils concerned. However, in the case of other pupils who are also on the SEN register, the arrangements made to provide them with additional support are not as effective as they should be.
- Whilst the school's partnerships are generally good, the partnership with parents is satisfactory. At the pre-inspection meeting with inspectors, it was seen that parents, notwithstanding certain concerns, are eager to support the work of the school and are very happy to respond positively to any request for assistance. However, the questionnaires returned reflect some concern about standards of work, pupil achievement and information provided about what is taught at the school.
- There are good examples of family contacts giving of their time to provide day-to-day support with pupils' reading and during visits. Contact is maintained with parents through letters and the monthly bulletin they receive. This is good practice.
- Although there is reference in the prospectus to the Home-School Agreement, it has not yet been distributed to parents as is required.
- The quality of self-evaluation and planning for improvement is satisfactory. It was seen that the school has for some time operated a programme of monitoring various aspects of its provision within a two-year cycle. The headteacher takes the lead in most of this work and the role of the subject co-ordinators continues to develop. To date, the monitoring procedures have not impacted sufficiently on improving standards. The SDP is a detailed document and contains current and long-term priorities that are based on a thorough audit conducted under several key headings.

- The quality of leadership and efficiency at the school is satisfactory. Under the leadership of the headteacher, the school's administrative procedures and daily routines are undertaken smoothly. The membership of the governing body reflects a broad and useful range of experience, and its members are supportive of the school. The headteacher presents termly reports – mostly oral – that assist governors to undertake their functions. Their attention is mainly directed at buildings-related issues, and there is room for the governing body to further develop its role as a critical friend on issues relating to standards and the quality of provision.
- The annual report of the governing body does not conform fully to requirements.
- It was seen that there are deep cracks in the walls supporting the iron beam of the shelter on the schoolyard.
- The school has made satisfactory progress in addressing the key issues for action identified by the inspectors following the inspection in 1998.

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

There is a need to:

- raise standards by:
  - addressing the shortcomings identified in Section 7 of the report;
  - further developing the role of subject co-ordinators and ensure that the monitoring procedures that are in place impact more effectively on standards ;
  - improving the behaviour and attitudes to work of KS1 pupils;
  - developing the role of the governors to play a more active role in relation to issues of quality and standards;
- eliminate the unsatisfactory teaching;
- distribute the agreed home-school agreement to parents;
- arrange that a safety assessment be undertaken on the shelter on the school yard;
- ensure that the under-fives do not have to collect their own meals;
- ensure that the school fully satisfies the requirements in relation to daily collective worship and the annual report of the governing body to parents.

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

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