

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

**Ysgol Gwenffrwd  
Stryd Chwitffordd  
Treffynnon  
Sir Y Fflint  
CH8 7NJ**

**School Number: 664/2082**

**Date of Inspection: 11-14 January 2005**

**by**

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WO/67644**

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## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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

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

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## Context

### The nature of the provider

- 1 Ysgol Gwenffrwd is a designated Welsh-medium school. The school opened in May 1949 and almost twenty years ago, it moved to its current location. This is the sixth site the school has occupied. The school's pupils come from a very wide catchment area, including the town of Holywell and several small, rural villages.
- 2 There are currently 168 full-time pupils on the school register, together with 22 part-time nursery children. Because of the unsettled nature of some families in the area, pupil numbers have decreased annually over the past three years. English is the main spoken language in the homes of some 95% of pupils, but they are expected to become fluent Welsh speakers by Key Stage 2 [KS2].
- 3 Children are admitted to school on a full-time basis in the year following their fourth birthday. The school contains pupils reflecting the full range of ability and their attainment levels are hugely varied when admitted to school. The catchment area is neither prosperous nor disadvantaged. Ten per cent of pupils are entitled to receive free school meals, a figure that is lower than national averages. Twelve per cent of pupils have special educational needs [SEN], again lower than the national average, and two pupils have statements of SEN.
- 4 The school was last inspected in March 1999. Since then, it has sought to address a number of curricular issues and monitoring and evaluation arrangements have been developed further. During the inspection there were 45 fewer pupils on the school register than at the time of the last inspection. The current headteacher was appointed in September 1997.

### The school's priorities and targets

- 5 The school's main priorities and targets for the period 2004 – 2005 include:
  - Developing pupils into more independent learners and give them a greater say in their learning;
  - Targeting specific groups of pupils who underachieve;
  - Continuing to respond to the requirements of the 'Healthy Schools' initiative, with particular reference to aspects of Personal and Social Education [PSE], such as the further development of the School Council and their links with external agencies.

## Summary

- 6 Ysgol Gwenffrwd is a good school that provides high quality education for its pupils.
- 7 The inspection team concurred with the school's judgement in its self-evaluation document in three of the seven key questions. Inspection evidence shows that the school was too conservative in its judgements on the other four key questions.

### Table of grades awarded

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

	Key question	Inspection grade
1	How well do learners achieve?	2
2	How effective are teaching, training and assessment?	1
3	How well do the learning experiences meet the needs and interests learners and those of the wider community?	1
4	How well are learners cared for, guided and supported?	1
5	How effective are leadership and strategic management?	1
6	How well do leaders and managers evaluate and improve quality and standards?	1
7	How efficient are leaders and managers in using resources?	1

### Standards

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	69%	3%	0%	0%

- 10 The standards achieved by pupils far exceed the all-Wales Welsh Assembly Government (WAG) targets of 95% of lessons adjudged to be satisfactory or better and 50% good or better.
- 11 Pupils of all ages achieve good or very good standards in their knowledge and learning skills. In the under fives' classes, KS1 and KS2, there are outstanding features in the standards achieved in a number of subjects and learning areas.
- 12 Pupils succeed in their work, regardless of their social, ethnic or linguistic background. Pupils with SEN make good progress, and they achieve the targets set for them.

13 The overall quality of the educational provision for the under-fives is appropriate to their needs, and the children make good progress towards the Desirable Outcomes for Children's Learning. The baseline assessments indicate that the attainment levels of the majority of children at the time of their admission to school are lower than county averages.

14 The standards of achievement of the under-fives are as follows:

<b>Areas of learning</b>	<b>Nursery</b>	<b>Reception</b>
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Creative development	Grade 2	Grade 1
Physical development	Grade 2	Grade 2

15 In KS1 and KS2, in the subjects inspected, standards of achievement are as follows:

<b>Subjects</b>	<b>KS1</b>	<b>KS2</b>
Welsh	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Design and technology	Grade 1	Grade 1
History	Grade 1	Grade 1
Music	Grade 1	Grade 1

16 The children in the under fives' classes make very good progress in the key skills of speaking and listening, numeracy and in their use of information and communications technology (ICT). They make good progress in their reading and writing skills.

17 The standards and achievement levels of pupils in KS1 and KS2 in the key skills of speaking and listening, numeracy and ICT are very good across all curriculum subjects. They make good progress in their reading and writing skills.

18 The successful development of pupils' bilingual skills is one of the primary aims of the school. Pupils' bilingual competency levels in both key stages show very good progress and the vast majority are able to communicate freely in both Welsh and English.

19 At the end of KS1 in 2004, pupils' attainment levels in the National Curriculum [NC] subjects of Welsh, mathematics and science were slightly lower than the national average in Welsh and some 9% lower in the other two subjects. In relation to comparable Welsh medium schools in terms of the percentage of pupils receiving free school meals, the school's results were in the lowest quartile. A relatively small percentage attained Level 3 in the subjects. There are no significant differences in the performance of boys and girls.

- 20 In KS2, in 2004 and 2003, pupils' attainment levels in the NC core subjects of Welsh, English, mathematics and science were above national averages and local and national benchmarks. In relation to comparable Welsh medium schools in terms of the percentage of pupils receiving free school meals, the school's results were in the highest quartile in all four subjects. A significant percentage of pupils attained Level 5 in the subjects. Although girls outperform boys, the gap between them is not significant.
- 21 Pupils in both key stages work hard in their lessons, they show high levels of motivation and make good progress towards achieving their potential.
- 22 Pupils' awareness of the strengths and weaknesses of their work and of what is required of them to improve is developing well.
- 23 Pupils make very good progress in their spiritual, personal and social skills. They develop into responsible individuals who are able to relate well to their peers at school. They work together very well and they display very high levels of independence as learners.
- 24 Pupils' creative skills in both key stages are developing well.
- 25 Pupils of all ages behave well. They have a clear understanding of what is expected of them and are considerate and courteous. This responsible attitude has a positive impact on the progress they make and on the quality of their learning.
- 26 Throughout the school, pupils respect the diversity of beliefs, attitudes and cultural and social traditions and they have a good understanding of equal opportunities issues.
- 27 The regular visits made by pupils of both key stages to the local community and other places of interest make a significant contribution to extending their understanding of their community and of the world of work.
- 28 Average attendance levels for the three terms prior to the inspection were 95%. All pupils attend school on a regular basis and they arrive punctually at the beginning of the school day.

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

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

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
37%	60%	3%	0%	0%

- 30 The quality of teaching in lessons far exceeds all-Wales WAG targets of 95% of lessons adjudged satisfactory or better and 50% good or better.

- 31 Teachers are well-informed about the subjects they teach and of the Desirable Outcomes for under-fives' learning. They plan their lessons thoroughly and provide a wide range of interesting learning experiences for pupils.
- 32 The outstanding features of the teaching include:
- Continuous assessment that identifies which aspects of learning and teaching require further attention;
  - High expectations that enable all pupils to achieve their potential;
  - Regular opportunities for pupils of all ability levels to respond and to develop their own ideas;
  - Encouragement for pupils to work independently and to make their own decisions.
- 33 The good features found in the teaching include:
- Clear aims that are shared with pupils at the beginning of lessons and used in the plenary session to assess progress;
  - Effective class organisation and management that promote good learning;
  - Interesting presentations at the beginning of lessons that engage pupils' attention and ensure their involvement in the subject in question;
  - Pupils' mistakes and errors are used effectively as points of learning;
  - Clear instructions and explanations, particularly when setting tasks;
  - Effective use of the interactive whiteboard and of ICT resources to reinforce learning and teaching;
  - High quality resources and worksheets;
  - Good provision of a range of differentiated tasks that extend pupils of all abilities;
  - Effective plenary sessions that summarise what has been learnt and prepare for the next lesson.
- 34 In a very small number of lessons, the teaching lacked a sufficiently clear focus, the number of pupils in one group was unmanageable and insufficient attention was given to correcting pupils' spoken language.
- 35 The quality of the arrangements for assessing and recording pupils' progress is very good and they have a direct impact on the planning and the quality of learning. Teachers know their pupils well, and they provide them with clear guidelines as to how to improve their work. The quality of the annual reports to parents is very good.
- 36 The very good quality of curricular provision is one of the school's outstanding features. The curriculum is broad and balanced, the planning is thorough and it provides equal access for all learners.
- 37 The broad learning experiences provided for pupils successfully promotes their spiritual, moral, social and cultural development. They have a clear

- sense of responsibility towards the school, and their voice is recognised through the School Council.
- 38 The learning opportunities provided outside the school extend and enhance the curriculum.
- 39 The partnership with parents is very good. Parents are generous in the giving of their time and financial support for the school. There are very good links between the school and the local community.
- 40 The curricular provision promotes pupils' bilingual skills to particularly good effect. All pupils take pride in their Welshness and in their ability to speak Welsh. Very good emphasis is placed on the heritage and culture of Wales in the life of the school.
- 41 The school's commitment to providing equal access and opportunities is sound. Pupils feel that they are respected and valued.
- 42 There is very good emphasis on the teaching of sustainable development. This gives pupils a good awareness of local and national issues related to sustainability.
- 43 Pupils' learning experiences across the curriculum enable them to gain a range of valuable skills that promote the development of positive attitudes, independence and lifelong learning skills.
- 44 The quality of the care, support and guidance provided for learners is one of the school's outstanding features. The pupils are very happy at the school.
- 45 The school works closely with parents, carers and the Local Education Authority (LEA) support services on issues relating to pupils' welfare and safety.
- 46 The younger pupils settle in quickly at the school and they transfer with ease from the nursery class to the reception class. The transfer arrangements with the secondary schools ensure that pupils are happy and confident as they change schools.
- 47 Regular and appropriate attention is given to pupils' personal welfare and to health and safety issues, and practical and effective steps are taken to provide for the safety of children during their time at school.
- 48 The provision for pupils with SEN is very good and conforms in full to the statutory requirements of the Code of Practice. The quality of the work of the SEN co-ordinator is one of the outstanding features of the provision.
- 49 There are sound procedures for addressing any oppressive behaviour, bullying or any kind of harassment of other pupils.

- 50 Serious consideration is given to the diversity of pupils' backgrounds, and effective action is taken to provide appropriate support and guidance for those pupils requiring special attention. There are sound policies and procedures in place to promote gender equality.
- 51 Race relations are promoted to very good effect through careful planning and the implementation of purposeful policies. Diversity is celebrated and other beliefs and traditions feature prominently in the school curriculum.

### **Leadership and management**

- 52 The quality of the leadership provided by the headteacher is very good. She effectively co-ordinates the work of the teachers, support staff, the governing body and parents in order to give clear strategic direction to the school's development.
- 53 The school's expectations are high and this is reflected in the challenging targets set for pupils' performance at the end of both key stages.
- 54 The quality of the work of the governing body is very good. They are well-informed about the school and they co-operate effectively with the headteacher and staff.
- 55 There are effective arrangements in place for monitoring and evaluating performance. The school is well-informed about the quality of its educational provision and the standards achieved in all subjects.
- 56 The School Development Plan (SDP) is a powerful tool for guiding developments at the school and providing a clear sense of direction for its work.
- 57 The school has made very good progress since the last inspection. It has effectively addressed the key issues and there has been considerable progress in the standards of achievement in both key stages.
- 58 The number of teaching staff is adequate and they have a good range of experience and expertise. The nursery assistants and the classroom assistants make a key contribution to the quality of teaching.
- 59 There is a good supply of resources at the school for pupils of all ages, including the under-fives.
- 60 The building and accommodation offer a suitable location for teaching pupils, and for their learning and support needs.
- 61 The quality of financial management at the school is very good. The resources are used economically, efficiently and effectively, and the school provides very good value for money.

## Recommendations

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

- R1: Build on the existing self-evaluation arrangements by further developing subject co-ordinators' monitoring and evaluating skills.
- R2: Aim for excellence in all subjects by building on the good standards.

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

## Standards

### Key question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

62 The findings of the inspection team concur with the school's judgement in its self-evaluation report.

63 Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	69%	3%	0%	0%

64 The standards achieved by pupils far exceed the all-Wales WAG targets of 95% of lessons adjudged to be satisfactory or better and 50% good or better.

65 Pupils of all ages achieve good or very good standards in their knowledge and learning skills. In the under-fives classes, KS1 and KS2, there are outstanding features in the standards achieved in a number of subjects and learning areas.

66 Pupils succeed in their work, regardless of their social, ethnic or linguistic background. Pupils with SEN make good progress, and they achieve the targets set for them.

67 The overall quality of the educational provision for the under-fives is appropriate to their needs, and the children make good progress towards the Desirable Outcomes for Children's Learning. The baseline assessments indicate that the attainment levels of the majority of children at the time of their admission to school are lower than county averages.

68 The standards of achievement of the under-fives are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Creative development	Grade 2	Grade 1
Physical development	Grade 2	Grade 2

69 In KS1 and KS2, in the subjects inspected, standards of achievement are as follows:

<b>Subjects</b>	<b>KS1</b>	<b>KS2</b>
Welsh	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Design and technology	Grade 1	Grade 1
History	Grade 1	Grade 1
Music	Grade 1	Grade 1

- 70 Pupils in both key stages achieve the whole-school and individual pupil targets that are set for them.
- 71 The under-fives make very good progress in the key skills of speaking and listening, numeracy and in their use of ICT. They make good progress in their reading and writing skills.
- 72 The standards and achievement levels of pupils in KS1 and KS2 in the key skills of speaking and listening, numeracy and ICT are very good across all curriculum subjects. They make good progress in their reading and writing skills.
- 73 The successful development of pupils' bilingual skills is one of the primary aims of the school. Pupils' bilingual competency levels in both key stages show very good progress, and the vast majority are able to communicate freely, both orally and in written form, in both Welsh and English. Bilingualism, in particular the development of Welsh is very effectively integrated into all aspects of school life, including extracurricular activities.
- 74 At the end of KS1 in 2004, pupils' attainment levels in the NC subjects of Welsh, mathematics and science were slightly lower than the national average in Welsh and some 9% lower in the other two subjects. In relation to comparable Welsh medium schools in terms of the percentage of pupils receiving free school meals, the school's results were in the lowest quartile. A relatively small percentage attained Level 3 in the subjects. There are no significant differences in the performance of boys and girls.
- 75 In KS2, in 2004 and 2003, pupils' attainment levels in the NC core subjects of Welsh, English, mathematics and science were above national averages and local and national benchmarks. In relation to comparable Welsh medium schools in terms of the percentage of pupils receiving free school meals, the school's results were in the highest quartile in all four subjects. A significant percentage of pupils attained Level 5 in the subjects. Although girls outperform boys, the gap between them is not significant.
- 76 Pupils in both key stages make very good progress in their learning. They work hard in their lessons, they show high levels of motivation and make good progress towards achieving their potential. They respond enthusiastically in lessons and meet new challenges with confidence.
- 77 Pupils' awareness of the strengths and weaknesses of their work and of what is required of them to improve is developing well as they move up the school.

They are aware of the termly targets set for them by teachers, and they strive hard to achieve them. Pupils in Year 5 (Y5) and Y6 are able to evaluate their work with increasing maturity, highlighting the aspects they need to continue to address in order to make further improvement.

- 78 As pupils mature at school, they exhibit very good progress in their spiritual, personal and social skills. They develop to be responsible individuals who behave and cooperate well with their peers in school.
- 79 From a very early age at school, pupils exhibit very good co-operational skills, particularly so when working on a group task or during discussions with other pupils. By the time they get to KS2, they are able to address problem-solving tasks in a systematic and intelligent manner.
- 80 The development of independent learners of all ages is one of the primary aims of the school. When undertaking 'today's helper' duties, pupils from a very early age exhibit a particularly high degree of independence and maturity.
- 81 Pupils' creative skills in both key stages are developing well. They display skill and originality as they design and make products during their design and technology lessons.
- 82 Pupils of all ages behave well. They move about the school in an orderly manner, displaying considerable self-discipline. They have a clear understanding of what is expected of them, and are considerate and courteous. This responsible attitude has a positive impact on the progress they make and on the quality of their learning. They communicate very well with each other and with adults.
- 83 Throughout the school, pupils respect the diversity of beliefs, attitudes and cultural and social traditions. In music and geography lessons, they show an enthusiastic interest in the lifestyles of people from all parts of the world. They have a good understanding of equal opportunities issues and of fairness.
- 84 The regular visits made by pupils of both key stages to the local community and other places of interest associated with their current classroom studies make a significant contribution to extending their understanding of their community and of the world of work.
- 85 Average attendance levels for the three terms prior to the inspection were 95%. All pupils attend school on a regular basis and they arrive punctually at the beginning of the school day.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

86 The judgement of the inspection team does not match the Grade 2 given by the school in its self-evaluation report.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
37%	60%	3%	0%	0%

88 The quality of teaching in lessons far exceeds all-Wales WAG targets of 95% of lessons adjudged satisfactory or better and 50% good or better.

89 Teachers are well-informed about the subjects they teach and of the Desirable Outcomes for the under-fives' learning. They plan their lessons thoroughly and provide a wide range of interesting learning experiences for pupils.

90 The outstanding features of the teaching include:

- Continuous assessment that identifies which aspects of learning and teaching require further attention;
- High expectations that enable all pupils to achieve their potential;
- Regular opportunities for pupils of all ability levels to respond and to develop their own ideas;
- Encouragement for pupils to work independently and to make their own decisions.

91 The good features found in the teaching include:

- Clear aims that are shared with pupils at the beginning of lessons and used in the plenary session to assess progress;
- Effective class organisation and management that promote good learning;
- Interesting presentations at the beginning of lessons that engage children's attention and ensure their involvement in the subject in question;
- Pupils' mistakes and errors are used effectively as points of learning;
- Clear instructions and explanations, particularly when setting tasks;
- Effective use of the interactive whiteboard and of ICT resources to reinforce learning and teaching;
- High quality resources and worksheets;
- Good provision of a range of differentiated tasks that extend pupils of all abilities;
- Effective plenary sessions that summarise what has been learnt and prepare for the next lesson.

- 92 In a very small number of lessons, the teaching lacked a sufficiently clear focus, the number of pupils in one group was unmanageable and insufficient attention was given to correcting pupils' spoken language.
- 93 Pupils' achievements and progress are assessed fairly, accurately and on a regular basis. The quality of the arrangements is very good and they have a direct impact on the planning and the quality of learning.
- 94 Comprehensive records are kept of pupils' achievements from an early age in the nursery class to their final term in Y6. Relevant observations are also recorded on their personal and social development.
- 95 Detailed analyses are undertaken of NC test scripts in order to identify gaps in provision or shortcomings in the teaching or learning.
- 96 Teachers know their pupils well. The standard of marking is very good. Teachers' comments on pupils' work are good and they provide clear direction as to how to make further improvement.
- 97 The personal targets set for pupils assist them in gaining an understanding of the purpose of assessment, encouraging them to work harder. Pupils are aware of their targets and they discuss them regularly with their teachers.
- 98 The quality of the annual reports to parents is very good and they conform to statutory requirements. They outline pupils' achievements and skills in all subjects as well as providing other relevant personal comments.

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

**Grade 1: Good with outstanding features**

- 99 The findings of the inspection team concur with the school's judgement in its self-evaluation report.
- 100 The quality of the curricular provision is one of the outstanding features of the school. The curriculum is broad and balanced, the planning is thorough and thoughtful and it provides equal access for all learners. The school responds very well to pupils' learning needs.
- 101 A high priority is given to developing pupils' basic and key skills. Clear strategies have been adopted, such as THRASS, for improving spelling skills in English. As part of the work undertaken to gain the Quality Mark of the Basic Skills Agency, the school addressed in detail the needs of pupils who have been underachieving. A high priority is given to the development of pupils' ICT skills.
- 102 The good quality learning experiences provided outside the school setting extend and enhance the curriculum. They include visits to places of educational interest, residential courses and other activities organised in collaboration with other local Welsh medium schools.
- 103 The breadth of learning experiences provided for pupils successfully promotes their spiritual, moral, social and cultural development. They have a clear sense of ownership and responsibility towards the school and its environment. The periods of collective worship and the circle time sessions make a valuable contribution to developing pupils' understanding of spiritual, moral and social issues and to helping them to respect truth and justice.
- 104 Pupils' opinions are recognised through the School Council. Its members are given good opportunities to influence issues that affect their daily lives at school.
- 105 The partnership with parents is very good. Parents are generous in the giving of their time and financial support for the school.
- 106 Through numerous curricular visits and activities, very good links are developed with the local community. There is a good relationship with the local cylch meithrin, primary schools and other Welsh medium schools in the County, and with the relevant secondary schools.
- 107 Pupils' bilingual skills are promoted to particularly good effect. All pupils take pride in their Welshness and in their ability to speak Welsh. Welsh is successfully introduced as the medium of teaching and learning in the under-fives' classes and KS1, prior to the introduction of English at the beginning of Y3. Through careful planning in KS2, the school ensures that pupils receive

good opportunities to develop their ability to learn in both Welsh and English. Very good emphasis is placed on studying the heritage of Wales and on giving pupils direct opportunities to contribute to Welsh culture.

- 108 The school has produced a very good policy on equal opportunities that reflect the school's firm commitment to providing equal access and opportunities for all. Pupils feel that they are respected and valued. School rules and the civilised ethos encourage mutual respect amongst pupils and towards others.
- 109 There is very good provision for the teaching of sustainable development in subjects such as geography and personal and social education. This gives pupils a good awareness of local and national issues related to sustainability.
- 110 Pupils' learning experiences across the curriculum enable them to gain a range of valuable skills to develop positive attitudes, independence and lifelong learning skills. These include bilingualism, ICT competence, numeracy and personal and social skills. A strong emphasis is placed on nurturing pupils' independence as learners and on providing them with a range of experiences that allow them to plan and manage their own learning. This is an outstanding feature.
- 111 There are good links between the curricular provision and the world of work. Through their involvement in a number of small-scale initiatives where they cost, sell and prepare financial spreadsheets, the older pupils gain a greater understanding of the world of business.

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

<b>Grade 1: Good with outstanding features</b>
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- 112 The findings of the inspection team concur with the school's judgement in its self-evaluation report.
- 113 The quality of the care, support and guidance provided for learners is outstanding. The pupils are very happy at the school and there is a good relationship between them and the teaching staff. The school exudes a warm and caring ethos and pupils feel strongly that they are valued and supported. Parents are also highly satisfied with the quality of care and guidance the school offers to their children.
- 114 The school works closely with parents, carers and the LEA support services on issues relating to pupils' welfare and safety.
- 115 The younger pupils settle in quickly at the school and they transfer with ease from the nursery class to the reception class. They feel safe and comfortable at school, and they receive good support from the teachers.
- 116 The school co-operates effectively with various care agencies in order to promote pupils' health and safety. Pupils are supervised with great care whilst they are on the school grounds. There are very effective arrangements for receiving the pupils in the morning and releasing them to the care of their parents at the end of the day.
- 117 Staff are aware of the school's detailed guidelines in the area of child protection and the implementation arrangements are well established.
- 118 The provision for pupils with SEN is very good and conforms in full to the statutory requirements of the Code of Practice. Pupils' difficulties are identified at an early stage, their progress is closely monitored and there is highly effective co-operation with the parents and with LEA agencies.
- 119 The quality of the work of the SEN co-ordinator is one of the outstanding features of the provision. She has a detailed knowledge of the pupils' needs and works closely with all teachers and the learning assistants in order to ensure that all pupils receive full access to the curriculum and to all school activities.
- 120 The designated SEN governor undertakes his duties very conscientiously. He is well-informed about the school's situation and works closely with the SEN co-ordinator.
- 121 There are sound procedures for addressing any oppressive behaviour, bullying or any kind of harassment of other pupils. A number of these issues are discussed in a mature fashion during circle time sessions and at meetings of the School Council.

- 122 Serious consideration is given to the diversity of pupils' backgrounds, and effective action is taken to provide appropriate support and guidance for those pupils requiring special attention. There are sound policies and procedures in place to promote gender equality and the school addresses as a matter of urgency any stereotyping based on gender or nationality.
- 123 Race relations are promoted to very good effect through careful planning and the implementation of purposeful policies. Diversity is celebrated and other beliefs and traditions feature prominently in the school curriculum. These aspects are highlighted in music, geography and religious education lessons.

## Leadership and management

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

#### Grade 1: Good with outstanding features

- 124 The judgement of the inspection team does not correspond to the Grade 2 given by the school in its self-evaluation report.
- 125 The quality of the leadership provided by the headteacher is very good. She effectively co-ordinates the work of the teachers, support staff, the governing body and parents in order to give clear strategic direction to the school's development. Agreed aims and values are well reflected in the work of the school and the ethos it exudes.
- 126 Highly effective management systems have been established in all aspects of the work of the school. The headteacher, deputy and the Senior Management Team co-operate well in order to promote and sustain developments. All members of staff shoulder a good measure of responsibilities and the curriculum leaders undertake their duties in the areas of monitoring and evaluation with great thoroughness. Equality for all is promoted and all members of staff are encouraged to contribute actively to the life and work of the school.
- 127 The school gives due consideration to national priorities in its short and long term planning. It has recently gained Investors in People status in addition to the Quality Mark of the Basic Skills Agency. The school has already fulfilled some of the innovation requirements of the 'Healthy Schools' initiative, and is working towards completing other elements of the scheme.
- 128 The voice of pupils is effectively represented in the life of the school by the School Council. It is an important forum for discussing the ideas, aspirations and concerns of pupils of all ages.
- 129 The school has high expectations and this is clearly reflected in the challenging targets set for pupil performance at the end of both key stages.
- 130 Appropriate emphasis is placed on managing and improving staff performance. There are sound monitoring and evaluation arrangements in place, and a high priority is given to the Continuous Professional Development [CPD] programme for staff. Performance Management requirements are undertaken with great thoroughness.
- 131 The quality of the work of the governing body is very good. They are well acquainted with the school and they co-operate effectively with the headteacher and staff in order to set a strategic direction for the development of the school. They undertake their monitoring responsibilities effectively through purposeful visits to classes and through various sub-panels. They

play a proactive role in the development of the school and fully satisfy their statutory responsibilities.

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

### Grade 1: Good with outstanding features

- 132 The judgement of the inspection team does not correspond to the Grade 2 awarded by the school in its self-evaluation report.
- 133 There is a culture of self-criticism at the school and effective arrangements have been established for performance monitoring and evaluation. The self-evaluation records show that the school is well-informed about the quality of its educational provision and the standards achieved in each subject.
- 134 All curricular leaders play a proactive part in the school's self-evaluation arrangements. They refer to evidence from a number of different sources in order to come to a view on the standards achieved in their areas of responsibility. They produce comprehensive reports for staff and for the governing body. Appropriate action plans accrue from each evaluation, to be followed by purposeful planning in class. The recently developed focus on standards of achievement has led to a significant improvement in the quality of some evaluations.
- 135 Analytical and effective use is made of local and national benchmarking information in order to compare the school's performance with that of similar schools.
- 136 The school has made formal arrangements for gathering parents' views and there are good links between the school council and the governing body. This ensures that parents' and pupils' views are considered when planning any future developments.
- 137 The SDP is a powerful tool for guiding developments and for providing a clear sense of direction for the work of the school. There is a very good correlation between the priorities identified in the SDP and the outcomes of the self-evaluation arrangements. There is clear continuity and progression in the development of the school from one year to the next. Developments are planned carefully, the expected outcomes are noted, together with the proposed monitoring methods, implementation responsibilities are allocated to individuals and resources are earmarked to support the developments. The implementation of the SDP and the effects of the developments on the school are thoroughly monitored and evaluated at the end of the year.
- 138 The quality of the self-evaluation report produced by the school prior to the inspection is very good. It is concise and provides a useful overview of the school's position. It makes a judgement on all aspects of the inspection, it identifies the areas and aspects that are strengths of the school and highlights those that require further attention. This view is supported by evidence from a range of sources.

- 139 The inspection team concurred with the school's judgement in its self-evaluation document in three of the seven key questions. Inspection evidence shows that the school was too conservative in its judgements on the other four key questions. Specific reference is made to the quality of teaching and to the quality of leadership provided by the headteacher, the curricular leaders and the governing body.
- 140 The school has made very good progress since the last inspection. It has effectively addressed the key issues and there has been considerable progress in the standards of achievement in both key stages.

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

<b>Grade 1: Good with outstanding features</b>
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- 141 The judgement of the inspection team does not correspond to the Grade 2 given by the school in its self-evaluation report.
- 142 The number of teaching staff is adequate and provides a reasonable pupil:teacher ratio of 20:1. The practice of dividing Y3 into two classes for the morning sessions means that the learning groups are far more manageable. The teachers have been appropriately trained for the ages and areas they teach and they have a good range of experience.
- 143 Teachers regularly update their teaching skills and knowledge by attending county training sessions. They also take advantage of the opportunity of working in a small cluster of designated Welsh medium schools. In certain subjects, good use is made of teacher expertise through the system of class exchanges.
- 144 The nursery assistants and classroom assistants make a key contribution to the quality of teaching.
- 145 The school has a good supply of resources for all ages, including the under-fives. They are of good quality and are easily accessible for all pupils.
- 146 The building and accommodation offer a suitable location for teaching pupils, and for their learning and support needs. The buildings and grounds are kept in good condition.
- 147 The colourful displays on classroom walls and along the corridors make a significant contribution to creating an ethos of good taste in the building, and they highlight pupils' work and celebrate their achievements.
- 148 The quality of financial management at the school is very good. The resources are used economically, efficiently and effectively. Short and long-term expenditure is planned carefully, any likely budget changes are foreseen and resources are provided according to educational priorities and targets. The headteacher and governing body review and evaluate needs and the use of resources on a regular basis so as to obtain value for money.
- 149 The school provides very good value for money.

## Standards achieved in subjects and areas of learning

### The under-fives

#### Grade 2: Good features and no important shortcomings

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

#### Good and outstanding features

##### *Language, literacy and communication*

- 151 In the nursery class, the vast majority of children listen well. Their ability to understand simple instructions in Welsh increases and they make good efforts to use the language at their level of development. The majority show an interest in books and they develop well as readers. They enjoy putting marks on paper and recognise their names and learn to write their names independently.
- 152 In the reception class, the vast majority listen well to group and whole-class presentations and to stories. They respond positively to Welsh and they make every effort to use it. They receive regular and interesting opportunities to develop their spoken language, making clear progress in their use of it. They enjoy looking at books and the most able children can put a story in its correct order. They recognise some letters and familiar words, and are able to write their names independently and under copy correctly.

##### *Personal and social development*

- 153 The children in the nursery class have established a very good relationship with their peers and with other adults. They enjoy taking part in various activities that promote play and sharing. The circle time activities give them confidence to participate and to express themselves. They undertake classroom responsibilities with enthusiasm and respond positively to new cultural experiences.
- 154 The children in the reception class are eager to learn. They concentrate very well on their tasks and they co-operate easily when playing together. They undertake classroom responsibilities with increasing regularity and confidence. They learn about caring and friendship through the medium of appropriate stories and circle time sessions.

##### *Mathematical development*

- 155 In the nursery class, the children recognise their colours and are able to classify objects according to set criteria. They begin to recognise certain items of coinage. They are able to count objects and through relevant practical experiences, they come to recognise and understand the value of numbers up to at least five.

- 156 The children in the reception class are able to recognise, count and arrange numbers up to at least ten. They are also aware of larger numbers. Their mathematical skills are developing well and through role-play in the shop they come to understand the function and value of money. They correctly recognise certain 2D shapes, and through practical experiences, they come to understand about certain non-standard measures such as weighing and measurements.

***Knowledge and understanding of the world***

- 157 In the nursery class, the children's observational skills are developing very well as they play in the sand and water and as they take part in some cookery activities. They speak about themselves, their families and homes and about people and their work. Through appropriate practical experiences, they are able to create objects with different types of blocks and to play imaginatively with small world equipment. They use the computer confidently and their skills are developing well.

- 158 In the reception class, the children are able to name the days of the week in the correct order. They can discuss the weather and select the correct names to describe types of weather. They place weather symbols on a map of Wales, and some individuals have an idea of the location of their area on a map. They are aware of chronology as they discuss the events of the day and their families. They understand that seasons change and are able to discuss appropriately what kind of clothing to wear. Their observational skills are very good, as they observe water freezing and thawing. Their ICT skills are developing very well as they control the mouse to produce drawings and move objects on screen.

***Creative development***

- 159 In the nursery class, the children work effectively with paint and other media. They enjoy singing rhymes and other age-appropriate songs, and they join in the movements and accompaniment with untuned instruments. They make good use of their imagination as they engage in role-play in different situations.

- 160 The children in the reception class work enthusiastically with paint and other creative media. They conduct detailed observations as they make paintings and some individuals produce very good work. They make choices in relation to colour and medium. They are able to sing a variety of age-appropriate songs with untuned instruments, maintaining a correct beat. They correctly repeat the rhythms of words and are beginning to gain an understanding of some musical elements such as loud and quiet. They engage in imaginative role-play activities.

***Physical development***

- 161 In the nursery class, the children use small items of equipment with increasing control. Their physical skills are further developed as they play with balls and other suitable equipment. They make appropriate use of space and control

their bodies as they make large and small movements in physical education lessons.

- 162 In the reception class, they develop their fine physical skills by working with appropriate equipment. Through physical education experiences they develop their ability to follow instructions and to move confidently with age-appropriate control.

### **Shortcomings**

- 163 Pupils' physical skills need to be further extended and developed by increasing the supply of large toys and making greater use of the outdoor play area.

<b>Welsh</b>
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**Key Stage 1 - Grade 2: Good features and no important shortcomings**

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

### **Good and outstanding features**

- 164 In KS1, the pupils listen well to stories and class presentations. The vast majority are eager to take part in class discussions, to engage in impromptu role-play and to reinforce their understanding of story. They are able to recall the main elements of a story and can place events in their correct order. Individuals are confident when presenting responses and they express themselves clearly and coherently.
- 165 Reading standards are good across the ability range. The younger pupils develop very well as readers. Through a range of interesting reading activities, they become familiar with words and phrases and they correctly read simple, appropriate books at their level of development. By Y2, the pupils read fluently and meaningfully. They give appropriate attention to the words of the characters and the narrator. They have developed certain strategies to cope with unfamiliar words. The most able children know where to go to search for information from reference books.
- 166 Pupils' writing standards in KS1 are good. They make clear progress throughout the key stage. The younger pupils form letters correctly and write simple sentences independently. By Y2, pupils write short, coherent paragraphs, correctly using a number of sentence patterns. They are able to punctuate and spell structural words with a fair measure of accuracy.
- 167 Throughout KS2, the pupils listen and respond well to work across the curriculum. They listen with interest, and they make purposeful contributions to class discussions and during group discussions. By Y5 and Y6, a good number of pupils are able to respond intelligently to questions, they offer extended and unsolicited responses and are able to express and justify their viewpoints confidently.

- 168 Reading standards are good, and individual pupils are able to read very well. All pupils exhibit a healthy attitude towards reading. The majority read fluently, meaningfully and with good intonation – be it stories, non-fiction or poetry. They are able to discuss the contents and characters of stories and can express views about the books they read. They make good use of their reading skills to gather information from books and other sources.
- 169 Pupils produce a wide and varied range of written work across the curriculum and for various purposes. They display increasing mastery of a range of writing forms, and their awareness of register is good. By Y5 and Y6, they compose extended pieces of work that contain well-written and interesting portraits, letters, scripts, diaries and poetry. The older pupils have a good grasp of syntax and idioms. The standard of writing achieved by some pupils is very good. The work of the vast majority is presented neatly.

### **Shortcomings**

- 170 Although the school has developed an effective strategy for improving oral skills, pupils in both key stages exhibit errors of syntax and mutation when making oral and written responses.

<b>Mathematics</b>
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**Key Stage 1 - Grade 2: Good features and no important shortcomings**

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

### **Good and outstanding features**

- 171 Pupils in KS1 read, write and arrange numbers with increasing accuracy and they have a sound understanding of place value. They recall well a range of earlier work, they understand key concepts and can quickly and accurately recall number facts. By Y2, pupils are able to explain their work logically, count orally in steps of varying sizes and recognise simple number patterns. They have a sound understanding of money and can use fractions such as a half.
- 172 They have a sound understanding of the characteristics of 2D and 3D shapes. They recognise shapes according to their mathematical names and can describe their main features accurately. They make correct use of standard units when measuring length, mass and volume, and their understanding of time is developing appropriately.
- 173 Pupils in KS2 have a sound understanding of five digit numbers and greater and can recall and use multiplication and division facts with appropriate speed. They employ the four rules with increasing assuredness, they can offer reasonable estimated answers to arithmetical problems and they work accurately on paper and in mental calculations. By Y5, their work with decimals is highly skilled and they have a sound understanding of fractions, percentages and negative numbers.

- 174 Pupils use diagrams, graphs and mathematical notation to convey their findings and ideas with clarity to others.
- 175 Pupils are able to correctly measure and name angles and can identify the co-ordinates in 2D and 3D shapes. They select the most appropriate apparatus and measuring units to discover length, perimeter, area and mass of objects. By Y6, they have a good understanding of capacity and volume.

### **Shortcomings**

- 176 In KS1 and Y3 and Y4, pupils do not make sufficient use of a range of mental calculation strategies.

## **Design and technology**

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

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

### **Good and outstanding features**

- 177 The standards achieved by pupils in KS1 and KS2 when conducting research into various products is one of the outstanding features of their work in the subject. In KS1, pupils will look in detail at familiar products before proceeding to create their own models. Pupils in KS2 will give detailed attention to the appearance and construction of finished articles, trying to guess how they work. Often, they will use what they have learnt when making their own objects.
- 178 Pupils in KS1 work successfully with assignments involving the design and manufacture of products. They develop their own ideas, suggesting the best way to proceed and conveying their ideas by making freehand drawings. They assemble, splice and combine a wide range of materials and components, keeping a close eye on the finish of their products. They make skilful use of simple mechanisms and axles in their products. They are able to identify the main strengths of their work, in addition to noting how improvements can be made.
- 179 KS2 pupils plan and create models and structures with great skill. Their designs reflect a good awareness of the characteristics of materials, such as sturdiness and flexibility, and they can select the best design, noting good reasons for their choice. They produce original ideas and use a wide range of materials and components to create objects and models.
- 180 Pupils have a good awareness of what affects the strength of structures and buildings. They use electrical components to improve the effectiveness of their products and are able to control the movements of objects by using a computer programme. They evaluate their finished articles and make some modifications in order to improve their effectiveness.

## Shortcomings

181 There are no significant shortcomings.

## History

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

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

### Good and outstanding features

- 182 The standards achieved by pupils in KS1 and KS2 in their work on historical investigation is one of the outstanding features of their work in the subject. In Y2, pupils are very well-informed about various sources of historical information and they can attribute this to the area of study in question. By KS2, pupils conduct independent research in order to come to their own conclusions, whilst understanding that there are several possible interpretations in their use of evidence. The older pupils come to realise that every action has its consequence and they begin to understand the relationship between cause and effect. Pupils from both key stages make effective use of the Internet in order to gather historical information.
- 183 KS1 pupils' understanding of the passage of time is developing effectively and they can name several changes in their own lives and the differences between old artefacts and modern objects.
- 184 Pupils' ability to recall information about the lifestyles of people from the past is good, and they are able to intelligently discuss the feelings of children and adults, past and present, identifying some of the main differences between two historical periods. Their understanding is deepened effectively through role-play experiences.
- 185 They are able to respond knowledgeably and enthusiastically to the questions asked of them about historical issues with which they are familiar.
- 186 In KS2, pupils have a sound understanding of chronology and can place the main historical periods in correct order along a time line. They can explain the ways in which the events of the past have helped to shape the present.
- 187 Pupils in Y3 and Y4 are well-informed about the Celts and about the Tudor Period, and they have a good understanding of the customs of both periods.
- 188 The older pupils are able to describe intelligently many aspects of life during the Second World War and they are well-informed about the main personalities and events of the period. They write with great vitality about evacuees, displaying empathy and understanding of the various situations and the choices the children were forced to make.
- 189 Pupils' understanding in both key stages is enhanced by the visits made to

places of historical interest.

### **Shortcomings**

190 There are no significant shortcomings.

<b>Music</b>
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**Key Stage 1 - Grade 1: Good with outstanding features**

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

### **Good and outstanding features**

- 191 In both key stages, the effective intertwining of the three elements is apparent in pupils' work.
- 192 In KS1, the pupils sing a good variety of songs and hymns. They give attention to certain musical elements such as pitch and dynamics, and the quality of their singing is very good. Their understanding of pitch is good, and they are able to differentiate between loud and soft sounds.
- 193 They are able to correctly maintain a beat and clap rhythms. They correctly emulate complex rhythms. They follow a score carefully, paying appropriate attention to the rest.
- 194 When listening to music, their attention to differences of pace is appropriate. They discuss music with confidence. They effectively interpret music through movements.
- 195 Their recognition of a number of tuned and untuned instruments is good. They select suitable instruments to emulate various objects and to compose music to specific stimuli that correspond to their class work. This work is of a very high standard. They evaluate their performances and offer appropriate ideas to improve their performance.
- 196 In KS2, the quality of singing is very good. They sing confidently in two and three voices and they pay effective attention to elements such as pitch, breathing and dynamics. They learn to sing songs quickly. The valuable experiences they gain from singing in concerts and eisteddfodau make a very good contribution to standards in the subject.
- 197 Pupils have a good knowledge of Welsh folk songs. They experiment confidently to create ostinato, using phrases from a folk song. They perform their composition in two parts effectively, expressing their views clearly on their performance.

- 198 They recognise notation and the value of notes. They are able to compose a musical sentence to convey a specific stimulus, performing their composition confidently and offering intelligent ideas on how to improve their performance.
- 199 Following class work that included multi-cultural work, the pupils compose interesting sequences, using a wide range of musical instruments. The final performance is polished.
- 200 After listening to different types of music, they are able to differentiate between elements such as texture and structure to good effect. They then compose a short, impromptu sequence denoting structure, and they perform and evaluate their work confidently and effectively.
- 201 Some pupils take advantage of instrumental tuition, and this contributes to the standards achieved in the subject.

### **Shortcomings**

- 202 There are no significant shortcomings.

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

Having been through the inspection process in January 2005 and having studied the Inspection findings, the Staff and Governors of Ysgol Gwenffrwd are glad to be able to state that the Report is fair, positive and constructive.

The crux of the Inspection was the Self-Evaluation undertaken by the school, in consideration of the seven Key Questions, and it is pleasing to note that the Inspectors' findings confirm the school's views on standards.

The inspection process here at Gwenffrwd was both developmental and professional, and regular dialogues were held between inspectors and staff at the school and particularly with the nominee. There was an opportunity to discuss evidence, to confirm viewpoints and to speak openly on particular aspects.

The inspection acknowledges many of the school's strengths, such as the standard of the arrangements for Special Educational Needs, the care provided for pupils and the support and guidance that encourages them to become independent learners, together with the standard of leadership provided. Emphasis was placed on the success gained by pupils at Gwenffrwd in the development of their bilingual competence and their knowledge of sustainable development. Reference was also made to the standard of pupils' behaviour and the effective procedures developed by the school to seek to nurture positive behaviour and to prevent bullying. The high standards of assessment and teaching are acknowledged, rightly so given the commitment and skill of our teachers.

Particular focus was placed on standards in six key areas, where standards are acknowledged to be good with outstanding features. This again reflects the teachers' commitment to provide the best possible opportunities for the pupils in our care.

The inspection has given us an opportunity at Ysgol Gwenffrwd to look in detail at all aspects of the life of the school. The process of preparing our self-evaluation report (in the form of the seven Key Questions) was positive, and took several months to complete. However, self-evaluation is not new to the school – we have engaged in self-evaluation for several years, but the new inspection arrangements and the 'Seven Key Questions' gave us an opportunity for reflection and to take stock of our situation. At Ysgol Gwenffrwd, we have, as Staff, Governors, Parents and Pupils a comprehensive body of knowledge about standards, and it is pleasing that an external audit has reinforced those views. We feel genuinely proud of our success – success that we have gained by working as a team, working towards shared objectives. Personal and Social Education features prominently in the life of the school, and the fact that the Inspection highlighted aspects of this area as major and outstanding strengths is for us a matter of great pride.

We wish to take advantage of this opportunity to extend our sincere thanks to the three Inspectors who worked at Ysgol Gwenffrwd for the professionalism of their approach towards the inspection and to all with whom they came into contact at the school. As Staff and Governors, we feel that the school has been inspected in great detail – every single document was read and our many policies were scrutinised in

great detail. We feel also that we have had the opportunity to draw attention to new evidence if necessary, and that the Inspectors were willing to listen. We felt completely at ease working with the Inspectors throughout the week.

We now look forward to continuing to maintain and raising standards further to the best of our ability for the benefit of the pupils of Gwenffrwd.

## Appendix A

### Basic information about the school

Name of school	Gwenffrwd
School type	Community, Primary
Age-range of pupils	3-11 years
Address of school	Stryd Chwitffordd Treffynnon Sir Y Fflint
Post-code	CH8 7NJ
Telephone number	01352 713158
Headteacher	Mererid Iola Owen
Date of appointment	September 1997
Chair of governors/ Appropriate authority	Dr Mark Rowlands
Reporting inspector	Wil Williams
Dates of inspection	11-14 January 2005

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	11	24	27	21	31	22	25	18	179

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	3	9.24

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.4:1
Pupil: adult (fte) ratio in nursery classes	11:1
Average class size, excluding nursery and special classes	22.4
Teacher (fte): class ratio	1.08:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2004	95.6	96.3	97	96.3
Summer 2004	94.9	95.3	95.7	95.3
Spring 2004	94.6	94.8	95.3	94.9

Percentage of pupils entitled to free school meals	10%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

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

National Curriculum Assessment KS 1 Results 2004			Number of pupils in Y2:					31
Percentage of pupils at each level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School		3	15.2	75.8	6.1	
		National	0.5	1.5	10	63.4	24.5	
We: oracy	Teacher Assessment	School		3	15	82		
		National	1	2	12	63	22	
We: reading	Teacher Assessment	School		3	15	82		
		National	1	3	17	59	21	
We: writing	Teacher Assessment	School		3	36	55	6	
		National	1	3		65	10	
Mathematics	Teacher Assessment	School			21.2	69.7	9.1	
		National	0.3	2.2	10.5	62.5	24.4	
Science	Teacher Assessment	School			21.2	69.7	9.1	
		National	0.3	1.6	9.5	65.2	23.4	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	66.7%	In Wales	80.1%

### End of Key Stage 2

National Curriculum Assessment KS2 Results 2004			Number of pupils in Y6					18				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School							5.6	50	44.4	
		National					1	6	17	46	30	
	Test/Task	School	5.6	5.6					5.6	38.9	44.4	
		National		2	1			5	12	41	38	
Welsh	Teacher assessment	School							5.6	61.1	33.3	
		National	1				1	4	19	50	23	
	Test/Task	School	5.6						5.6	55.6	33.3	
		National	1	2		1		3	18	51	24	
Mathematics	Teacher assessment	School								50	50	
		National					1	4	19	47	28	
	Test/Task	School	5.6							44.4	50	
		National		5	1	1		4	19	43	30	
Science	Teacher assessment	School								33.3	66.7	
		National						2	13	50	33	
	Test/Task	School	5.6							33.3	611.1	
		National		2				1	10	47	38	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)	
by Teacher Assessment	by Test

Report by Wil Williams  
Ysgol Gwenffrwd March 2005

In the school	77.1%	In the school	77.1%
In Wales	70%	In Wales	71%

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

## Appendix D

### Evidence base of the inspection

- The team of three inspectors inspected work in all classes. Between them they spent eight 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;
- forty three 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;
- thirteen parents were present at the pre-inspection meeting and 35 questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

## Appendix E

### Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Wil Williams	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Mathematics, design and technology, history
Rhianwen Huws Roberts	Team	Key questions 2; 3 and 4.	Early years, Welsh, music
Wil Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

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

### Acknowledgement

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

## SUMMARY REPORT ON THE INSPECTION OF YSGOL GWENFFRWD

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

The inspection of Ysgol Gwenffrwd took place between 11-14 January 2005 . An independent team of three inspectors, led by Mr Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

Ysgol Gwenffrwd is a good school that provides high quality education for its pupils.

The inspection team concurred with the school's judgement in its self-evaluation document in three of the seven key questions. Inspection evidence shows that the school was too conservative in its judgements on the other four key questions.

## Table of grades awarded

The inspection team adjudged the school's work as follows:

Key question	Inspection grade
How well do learners achieve?	2
How effective are teaching, training and assessment?	1
How well do the learning experiences meet the needs and interests learners and those of the wider community?	1
How well are learners cared for, guided and supported?	1
How effective are leadership and strategic management?	1
How well do leaders and managers evaluate and improve quality and standards?	1
How efficient are leaders and managers in using resources?	1

## Standards

Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	69%	3%	0%	0%

The standards achieved by pupils far exceed the all-Wales Welsh Assembly Government (WAG) targets of 95% of lessons adjudged to be satisfactory or better and 50% good or better.

Pupils of all ages achieve good or very good standards in their knowledge and learning skills. In the under fives' classes, Key Stage 1(KS1) and KS2, there are outstanding features in the standards achieved in a number of subjects and learning areas.

Pupils succeed in their work, regardless of their social, ethnic or linguistic background. Pupils with special educational needs (SEN) make good progress, and they achieve the targets set for them.

The overall quality of the educational provision for the under-fives is appropriate to their needs, and the children make good progress towards the Desirable Outcomes for Children's Learning. The baseline assessments indicate that the attainment levels of the majority of children at the time of their admission to school are lower than county averages.

The standards of achievement of the under-fives are as follows:

<b>Areas of learning</b>	<b>Nursery</b>	<b>Reception</b>
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Creative development	Grade 2	Grade 1
Physical development	Grade 2	Grade 2

In KS1 and KS2, in the subjects inspected, standards of achievement are as follows:

<b>Subjects</b>	<b>KS1</b>	<b>KS2</b>
Welsh	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Design and technology	Grade 1	Grade 1
History	Grade 1	Grade 1
Music	Grade 1	Grade 1

The children in the under fives' classes make very good progress in the key skills of speaking and listening, numeracy and in their use of information and communications technology (ICT). They make good progress in their reading and writing skills.

The standards and achievement levels of pupils in KS1 and KS2 in the key skills of speaking and listening, numeracy and ICT are very good across all curriculum subjects. They make good progress in their reading and writing skills.

The successful development of pupils' bilingual skills is one of the primary aims of the school. Pupils' bilingual competency levels in both key stages show very good progress and the vast majority are able to communicate freely in both Welsh and English.

At the end of KS1 in 2004, pupils' attainment levels in the National Curriculum [NC] subjects of Welsh, mathematics and science were slightly lower than the national average in Welsh and some 9% lower in the other two subjects. In relation to comparable Welsh medium schools in terms of the percentage of pupils receiving free school meals, the school's results were in the lowest quartile. A relatively small percentage attained Level 3 in the subjects. There are no significant differences in the performance of boys and girls.

In KS2, in 2004 and 2003, pupils' attainment levels in the NC core subjects of Welsh, English, mathematics and science were above national averages and local and national benchmarks. In relation to comparable Welsh medium schools in terms of the percentage of pupils receiving free school meals, the school's results were in the highest quartile in all four subjects. A significant

percentage of pupils attained Level 5 in the subjects. Although girls outperform boys, the gap between them is not significant.

Pupils in both key stages work hard in their lessons, they show high levels of motivation and make good progress towards achieving their potential.

Pupils' awareness of the strengths and weaknesses of their work and of what is required of them to improve is developing well.

Pupils make very good progress in their spiritual, personal and social skills. They develop into responsible individuals who are able to relate well to their peers at school. They work together very well and they display very high levels of independence as learners.

Pupils' creative skills in both key stages are developing well.

Pupils of all ages behave well. They have a clear understanding of what is expected of them and are considerate and courteous. This responsible attitude has a positive impact on the progress they make and on the quality of their learning.

Throughout the school, pupils respect the diversity of beliefs, attitudes and cultural and social traditions and they have a good understanding of equal opportunities issues.

The regular visits made by pupils of both key stages to the local community and other places of interest make a significant contribution to extending their understanding of their community and of the world of work.

Average attendance levels for the three terms prior to the inspection were 95%. All pupils attend school on a regular basis and they arrive punctually at the beginning of the school day.

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

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

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
37%	60%	3%	0%	0%

The quality of teaching in lessons far exceeds all-Wales WAG targets of 95% of lessons adjudged satisfactory or better and 50% good or better.

Teachers are well-informed about the subjects they teach and of the Desirable Outcomes for under-fives' learning. They plan their lessons thoroughly and provide a wide range of interesting learning experiences for pupils.

The outstanding features of the teaching include:

- Continuous assessment that identifies which aspects of learning and teaching require further attention;
- High expectations that enable all pupils to achieve their potential;
- Regular opportunities for pupils of all ability levels to respond and to develop their own ideas;
- Encouragement for pupils to work independently and to make their own decisions.

The good features found in the teaching include:

- Clear aims that are shared with pupils at the beginning of lessons and used in the plenary session to assess progress;
- Effective class organisation and management that promote good learning;
- Interesting presentations at the beginning of lessons that engage pupils' attention and ensure their involvement in the subject in question;
- Pupils' mistakes and errors are used effectively as points of learning;
- Clear instructions and explanations, particularly when setting tasks;
- Effective use of the interactive whiteboard and of ICT resources to reinforce learning and teaching;
- High quality resources and worksheets;
- Good provision of a range of differentiated tasks that extend pupils of all abilities;
- Effective plenary sessions that summarise what has been learnt and prepare for the next lesson.

In a very small number of lessons, the teaching lacked a sufficiently clear focus, the number of pupils in one group was unmanageable and insufficient attention was given to correcting pupils' spoken language.

The quality of the arrangements for assessing and recording pupils' progress is very good and they have a direct impact on the planning and the quality of learning. Teachers know their pupils well, and they provide them with clear guidelines as to how to improve their work. The quality of the annual reports to parents is very good.

The very good quality of curricular provision is one of the school's outstanding features. The curriculum is broad and balanced, the planning is thorough and it provides equal access for all learners.

The broad learning experiences provided for pupils successfully promotes their spiritual, moral, social and cultural development. They have a clear sense of responsibility towards the school, and their voice is recognised through the School Council.

The learning opportunities provided outside the school extend and enhance the curriculum.

The partnership with parents is very good. Parents are generous in the giving of their time and financial support for the school. There are very good links between the school and the local community.

The curricular provision promotes pupils' bilingual skills to particularly good effect. All pupils take pride in their Welshness and in their ability to speak Welsh. Very good emphasis is placed on the heritage and culture of Wales in the life of the school.

The school's commitment to providing equal access and opportunities is sound. Pupils feel that they are respected and valued.

There is very good emphasis on the teaching of sustainable development. This gives pupils a good awareness of local and national issues related to sustainability.

Pupils' learning experiences across the curriculum enable them to gain a range of valuable skills that promote the development of positive attitudes, independence and lifelong learning skills.

The quality of the care, support and guidance provided for learners is one of the school's outstanding features. The pupils are very happy at the school.

The school works closely with parents, carers and the Local Education Authority (LEA) support services on issues relating to pupils' welfare and safety.

The younger pupils settle in quickly at the school and they transfer with ease from the nursery class to the reception class. The transfer arrangements with the secondary schools ensure that pupils are happy and confident as they change schools.

Regular and appropriate attention is given to pupils' personal welfare and to health and safety issues, and practical and effective steps are taken to provide for the safety of children during their time at school.

The provision for pupils with SEN is very good and conforms in full to the statutory requirements of the Code of Practice. The quality of the work of the SEN co-ordinator is one of the outstanding features of the provision.

There are sound procedures for addressing any oppressive behaviour, bullying or any kind of harassment of other pupils.

Serious consideration is given to the diversity of pupils' backgrounds, and effective action is taken to provide appropriate support and guidance for those

pupils requiring special attention. There are sound policies and procedures in place to promote gender equality.

Race relations are promoted to very good effect through careful planning and the implementation of purposeful policies. Diversity is celebrated and other beliefs and traditions feature prominently in the school curriculum.

### **Leadership and management**

The quality of the leadership provided by the headteacher is very good. She effectively co-ordinates the work of the teachers, support staff, the governing body and parents in order to give clear strategic direction to the school's development.

The school's expectations are high and this is reflected in the challenging targets set for pupils' performance at the end of both key stages.

The quality of the work of the governing body is very good. They are well-informed about the school and they co-operate effectively with the headteacher and staff.

There are effective arrangements in place for monitoring and evaluating performance. The school is well-informed about the quality of its educational provision and the standards achieved in all subjects.

The School Development Plan (SDP) is a powerful tool for guiding developments at the school and providing a clear sense of direction for its work.

The school has made very good progress since the last inspection. It has effectively addressed the key issues and there has been considerable progress in the standards of achievement in both key stages.

The number of teaching staff is adequate and they have a good range of experience and expertise. The nursery assistants and the classroom assistants make a key contribution to the quality of teaching.

There is a good supply of resources at the school for pupils of all ages, including the under-fives.

The building and accommodation offer a suitable location for teaching pupils, and for their learning and support needs.

The quality of financial management at the school is very good. The resources are used economically, efficiently and effectively, and the school provides very good value for money.

## Recommendations

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

- R1: Build on the existing self-evaluation arrangements by further developing subject co-ordinators' monitoring and evaluating skills.
- R2: Aim for excellence in all subjects by building on the good standards.

The governing body is responsible for amending the current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or 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.**