

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

**GWERNYMYNYDD PRIMARY SCHOOL
Godre'r Coed
Gwernymynydd
Mold
Flintshire
CH7 4AF**

School Number: 664/2056

Date of Inspection: 27th – 29th June, 2005

by

**Merfyn Douglas Jones
Registered Inspector: 78185**

Date: 10th August 2005

Under Estyn contract number: T/191/04P

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Gwernymynydd Primary School 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 **Gwernymynydd Primary School** took place between **27th and 29th June, 2005**. An independent team of inspectors, led by Merfyn Douglas Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Gwernymynydd County Primary School is situated in the small village of Gwernymynydd, some three miles south-west of Mold, Flintshire. It is administered by Flintshire County Council.
2. Currently, the school has a roll of 71 pupils aged 3 to 11 years, including 3 nursery children who attend on a part-time basis. All the children come from English speaking homes.
3. The pupils come from residential areas that the governing body do not consider to be socially disadvantaged. No pupils have English as an additional language. Seven per cent are entitled to free school meals. This is well below local and national averages.
4. Two pupils have a formal statement of special educational needs. One pupil is on 'school action' and two are on 'school action plus' of the Special Educational Needs (SEN) Code of Practice.
5. Including the headteacher, there are three full-time teachers and two part-time teachers. There is one part-time Classroom Support Assistant (20 hours).
6. The present headteacher was appointed in 1997.
7. The school recently achieved the Basic Skills Quality Mark.
8. The school was last inspected in April 1999.

The aims of Gwernymynydd CP School are:

- To value all children equally.
- To create a caring community in which each person (student, teacher, non-teaching staff) is accorded respect and dignity.
- To maintain highest expectations.
- To encourage each child to make full use of the opportunities and resources provided to develop their potential to the greatest extent.
- To be concerned for the education of the whole person – for the emotions as well as the intellect – and to pursue this end by concentrating on attitudes and values as well as knowledge and skills: on understanding as well as memory; and on what can be measured as well as what cannot.
- To involve parents in an active partnership between school and home.

- To encourage links between the school and the local, national and international communities of which the school is a part of.

The school's priorities and targets

9. The school's major priorities and targets for 2004 and 2005 are to:

- Improve the provision for the mathematics curriculum and resources, especially in KS2 and to develop the assessment procedures, focussing more on the key skills.
- Improve the provision for ICT within KS1.
- Further improve the provision for Art.
- Develop various managerial systems within the school in order to improve the communication process and to achieve the Investors in People Award for the school.
- Improve the appearance of the boys' toilets and of the foyer area.
- Further improve the healthy outlook of the children.
- Improve the provision for Music within the school.
- Develop a disability access plan.

Summary

10. Gwernymynydd Primary is a good school. It provides a good standard of education, care, guidance and support for every child. The school has clear aims and values, drawn up and agreed by staff and governors. The headteacher provides an effective professional leadership, leading by example.

Table of grades awarded

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

Standards

11. Overall, pupils achieve good standards in their knowledge, understanding and skills. During the inspection, pupils' general standards of achievement in lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	72%	11%	0%	0%

12. These percentages are well above the Welsh Assembly Government's all-Wales targets of 95 per cent of standards to be at least satisfactory and 50 per cent to be at least good.
13. In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Welsh as a second language	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 3	Grade 2
Physical Education	No judgement	Grade 2

14. No physical education lessons were timetabled in KS1 during the inspection and therefore there was insufficient evidence to make a judgement on pupils' standards of achievement in KS1.
15. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
16. Baseline assessments indicate that standards on entry are above the Local Education Authority averages for many children.
17. Pupils with special educational needs (SEN) make good progress and achieve targets set in their individual education programmes (IEPs).
18. Early Years children make good progress in the key skills of speaking, listening, reading, writing, numeracy and using information and communication technology.
19. In KS1, pupils make good progress in using the key skills of speaking, reading and writing. Reasonable progress in listening, numeracy and using information and communication technology. In KS2, pupils make good progress in all of the key skills.

20. Over the past three years, teacher assessment (TA) of pupils attaining level 2 or above at the end of KS1 is above county and national averages in the core subjects of English, mathematics and science.
21. End of KS2 tests in the core subjects over the last four years are consistently above local and national averages.
22. The school has consistently performed well in all subjects, in comparison with similar schools.
23. Pupils in KS2 have a good understanding of how well they are doing in their work and what they need to do to improve. This is not as well developed in KS1.
24. Across the school, pupils' bilingual competence is developing well and pupils have a good knowledge of the heritage and culture of Wales. However, their understanding of diversity is underdeveloped.
25. Pupils' creative and problem solving skills are good in KS2 and satisfactory in KS1.
26. Pupils achieve well regardless of their ability, gender or social background.
27. The pupils' overall attendance for the three terms prior to inspection was 95.1 per cent, which is good. Registration arrangements meet statutory requirements.
28. Overall, pupils are punctual at the start of the school day and lessons start on time.
29. Children in early years respond positively to the orderly ethos of their classroom. Their behaviour is good and they make good progress in the development of their personal, social and learning skills.
30. In KS1 and KS2, pupils' behaviour is good. Their attitude to learning, the interest they show in their work and their ability to concentrate are generally good. Pupils' progress in their personal, social, moral and wider development is good.
31. Collective worship complies with statutory requirements and makes an effective contribution to pupils' moral, social and cultural development, particularly in their understanding of moral issues and their responsibility for the natural world. However, pupils do not always have sufficient opportunity for quiet reflection to increase their own spiritual awareness.
32. From discussions with pupils, it is evident that they are aware that all pupils are treated the same and are given the same opportunities.

33. Pupils learn about work and develop a good understanding of their community through longstanding, established links with the local quarry.

The quality of education and training

In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	76%	10%	0%	0%

34. 90 per cent were graded as 2 or better. This is well above the target set by the Welsh Assembly Government.
35. Teachers have a very good relationship with their pupils and there is good teacher/ pupil interaction with plenty of praise and encouragement. There is a firm and consistent approach to discipline.
36. Teaching in the early years class is consistently good, providing a wide variety of activities and experiences that are clearly linked to the Desirable Outcomes for Children’s Learning.
37. Teachers plan effectively for the development of pupils’ knowledge and understanding. However, planning for the use of key skills across the curriculum is inconsistent and lacks focus.
38. Generally, teachers match work well to pupils’ abilities, including those with special educational needs (SEN). However, differentiation is often by outcome rather than ability, in the foundation subjects, particularly between year groups, and the higher achieving pupils are not sufficiently challenged in certain subjects.
39. Where teaching was graded as 3, both lessons lacked challenge and motivation.
40. The school has good arrangements for assessing and recording pupils’ development. However, there is no agreed policy on marking pupils’ work and, as such, the quality of marking is inconsistent across the school.
41. Teachers regularly assess pupils in Years 1 to 6 in the core subjects. They keep appropriate records of pupils’ progress and make good use of assessment data, particularly in Key Stage 2.
42. The school sees the early identification of pupils with special educational needs as essential for their success and teachers do this well.
43. Portfolios of examples of levelled work, introduced in English, have been effective in helping teachers to make accurate assessments and set challenging but realistic targets. The school has identified the introduction of these portfolios for mathematics and science as the way forward. Assessment in non-core subjects is still at an early stage of development.

44. Reports to parents are of good quality and include individual handwritten comments. Although reports to parents meet requirements, the usefulness of comments is sometimes inconsistent.
45. The school provides a broad and relevant curriculum for all pupils. It meets all legal requirements. However, progression across the school is inconsistent.
46. The school promotes personal and social education very well and pupils are encouraged to be kind and respect each other from an early age.
47. The school is very effective in promoting bilingualism and Welsh culture to its pupils but they have insufficient opportunity to examine the diverse cultures represented in Wales and in Britain today.
48. The school provides good opportunities for pupils to visit places of interest and learn from visitors to the school. Although the school has begun to consider some sustainable development issues, it has correctly identified this as an area for development.
49. Year 6 children are beginning to develop some early entrepreneurial skills. However, these skills are underdeveloped in other year groups.
50. Pupils are cared for, guided and supported well in a caring atmosphere. The school provides a good support system for pupils, both before they begin Nursery and when transferring to the High school.
51. An outstanding feature of the school is the high quality personal care and support that pupils receive and the very good provision for their personal and social education
52. In discussions pupils emphasise the friendliness of the school and the lack of any oppressive behaviour or bullying.
53. The school has good procedures in place to monitor pupils' punctuality, attendance, behaviour and performance.
54. Governors have a Health and Safety Committee which monitors risk assessment procedures. There are designated staff for First Aid and the headteacher is the designated person with responsibility for Child Protection.
55. Although pupils are taught tolerance and respect as part of their personal and social education, the school does not sufficiently raise awareness of cultural and racial diversity.
56. The quality of provision for pupils with SEN is very good and complies with the requirements of the Code of Practice and the Welsh Assembly Government framework for inclusive education.

57. There are no gender imbalances and although classes are of mixed ability, teachers provide differentiated activities. However, tasks do not always match pupils' abilities, particularly between year groups in the foundation subjects.

Leadership and management

58. The school has clear aims and values, drawn up and agreed by staff and governors who are fully committed to raising standards and providing a caring and sharing environment.
59. The headteacher has clear expectations and provides an effective professional leadership.
60. The SDP is a good working document, which clearly sets targets that are outcomes of the school's self-evaluation process.
61. The governing body has a very good oversight of the budget and supervises expenditure well. It is supportive and generally has good awareness of its responsibilities.
62. All members of staff and governors contribute to the process of self-evaluation and are fully aware of the findings. Evidence is drawn from the assessments made of all aspects of school life and action for improvement is based on that evidence.
63. Although there is a successful system for tracking pupils' progress in KS2, it is underdeveloped in KS1, and there is no whole school strategy for tracking pupils' progress from early years to the end of KS2.
64. The school has made good progress since the last inspection. Each of the key issues has been well addressed.
65. Accommodation for pupils is good and provides adequate space for teaching and learning.
66. The school is well staffed with a good number of qualified teaching and support staff for the number of pupils on roll.
67. The school has sufficient good quality learning resources to meet the needs of the curriculum and all pupils.
68. The finance committee regularly monitors school finances, and budget setting is closely linked to the priorities identified in the SDP.
69. The school provides an education that gives good value for money.

Recommendations

- Raise standards in art in KS1 and address the shortcomings identified in other subjects.
- Develop and implement a policy for:
the planning and delivery of key skills across the curriculum, and
the marking of pupils' work, to ensure consistency across the school.
- Further develop a whole school strategy for tracking pupils' achievements from Early Years to the end of KS2, to monitor and ensure progression, and continue to create portfolios of pupils' work in the core subjects.
- Improve the quality of differentiation, particularly between year groups, and provide more challenge for high achieving pupils.
- Increase opportunities to improve pupils' spiritual development and their understanding of diversity.
- Improve quality of reports to parents in terms of consistency of comments about what pupils know and can do, and about how they can improve.

The governing body is responsible for amending its 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 a summary of it, will be circulated to all parents at the school.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

70. The findings of the inspection team match the judgements made by the school in its self-evaluation.
71. In this inspection, six subjects were inspected. The standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	2	2
Science	2	2
Welsh as a second language	2	2
Geography	2	2
Art	3	2
Physical Education	No judgement	2

72. Pupils' standards of achievement in the areas of learning and subjects during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	72%	11%	0%	0%

73. These percentages are well above the Welsh Assembly Government's all-Wales targets of 95 per cent of standards to be at least satisfactory and 50 per cent to be at least good.
74. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
75. Baseline assessments indicate that standards on entry are above the Local Education Authority averages for many children.
76. Pupils with special educational needs (SEN) make good progress and achieve targets set in their IEPs.
77. Early Years children make good progress in the key skills of speaking, listening, reading, writing, numeracy and using information and communication technology.
78. In KS1, pupils make good progress in using the key skills of speaking, reading and writing and reasonable progress in listening, numeracy and

using information and communication technology. In KS2, pupils make good progress in all of the key skills.

79. Across the school, pupils' bilingual competence is developing well and pupils have a good knowledge of the heritage and culture of Wales. However, their understanding of diversity is underdeveloped.
80. Pupils' creative and problem solving skills are good in KS2 and satisfactory in KS1.
81. Pupils achieve well regardless of their ability, gender or social background. From discussions with pupils, it is evident that they are aware that all pupils are treated the same and are given the same opportunities to reach agreed goals and targets.
82. Over the past three years, teacher assessment (TA) of pupils attaining level 2 or above at the end of KS1 is above county and national averages in the core subjects of English, mathematics and science.
83. In 2005, 100 per cent of pupils attained level 2 in mathematics and science but there were no level 3s. In English, 25 per cent attained level 3 with 8 per cent at level 1 and 67 per cent at level 2. Nationally, 83 per cent attained level 2 or above in English, 87 per cent in mathematics and 88 per cent in science.
84. End of KS2 test results in the core subjects over the last four years are consistently above local and national averages. In 2005, 100 per cent of pupils achieved level 4 or above in English and science, and 86 per cent in mathematics. Only 6 pupils were involved in the assessment process this year.
85. The school has consistently performed well in all subjects in comparison with similar schools.
86. Pupils have a good understanding of how well they are doing in their work and what they need to do to improve. KS2 pupils are involved in setting their own personal targets and in evaluating their own progress.
87. Most pupils are well motivated and have a good attitude towards learning. They acquire new knowledge and skills and make effective use of time.
88. The pupils' overall attendance for the three terms prior to inspection was 95.1 per cent, which is good in relation to local and national averages. Registration arrangements meet statutory requirements and closely follow WAG Circular 3/99.
89. Overall, pupils are punctual at the start of the school day and lessons start on time.

90. Children in early years respond positively to the orderly ethos of their classroom. Their behaviour is good and they make good progress in the development of their personal, social and learning skills.
91. In KS1 and KS2, pupils' behaviour is good. Their attitude to learning, the interest they show in their work and their ability to concentrate are generally good.
92. Pupils successfully learn about work and develop an understanding of their community through longstanding, established links with the local quarry. There is much evidence of work done over the years with materials from the quarry. They also have links with the local senior citizens.
93. Pupils' progress in their personal, social, moral and wider development is good. Older pupils look after younger children and they are caring and supportive towards one another. Pupils are very polite and well mannered when speaking to adults and other children. They are extremely helpful and friendly towards visitors and anyone new to the school. Teachers expect pupils to be independent and behave responsibly and, as a result, older pupils demonstrate a high level of maturity when working with minimum supervision and in group situations.
94. The school effectively promotes sound moral values and pupils understand the need for fairness and equality. They explain the importance of having an agreed set of rules. Pupils learn to develop self-discipline and behave well.
95. Pupils develop a growing awareness of the need to provide support for those less fortunate than themselves. They explain how they have raised money to provide for a school in Africa. Pupils do not always have sufficient opportunity for quiet reflection to increase their own spiritual awareness.
96. Through their work in personal and social and religious education pupils develop respect for others. Older pupils begin to develop an understanding of what faith means to different groups of people.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

97. The findings of the inspection team match the judgements made by the school in its self-evaluation.
98. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	76%	10%	0%	0%

99. Ninety per cent were graded as 2 or better. This is well above the target set by the Welsh Assembly Government.
100. Teachers have a very good relationship with their pupils and there is good teacher/ pupil interaction with plenty of praise and encouragement. There is a firm and consistent approach to discipline.
101. Teaching in the early years class is consistently good, providing a wide variety of activities and experiences that are clearly linked to the Desirable Outcomes for Children's Learning.
102. Teachers' medium term planning is detailed and identifies key skills and opportunities for assessment. Short-term plans have very clearly defined learning objectives but they do not give a clear indication of how to develop the key skills or how to assess what pupils have learnt.
103. Most classes have a favourably low pupil/teacher ratio and this helps teachers to have a good grasp of the progress made by each pupil in his or her learning. They know their pupils very well and use a range of teaching methods and resources to motivate them. Equality of opportunity is promoted well by all teachers.
104. Teachers demonstrate a good knowledge and understanding of the subjects they teach, and a good feature is the effective use of teachers' expertise in different subjects. Teachers display very good coaching skills and effective use is made of the specialist expertise of the leisure centre staff to challenge and develop pupils' swimming skills.
105. Teachers plan effectively for the development of pupils' knowledge and understanding. However, planning for the use of key skills across the curriculum is inconsistent and lacks focus.
106. Generally, teachers match work well to pupils' abilities, including those with special educational needs (SEN). However, differentiation is often by outcome, rather than ability, in the foundation subjects, particularly between year groups. The higher achieving pupils are not sufficiently challenged in certain subjects.
107. Where teaching was graded as 1, there were outstanding features, which included a very effective use of open questioning, high expectations and a very good mix of teaching techniques.
108. Where teaching was graded as 3, both lessons lacked challenge and motivation.

109. Pupils' creative and problem solving skills are developed well in KS2 but, in KS1, there is an overuse of worksheets, which often restrict pupils' thoughts and imagination.
110. Planning for the promotion of pupils' bilingual skills is good, with regular experiences and opportunities during the day.
111. There is no agreed policy on marking pupils' work and, as such, the quality of marking is inconsistent across the school. The school has correctly identified the need to develop a consistent marking policy. Marking of pupils' work is carried out regularly and positive comments encourage pupils' self belief. Guidance on how pupils may improve their work and what they need to do next is not yet well established.
112. The school has good arrangements for assessing and recording pupils' development. Pupils are assessed on entry to the nursery using the county baseline tests and they are assessed again in reception.
113. Teachers regularly assess pupils in core subjects and in reading and spelling to identify pupils requiring extra support. Levels of attainment are recorded and targets are set for the next academic year. The school keeps appropriate records of pupils' progress and makes good use of assessment data, particularly in Key Stage 2. As part of the Basic Skills quality initiative, pupils in Years 3 to 6 are carefully tracked, and those pupils needing extra support or challenge are identified and targeted.
114. The school sees the early identification of pupils with special educational needs as essential for their success and teachers do this well.
115. The school has recently introduced a clearer system of sharing information on pupils' development between Early Years and Key Stage 1. This indicates where high attaining pupils have exceeded early learning goals and have achieved some of the National Curriculum levels. This ensures that pupils are given suitable activities to build on their previous learning and help them continue to make good progress.
116. The school also has very good arrangements for providing detailed information on pupils to the local High school.
117. Portfolios of examples of levelled work, introduced in English, have been effective in helping teachers to make accurate assessments and set challenging but realistic targets. The school has identified the introduction of these portfolios for mathematics and science as the way forward. Assessment in non-core subjects is still at an early stage of development.
118. Reports to parents are of good quality and include individual handwritten comments. Although these reports meet requirements, the usefulness of comments is sometimes inconsistent. Some comments are too descriptive and focus on coverage of the curriculum rather than what pupils actually

know, understand and can do. The way forward is also sometimes unclear.

119. Parents have appropriate opportunities to meet with teachers to discuss their children's achievements and progress. The school has an open door policy for parents wishing to discuss any matters of concern.
120. Parents of pupils with SEN are encouraged to be involved in their children's education and are kept fully informed of targets, progress and achievement.
121. Records and reports are freely available to all who have a legitimate reason to view them. Statutory requirements for the assessment and reporting on the National Curriculum are met.
122. The school has begun to involve older pupils in assessing their own progress and setting targets for improvement. Although this is at an early stage, these pupils know what their targets are and what they need to do to improve.

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

Grade 2: Good features and no important shortcomings

123. The findings of the inspection team do not match the school self evaluation report because there are still some areas for development with regards to progression, particularly in KS1.
124. The school provides a broad and relevant curriculum for all pupils. Schemes of work comply with the National Curriculum Programmes of study and give guidance to teachers as well as providing activities that address other areas of interest and development for pupils.
125. This is similar to the findings of the last inspection, although the school has responded to changing times by providing a breakfast and after school club, in addition to extra curricular activities in sport and music.
126. The overall quality of the education provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. This was a shortcoming in the previous inspection.
127. The school promotes personal and social education very well and pupils are encouraged to be kind and respect each other from an early age. The provision that the school makes for pupils' social and personal development follows closely the ACCAC Framework for PSE.
128. The school takes good advantage of county led initiatives to involve pupils in curriculum enrichment. Pupils benefit from regular swimming lessons

and the school has a 'healthy schools' award. Specialist violin tuition is also available on a weekly basis. There are residential, historical, drama, sporting and scientific trips. There are speakers on drug awareness and global citizenship.

129. The curriculum meets all legal requirements. There are appropriate policies for the teaching of sex education, drugs awareness and personal and social education. Pupils in Year 6 receive sex education from the school nurse, and the local police delivers drugs awareness. There are road safety initiatives and cycling proficiency tests for older pupils.
130. Collective worship complies with statutory requirements and makes an effective contribution to pupils' moral, social and cultural development, particularly in their understanding of moral issues and their responsibility for the natural world.
131. The school provides a good range of activities to meet the needs of learners and to some extent the wider community. There are links with local industry for the provision of technology materials and with teacher training organisations. There is an opportunity for parents to take part in learning activities and discover more about what their children learn in school.
132. Workshops for parents help pupils to understand the concept of lifelong learning. Older pupils develop a good understanding of the world of work through opportunities that the school provides for them to explore the history of employment in the local area in comparison to present day employment.
133. The school is very effective in promoting bilingualism and Welsh culture to its pupils and the wider community. Pupils develop a strong sense of belonging to an ancient yet modern culture.
134. The school provides good opportunities for pupils to visit places of interest and learn from visitors to the school. Through their work in geography, pupils are encouraged to compare their own way of life with that of Kenya but they have insufficient opportunity to examine the diverse cultures represented in Wales and in Britain today. The school has correctly identified this as an area for development.
135. There is a very good transition policy to help pupils move successfully from primary school to high school. Bridging units of work linked to the next stage of education are used to help pupils make a smooth transition academically. There are good links with the playgroup and the Early Years teacher visits them to meet children due to begin school. The children also have an opportunity to visit the school.
136. Although the school has begun to consider some sustainable development issues, it has correctly identified this as an area for development. Currently pupils take gas and electricity readings each week and these are

discussed at assembly. There are appointed litter monitors. The school has been awarded the first stage of 'Healthy Schools' and is working towards the second stage.

137. Year 6 children are beginning to develop some early entrepreneurial skills when they plan and organise a coffee morning to which the local senior citizens are invited. The proceeds go towards buying desks for children in the third world. However, the focus of the activity is usually less on developing business skills than on fundraising. Pupils in Years 3 to 6 also raise funds by making items to sell at the annual PTA fair.

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

Grade 1: Good with outstanding features.

138. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as grade 2 and underestimating the very good quality of provision.
139. Pupils are very well cared for, guided and supported. The school provides a very safe and caring learning environment.
140. The school has made good progress since the last inspection and has taken steps to ensure that there are sufficient lunchtime staff to safely supervise the number of children.
141. Pupils are cared for guided and supported well in a caring atmosphere. The family ethos of the school ensures that every pupil feels valued and included. The school seeks the help of external agencies when this is necessary and ensures that parents and carers are fully involved in discussions about support services and care arrangements for their children.
142. The school has very good partnerships with parents and at the meeting prior to the inspection there was overwhelming support from them for the quality of education their children receive. The school holds parents information sessions to raise awareness of new developments in education. There is a thriving Parent/Teacher Association (PTA), and regular newsletters keep parents informed about activities.
143. The school provides a very good support system for pupils, both before they begin Nursery and when transferring to the High school. This ensures that pupils feel safe and secure and achieve their full potential. Throughout the school those pupils moving to the next stage of their education are supported well.
144. An outstanding feature of the school is the high quality personal care and support that pupils receive and the very good provision for their personal

and social education. Staff know the children very well and have a genuine concern for their well-being. All pupils are valued and included.

145. The school has a very effective personal and social education policy and has implemented circle time to encourage pupils to talk about any issues that may be of concern to them.
146. Although there is no formal 'buddying' scheme, older pupils naturally take care of the younger children. In discussions pupils emphasise the friendliness of the school and the lack of any oppressive behaviour or bullying. Pupil surveys indicate that pupils feel safe at school. There is currently no School Council and the school has correctly identified this as a priority for development.
147. The school successfully promotes the importance of good health to pupils and their families through taking part in the 'Healthy Schools' initiative and preparing to introduce 'Fruit Friday'. Positive links with the school nurse and community police constable further enhance provision for safety, health and hygiene. The school has also begun to develop better playground facilities to engage pupils' interest and promote healthy activities at break times.
148. The school has good procedures in place to monitor pupils' punctuality, attendance, behaviour and performance. Registers are marked and kept appropriately. Parents co-operate well by informing the school of absences and this supports the good levels of attendance. Home/school agreements are clear and accepted by all parents.
149. Governors have a Health and Safety Committee, which monitors risk assessment procedures. There are designated staff for First Aid and there are no children currently on role with specific physical or medical needs.
150. The headteacher is the designated person with responsibility for Child Protection. All staff, including cleaners and the caretaker, are trained in Child Protection procedures and to recognise the signs of any abuse. They are familiar with Child Protection Policy adopted by the school.
151. The school complies with requirements in its Racial Equality Policy and has good procedures for dealing with any incidents. There is also a statement of Equal Opportunities. Although pupils are taught tolerance and respect as part of their personal and social education, the school does not sufficiently raise awareness of cultural and racial diversity.
152. Clear policies exist in relation to good behaviour and anti-bullying. Parents and governors say there is no evidence of bullying and none was observed during the inspection. PSE and Circle Time are used to re-enforce the school policies.
153. The quality of provision for pupils with SEN is very good and complies fully with the requirements of the Code of Practice and the Welsh Assembly

Government framework for inclusive education. Systems for assessing and identifying the learning and behavioural needs of pupils are very good. This is an outstanding feature.

154. The school identifies children with SEN early and these pupils are given high quality intervention strategies and support as soon as possible. The specialist teacher makes good use of her expertise and this benefits pupils and enables them to make very good progress. Record keeping is thorough and up to date. All pupils have individual educational plans (IEPs) with clear targets identified. Pupils with SEN are provided with equal access to the curriculum through differentiated tasks that combine the correct level of challenge with appropriate support. Some of the specialist teaching is undertaken in a withdrawal group and at other times pupils are well supported by a learning assistant.
155. The support given to pupils whose behaviour impedes their progress and that of others is very good. Very effective measures are in place and consistently used by all staff.
156. There are no gender imbalances and although classes are mixed ability, teachers provide differentiated activities. However, these are not always sufficiently challenging for the high achieving pupils.
157. The school promotes good attitudes to learning through encouraging pupils to be independent learners. In discussion, pupils explain that learning is a continuous process and that age is not a barrier. They know that reading newspapers and magazines, watching interesting TV programmes and listening to the radio as well as using the library and the Internet to research information, can be part of this process.
158. Teachers give careful consideration, when purchasing new resources, to avoid stereotyping pupils by gender, race or disability. All pupils receive equal treatment across the curriculum. They have equal access to resources and activities.

Leadership and management

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

Grade 2: Good features and no important shortcomings

159. The findings of the inspection team differ from the judgement of grade 3 made by the school in its self-evaluation because the shortcomings of staff reviews and job descriptions, previously identified by the school, have now been successfully addressed.

160. The school has clear aims and values, drawn up and agreed by staff and governors who are fully committed to raising standards and providing a caring and sharing environment.
161. The headteacher has clear expectations and provides an effective professional leadership. He leads by example, teaching the years 5 and 6 class every morning and dealing with administrative matters in the afternoons.
162. He has created a good working environment, within which staff support each other with their individual expertise. He is a hard working and caring person who is well respected by parents and the local community, and who has a positive impact on the ethos of the school.
163. Subject leaders are well informed and meet regularly to plan and review developments. They successfully monitor the work of the pupils and are well aware of the school's strengths and areas for development. At present, the headteacher is the only person who monitors teaching across the school.
164. The school takes good account of national priorities, works closely with other schools and joins in local cluster initiatives.
165. There is an effective staff appraisal process which links both teachers' professional development and the priorities set by the school in its development plan (SDP).
166. The SDP is a good working document, which clearly sets targets that are outcomes of the school's self-evaluation process. Although details of the financial implications for each target are not identified in the SDP, these are clearly set out for the finance committee in a separate document.
167. The governing body has a very good oversight of the budget and supervises expenditure well. Governors are updated about the work of the school through termly headteacher reports. The SDP is an agenda item at every meeting. Targets are regularly set, monitored and reviewed. They are realistic and successfully met.
168. The governing body has committees monitoring premises, finance and curriculum. There is a nominated governor to oversee special educational needs in the school. The governing body is kept well informed of all these aspects and uses this knowledge to set the school's strategic direction.
169. The governing body is supportive and generally has good awareness of its responsibilities. There are some minor items missing in both the governors' report to parents and the school prospectus.

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

Grade 2: Good features and no important shortcomings

170. The findings of the inspection team match the judgements made by the school in its self-evaluation.
171. Self-evaluation procedures are comprehensive and effectively based on first hand experience.
172. All members of staff and governors contribute to the process of self-evaluation and are fully aware of the findings. Evidence is drawn from the assessments made of all aspects of school life and action for improvement is based on that evidence. The staff work together well to bring about improvement.
173. Although some account has been taken of the views of pupils and parents, there is no formal procedure in place.
174. Subject leaders regularly and effectively monitor standards through scrutiny of pupils' work and when teaching in different year groups and classes. A rolling programme of classroom observations to monitor teaching and learning is undertaken by the headteacher.
175. Standards attained in school and national assessments, including baseline assessment, are closely analysed in relation to local and national data and to individual targets previously set by the school. This analysis helps to identify trends and shortcomings and to set individual targets.
176. Although there is a system for tracking pupils' progress in KS2, there is no whole school strategy for tracking pupils' progress from early years to the end of KS2.
177. The self-evaluation report accurately and clearly identifies the school's strengths and areas for development, and these are used to inform the priorities in the school development plan (SDP).
178. Targets are set in the SDP and these are regularly monitored and reviewed by staff and governors. The governing body ensures that each target is fully supported by appropriate resources.
179. Performance management contributes well to the identification of teachers' professional needs and staff training is closely linked to the objectives in the SDP.
180. The steady rise in pupils' standards of achievement in recently targeted areas, such as reading, indicates the effectiveness of the school's planning for improvement.

181. The school has made good progress since the last inspection. Each of the key issues has been well addressed.
182. The inspection team agreed with the judgements made by the school on three of the seven key questions. The shortcomings identified by the school in key question 5 had been rectified by the time of the inspection and this is an indication to the honesty of the report. Where there was a difference in judgements, the inspection team identified outstanding features in key questions 4 and some minor shortcomings in key questions 3 and 7.

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

Grade 2: Good features and no important shortcomings

183. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report because there is only one outstanding feature.
184. The school has made good progress since the last inspection.
185. The deficiencies in the supply of play equipment for young children have now been addressed. The school now provides a greater range and quantity of non-fiction books for older pupils, and artefacts for religious education and history are supplemented through the library scheme. The school has developed the infant accommodation and pupils under five have adequate space for their development.
186. Accommodation for pupils is good and provides adequate space for teaching and learning. There is sufficient space for withdrawal of pupils for specialist teaching or support and for pupils to work independently.
187. Work to allow improved disability access has been scheduled to commence immediately after the inspection. The school has recently installed finger guards to some of the doors and dark paint has been applied to some of the doorframes to aid any pupils or visitors with visual impairment.
188. The School Development Plan is used to regularly identify an area of the building or grounds that need to be improved and this ensures that the school is well decorated and adequately maintained. The school is additionally decorated with quality displays of pupils' work and this makes the classrooms and work areas into an attractive learning environment.
189. However, the accommodation for the headteacher is much too small and claustrophobic to provide an adequate, safe or appropriate location for conducting parental interviews. The computer suite is also unpleasantly hot in very warm weather and this does not provide a healthy environment for staff or pupils.

190. The school is well staffed with a good number of qualified teaching and support staff for the number of pupils on roll. There is a good balance of youth and experience amongst both teaching and support staff.
191. The school is well supported by an efficient school clerk, and the caretaker and cleaning staff ensure that the school is clean and well maintained. Lunchtime staff contribute well to pupils' personal and social development.
192. All staff receive training and have their skills regularly updated. They also have access to continuing professional development. Teachers identify their own personal training needs as part of their Performance Management and attend appropriate training courses. Teaching is monitored and useful feedback indicates the way forward. There is good training and support for non-teaching staff.
193. Very good use is made of teaching and support staff within the school. Teachers change classes for a number of subjects including Welsh and religious education. This ensures that specialist staff are effectively deployed throughout school to improve standards. Support staff are well-managed and actively engage with pupils and this contributes to effective learning.
194. The school has sufficient good quality learning resources to meet the needs of the curriculum and all pupils. Efficient and effective use is made of all available resources and these are suited to the educational context, age and ability of the pupils. The school makes good use of the county library for resources and artefacts as well as for books.
195. The school uses the local environment well to promote learning. Pupils visit the quarry and Loggerheads Country Park for the study of geography, history and science.
196. The Finance committee regularly monitors school finances and budget setting is closely linked to the priorities identified in the SDP. Although priorities are costed, these are not clearly stated in the document but are identified in another.
197. Large expenditure is discussed at Governing Body level. The school has fully met the 24 tasks for teachers' workload agreement and employs an ASW to enable it to do so. The school provides an education that gives good value for money.
198. The school benefits from external funding through grants from the local church foundation and the Community Council, and spending is well managed to support the work of the school. The building is available for hire and any profits are designated to benefit pupils.
199. The school complies with the recommendations of the most recent financial audit.

Standards achieved in subjects and areas of learning

Mathematics

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

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

Good features

200. Pupils in Years 1 and 2 make good progress overall in mathematics.
201. Year 1 pupils count accurately to twenty in twos using odd or even numbers. They easily spot the missing numbers from a number line. They use their knowledge of number bonds and operations to help them mentally add and subtract quickly, and to correctly work out the missing number in a simple sum.
202. Pupils in Years 1 and 2 recognise and describe the properties of 2D and 3D shapes. Older pupils correctly name and describe hexagons, pentagons and octagons and note lines of symmetry.
203. Year 2 pupils confidently explain how to decide whether a two-digit number is odd or even. Higher attaining pupils in Year 2 begin to apply this knowledge to three digit numbers, selected at random.
204. Year 2 pupils also develop good recall of times tables and begin to explain the emerging patterns they see. Higher attaining pupils notice the pattern in numbers when they add 11.
205. Pupils develop a good understanding of the purpose of mathematics because they use and apply what they have learnt to their work in other subjects. They make tally charts to record numbers of plants and trees found in the local environment and construct bar charts to illustrate methods of transport.
206. Pupils in KS2 make good progress in mathematics. They show obvious interest and enthusiasm for the subject and this has a very positive effect on their learning. They work very well together when co-operating in pairs and groups and this interaction also increases their knowledge and understanding.
207. Most pupils develop a good range of mental strategies that enable them to make accurate calculations appropriate for their age and ability. Pupils in Year 3 and 4 mentally add two digit numbers accurately and clearly explain their method to their peers.
208. Year 4 pupils experiment with different ways of calculating their answers and they clearly recognise that multiplication is repeated addition.

209. Year 3 pupils know that there are 60 minutes in an hour and that digital time always shows the number of minutes past the hour. They explain that minutes after 30 are closer to the next hour than the hour displayed. Year 4 pupils accurately convert analogue and digital time from one to the other.
210. Pupils in Year 5 know the correct procedure for calculating the mean of a group of numbers and pupils in Year 6 accurately work out the range and median. Year 5 pupils apply their secure understanding of place value when quickly adding large numbers. Pupils in Year 6 confidently use a multiplication grid to multiply large numbers. They investigate whether the order in which operations are carried out affect the result.
211. Pupils of all ages effectively apply what they have learnt in mathematics to their work geography and science. For example, Year 5 pupils use their previously acquired knowledge when deciding on the most appropriate scale for a bar chart to display information from their traffic survey.

Shortcomings

212. In KS1, pupils' investigative and problem solving skills are underdeveloped.
213. In some lessons, higher attaining pupils, particularly in Year 2, make insufficient progress.

Science

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

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

Good features

214. In both key stages, pupils develop their scientific skills and vocabulary effectively. They predict sensibly and understand the importance of a fair test. In KS2, they have a good understanding of the principles involved in conducting a fair test.
215. In KS1, pupils sort different materials using various criteria and describe their characteristics correctly. They understand why different materials are used for different functions.
216. Pupils effectively understand the distinction between living and non-living things.
217. They develop a strong understanding of simple forces through practical investigations and record their findings in various ways, including block graphs.

218. Pupils understand the role their senses play in their daily lives and can identify sources of light and sound. They appreciate the importance of a balanced diet.
219. In KS2, pupils have a good understanding of the human body and the functions of the major organs. They are aware of what is good and what is bad for the body.
220. They successfully explain the connection between the earth, the moon and the sun and the way the position of the sun affects shadows and creates night and day.
221. Their understanding of forces, magnetism and electricity is good.
222. Pupils understand what plants need for healthy growth and are knowledgeable about the different types of environments that plants and animals need to survive successfully.
223. Good use is made of correct terminology and pupils observe carefully, record accurately and give reasons for their findings.

Shortcomings

224. More able pupils' skills in designing their own experiments and methods of recording are underdeveloped.

Welsh as a second language

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

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

Good features

225. Pupils are introduced to Welsh early in the Nursery and Reception classes and they respond positively.
226. They have a very good attitude towards the learning of the language and this has a positive impact on pupils' achievement.
227. Pupils in both key stages sing hymns and repeat prayers in Welsh well. They respond well to simple greetings, instructions and questions and they pronounce words clearly when speaking and reading.
228. In KS1, pupils count to twenty and beyond, name colours correctly and make simple comments about how they feel and about the weather. They discuss their likes and dislikes, mimic a range of actions and use the correct vocabulary to identify different positions.
229. They write simple statements and comments.

- 230. KS2 pupils confidently answer a wide range of questions about themselves on a daily basis. They respond in full sentences, often extending them with simple conjunctions and using the past tense.
- 231. They enjoy listening to stories and can answer questions about the characters and their activities accurately and confidently. They read aloud to a good standard of accuracy and fluency.
- 232. They write appropriately in their workbooks.

Shortcomings

- 233. There are no important shortcomings.

Geography

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

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

Good features

- 234. KS1 pupils progress well and enjoy their work in geography.
- 235. Pupils understand that maps and plans are used to represent real places. They successfully use simple plans to locate features of their school or classroom. Pupils in Years 1 and 2 draw their own maps and design their own imaginary playground. They correctly draw play items in plan view and describe to each other how best to do this.
- 236. Year 1 pupils understand the purpose of a key and use it appropriately to identify features. Year 2 pupils explain that this is often preferable to writing names of objects because it makes the map clearer to others.
- 237. Pupils use and apply their mathematical and ICT skills effectively to increase their understanding in geography when they make tally charts and computer generated bar charts.
- 238. They also use the school environment as well as the local area to good effect when developing sound investigative skills. Pupils of all abilities quickly learn to ask questions and evaluate change.
- 239. Pupils make good links between their understanding in geography and their work on the local area in history. As a result of visits to local towns and other places of interest, pupils show a good knowledge and understanding of change.
- 240. Pupils make good progress in geography and for Year 3 pupils' progress is very good. In their study of Conwy pupils quickly learn to describe old and new features. They also assess change over time and this contributes very

well to their study of history. Year 4 pupils begin to understand that there are differing opinions about the impact of change.

241. Pupils in Year 3 and 4 study Ordnance Survey maps with increasing confidence to quickly locate places and describe features. They plan routes and find the numbers of local roads.
242. Pupils develop good map referencing skill and explain the order in which reference numbers occur. They use co-ordinates correctly to describe the position of objects or features.
243. Pupils competently draw their own sketch maps and they are able to use a key to show greater detail.
244. Pupils in KS2 make a number of visits to the local area and this increases their geographical understanding. Pupils in Year 5 and 6 clearly see the relevance of their work when they visit Llandudno to carry out a traffic survey. They explain that the size and use of an environment can make a difference to the amount of traffic and the quality of life.
245. When giving co-ordinates, pupils develop good language skills by using correct geographical terms such as horizontal and vertical axes.
246. Pupils work well in groups and pairs and this helps them develop the ability to explain their work.

Shortcomings

247. There are no important shortcomings.

Art

Key Stage 1 – Grade 3: Good features outweigh shortcomings

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

Good features

248. KS1 pupils have a developing knowledge of the work of artists. They discuss what the artist is trying to convey in a picture and give reasons why they like or dislike a painting. Pupils make careful observations of the colours Monet used in his work and their attempts to recreate his style show good attention to detail.
249. Pupils use a broad range of media in their work. They know that natural materials can be used to create a work of art and they use the school environment to good effect when collecting and arranging these.
250. Pupils also use the environment to make detailed observational drawings of natural and man-made features and this contributes very effectively to their work in geography.

251. Pupils in KS 2 use their understanding of how fabric can be used to good effect in artwork with their understanding of 16th Century history. They create attractive miniature portraits of Tudor Lords and Ladies and this enables them to further their knowledge in both subjects.
252. Pupils understand the work of practising artists, especially those working in Wales. They study living artists like Kate Hardy, Terry Mart and Kyffin Williams, and compare their styles and techniques.
253. Pupils also use ICT to create complex symmetrical patterns that are not only attractive in themselves but contribute effectively to their work in both art and mathematics.
254. Pupils in Year 5 and 6 make preparatory drawings and practice different techniques to be used for larger pieces of work. They use ink and paint to create attractive wall hangings and experiment with a mixture of media to successfully create texture for the fur of animals. They mix watercolour, pastel and pencil effectively to produce samples that show the markings of different animal fur in preparation for paintings of the animals.

Shortcomings

255. Frequently, pupils in Year 1 and 2 do not draw with sufficient care and attention. They have insufficient understanding of the use of line and tone. They do not consistently apply what they have learnt in drawing lessons to their work in other subjects or to larger independent pieces of artwork.

Physical education

Key Stage 1 – No Grade given

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

256. No physical education lessons were undertaken in KS1 during the inspection period and a judgement could not be made.
257. However, KS2 pupils were observed practising in swimming and athletics lessons and also in their general play sessions with bats and balls. This, combined with the knowledge that the school's self-evaluation judgements match the inspection team's judgements in most subject areas and has been judged as grade 2, indicates that pupils' achievements are good in KS2.

Good features

258. Pupils work hard to improve their skills, sustaining energetic activity, and are very confident in the water. They demonstrate very good techniques and style with good body control.
259. Pupils understand the effects of exercise on the body and appreciate the need for warm-up and cool-down activities.

- 260. They are developing good running, skipping, jumping and throwing skills and work hard to beat their personal best records.
- 261. During playtimes, pupils demonstrate good hand-eye co-ordination when catching or striking a ball.
- 262. Extra-curricular activities help pupils to practice and develop their skills, and pupils participate in inter-school sports.

Shortcomings

- 263. There are no important shortcomings.

School's response to the inspection

264. We at Gwernymynydd School are delighted with the findings of the inspection team. Throughout 2004/2005 the staff and governors worked through a comprehensive self- evaluation report, which was presented to the inspectors prior to the inspection. We were delighted to be informed that the findings of the inspection team matched some of the judgements made by the school and that the self- evaluation procedures were deemed to be effective.
265. At the school we are very proud that the report recognises that, in both key stages, pupils' behaviour is good and that children's attitude to learning and the interest they show in their work is the same. We have always known that our standards of achievement are good, with assessment results in both year 2 and year 6 consistently above county and national averages.
266. One extremely important aspect of the report refers to the fact that 90 per cent of classroom teaching was judged to be good or better, with none deemed to be unsatisfactory. This is nearly twice the standard set by the Welsh Assembly Government, an area to be celebrated. The report further praises the very good relationship teachers have with their pupils and the high quality personal care and support received by the children as an outstanding feature. This we are extremely pleased about, as the school regards the teaching provision as a vital component in the raising of standards. It also reflects the ethos of the school.
267. It will be pleasing for the parents to note the many positive comments made in the report, including the fact that the school gives good value for money and has an effective professional leadership. The governing body recognise the areas recommended for development by the team and will include them in the future development plan, sharing its progress with parents in the Governors' Annual Report.
268. Six subjects were inspected during the inspection and we were extremely pleased to have the vast majority graded as 2. The many positive comments made about the early years section, the grade 1 given to the provision for children with special needs along with the entire content of the report, prompted the inspectors to conclude that: ' Gwernymynydd is a good school. It provides a good standard of education, care, guidance and support for each and every pupil.'
269. This is an opinion that we at Gwernymynydd agree with.

Appendix A

Basic information about the school

Name of School	Gwernymynydd
School type	Primary
Age-range of pupils	3 – 11 years
Address of School	Godre'r Coed Gwernymynydd Mold Flintshire
Post-code	CH7 4AF
Telephone number	01352 756756

Head teacher	Mr K C Edgar
Date of appointment	1 st June 1997
Chair of governors/ Appropriate authority	Mr J D Edwards Flintshire County Council
Registered inspector	Mr Merfyn D Jones
Dates of inspection	27 th – 29 th June 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	1.5	14	9	12	13	6	10	6	71.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	2	4.1

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil : adult (fte) ratio in nursery classes	3:1
Pupil : adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	17
Teacher (fte) : class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Whole School
Summer 2004	90.9%	95.5%	95.7%
Autumn 2004	94.5%	95.4%	94.5%
Spring 2005	92.8%	97.5%	95.2%

Percentage of pupils entitled to free school meals	7%
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 KS1 Results 2005			Number of pupils in Y2					12
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	0	8	67	25	0
		National	0	4	14	63	20	0
En: reading	Teacher Assessment	School	0	0	8	67	25	0
		National	0	4	14	55	27	0
En: writing	Teacher Assessment	School	0	0	17	58	25	0
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	0	0	100	0	0
		National	0	3	12	63	22	0
Mathematics	Teacher Assessment	School	0	0	0	100	0	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	0	100	0	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	75%	In Wales	80

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

The national comparison results are for 2004

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005		Number of pupils in Y6		6
As the number of pupils eligible for assessment at the end of Key Stage 2 was greater than four but fewer than 10, overall performance indicators only are included.				

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school	86%	In the school	86%
In Wales	70%	In Wales	71%

Appendix D

Evidence base of the inspection

270. A team of three inspectors, including a lay inspector, inspected the school over 2.5 days.
271. The headteacher was the nominee and played a supportive role during the inspection.
272. Pre-inspection meetings were held with staff, parents and the governing body to discuss the life and work of the school.
273. Twenty questionnaires were completed and returned by parents, and carefully analysed by the inspection team.
274. During the inspection, discussions were held with the headteacher, teachers and support staff.
275. Discussions were held with pupils about their work and the life of the school.
276. Twenty-one lessons or part lessons were observed.
277. A sample of pupils' work, practical and written, from across the ability range in each year group, including Early Years, was examined.
278. Pupils' behaviour was observed at various times during the school day.
279. Inspectors attended assemblies and observed extra-curricular activities.
280. All the documentation presented by the school prior to, and during the inspection, was analysed.
281. Post-inspection meetings were held with the staff and with the governing body to discuss the outcome of the inspection.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn D Jones Registered Inspector	Context, summary, recommendations Key Questions 1, 2, 5 and 6 Subjects: Welsh as a second language, science and physical education
Mrs J Marsden Team Inspector	Key Questions 3, 4 and 7 and contributing to key questions 1 and 2 Subjects: Mathematics, geography and art
Mrs J Barlow Lay Inspector	Contributing to all key questions

The contractor was:

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Acknowledgement

The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.

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

**GWERNYMYNYDD PRIMARY SCHOOL
Godre'r Coed
Gwernymynydd
Mold
Flintshire
CH7 4AF**

A Summary Report for Parents

School Number: 664/2056

Date of Inspection: 27th – 29th June, 2005

by

**Merfyn Douglas Jones
Registered Inspector: 78185**

Date: 10th August 2005

Under Estyn contract number: T/191/04P

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Basic information about the school

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Registered inspector	Mr Merfyn D Jones
Dates of inspection	27 th – 29 th June 2005

The inspection

Gwernymynydd Primary School 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 **Gwernymynydd Primary School** took place between **27th and 29th June, 2005**. An independent team of inspectors, led by **Merfyn Douglas Jones** undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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

Context

The nature of the provider

1. Gwernymynydd County Primary School is situated in the small village of Gwernymynydd, some three miles south-west of Mold, Flintshire. It is administered by Flintshire County Council.
2. Currently, the school has a roll of 71 pupils aged 3 to 11 years, including 3 nursery children who attend on a part-time basis. All the children come from English speaking homes.
3. The pupils come from residential areas that the governing body do not consider to be socially disadvantaged. No pupils have English as an additional language. Seven per cent are entitled to free school meals. This is well below local and national averages.
4. Two pupils have a formal statement of special educational needs. One pupil is on 'school action' and two are on 'school action plus' of the Special Educational Needs (SEN) Code of Practice.
5. Including the headteacher, there are three full-time teachers and two part-time teachers. There is one part-time Classroom Support Assistant (20 hours).
6. The present headteacher was appointed in 1997.
7. The school recently achieved the Basic Skills Quality Mark.
8. The school was last inspected in April 1999.

The aims of Gwernymynydd CP School are:

- To value all children equally.
- To create a caring community in which each person (student, teacher, non-teaching staff) is accorded respect and dignity.
- To maintain highest expectations.
- To encourage each child to make full use of the opportunities and resources provided to develop their potential to the greatest extent.
- To be concerned for the education of the whole person – for the emotions as well as the intellect – and to pursue this end by concentrating on attitudes and values as well as knowledge and skills: on understanding as well as memory; and on what can be measured as well as what cannot.
- To involve parents in an active partnership between school and home.

- To encourage links between the school and the local, national and international communities of which the school is a part of.

The school's priorities and targets

9. The school's major priorities and targets for 2004 and 2005 are to:

- Improve the provision for the mathematics curriculum and resources, especially in KS2 and to develop the assessment procedures, focussing more on the key skills.
- Improve the provision for ICT within KS1.
- Further improve the provision for Art.
- Develop various managerial systems within the school in order to improve the communication process and to achieve the Investors in People Award for the school.
- Improve the appearance of the boys' toilets and of the foyer area.
- Further improve the healthy outlook of the children.
- Improve the provision for Music within the school.
- Develop a disability access plan.

Summary

10. Gwernymynydd Primary is a good school. It provides a good standard of education, care, guidance and support for every child. The school has clear aims and values, drawn up and agreed by staff and governors. The headteacher provides an effective professional leadership, leading by example.

Table of grades awarded

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

Standards in subjects

11. Overall, pupils achieve good standards in their knowledge, understanding and skills. During the inspection, pupils' general standards of achievement in lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	72%	11%	0%	0%

12. These percentages are well above the Welsh Assembly Government's all-Wales targets of 95 per cent of standards to be at least satisfactory and 50 per cent to be at least good.
13. In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Welsh as a second language	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 3	Grade 2
Physical Education	No judgement	Grade 2

14. No physical education lessons were timetabled in KS1 during the inspection and therefore there was insufficient evidence to make a judgement on pupils' standards of achievement in KS1.
15. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
16. Baseline assessments indicate that standards on entry are above the Local Education Authority averages for many children.
17. Pupils with special educational needs (SEN) make good progress and achieve targets set in their individual education programmes (IEPs).
18. Early Years children make good progress in the key skills of speaking, listening, reading, writing, numeracy and using information and communication technology.
19. In KS1, pupils make good progress in using the key skills of speaking, reading and writing. Reasonable progress in listening, numeracy and using information and communication technology. In KS2, pupils make good progress in all of the key skills.

20. Over the past three years, teacher assessment (TA) of pupils attaining level 2 or above at the end of KS1 is above county and national averages in the core subjects of English, mathematics and science.
21. End of KS2 tests in the core subjects over the last four years are consistently above local and national averages.
22. The school has consistently performed well in all subjects, in comparison with similar schools.
23. Pupils in KS2 have a good understanding of how well they are doing in their work and what they need to do to improve. This is not as well developed in KS1.
24. Across the school, pupils' bilingual competence is developing well and pupils have a good knowledge of the heritage and culture of Wales. However, their understanding of diversity is underdeveloped.
25. Pupils' creative and problem solving skills are good in KS2 and satisfactory in KS1.
26. Pupils achieve well regardless of their ability, gender or social background.
27. The pupils' overall attendance for the three terms prior to inspection was 95.1 per cent, which is good. Registration arrangements meet statutory requirements.
28. Overall, pupils are punctual at the start of the school day and lessons start on time.
29. Children in early years respond positively to the orderly ethos of their classroom. Their behaviour is good and they make good progress in the development of their personal, social and learning skills.
30. In KS1 and KS2, pupils' behaviour is good. Their attitude to learning, the interest they show in their work and their ability to concentrate are generally good. Pupils' progress in their personal, social, moral and wider development is good.
31. Collective worship complies with statutory requirements and makes an effective contribution to pupils' moral, social and cultural development, particularly in their understanding of moral issues and their responsibility for the natural world. However, pupils do not always have sufficient opportunity for quiet reflection to increase their own spiritual awareness.
32. From discussions with pupils, it is evident that they are aware that all pupils are treated the same and are given the same opportunities.

33. Pupils learn about work and develop a good understanding of their community through longstanding, established links with the local quarry.

The quality of education and training

In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	76%	10%	0%	0%

34. 90 per cent were graded as 2 or better. This is well above the target set by the Welsh Assembly Government.
35. Teachers have a very good relationship with their pupils and there is good teacher/ pupil interaction with plenty of praise and encouragement. There is a firm and consistent approach to discipline.
36. Teaching in the early years class is consistently good, providing a wide variety of activities and experiences that are clearly linked to the Desirable Outcomes for Children's Learning.
37. Teachers plan effectively for the development of pupils' knowledge and understanding. However, planning for the use of key skills across the curriculum is inconsistent and lacks focus.
38. Generally, teachers match work well to pupils' abilities, including those with special educational needs (SEN). However, differentiation is often by outcome rather than ability, in the foundation subjects, particularly between year groups, and the higher achieving pupils are not sufficiently challenged in certain subjects.
39. Where teaching was graded as 3, both lessons lacked challenge and motivation.
40. The school has good arrangements for assessing and recording pupils' development. However, there is no agreed policy on marking pupils' work and, as such, the quality of marking is inconsistent across the school.
41. Teachers regularly assess pupils in Years 1 to 6 in the core subjects. They keep appropriate records of pupils' progress and make good use of assessment data, particularly in Key Stage 2.
42. The school sees the early identification of pupils with special educational needs as essential for their success and teachers do this well.
43. Portfolios of examples of levelled work, introduced in English, have been effective in helping teachers to make accurate assessments and set challenging but realistic targets. The school has identified the introduction of these portfolios for mathematics and science as the way forward. Assessment in non-core subjects is still at an early stage of development.

44. Reports to parents are of good quality and include individual handwritten comments. Although reports to parents meet requirements, the usefulness of comments is sometimes inconsistent.
45. The school provides a broad and relevant curriculum for all pupils. It meets all legal requirements. However, progression across the school is inconsistent.
46. The school promotes personal and social education very well and pupils are encouraged to be kind and respect each other from an early age.
47. The school is very effective in promoting bilingualism and Welsh culture to its pupils but they have insufficient opportunity to examine the diverse cultures represented in Wales and in Britain today.
48. The school provides good opportunities for pupils to visit places of interest and learn from visitors to the school. Although the school has begun to consider some sustainable development issues, it has correctly identified this as an area for development.
49. Year 6 children are beginning to develop some early entrepreneurial skills. However, these skills are underdeveloped in other year groups.
50. Pupils are cared for, guided and supported well in a caring atmosphere. The school provides a good support system for pupils, both before they begin Nursery and when transferring to the High school.
51. An outstanding feature of the school is the high quality personal care and support that pupils receive and the very good provision for their personal and social education
52. In discussions pupils emphasise the friendliness of the school and the lack of any oppressive behaviour or bullying.
53. The school has good procedures in place to monitor pupils' punctuality, attendance, behaviour and performance.
54. Governors have a Health and Safety Committee which monitors risk assessment procedures. There are designated staff for First Aid and the headteacher is the designated person with responsibility for Child Protection.
55. Although pupils are taught tolerance and respect as part of their personal and social education, the school does not sufficiently raise awareness of cultural and racial diversity.
56. The quality of provision for pupils with SEN is very good and complies with the requirements of the Code of Practice and the Welsh Assembly Government framework for inclusive education.

57. There are no gender imbalances and although classes are of mixed ability, teachers provide differentiated activities. However, tasks do not always match pupils' abilities, particularly between year groups in the foundation subjects.

Leadership and management

58. The school has clear aims and values, drawn up and agreed by staff and governors who are fully committed to raising standards and providing a caring and sharing environment.
59. The headteacher has clear expectations and provides an effective professional leadership.
60. The SDP is a good working document, which clearly sets targets that are outcomes of the school's self-evaluation process.
61. The governing body has a very good oversight of the budget and supervises expenditure well. It is supportive and generally has good awareness of its responsibilities.
62. All members of staff and governors contribute to the process of self-evaluation and are fully aware of the findings. Evidence is drawn from the assessments made of all aspects of school life and action for improvement is based on that evidence.
63. Although there is a successful system for tracking pupils' progress in KS2, it is underdeveloped in KS1, and there is no whole school strategy for tracking pupils' progress from early years to the end of KS2.
64. The school has made good progress since the last inspection. Each of the key issues has been well addressed.
65. Accommodation for pupils is good and provides adequate space for teaching and learning.
66. The school is well staffed with a good number of qualified teaching and support staff for the number of pupils on roll.
67. The school has sufficient good quality learning resources to meet the needs of the curriculum and all pupils.
68. The finance committee regularly monitors school finances, and budget setting is closely linked to the priorities identified in the SDP.
69. The school provides an education that gives good value for money.

Recommendations

- Raise standards in art in KS1 and address the shortcomings identified in other subjects.
- Develop and implement a policy for:
the planning and delivery of key skills across the curriculum, and
the marking of pupils' work, to ensure consistency across the school.
- Further develop a whole school strategy for tracking pupils' achievements from Early Years to the end of KS2, to monitor and ensure progression, and continue to create portfolios of pupils' work in the core subjects.
- Improve the quality of differentiation, particularly between year groups, and provide more challenge for high achieving pupils.
- Increase opportunities to improve pupils' spiritual development and their understanding of diversity.
- Improve quality of reports to parents in terms of consistency of comments about what pupils know and can do, and about how they can improve.

The governing body is responsible for amending its 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 a summary of it, will be circulated to all parents at the school.

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before, during and after the inspection.