

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

***YSGOL GYNRADD HIRAEI  
ORME ROAD  
BANGOR***

***School Number: 661-2227***

***Date of Inspection: 29 April-1 May 2003***

***by***

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***Registered Inspector***

***Date: 3 July 2003***

**Under Estyn Contract Number: CT235/02P**

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

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

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

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

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

## **GRADE DESCRIPTIONS**

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

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

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## 1. CONTEXT

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

Hirael Primary School, which is a bilingual school, is situated on the north side of the city of Bangor. The original building was opened nearly a century ago and it was remodelled about 30 years ago. A new extension for the nursery class was opened two years ago.

There were 229 pupils on roll at the time of the inspection, including 27 children of nursery age who attend school for two hours in the morning. There has not been a significant change in numbers over the last three years. The majority of pupils come from the populous area which surrounds the school, but a substantial number also come from areas outside the catchment. The school describes the residential area from which the pupils are drawn as one that is in the main neither prosperous nor economically disadvantaged. Pupils represent the full ability range.

Nearly 20 per cent of pupils are entitled to free school meals and 47 (21 per cent) are identified as having special educational needs (SEN), including seven for whom statements of SEN have been made. Very few pupils come from homes where Welsh is spoken as the first language. Around 20 pupils receive assistance in learning English as an additional language; they belong to a number of ethnic groups and among the languages they speak are Arabic, Bengali, Mandarin, Turkish and Malay.

Among the school's aims are ensuring a first rate education for each pupil, fostering a civilised society which places emphasis on moral and humanitarian values, enabling each pupil to be a full member of the bilingual society of which they are a part, and helping them to understand the world they live in and how individuals, groups and nations are dependent on each other.

The school development plan (SDP) includes a review of the targets set for 2001-2002 and a list of plans and targets for the current year and forward to 2005. Among the priorities listed for the current year are increasing the amount and range of pupils' writing in Welsh across the two key stages, improving mental mathematics skills throughout the school and ensuring effective use of information and communications technology (ICT) across the curriculum.

The school has specific quantitative targets for raising pupils' achievements in the national tests.

The school was last inspected in the autumn term of 1997. The headteacher has been in post since September 1996.

## 2. MAIN FINDINGS

### **Main Findings of the Report**

Pupils' standards of achievement were good or better in a little under 65 per cent of the sessions observed and satisfactory in the remainder, with the exception of about five per cent.

- The overall quality of the educational provision for the under-fives is appropriate to their needs and promotes the Desirable Outcomes for Children’s Learning. Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Good
Personal and social development	Very good
Mathematical development	Good
Knowledge and understanding of the world	Very good
Physical development	Good
Creative development	Good

- In Key Stage (KS) 1 and KS2, pupils’ standards of achievement in the different subjects of the National Curriculum (NC) and in religious education are as follows:

	<b>KS1</b>	<b>KS2</b>
Welsh	Satisfactory	Unsatisfactory
English	Good	Good
Mathematics	Good	Good
Science	Good	Good
Design and technology	Satisfactory	Satisfactory
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Very good
Music	Good	Very good
Physical education	Good	Satisfactory
Religious education	Good	Good

- In the 2002 NC assessments, the school’s results in KS1, based on teacher assessment, were lower than the national averages in Welsh, English, mathematics and science. However, they closely matched the school’s expectations. In KS2, test results in English, mathematics and science were well above the national averages, but they were well below in Welsh.
- In key skills across the curriculum, the under-fives achieve good standards in literacy and numeracy and in their use of ICT. In KS1, pupils’ achievements are satisfactory in language and good in numeracy and ICT. In KS2, standards in Welsh across the curriculum are unsatisfactory. Standards in English are good overall and they are good in numeracy and ICT.
- The quality of teaching is good or better in a little over 65 per cent of the sessions observed, satisfactory in around 30 per cent and unsatisfactory in approximately four per cent. Teachers have good knowledge of the subjects they teach and they plan their lessons carefully with clear aims for each session. Good use is made of a variety of teaching methods and pupils are given differentiated tasks. In a small number of lessons, presentations tend to be too long, and in some classes, the tasks given to pupils are not always sufficiently challenging.
- Pupils’ moral development is very good and their spiritual, social and cultural development is good. A daily act of collective worship is provided and pupils are given good opportunities to contribute and reflect. The school places great emphasis on instructing pupils to respect diversity and the rights of individuals whatever their background and race, and pupils respond positively to the high expectations of them.

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- Pupils' behaviour and attitudes are good and levels of attendance over the last three terms are satisfactory.
  - The quality of assessment, recording and reporting is good overall. Good use is made of assessment and recording for the purpose of planning and focussing the teaching better, however the quality of marking varies across the school. Reports to parents are of good standard.
  - The quality and organisation of the curriculum is good. It is broad and balanced and appropriate time is allocated to each subject. The subject schemes of work are at least satisfactory and a number are good or very good, and teachers' planning is detailed and clear and supports the daily learning effectively.
  - The plans and provision of the *Cwricwlwm Cymreig* are good and the ethos of the school and teachers' attitude make an important contribution towards promoting pupils' bilingualism.
  - Pupils take part in some extra-curricular activities, including team games, and they make appropriate use of educational visits to support their learning.
  - The provision for pupils with SEN is very good and they achieve good standards overall. The individual education plans (IEPs) describe pupils' needs clearly and concisely together with the steps that should be taken to meet them.
  - Pupils' support, welfare and guidance is very good.
  - The quality of self-evaluation and planning for improvement is good. The school has a clear policy and procedures for evaluating every aspect of the school's work and the headteacher and teachers regularly review curriculum areas and aspects of management. This enables them to identify strengths and areas for improvement. The priorities are listed in the SDP, which is a useful document, and specific time is allocated to complete the tasks.
  - The leadership and management of the school is good. The headteacher has energetically and without fuss created a working environment where teachers perform effectively as a team. She receives very good support from the deputy. Subject co-ordinators make a valuable contribution, and two or three of them visit classes as a part of their monitoring duties, but there is room to extend this activity even further. The governors give appropriate consideration to the school's policies and plans and assist the headteacher very effectively to supervise the school's finance.
  - The school has responded positively to five of the key issues identified in the 1997 inspection report, but there has been insufficient progress in another two.

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

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

Pupils' standards of achievement were judged to be good in 58 per cent of the work observed, very good in five per cent, satisfactory in 33 per cent and unsatisfactory in five per cent.

- The under-fives achieve very good standards in their knowledge and understanding of the world and in their personal and social development, and good standards in the remainder.

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- In KS1, in the core subjects, pupils' standards of achievement are satisfactory in speaking, reading and writing Welsh and good in listening. Standards in English are good in listening, reading and writing and satisfactory in speaking. Standards are good in mathematics and science. In KS2, pupils achieve satisfactory standards in reading Welsh and good standards in listening, but standards in speaking and writing are unsatisfactory. In English, standards in listening, reading and writing are good and they are satisfactory in speaking. Standards in mathematics and science are good.
  - In the foundation subjects, pupils' standards of achievement in KS1 are good in each with the exception of design and technology where they are satisfactory. In KS2, standards of achievement are very good in art and music, good in information technology, history, geography and religious education, and satisfactory in design and technology and physical education.
  - There is no obvious difference in the achievements of girls and boys and, apart from Welsh in KS2, the able and less able pupils achieve well overall. Pupils with SEN make good progress in their language skills. Pupils who learn English as an additional language make sound progress.
  - In the 2002 NC assessments, the school's results in KS1, based on teacher assessment, were lower than the national averages in Welsh, English, mathematics and science. However, they closely matched the school's expectations. Only a small percentage succeeded in reaching level 3 in Welsh, English and science but about half the pupils gained level 3 in mathematics.
  - In the 2002 NC assessments in KS2, test results in English, mathematics and science were well above the national averages; also, they were better than the performance of the catchment area and the county, and they compared well with the results in similar schools in Wales. However, results in Welsh were well below the national figures and in the lowest quartile in comparison with those in similar schools. Apart from Welsh, where the percentage of girls gaining level 4 was substantially higher, there was no significant difference between the performance of girls and boys.

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

The under-fives achieve good standards in literacy and numeracy and in their use of ICT. The achievements of KS1 pupils are satisfactory in language and good in numeracy and ICT. In KS2, standards in Welsh across the curriculum are unsatisfactory. Standards in English are good overall and they are good in numeracy and ICT.

- The under-fives listen well and they respond well to instructions. They demonstrate willingness to answer questions and can convey simple messages accurately in both languages. The oldest among them achieve good standards in early reading and writing.
- In KS1, pupils listen well almost without exception and they achieve satisfactory standards in speaking, reading and writing. In KS2, pupils listen well in all classes and they achieve good standards in reading and writing English across the curriculum. Standards in Welsh across the curriculum are unsatisfactory, mainly because pupils are given very few opportunities to study other subjects through the medium of Welsh.
- The under-fives and KS1 and KS2 pupils achieve good standards in their use of numeracy across the curriculum. They make good use of numeracy to support work in science, information technology and geography and pupils in both key stages make use of graphs and tables consistently to display their findings.

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- The under-fives develop their ICT skills well, and pupils in KS1 and KS2 apply their ICT skills successfully to language work, mathematics, science, history, geography, art, music and religious education.
  - Pupils with SEN achieve good standards overall in reading and writing and also in numeracy and in their use of ICT.

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

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

The school makes very good provision for the pupils' moral development and good provision for their spiritual, social and cultural development. The pupils respond well to this provision.

- Pupils' spiritual development is good. Daily acts of collective worship, based mainly on Christian principles, make a positive contribution to all four aspects of pupils' development, and particularly to promoting the spiritual aspect. Pupils are able to reflect on the messages they hear and individual achievements are valued and celebrated. Regular visits by members of the local clergy enhance pupils' experiences during assemblies. Older pupils express their feelings about issues which concern them and, in lessons such as religious education and geography, they begin to understand that people have different views and beliefs which shape the way they live.
- Pupils' moral development is very good. Pupils clearly know right from wrong and they respect the established code of conduct which enables the school to function as an orderly community. The values of respect and tolerance are actively fostered by the school so that pupils learn to respect others, to be tolerant of differences and to work harmoniously together. Pupils respond thoughtfully and constructively to the school's race equality policy and they contribute to a number of worthwhile causes.
- Pupils' social development is good. Pupils respond positively to their peers and to the adults who work with them, including visitors to the school. They are able to work responsibly on their own and co-operate in group work. Pupils' social development is further promoted through the planned personal and social education programme.
- Pupils' cultural development is good. They gain knowledge and understanding about aspects of the culture and traditions of Wales through curriculum work in subjects such as history, geography, art and music. Educational visits out of school, and visitors to the school, broaden pupils' experiences and enhance both their cultural and social development. The school plays a significant part in enabling pupils to appreciate the diversity and richness of other cultures, especially those which reflect the multi-cultural nature of Hiraef School.

### **4.2 Behaviour and Attitudes**

The standard of pupils' behaviour and attitudes is good.

- The school has prepared and implements a wide range of policies on behaviour, which is well supported by parents.
- Each class has a Code of Behaviour chart emphasising acceptable standards of behaviour. Teachers give praise and encouragement to pupils when appropriate, recognising and rewarding good behaviour and effort. Records of Achievement files are used to reward pupils' efforts and celebrate achievements.

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- Pupils are polite and friendly; they show courtesy and consideration for each other, adults and visitors. Incidents of anti-social behaviour are dealt with promptly and effectively.
  - With the exception of a small minority of boys, pupils display a positive attitude to learning. They respond well and remain focused on the task in hand, listening attentively to the teachers. This has a positive effect on the standards and progress achieved.
  - During break times, pupils play harmoniously together and lunchtimes are happy, social occasions.

### **4.3 Attendance**

Pupils' attendance is satisfactory. Over the last three terms the attendance rate was about 92 per cent.

- The school has an appropriate range of policies and procedures to maintain, promote and improve levels of attendance.
- Registers are called and administered according to the requirements of the National Assembly. The school's records, parents' letters and appropriate monitoring forms demonstrate that reasons for absences are noted correctly.
- The school is aware that a small number of pupils are absent regularly and parents are informed that this is having an effect on their children's education. There are acceptable links between the school and the welfare officer, who is also aware of these patterns.
- Punctuality is good overall and this ensures a swift start to school sessions.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching was good in 57 per cent of the sessions observed, very good in 10 per cent, satisfactory in 29 per cent and unsatisfactory in four per cent.

- Teachers have good knowledge of the subjects they teach, of the requirements of the NC and of the Desirable Results for the under-fives.
- A wide range of experiences is provided for the under-fives which ensures that they make good or very good progress in the six areas of learning.
- Teachers plan their lessons carefully with clear aims for each session. The last minutes of the majority of sessions are used to discuss findings and to establish learning points in the minds of pupils.
- Good use is made of a variety of teaching methods and there is an appropriate balance between class work, group work and individual work. Pupils are given differentiated tasks in lessons.
- Teachers make purposeful use of their time when pupils undertake their tasks.
- Almost without exception in KS1, and without exception in KS2, classes are managed well.
- In a small number of lessons presentations tend to be too long.
- In some classes, the tasks given to pupils are not always sufficiently challenging.

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## **5.2 Assessment, Recording and Reporting**

The quality of assessment, recording and reporting is good overall.

- The assessment of the under-fives is integrated effectively into daily routines and positively influences teachers' planning. The development of the three-year-olds is recorded appropriately using the school's own format, and that of the four-year-olds by using an accredited baseline assessment scheme. Clear profiles of the all-round development and progress of individual children, together with annotated examples of their work, are compiled.
- Teachers in KS1 and KS2 have a good understanding of the expected levels of attainment in the core subjects of the NC. They refer to levelled examples of pupils' work to assist them in ensuring accuracy and consistency in their assessments. The predictions made about pupils' expected attainments each school year are kept under review, discussed with colleagues and checked for accuracy with the actual performance at the end of the year. Teachers make good use of the NC level descriptions in order to assess progress in the foundation subjects.
- Teachers monitor and evaluate progress and achievement carefully in both key stages through agreed systems. These include regular tests in some subjects, use of standardised tests and the NC Standard Assessment Tasks, as well as routine teacher assessment.
- The information gained from tests and assessments is analysed and used in a positive way to plan strategies to help pupils who are underachieving in aspects of their learning, to help with the next steps in planning, and to devise specific targets to help individuals and groups improve the standard of their work.
- In KS2, pupils benefit from being involved in appropriate self-assessment of their work and reviewing their personal targets.
- Selected samples of pupils' achievements are retained in individual portfolios to give a clear picture of progress year by year. Progress in reading is regularly assessed and the results recorded to ensure that areas of difficulty are identified and suitable support offered.
- The arrangements for assessing the progress of pupils with SEN are good and there are effective procedures in place to assess the progress of pupils who receive support in English as an additional language.
- The agreed marking code is not used consistently in all classes in KS1 and KS2 and, in some cases, pupils are not advised how to improve aspects of their work.
- There are regular opportunities for parents to discuss their children's progress with teachers. The annual written reports are of good quality; they are informative and offer recommendations for pupils and parents so that progress can be maintained.

## **5.3 Curriculum**

The quality and organisation of the curriculum is good.

- The curriculum for the under-fives is based on the Desirable Outcomes for Children's Learning and appropriate consideration is given in the planning to the six areas of learning.
- In KS1 and KS2, the curriculum includes all the NC subjects and religious education and appropriate time is allocated to each one. The planning for the development of literacy,

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numeracy and ICT across the curriculum is good overall, but insufficient opportunities are afforded for KS2 pupils to learn through the medium of Welsh. The core subjects, with the exception of Welsh itself, and the foundation subjects and religious education are taught almost entirely in English in KS2.

- The subject schemes of work have been appropriately updated and their quality is at least satisfactory and a number are good or very good.
- Teachers' planning is detailed and of good quality and it supports the daily learning effectively.
- The plans and provision of the *Cwricwlwm Cymreig* are good and the ethos of the school and teachers' attitude make an important contribution towards promoting pupils' bilingualism.
- The school makes good quality provision for pupils who learn English as an additional language.
- Pupils with SEN participate fully in all aspects of the curriculum.
- The school has a wide range of policies including a personal and social education policy, an equal opportunities policy, an inclusion policy and a racial equality policy. The school places great emphasis on instructing pupils to appreciate diversity in traditions and ways of life and in beliefs, and to respect the rights of individuals whatever their background and race. Pupils respond positively to these expectations and do their best to implement and promote them.
- In accordance with the school's homework policy, pupils are given tasks regularly in both key stages.
- Pupils take part in some extra-curricular activities, including team games, and they make appropriate use of educational visits to support their learning.

#### **5.4 Support, Guidance and Pupils' Welfare**

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

- The school provides a happy, caring environment in which pupils develop confidence and self-esteem.
- Policies and procedures for child protection, health and safety, equal opportunities and social inclusion are very good.
- There are effective arrangements for the induction of young children entering the nursery and reception classes and for the transfer of pupils to local secondary schools.
- The health education programme includes suitable policies on sex education and drug abuse.
- The teachers know their pupils well and have defined pastoral care and discipline responsibilities. They monitor pupils' academic progress and set high but realistic targets for individual pupils.
- A high standard of supervision is a very good feature and pupils approach the teaching and support staff for advice or assistance with little hesitation.
- First aid procedures are reviewed regularly and two members of staff are appropriately trained to administer first aid.

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- Fire drills are carried out termly.

### **5.5 Provision for Pupils with Special Educational Needs**

The quality of provision is very good and the pupils achieve good standards overall.

- The new Code of Practice has been effectively implemented. There are systems in place for early identification of needs and for discussions with parents.
- All pupils have equal access to the full curriculum. There are seven pupils with statements of SEN and a further 40 who are placed on the three other stages of the Code of Practice.
- The SEN coordinator (SENCO) ensures that the provision and planning for pupils with SEN are appropriate and that staff are trained and updated as necessary. Links exist with the designated SEN governor and very good use is made of external agencies.
- The progress of pupils with SEN is reviewed regularly throughout the school year. Parents are invited to the meetings where progress is discussed and appropriate actions are agreed upon.
- The school employs a part-time teacher on one day per week to provide withdrawal sessions for pupils identified as requiring additional support in language. Additionally, two learning support assistants provide in-class support for pupils in two KS2 classes and the headteacher assists in Y6.
- All pupils on the school's SEN register have IEPs which are prepared following consultation between the SENCO and the class teachers. The IEPs are of very good quality and are updated and reviewed regularly.
- Tasks organised by the support teacher in withdrawal sessions are well matched to class activities and to pupils' learning needs.
- Effective differentiation of class work enables pupils with SEN to be suitably included in all lessons.
- Pupils with SEN make good progress through working individually or in small groups on their basic learning programmes and achieve good standards overall.

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

Partnership with parents and community, schools and other institutions is good.

- The information provided by the school to parents is of good standard, and includes letters, reports and regular meetings. In addition, the various specific publications relating to their children's education are very good.
- The school prospectus is of good standard and appendices to the prospectus are available for parents should they require more details.
- Parents appreciate teachers' efforts on behalf of their children and that the school makes an effort to include parents in the life and work of the school.
- The Home/School agreement is a colourful document which is of good quality. Almost all parents have signed the agreement.

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- The school is an important institution in the community. The children contribute well to the community, holding concerts, seasonal celebrations at Christmas and Easter, fairs and religious services. They also contribute generously to charities and good causes.
  - The links with other primary schools in the city and vicinity are good, and Y6 pupils are given every assistance and facility to transfer successfully to the secondary school.
  - The school provides work opportunities for students from Coleg Menai and training opportunities for prospective teachers from Bangor University.
  - The support of the local education authority (LEA) is good.

### **5.7 Partnership with Industry**

Partnership with industry is satisfactory.

- Although the school does not have a specific policy or strategy for developing links with industry and local businesses, pupils benefit from a link which has been established with local shops and manufacturing companies, and these have been successfully integrated into the curriculum.
- Year 6 pupils have co-operated with the Building Department at Coleg Menai on a brick manufacturing project, and other pupils have visited Llanberis Slate Museum to study the history of the local quarries, and the working conditions there.
- Members of the local community together with officers of the police and fire brigade call at the school occasionally to discuss the nature of their work.
- None of the teachers have had work experience in industry and commerce.

## **6. MANAGEMENT**

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

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

- The school has a clear policy and procedures for evaluating every aspect of its work.
- The school regularly reviews curriculum areas and aspects of management. This enables staff to identify strengths and areas for improvement. The aspects which need to be strengthened are prioritised and included in the SDP.
- The headteacher and deputy regularly undertake the monitoring of the quality of teaching and the quality of teachers' short and medium-term planning.
- The SDP is a useful working document which includes a review and evaluation of the programme set for 2001-2002 and plans and targets for the current year and forward to 2005.
- Among the priorities for improvements this year are increasing the amount and range of pupils' writing in Welsh across the curriculum, improving mental mathematics skills throughout the school, raising staff awareness of the obligations of the performance management process and ensuring effective use of ICT across the curriculum. Appended to the targets are the name of the person or persons mainly responsible, task completion time, and the cost in relation to money and time. Generally these priorities are appropriate to the current needs of the school.

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- The school sets challenging but realistic targets for individuals and groups, and a pupil performance tracking system has recently been introduced across each year.
  - Pupils' performance in NC assessments is carefully analysed and quantitative targets are set for raising standards of achievement in the core subjects.
  - There has been an obvious improvement in five of the key issues identified in the 1997 inspection report but there has been insufficient progress in another two.

## **6.2 Leadership and Efficiency**

Leadership and management of the school are good.

- The school has appropriate objectives and values, among which is a firm commitment to equal opportunities for all.
- The headteacher leads and manages the school energetically and without fuss. She knows how to get the best out of her colleagues and has created a working environment where the teachers perform effectively as a team. She receives very good support from the deputy, who is released from her class responsibility for a period every week to undertake managerial matters.
- Subject co-ordinators make a valuable contribution whilst updating schemes of work, attending courses and ensuring that sufficient resources are available. They examine samples of pupils' work across the school, levelling them and creating a useful portfolio. Two or three co-ordinators have also started visiting classes as part of their monitoring duties, but there is room to extend this activity even further.
- The governors give appropriate consideration to the school's policies and plans and they study the results of NC tests and any tests set by the headteacher and staff carefully for the purpose of raising standards.
- The school budget is very effectively supervised by the headteacher and the governing body. The source of all income and the result of all expenditure is recorded in detail and care is taken that each priority area in the SDP is sufficiently financed.

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

The school's staffing, accommodation and learning resources are good overall and make a positive contribution to pupils' standards of achievement.

- Teachers are appropriately qualified to teach the age range in the school and they are effectively deployed.
- There is a suitable match between teachers' initial qualifications and the curricular responsibilities they undertake. Where curriculum leaders have specific subject expertise and teach classes other than their own, pupils are enabled to achieve high standards, as, for example, in music and art in KS2.
- The programme of in-service training (INSET) courses attended has contributed well to teachers' continuing professional development.
- Visiting teachers, non-teaching staff and the NNEB, all work effectively with teachers and make a significant contribution to pupils' development and the progress they make.
- The headteacher does not have regular teaching duties but takes charge of classes when teachers undertake other responsibilities, gives pupils additional support, and deals with the day-to-day administration.

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- The school benefits from the good services it receives from the ancillary staff and the caretaker.
  - The accommodation is generally adequate for the number of pupils on roll and the curriculum provided for pupils of all ages. However, the classroom space available to some classes is restricted, and storage space in general is at a premium. The refurbishment of one of the two halls as an ICT centre has enabled the pupils to make good progress in developing their information technology skills.
  - The staff make effective use of available space to display pupils' work attractively and to create a stimulating learning environment.
  - The outdoor play areas provided for the under-fives are safe though somewhat small. The school successfully maximises the use of the limited hard-surfaced play area available for pupils in KS1 and KS2 by arranging playtimes at different intervals.
  - Learning resources are adequate in meeting the needs of the curriculum and generally, they are well-used. Educational visits and visitors to the school provide an additional rich resource which helps to enhance pupils' learning experiences.

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

### **Standards Achieved by Pupils**

#### **Provision for the Under-Fives**

The educational provision for the under-fives is appropriate and successfully promotes the Desirable Outcomes for Children's Learning.

Children of nursery age, and those of reception age, achieve very good standards in the areas of personal and social development, and knowledge and understanding of the world. They achieve good standards in the development of language, literacy and communication skills, and in the areas of mathematical, physical and creative development.

#### **Good features**

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

- The consistent, sensitive approach adopted by all adults in the nursery ensures that the children make good progress in acquiring essential vocabulary, phrases and sentence patterns in Welsh. They listen attentively in whole-group sessions and respond appropriately to greetings and instructions, and to questions about the weather. They browse through books with enjoyment.
- Children of reception age show growing confidence in their ability to communicate in Welsh. They are good listeners and follow stories read to them with interest. They link sounds to initial letters, recognise familiar words and make good efforts when practising their emergent writing skills.

##### **Personal and social development**

- In the nursery, children are confident and secure with the familiar routines and their relationship with the adults is characterised by warmth and trust. They concentrate well on their activities and play contentedly alongside each other. They are eager to help at milktime and are able to take responsibility for their personal hygiene with growing independence.

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- The older children relate positively to the adults around them and to one another. They are developing good attitudes to learning. They sustain their interest well in the activities planned for them and their enjoyment is evident. Each child in turn takes responsibility for taking Twm Tedi home and caring for him appropriately.

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### **Mathematical development**

- Children in the nursery develop early mathematical concepts by counting objects, singing number rhymes and action songs, and through sorting and matching activities. They are learning the vocabulary to describe size and are able to name simple 2-D shapes.
- The older children learn to recognise and write numerals to match objects and they understand the concept of adding 'one more' with numbers up to five. They begin to grasp the idea of 'heavy' and 'light' and to learn the language for comparing height. Children confidently recognise and name a number of 2-D shapes and they make a start on recognising the value of some coins.

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

- The youngest children observe, investigate and experiment in appropriate contexts. They know that seeds need water to grow and that some materials are waterproof. During walks near school and further afield, they begin to learn about their environment.
- Children of reception age look after their outdoor plants carefully and distinguish between old and new toys. They have a basic understanding of the seasons and of significant times of the day. Through their theme work, they know about the work of nurses and doctors.
- Children of both ages are developing confidence in using computers. The older children are able to work independently and they also enjoy using the interactive whiteboard.

### **Physical development**

- The children's fine manipulative skills and hand/eye co-ordination develop well as they handle small-scale toys, brushes, jigsaws and scissors with increasing dexterity. Older children make progress in developing more precise pencil control, for example, as they learn to form their letters correctly.
- Both nursery and reception children have access to safe, if somewhat small, outdoor areas, and to the spacious hall for energetic activities. Nursery children demonstrate good control when they ride bikes within the limited space available and children of reception age co-operate well when using large toys in the hall.

### **Creative development**

- In the nursery, children use a variety of tools and materials to produce pictures and models. They enjoy role-play in the 'garden centre'. Older children explore and use a good range of materials confidently to produce representational images in both 2-D and 3-D.
- The under-fives learn a good number of songs which contribute effectively to the learning of Welsh. They remember and sing these songs enthusiastically. The older children explore sounds using instruments they have made themselves.

### **Shortcomings**

- There are no significant shortcomings.

### **Welsh**

In KS1, standards of achievement are good in listening and satisfactory in speaking, reading and writing. In KS2, standards are good in listening, satisfactory in reading and unsatisfactory in speaking and writing.

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### **Good features**

- In KS1, pupils' oracy is developing satisfactorily. After listening to stories, pupils show their understanding of the content by responding accurately to the teachers' questions.
- Pupils develop a satisfactory knowledge of phonics and the ablest read with expression, conveying the sense of what they are reading. They have an increasing awareness of the difference between fact and fiction and they recognise patterns which are rhythmic or which rhyme.
- Pupils develop writing skills satisfactorily; they label their work and compose sentences of various length to describe their personal experiences. A small number of pupils write more independently and extensively, for example, by referring to what they had in their bags, and the weather conditions, when recording the story of their journey to the summit of Snowdon.
- In KS2, a small percentage of pupils speak confidently using the correct verb and syntax.
- Pupils' reading skills develop satisfactorily. They read accurately and most have a good understanding of what they read. The ablest can answer questions about the characteristics of reading books and discuss their favourite books simply.
- The majority are able to write in a variety of forms, for example, descriptive pieces, letters and dialogues, but only a small number succeed in writing extensively in the personal and imaginative mode.
- The quality of handwriting is good overall in both key stages and the majority of pupils present work tidily.

### **Shortcomings**

- In KS2, the oral skills of most pupils are insufficiently developed, and as a result they show lack of confidence when talking Welsh and they cannot offer full answers or develop an idea.
- In KS2, a large number of pupils find difficulty with grammatical correctness in written work and they lack the necessary skills to write extensively.

### **English**

Standards of achievement are good in listening, reading and writing and satisfactory in speaking in KS1 and KS2.

#### **Good features**

- In all classes, pupils are attentive when listening to their teachers and to each other. They answer questions readily, respond willingly to instructions and talk with interest about their work to visitors.
- In both key stages, pupils make good progress with reading at levels appropriate to their age and ability. They benefit from the attention the school gives to encouraging good reading habits and from the range of literacy strategies used to develop reading skills.
- In KS1, pupils enjoy talking about the books they read. They describe the storyline and characters, and give opinions as to why they like or dislike them. Their reading is generally accurate and they use their knowledge of phonics when faced with unfamiliar words. They show good understanding of texts read in class.

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- In KS2, pupils are knowledgeable about the presentational features of books and use dictionaries to enhance their vocabulary. Their comprehension skills develop well and they know how to locate information from a good range of sources, including the Internet.
  - The most confident, older pupils read suitable texts fluently, accurately, and with good expression. Pupils with SEN are well-supported to make appropriate headway in developing their reading skills; they gain in confidence and make good progress.
  - In KS1, pupils' ability to write independently is developing appropriately. In general, pupils construct sentences correctly, make some use of basic punctuation and spell familiar words accurately. They record personal news and accounts and, in Y2, pupils are beginning to write their own stories.
  - In KS2, pupils are engaged in a good range of writing experiences across the curriculum. They write for a variety of purposes, and in response to a wide range of stimuli, such as visits to the Slate Museum and Penrhyn Castle. Pupils are able to write in a variety of forms including descriptive accounts, diaries, persuasive letters, newspaper articles, and clear commentaries on their scientific enquiries. Some of the older pupils write lively, well-crafted final versions of extended stories.
  - Throughout the key stage, pupils' work reflects a growing awareness of the need to use the conventions of grammar and punctuation accurately. Handwriting skills develop well and pupils take pride in presenting their writing work neatly.

### **Shortcomings**

- In both key stages, pupils' speaking skills are insufficiently developed through the use of planned activities such as drama, formal presentations and debates.

### **English as an additional language**

- The quality of the school's provision for teaching English as an additional language is good. Pupils respond positively to the support they receive and, relative to the length of time they have been at the school, they make good progress.
- Pupils acquire appropriate vocabulary and sentence patterns to enable them to communicate orally on a social level and participate in learning activities in class, with support. The personal and social education sessions, led by the support teacher, are valuable opportunities for the pupils to interact with others, sustain conversation and gain confidence in speaking English with structural accuracy.
- Pupils make good progress in developing reading skills. The use of a good range of reading material, including some dual-language books, and help from parents, promote pupils' interest in and understanding of a wide variety of suitable texts.
- Older pupils show increasing confidence in their ability to write independently with good awareness of English spelling patterns.
- The in-class support offers pupils valuable reassurance in understanding and responding to the requirements of lessons across the curriculum with growing independence and confidence.

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## **Mathematics**

Standards of achievement are good in both key stages.

### **Good features**

- The mental work of pupils in KS1 and KS2 is very good. They are confident in dealing with challenging problems, respond quickly and use a variety of mental problem solving strategies.
- In KS1, pupils count, read, write and order numbers up to 100 and have a good understanding of place value. They add and subtract two digit numbers and learn strategies such as adding 10 and subtracting one as an alternative to adding nine.
- Pupils use number symbols, recognise number sequences and are confident in identifying number patterns including odd and even numbers.
- Pupils are familiar with 2-D and 3-D shapes and describe their properties using the correct mathematical vocabulary. They understand symmetry and right angles.
- Pupils can create suitable block graphs using solid shapes from gathered information such as pupils' birthdays.
- In KS2, pupils develop a very good understanding of place value up to 1000 and beyond. They have good levels of recall of mathematical tables and are confident in the computation of number.
- Pupils use their understanding of number operations effectively to select the method of solving a variety of mathematical problems.
- Pupils collect data, which are sometimes based on investigations in other subjects such as geography, and they draw and analyse graphs confidently. Pupils use relevant information technology software or graph paper to accurately record their findings as bar or line graphs.
- Older KS2 pupils build up an understanding of units of measure through practical work on everyday objects and can complete and record correctly tables of measures as mass, volume, time, length and temperature. Good use is made of cross-curricular links to science.
- Most pupils have a good understanding of fractions, decimals and percentages.
- In both key stages, pupils develop a good vocabulary of mathematical terms. They discuss their work and can explain the procedures used to solve mathematical problems.

### **Shortcomings**

- There are no significant shortcomings.

## **Science**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- In KS1, pupils develop good investigative skills. They know that their senses are useful in scientific activities and they observe objects and events closely when conducting simple experiments, for example, when conducting an experiment to discover why chocolate turns to liquid under special conditions.

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- Pupils make good progress in their ability to classify and predict and they develop their understanding of fair testing appropriately.
  - They have good knowledge of the properties of different materials and fabrics and they use the correct terms to describe them. Following a number of experiments, they know which materials are best for keeping them dry in wet weather and warm in cold weather.
  - They have good knowledge of living things and of what they need to survive and grow.
  - Pupils record their findings carefully.
  - In KS2, pupils extend their understanding of investigative science. They conduct an experiment confidently and report back on their findings, balancing the evidence appropriately.
  - Pupils understand the need to manage variables carefully in order to ensure that a test is fair and the results dependable.
  - They understand that different foods have particular purposes and they know how to classify them into appropriate categories for various purposes, including healthy eating.
  - They know how different animals adapt to a variety of habitats.
  - They appreciate how important skeletons and muscles are to support their bodies and to help them move. They know of some of the effects of the force of gravity.
  - Pupils' understanding of the characteristics of solids, liquids and gases is developing well.
  - They can describe sources of light and how shadows are formed.
  - Pupils make good use of ICT to support the work.

### **Shortcomings**

- There are no significant shortcomings.

### **Design and technology**

Standards of achievement are satisfactory in both key stages.

#### **Good features**

- Pupils in both key stages are familiar with the processes which underpin designing and making products. Generally, they record and evaluate their work appropriately.
- In KS1, pupils consider the features which are important when making a bag to use when climbing Snowdon, and when making a simple board game. They incorporate these effectively into their designs and talk about their intentions.
- Pupils cut and handle their materials confidently and choose suitable ways to join straps onto the bags and secure the opening. They solve problems as they arise and make decisions about decorating and finishing the task creatively.
- In KS2, pupils in Y3 use labelled sketches to show details of their designs for cards to greet a new baby. They create alternative designs and forms of greetings then gather opinions about their suitability before making the final product.
- Pupils in Y4 show good development of their making and designing skills. They work collaboratively to produce model Tudor houses finished to a high standard. Pupils use a

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good range of tools and materials competently and safely, measure carefully, and apply suitable techniques to strengthen and support parts of their structures.

- In Y6, pupils confidently search for information from a good range of sources, including the Internet, to generate ideas for their new term's brief.

### **Shortcomings**

- Overall, the range of materials and components that pupils use is narrow.
- In KS1, pupils rely too heavily on their teachers and do not develop their own design and making ideas often enough.
- In both key stages, pupils' knowledge and understanding of simple mechanisms and of controlling events are limited.

### **Information technology**

Standards of achievement are good in both key stages.

#### **Good features**

- In KS1, pupils control the mouse well and manipulate the cursor confidently.
- Pupils possess a good range of word processing skills and can save, edit and print text confidently.
- They use a paint program effectively to design and reproduce pictures to enhance their work in other curricular areas. They are developing the ability to import and place graphics to improve their language skills.
- Pupils can input directions into a programmable floor turtle and chart its movement accurately and neatly.
- In KS2, pupils present information for specific purposes and audiences in a variety of forms and styles. In history, for example, they write a Victorian diary using a particular font to reproduce a contemporary handwriting.
- Pupils input data into computer databases and spreadsheets and produce a range of graphical representations to use in problem solving work in mathematics and investigative work in science.
- Pupils use CD ROMs and the Internet constructively to research information for history, geography, music and art.
- Older pupils are becoming familiar with the wider applications and implications of ICT to communicate information, for instance, through e-mail and the use of digital imagery.
- Pupils make good use of the school's ICT suite and of the interactive whiteboards to support their learning.

#### **Shortcomings**

- There are no significant shortcomings.

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## **History**

Standards of achievement are good in both key stages.

### **Good features**

- In both key stages, pupils have a good understanding of the concept of past and present. They are aware of the passage of time and are able to compare features of a particular period in the past with other periods in history.
- In KS1, pupils develop a good awareness of the past by looking at changes in their own families and changes that have happened in the locality over the years.
- They have studied and understand how the way mail is delivered has developed over the years.
- Pupils recall stories and events about the lives of people such as Jane Pritchard of Llancaiach Fawr Manor. They write short dialogues to bring the characters to life and complete storybooks on Jane's life.
- In KS2, the range and depth of pupils' understanding increase appropriately and their historical research skills develop well. Most pupils can place a number of important people and events within a chronological framework.
- Pupils have a good knowledge of the history of Penrhyn Castle, the slate quarry in Llanberis and the development of the Snowdon mountain railway.
- Pupils have an increasing knowledge of the Celts and can describe important aspects of their way of life.
- They make effective use of their investigative skills to inquire into different aspects of the Victorian age. The older KS2 pupils write factual accounts and diaries of life below stairs in Victorian times and are able to compare their present education with that in a Victorian school.
- Pupils' knowledge and understanding are enhanced by visits to places of historical interest and the good use they make of ICT.

### **Shortcomings**

- There are no significant shortcomings.

## **Geography**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- In KS1, pupils develop good mapping skills. They make simple maps of familiar areas using pictures, symbols and keys.
- They use appropriate geographical terms to describe features in their environment, for example, when describing their journey from home to school or their journey to the summit of Snowdon.
- By comparing the features of the city of Bangor and the area around Llancaiach Fawr in the south, they appreciate that parts of the country are similar in some respects and different in others.

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- They have a good awareness of changes in weather conditions at different times of the year.
  - In KS2, pupils develop their mapping skills further by using a wide range of maps, including Ordnance Survey maps. They have an increasing knowledge of co-ordinates, scales and symbols.
  - Pupils' awareness and understanding of contrasting areas develop well by comparing Bangor with Llanberis, and Wales with Lesotho and Uganda in Africa. Their recall of facts about the population, the weather and the living conditions of people in those countries is good.
  - Pupils' knowledge about Wales is developing appropriately and the oldest pupils know the names of the main countries and the capital cities of Britain, Europe and beyond.
  - Pupils make effective use of ICT to support the work in geography.

### **Shortcomings**

- There are no significant shortcomings.

### **Art**

Standards of achievement are good in KS1 and very good in KS2.

### **Good features**

- In KS1, pupils experiment with different materials and media, and use a variety of techniques to good effect. They mix colours to paint pictures of their favourite toys and in one class, pupils create imaginative oil pastel scenes in response to listening to music.
- They demonstrate good observational skills when they draw self-portraits and record historical artefacts seen at a museum. Pupils experience pattern and texture as they make a selection of rubbings. They talk with interest about the process of creating a colourful, large-scale collage of the locality and apply collage techniques to produce their own simple images in the style of Matisse.
- Pupils' awareness of shape and form develops as they handle suitable modelling materials. They are able to produce lively pictures using the computer.
- In KS2, pupils make very good progress in developing their understanding of the visual qualities of art, and in experimenting with them successfully in their own artwork. They make good use of sketchbooks.
- Pupils' observational skills develop well. In their studies of cactii, pupils mix paints effectively and studies of human joints show pupils' confidence in their use of pastels, chalk and charcoal. They understand how to achieve tonal qualities when they draw self-portraits.
- Pupils refer to works by famous sculptors which influenced their making of human figures with clay and with wire. These are well-finished, as are the large-scale minibeasts added to a collage. Pupils create Celtic patterns with string as printing blocks, and also produce imaginative, delicate images in ink.
- The use of ICT enhances pupils' work. Pupils competently use the computer, exploring line, shape and colour in order to create pattern and reflect movement in their compositions. They develop confidence in taking photographs of friends and aspects of

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the school building with a digital camera, and then use the photographs effectively to produce vibrant artwork.

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### **Shortcomings**

- There are no significant shortcomings.

### **Music**

Standards of achievement are good in KS1 and very good in KS2.

#### **Good features**

- In KS1, pupils know a wide range of songs, hymns and action songs and they sing them in tune and with enthusiasm.
- Pupils are familiar with a range of percussion instruments and can play simple accompaniment as a group. They keep a steady beat and vary the dynamics to suit the song. The majority have a good sense of rhythm.
- When composing a sound picture of a journey on the train pupils thoughtfully reproduce the various sounds of natural features.
- In KS2, pupils sing in unison to a very good standard. They enunciate well and give full value to the notes particularly at the end of a phrase. They are aware of the importance of breathing properly and they understand how a voice is produced.
- Pupils listen carefully to music. They can recognise a good number of instruments and describe changes in the musical elements.
- Pupils compose, perform and evaluate their compositions to a high standard. In some classes, they create a graphic score which incorporates different sounds in response to various stimuli.
- Pupils evaluate music from a wide range of styles and cultures including the work of musicians and performers from Wales.
- By the end of KS2, the majority of pupils have a good musical vocabulary and they demonstrate a considerable understanding of the musical elements.

### **Shortcomings**

- There are no significant shortcomings.

### **Physical education**

Standards of achievement are good in KS1 and satisfactory in KS2.

#### **Good features**

- In both key stages, pupils dress appropriately for lessons and give due attention to warm-up and cool-down routines.
- In KS1, pupils are developing effective control of their body movements and are aware of constantly changing situations. They make good use of space and move at different speed with suitable balance and discipline.
- Pupils respond appropriately to instructions and the majority are developing good ball skills.
- Pupils work co-operatively in pairs and in groups.

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- In KS2, the majority of pupils show satisfactory control over their bodies when undertaking gymnastic activities. They create basic shapes on the floor as well as a series of controlled movements, some of which show imagination.
  - Pupils collect, place and work on mats with partners; they observe each other's performance and point out aspects that could strengthen the movements.
  - Some of the older pupils are making satisfactory progress in practising aspects of soccer.
  - Pupils in KS2 have swimming lessons and take part in a number of sporting activities, including team games, with other local schools. They are said to achieve a good level of success in games such as soccer, netball, rugby and cricket.

### **Shortcomings**

- In KS2, pupils have only a limited ability to build up a series of sequential movements.
- Pupils' skills in evaluating the quality of their own performance and to use this information to refine and improve the quality of their work is underdeveloped.

### **Religious education**

Standards of achievement are good in KS1 and KS2.

#### **Good features**

- In KS1, pupils have good knowledge of aspects of the Christian faith. They know that there are two main sections to the Bible, they can repeat some stories from the old testament and the new and they know about the significance of the main Christian festivals.
- Pupils know that there are a number of other religions in this country and that they have their special festivals and customs.
- They are familiar with the names of some saints such as Dewi and Dwynwen and they have made a study of the story of Cybi and Seiriol and their journey to the well at Clorach.
- In KS2, pupils' knowledge about worship and religious festivals is further extended.
- Following a visit to a local church, Y3 pupils have been discussing with interest the significance of the building itself and the purpose of the various furniture within it.
- They are familiar with the history of the prophet Muhammed and they can explain what the five pillars of Islam are.
- They know the names of the holy books of a number of different religions and they can describe the main features of the type of worship held in some of them.
- They appreciate that religion is an important and powerful element in the lives of many people and that it influences their way of thinking and their way of life.

#### **Shortcomings**

- There are no significant shortcomings.

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## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress Since the Last Inspection**

The key issues identified in the previous inspection, which was held in the autumn term of 1997, were as follows:

There was a need to:

- improve standards of achievement in Welsh in KS1 and KS2 and in physical education in KS2;
- ensure effective methods of teaching and learning language in a bilingual situation;
- improve the procedure of responding to the work of pupils, orally and in writing, in order to identify strengths and weaknesses;
- ensure reasonable contact time for each subject in order to fulfil the requirements of the NC;
- set targets and define them clearly in order to achieve them in a realistic period of time;
- provide sufficient space for the under-fives to develop their physical skills;
- meet the statutory requirements when recording absence.

The school has effectively addressed five of these key issues, but there has been insufficient response to the first two on the list. Standards of achievement in Welsh in KS1 and in physical education in KS2 are now satisfactory, but standards in important elements of Welsh in KS2 remain unsatisfactory. Teachers have received sufficient training in language teaching in a bilingual situation and the effect of that is to be seen particularly in the work with the youngest children and in KS1. However, it has not as yet sufficiently influenced the oral and written Welsh skills of the majority of pupils in KS2. There has been an obvious improvement in the general procedure of responding to pupils' work particularly in making use of the detailed information collated about their achievements, and in setting clear targets to promote higher standards. Sufficient contact time is now allocated to each subject and, as a result of building an extension, there is sufficient room for the under-fives to hold their physical activities. The school now conforms fully with the statutory requirements in relation to recording absences.

### **8.2 Key Issues for Action**

There is a need to:

- raise pupils' oral and written standards of achievement in Welsh in KS2;
- give attention to shortcomings in design and technology in KS1 and KS2 and physical education in KS2 where standards are satisfactory;
- improve pupils' achievements in their use of Welsh across the curriculum in KS2;
- ensure consistency in marking across the school;
- further develop the monitoring procedure which has already had a beneficial influence on pupils' standards of achievement.

## APPENDIX

### A. Basic information about the school

Name of School	Hirael
School Type	LEA maintained/Community
Age-range of pupils	3-11
Address of school	Orme Road Bangor Gwynedd
Post-Code	LL57 1BA
Telephone number	01248 352182

Headteacher	Miss V Davies
Date of appointment	September 1996
Chair of Governors	Mr G Gibbs
Registered Inspector	Mr E Lloyd Williams
Dates of inspection	29 April-1 May 2003

### B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	14	36	31	35	32	30	25	26	229

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	4	10.9

<i>Staffing Information</i>	
Pupil:teacher ratio, excluding nursery and special classes	22:1
Child:adult ratio (fte), nursery only	14:1
Average class size, excluding nursery and special classes	27
Teacher:class ratio	1.2:1

<i>Percentage attendance for three complete terms prior to the inspection.</i>				
	R	KS1	KS2	Whole school
Summer 2002	90.2	92.0	94.4	92.2
Autumn 2002	93.0	89.6	93.1	91.9
Spring 2003	92.2	92.5	91.9	92.2

Percentage of pupils entitled to free school meals	19
Number of pupils excluded during 12 months prior to inspection	0

### C. Results of NC assessments and public examinations

#### ASSESSMENT RESULTS KEY STAGE 1: 2002

NC Assessment Results: KS1: 2002			Number of pupils in Y2: 32					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH	Teacher Assessment	School	0	19	12	50	19	0
		National	0	4	13	63	20	0
Reading	Teacher Assessment	School	0	9	9	82	0	0
		National	0	4	14	54	28	0
Writing	Teacher Assessment	School	0	21	12	53	14	0
		National	0	5	13	71	10	0
Speaking and listening	Teacher Assessment	School	0	9	15	35	41	0
		National	0	2	11	64	22	0
WELSH	Teacher Assessment	School	0	22	16	43	19	0
		National	0	2	11	63	24	0
Oracy	Teacher Assessment	School	0	22	18	44	16	0
		National	0	2	11	63	23	0
Reading	Teacher Assessment	School	0	22	18	47	13	0
		National	0	3	17	57	22	0
Writing	Teacher Assessment	School	0	25	12	47	16	0
		National	0	4	20	65	10	0
MATHEMATICS	Teacher Assessment	School	0	3	13	28	56	0
		National	0	2	9	61	26	0
SCIENCE	Teacher Assessment	School	0	3	16	65	16	0
		National	0	2	10	68	20	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	63	In Wales	80
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D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

ASSESSMENT RESULTS KEY STAGE 2: 2002

NC Assessment Results: KS2: 2002			Number of pupils in Y6: 27										
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher	School	0	0	0	n/a	0	0	7	0	37	56	0
	Assessment	National	0	0	0	n/a	0	1	6	17	46	30	0
	Test/Task	School	0	4	0	0	n	n	7	4	22	63	n
		National	0	2	1	1	n	n	5	12	41	38	n
Welsh	Teacher	School	12	0	0	n/a	0	4	4	50	25	17	0
	Assessment	National	1	0	0	n/a	0	1	4	19	50	23	0
	Test/Task	School	12	8	0	0	n	n	13	37	29	13	n
		National	1	2	0	1	n	n	3	18	51	24	n
Mathematics	Teacher	School	0	0	0	n/a	0	0	0	33	37	30	0
	Assessment	National	0	0	0	n/a	0	1	4	19	47	28	0
	Test/Task	School	0	4	0	0	n	n	0	11	41	44	n
		National	0	2	1	1	n	n	4	19	43	30	n
Science	Teacher	School	0	0	0	n/a	0	0	0	15	44	41	0
	Assessment	National	0	0	0	n/a	0	0	2	13	50	33	0
	Test/Task	School	0	4	0	0	n	n	0	7	30	59	n
		National	0	2	0	0	n	n	1	10	47	38	n

Percentage of pupils attaining at least level 4 in mathematics, science and either Welsh (first language) or English			
by Teacher Assessment		by Test	
In the school	67	In the school	85
In Wales	70	In Wales	68

D: Pupils who have been excluded or disapplied under Section 364 or 365 of the Education Act 1996.

A: Pupils who have failed to register a level because of absence.

N: Pupils who have failed to register a level for reasons other than absence.

B: Pupils not entered for tests because they are working outside the levels specified for tests.

W: Working towards level 1.

n Tests do not cover these levels.

n/a: Not applicable

#### D. The evidence base of the inspection

- Four inspectors, including the lay inspector, visited the school for a total of 11 inspector days.
- Sixty-five lessons or parts of lessons were inspected.
- Pupils, representing different ages and abilities, were listened to reading. A number of pupils were spoken to and asked about their attitudes to their work.
- Samples of their written and practical work in all subjects were examined.
- The inspectors held discussions with the teachers at the end of the inspection days on a wide range of issues regarding the school's work. Consideration was given to the school's planning documents and its various files and records.
- The inspectors were present in morning services and in the hall at lunch times.
- Seven parents attended the pre-inspection meeting and 68 questionnaires were completed.
- The inspectors held a meeting with the governing body before and after the inspection.

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

<b>Inspector</b>	<b>Type</b>	<b>Aspect Responsibilites</b>	<b>Subject Responsibilities</b>
Mr E Lloyd Williams	RgI	Context Main findings Standards achieved by pupils Quality of teaching Curriculum Quality of self-evaluation and planning for improvement Leadership and efficiency School improvement	Welsh science geography music religious education
Mr W Owen	Lay	Attendance Partnership with parents and community, schools and other institutions Partnership with industry	
Mrs Rh Steeds	Team	Pupils' spiritual, moral, social and cultural development Assessment, recording and reporting Staffing, accommodation and learning resources	early years English design and technology art
Mr R G Williams	Team	Behaviour and attitudes Support, guidance and pupils' welfare Provision for pupils with SEN	mathematics information technology history physical education

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