

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

**Ysgol Gymuned Y Ffridd  
Gwalchmai  
Anglesey  
LL65 4SG**

**School Number: 6602142**

**Date of Inspection: 06/02/06**

**by**

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**The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:**

- \* nursery schools and settings maintained or used by local education authorities (LEAs);
- \* primary schools;
- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
- \* the education, guidance and training elements of Jobcentre Plus.

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- \* provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- \* makes public good practice based on inspection evidence.

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Ysgol Gymuned Y Ffridd was inspected as part of a national programme of school inspection. The purpose of inspection 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 information about the performance of their child's school.

The inspection of Ysgol Gymuned Y Ffridd took place between 06/02/06 and 08/02/06. An independent team of inspectors, led by William Edward Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **full** inspection.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of 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 reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	8
<b>Standards</b>	9
Key Question 1: How well do learners achieve?	9
<b>The quality of education and training</b>	12
Key Question 2: How effective are teaching, training and assessment?	12
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	14
Key Question 4: How well are learners cared for, guided and supported?	16
<b>Leadership and management</b>	18
Key Question 5: How effective are leadership and strategic management?	18
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	20
Key Question 7: How efficient are leaders and managers in using resources?	21
<b>Standards achieved in subjects and areas of learning</b>	22
Under 5s	22
Welsh first language	25
English	26
Mathematics	27
Science	28
Information technology	29
Design technology	30
History	31
Geography	32
Art	33
Music	34
Physical education	35
Religious education	36
<b>School's response to the inspection</b>	37

<b>Appendices</b>	<b>38</b>
1 Basic information about the school	38
2 School data and indicators	39
3 National Curriculum assessments results	40
4 Evidence base of the inspection	41
5 Composition and responsibilities of the inspection team	42

## **Context**

### **The nature of the provider**

1. Y Ffridd Community School, Gwalchmai, is a rural primary school. It is located on the outskirts of the village of Gwalchmai, some ten miles from the town of Holyhead. Welsh is the main language spoken in the homes of 55% of pupils although 87% speak Welsh to first language standard.
2. There are 57 full-time pupils on the school register together with five part-time nursery children. They are taught by three full-time and two part-time teachers and one nursery assistant.
3. The area is described as one that is disadvantaged both economically and socially. 43% of the pupils are entitled to free school meals, which is significantly higher than the county and national percentage.
4. In the school's opinion, the attainment of pupils is comparatively low when they start in school in the nursery class. 23% of the pupils have additional learning needs including five pupils with a statement of Special Educational Needs.
5. There have been a number of significant changes in the school since the last inspection in the Spring term, 2000. There has been a reduction of 30% in the number of pupils, there has been a substantial reduction in the number who speak Welsh as a first language and 20% fewer pupils are now on the additional learning needs list. Recently, a part-time nursery class has been established in the school.
6. The staffing situation has now stabilised with a new head in post since September 2001.

### **The school's priorities and targets**

7. According to the School Development Plan, the priorities and targets for 2005-08 include:
  - raising standards in mathematics, in particular mental arithmetic;
  - raising standards of reading in Welsh and English and standards in oral work in Welsh;
  - developing art work in both key stages;
  - ensuring there are effective systems for designating periods for teachers' planning, preparation and assessment;
  - continuing to develop the school's self-evaluation systems.

## Summary

8. The progress made by the school since the last inspection in 2000 is outstanding. Standards have gone up substantially in every subject, especially at Key Stage 2, and the quality of teaching is also consistently good. The greatest improvement is seen in the leadership and management of the school and this has had a significant influence on the standards of work of pupils and the quality of the educational provision in general.
9. The school's judgement in its self-evaluation report corresponds to the findings of the inspection team in six of the seven key questions.

### Table of grades awarded

Key question	Grade of inspection
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences fulfil the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
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

10. Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	88%	12%	0%	0%

### Areas of Learning for Children under five

11. Standards of achievement of children under five are as follows:

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

### Grades for standards in subjects inspected

Areas of learning	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
English		Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 1	Grade 1
Music	Grade 2	Grade 3
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 3

12. The general quality of the educational provision for children under five is appropriate to their needs and children are making good progress towards the Desirable Outcomes for Children's Learning.
13. Pupils succeed whatever their social or linguistic background. Pupils with special educational needs make good progress within their ability and age.
14. Children under five and Key Stage 1 and Key Stage 2 pupils achieve good standards in their ability to use language and communication skills, mathematics and information and communication technology across the curriculum. They make good progress in their bilingual competence.
15. During the past four years, the results of pupils' assessments at the end of Key Stage 1 have been better than the national performance and higher than the performance of similar schools. The performance at the end of Key Stage 2 has been lower than the national performance and the performance of similar schools in two of the four years. The performance of girls at Key Stage 2 has been substantially higher than boys' performance.
16. The progress pupils make in their learning and personal, social and moral development is good. They work hard in lessons and co-operate freely with other pupils.
17. Standards of behaviour throughout the school are outstanding. In a family environment, pupils play happily and are keen to work.
18. Although pupils have the ability to use the knowledge and skills they learn to develop their own ideas, they rely too much on the guidance of teachers and are not sufficiently independent in planning and organising their work.
19. The creative skills of pupils of all ages are good. They produce art-work of a high standard and show imagination and originality when undertaking practical tasks.

20. The percentage of attendance over the three terms before the inspection is 90%, which is lower than the county and national percentages. There are many minor absences that reduce the attendance percentages. Pupils arrive punctually at school and no time is lost during the day.
21. Pupils' awareness of equal opportunity issues is good. They respect diversity in society and understand that some people have different cultures, beliefs and ways of life that are different to their own experiences. They are proud of their community and contribute often to its life and work.

### **Quality of education and training**

22. The quality of teaching in the lessons inspected are as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
3%	75%	22%	0%	0%

23. The excellent relationship teachers have with pupils fosters effective learning and high expectations.
24. Teachers have a sound knowledge of the subjects they teach, they create a purposeful work ethos and there is a clear structure to lessons. They monitor pupils' work carefully during the lessons and provide good support for them. The bilingual ability of pupils is fostered skilfully through constant encouragement and support.
25. In a small number of lessons, pupils are not given enough opportunity to work independently and to show initiative.
26. There are good systems for assessing the achievements of pupils and a close watch is kept on their progress throughout their time in school. The quality of annual reports for parents is good.
27. The curriculum provided for pupils of all ages is well planned and provides a broad range of relevant experiences for them. A strong emphasis is placed on basic skills and on developing the bilingual skills of pupils.
28. The school ensures that all pupils, whatever their ability, background and sex, have equal access and opportunity in all activities.
29. The good range of extra-curricular activities contributes well to enhancing the quality of the curriculum.
30. The provision for promoting the spiritual, moral, social and cultural development of pupils is outstanding. The collective worship, circle time and School Council contribute substantially to improving the achievements of pupils and also create a pleasant ethos in school.

31. The partnership and links with parents are good. There are effective communication systems although there are a small number of minor omissions in the Annual Governors' Report for Parents.
32. There are appropriate links between the school and other local primary schools. Links with the local secondary school are good.
33. There is good provision for enhancing pupils' understanding of sustainable development both locally and world-wide. This is achieved through visits, use of the school's recycling system and through being part of the Green School scheme.
34. The school plans and manages its care arrangements well and when required, there is close co-operation with parents on specific issues.
35. New children who enter the school during the year, together with their parents, feel they are welcome and that there is good support for them.
36. The support and personal guidance provided for pupils is outstanding. The school is a happy, community where pupils feel they are appreciated and supported. They have access to a comprehensive programme of personal and social education.
37. There are sound systems for monitoring attendance and punctuality and parents are aware of these.
38. There are appropriate procedures to ensure that every aspect of school life is safe. Members of staff deal sensitively with any concerns about the personal welfare of pupils under their care.
39. The quality of provision for additional learning needs is good. The needs of pupils are identified from a very early age and appropriate support is provided to ensure they have full access to the curriculum and to all other activities in school.
40. The school has an effective policy and strategies for fostering positive attitudes, such as acknowledging diversity and promoting racial equality.
41. There are sound procedures for eliminating any aggressive behaviour and bullying. No cases of bullying or offensive behaviour were seen during the period of the inspection.
42. The school has responded effectively to ensure that pupils with physical disabilities are treated just as favourably as the other pupils.

## **Leadership and management**

43. The head promotes the aims and objectives of the school effectively and provides clear direction for its work. There are high expectations with regard to achievements of pupils and standards of behaviour and these are shared by the staff, governing body and parents.
44. A key contribution is made by every member of staff towards raising the standards of achievement of pupils and improving the quality of the educational provision.
45. The individual targets set for each pupil provide challenging aims for them to strive towards and encourage them to improve. The whole school targets set annually tend to be lacking in challenge.
46. There are comprehensive procedures for monitoring staff performance and for providing support and relevant training for them.
47. Governors have an appropriate understanding of their role. They work with the head to set a strategic direction for school development but they pay little attention to their role in monitoring and evaluating.
48. The recently established self-evaluation systems have provided the school with valuable information about its performance. A good range of direct evidence is used and detailed attention is given to pupils' achievements.
49. Every member of staff has a practical role in the self-evaluation systems. Reports are given to governors on the findings of the evaluations and the information is used when deciding on the priorities of the School Development Plan.
50. Apart from subjects, the attention given to evaluating cross-school aspects is limited and there are no formal procedures for ascertaining parents' opinions.
51. The self-evaluation report produced by the school before the inspection is of good quality. It is evaluative and concise and includes shortcomings as well as good features.
52. The School Development Plan is of good quality and is a useful document for providing a strategic direction for school development.
53. There are enough teachers with appropriate qualifications to teach all aspects of the curriculum. Staff expertise is used well and the teaching assistants make a key contribution to the quality of the teaching and learning.
54. The arrangements for reducing the workload of teachers and providing them with non-contact time to plan, prepare and assess, have a positive effect on pupils' standards of achievement and on the effectiveness of teaching.

55. The school has sufficient resources for every age and subject and they are of good quality.
56. School buildings and land are of good quality. The classrooms and other areas are welcoming and the displays of pupils' work are valuable teaching and learning resources.
57. The financial management of the school is good. It provides good value for money.

## Recommendations

- A1 Raise standards in music and religious education at Key Stage 2 by giving attention to the shortcomings identified.
- A2 Continue to develop self-evaluation procedures and establish a system to ascertain parents' views on the school's work.
- A3 Develop the governing body's monitoring and evaluation role and ensure that the Annual Report for Parents includes all the required information.
- A4 Develop pupils' ability to work independently so that they can plan and organise their work without supervision.

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

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

59. Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	88%	12%	0%	0%

60. Standards of achievement of children under five are as follows:

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

61. Standards of achievement in the areas of learning and subjects inspected are as follows:

Areas of learning	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
English		Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 1	Grade 1
Music	Grade 2	Grade 3
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 3

62. The general quality of the educational provision for children under five is appropriate to their needs and children are making good progress towards the Desirable Outcomes for Children's Learning.

63. Pupils succeed, whatever their social or linguistic background, with a good majority reaching the targets set for them. Pupils with special educational needs make good progress within their ability and age.
64. Children under five and Key Stage 1 and Key Stage 2 pupils achieve good standards in the key skills.
65. Pupils listen well and contribute confidently to class discussions. They use their reading and writing skills effectively in a number of different contexts.
66. They apply their mathematical skills well when undertaking practical activities and use a broad range of computer software confidently for cross-curricular purposes.
67. Pupils make good progress in their bilingual competence. By the beginning of Year 5, the great majority speak, read and write with ease in both Welsh and English.
68. During the 2001 – 2005 period, the percentage of Key Stage 1 pupils who reached Level 2 or higher in Welsh, mathematics and science was on the whole better than the local and national performance and better than the performance of schools with a similar percentage of pupils entitled to free school meals.
69. During the same period, the results of Key Stage 2 pupils in Welsh, English, mathematics and science were lower than the national performance in two of the four years. When compared to the performance of schools with a similar percentage of pupils entitled to free school meals, the school's performance has fluctuated from being in the highest national quartile to being in the lowest quartile.
70. During the past four years, the performance of Key Stage 2 girls has been substantially higher than that of the boys.
71. The good progress made by pupils in their learning enables them to move on to the next period of learning with confidence. Although they can use the knowledge and skills they have learnt to develop their own ideas, a number tend to depend over-much on guidance from teachers and do not take personal responsibility for the direction of their learning. They have a good understanding of the tasks in hand but are uncertain when evaluating their work and identifying how to improve.
72. Pupils of all ages make good progress in their personal, social and moral development. They undertake their tasks promptly, work hard in lessons and use their time effectively. They co-operate freely with others and respect their opinions.

73. Standards of behaviour throughout the school are outstanding. In a family atmosphere, pupils study and play together happily. They are eager to work and respond enthusiastically to directions from adults.
74. The creative skills of pupils of all ages are good. They produce art-work of a high standard and show imagination and originality when undertaking practical tasks.
75. Percentages of attendance for the three terms before the inspection were 90%, which is lower than the county and national percentages. There are many minor absences that reduce the attendance percentages. Pupils arrive punctually at school and no time is lost during the day.
76. The awareness of pupils of equal opportunity issues is good. They respect diversity in society and understand that some people have cultures, beliefs and ways of life that are different to their own experiences.
77. They are proud of their community and contribute often to its life and work.
78. The valuable links with the world of work increasingly complement the school curriculum.

## The quality of education and training

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

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

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

80. The quality of teaching in the lessons inspected is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	75%	22%	0%	0%

81. The excellent relationship teachers have with pupils fosters effective learning and high expectations. This has a positive effect on pupils' standards of achievement.

82. There are a number of good features in the teaching.

83. Teachers have a sound knowledge and understanding of the subjects they teach and make effective use of varied class organisation strategies to create a purposeful work environment.

84. Lessons have a clear structure. Teachers' presentations are clear, the aims and objectives of lessons are apparent to pupils and learning is effectively reviewed at the end of the period by means of a concise concluding session. Effective use is made of resources and of learning assistants to ensure full access to the curriculum for all pupils.

85. During the learning sessions, the progress of pupils is carefully monitored and there is good support for individuals and groups.

86. The bilingual competence of pupils is fostered skilfully through constant encouragement and support.

87. In a minority of lessons, too much use is made of prepared work sheets and there is a lack of opportunity for pupils to work independently and show initiative.

88. There are good systems for assessing the achievement and progress of learners and they fulfil the statutory requirements.

89. Effective use is made of the Baseline Assessment to identify the educational needs of children under five at an early stage and to plan appropriately for them.

90. There are good systems at Key Stages 1 and 2 for assessing the achievements of pupils and their progress throughout their time in school is monitored in detail.
91. Pupils' work is marked conscientiously and in best practice, there are purposeful comments in pupils' books, which encourage them to improve their work. However, the attention given to encouraging pupils to evaluate their work is limited.
92. The quality of annual reports for parents is good and clearly notes the achievements of pupils in all areas of learning as well as identifying steps for improving performance.

**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**

93. The findings of the inspection team correspond with the school's judgment in its self-evaluation report.
94. The school provides a broad range of experiences and provides equal access to a curriculum that is based on relevant activities. It conforms to the legal requirements.
95. The general quality of the educational provision for children under five is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.
96. The quality of the curriculum provided for Key Stage 1 and 2 is appropriate for the needs of pupils. The schemes of work ensure that learning experiences are well planned to provide balance, breadth and coherence.
97. Appropriate attention is given to teaching the basic skills and key skills and there is good provision for improving the bilingual skills of pupils in Welsh and English. A sound emphasis is placed on the Welsh dimension within the great majority of curriculum areas.
98. The curriculum provision is enhanced by a good range of extra-curricular activities and numerous educational visits. These contribute well to the educational progress of pupils and their personal and social development.
99. The provision for promoting the spiritual, moral, social and cultural development of pupils is outstanding. By means of a range of curricular activities and regular sessions such as collective worship, circle time and the School Council, pupils have good opportunities to practice their skills and discuss issues of importance to them. These experiences contribute substantially to improving their achievements, meeting their needs and interests and creating a pleasant ethos in the school.
100. The partnership and links with parents are good. Parents value the school's work and are supportive of its aims and objectives. There is a diligent Parent -Teachers' Association that raises substantial amounts of money for the school fund.
101. There are effective systems for communicating with parents. The information provided is of good quality and is bilingual. There are a small number of minor omissions in the Annual Governors' Report for Parents.
102. There are appropriate links with other local primary schools. The links with the local secondary school are good.

103. The learning experiences promote the bilingual skills of pupils successfully and pupils from non-Welsh speaking homes come to speak the language confidently in a short time.
104. There are effective arrangements for promoting access and equal opportunity to the curriculum and promoting high achievements for all pupils.
105. Pupils show a good awareness and understanding of sustainable development both locally and world-wide. This is achieved through visits, thematic work and use of the school's recycling system. The school has gained the Green School bronze accreditation.
106. The school is at an early stage in promoting the development of enterprise skills. Y5 and Y6 pupils have organised a stall in the Christmas Fair and have created a spreadsheet of the sale of fruit in school. All of these activities add to their preparation for the needs of the local community and employment.
107. Pupils are very familiar with democratic processes after visiting the local county council chamber and electing the School Council. Members of the School Council undertake their responsibilities seriously, and are proud of their influence on some aspects of school life.

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

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

108. The findings of the inspection team correspond with the school's judgement in its self-evaluation report.
109. The school plans and manages its care systems well and makes effective use of support services. There is close co-operation between the school and parents and when necessary, effective use is made of the services of relevant agencies.
110. New children in the nursery class settle quickly and feel safe in school. Pupils who have arrived in the school during the year feel there is a welcome and good support for them.
111. The support and personal guidance provided for pupils is outstanding. The school is a happy and caring community where pupils feel they are appreciated and supported and they are comfortable with seeking the advice and guidance of staff. They have access to a comprehensive programme of personal and social education.
112. There are sound systems for monitoring attendance and punctuality. Pupils self-monitor their behaviour around the school through their representatives on the School Council, which undertakes the task conscientiously. By means of worry boxes placed in the school foyer and in every class, there is a way for pupils to raise any issues that concern them anonymously.
113. There are appropriate procedures to ensure that all aspects of school life are safe. Access for vehicles on the school site is restricted and there has been a joint campaign between parents and members of the community to raise awareness of aspects of road safety.
114. All members of staff are familiar with the systems for child protection and deal appropriately and sensitively with any concerns about the personal welfare of pupils. A copy of the school policy is provided for every new member of staff, and it is ensured that they are aware of its content.
115. The quality of provision for pupils with additional learning needs is good and conforms to the statutory requirements. Pupils' needs are identified at a very early age and appropriate support is provided for them.
116. The school co-ordinator, part-time teacher and assistants provide good support for pupils with additional learning needs and ensure they have full access to the curriculum and to all other school activities.

117. The individual learning plans for these pupils are of good quality and include appropriate learning targets for each pupil. The school works closely with parents, external agencies and the local secondary school when reviewing pupil progress.
118. Features such as fairness and equal opportunity for all are very strong elements in the school. It is ensured that all pupils, whatever their ability, background or sex, have access and equal opportunity in all activities.
119. The role of the School Council in school life is emphasised, and through it, pupils have a strong voice in issues that have to do with them and feel that the school listens to them.
120. Statutory requirements in raising awareness of anti-racism are fulfilled. The school has an effective policy and strategies for fostering positive attitudes such as recognising diversity and promoting racial equality. Pupils have appropriate opportunities to discuss world-wide citizenship issues and their work in some subjects includes texts where they learn about the importance of respect and tolerance.
121. There are sound procedures for eliminating any aggressive behaviour and bullying. No cases of bullying or offensive behaviour were seen during the inspection and parents testify that they have no concerns about bullying in school.
122. The school has responded effectively to ensure that pupils with physical disabilities are treated just as favourably as other pupils in terms of opportunities and support. There are appropriate facilities in school for the disabled.

## Leadership and management

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

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

123. The findings of the inspection team differ from the school's judgement in its self-evaluation report in that the school has awarded Grade 3 to the key question. It appears that the school did not give due attention to the high quality of the head's leadership when forming a judgement.
124. The head promotes the school's aims and objectives effectively, providing a clear direction for the school's work. There are high expectations for pupils' achievement and standards of behaviour and these are shared with the staff and governing body.
125. The aims and priorities of the school are visibly incorporated in its policies and plans for improvement.
126. The contribution of staff and governors is valued and they are consulted before key managerial decisions are made or before forming policies. Through the School Council, there are good opportunities for pupils regularly to discuss issues relating directly to their lives in school. These practices help to promote equal opportunities for staff and pupils.
127. A key contribution is made by all members of staff in raising pupils' standards of achievement and improving the quality of educational provision. Recently they have taken a more active role in the school's self-evaluation systems.
128. Detailed attention is given to local and national priorities in the school development programme. The school has gained the Basic Skills Agency Quality Mark accreditation. It has received the Green Schools bronze medal and has fulfilled four stages in the Healthy School scheme.
129. There is effective co-operation with a number of local partnerships, which include primary and secondary schools, teacher training colleges and various agencies. The school benefits substantially from the curricular support of the Local Education Authority advisers.
130. The individual targets set for each pupil provide them with challenging aims towards which to work and encourage them to improve. Whole school targets are set and announced annually, but they tend to be rather lacking in challenge.
131. There are comprehensive procedures for monitoring individuals' performance and for providing support and relevant training for them. The requirements of Performance Management are implemented thoroughly.

132. Governors have an appropriate understanding of their role. They co-operate with the head to set a strategic direction for school development and they fulfil their statutory duties fully.
133. Their attendance in meetings tends to be uneven, and they give little attention to their monitoring and evaluation role.

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

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

134. The findings of the inspection team correspond with the school's judgement in its self-evaluation report.
135. The self-evaluation procedures established recently have provided the school with valuable information about its performance. The school's opinion in its self-evaluation report corresponds with the inspection team's findings in six of the seven key questions and in the seventh, the inspection team's grade is higher.
136. The self-evaluation systems draw upon a good range of direct evidence that includes standards of pupils' work, quality of teaching and results of internal tests. Detailed attention is given to the achievement of pupils in National Curriculum assessments in order to identify any significant trends.
137. Every member of staff is included in the evaluations. They evaluate standards across the school in their areas of responsibility and observe teaching.
138. Reports are provided for governors on the outcomes of evaluations, the school acts promptly on some issues if required and the remainder are considered when deciding on the priorities of the School Development Plan.
139. Apart from the subjects, little attention is given to cross-school aspects in the evaluations, and there are no formal arrangements for obtaining parents' views.
140. The self-evaluation report produced by the school before the inspection is of good quality. It is evaluative and concise and includes shortcomings as well as good features.
141. The School Development Plan is of good quality and is a useful document for setting a strategic direction for the school's development. Developments are planned carefully, the expected outcomes are identified together with the proposed monitoring methods, responsibilities for action are allocated to individuals and resources for supporting developments are earmarked. The effect of developments on the school is evaluated thoroughly at the end of the year.
142. The progress the school has made in implementing the eight Key Issues identified in the Report in 2000 is outstanding. Significant improvement has been seen in the standards of achievement of pupils in every subject, the quality of leadership and management together with the teaching and educational provision is now good, and the School Development Plan is a comprehensive document.
143. There is still more work to be done in developing the role of the governing body, especially in monitoring and evaluating.

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

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

144. The findings of the inspection team correspond with the school's judgement in its self-evaluation report.
145. There are sufficient teachers with appropriate qualifications to teach every aspect of the curriculum. Staff expertise is used effectively by exchanging classes and responsibilities for aspects and subjects are shared equitably between teachers.
146. Teaching assistants make a vital contribution to the quality of teaching and learning. They work closely with the teachers and ensure that individuals and groups receive good support in their work.
147. The valuable effect of in-service training on aspects of teaching and learning is seen and the professional development of teachers is related closely to the priorities identified in the School Development Plan.
148. Arrangements to lighten the work-load of teachers and provide them with non-contact time to plan, prepare and assess have a positive effect on pupils' standards of achievement and on the effectiveness of the teaching.
149. The school has sufficient resources for every age and subject, including children under five. Much of the equipment is of good quality and constant and effective use is made of it in lessons. There is extensive provision for information and communication technology.
150. School buildings and site are of good quality and are used effectively by teachers. Classrooms and other areas are welcoming and colourful, and the displays of pupils' work are a valuable teaching and learning resource.
151. There are appropriate facilities in the school for the disabled.
152. Financial management is tight and the school functions well within its budget. The School Development Plan is used as a tool for financial planning for the future, and the governing body monitors expenditure effectively.
153. The school provides good value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

**Language, literacy and communication skills** - Grade 1: Good with outstanding features

#### Outstanding features

154. Reception children listen attentively to their teacher and to other adults, and follow instructions accurately and without fuss. They speak clearly and confidently in different situations. They recognise the sound and shapes of letters, and they handle books with enjoyment, repeating a number of the stories in them. The majority form letters and numbers carefully and accurately and many write their names clearly.

#### Good features

155. Nursery children listen well to adults and they can follow simple instructions. They speak confidently about characters in stories and their communication skills develop well as they role play. They complete pre-writing exercises and become familiar with some letters.

#### Shortcomings

156. There are no important shortcomings.

**Personal and social development** - Grade 1: Good with outstanding features

#### Outstanding features

157. All the reception children behave excellently and they spontaneously show care for others and pay attention to their needs and feelings. They have established a very good relationship with adults and with other children in the class.

#### Good features

158. Nursery children have settled happily in school, learning to behave appropriately and to play with other children. They say thank you regularly and begin to understand they have to wait their turn and share toys. They can concentrate for increasing periods when undertaking different activities.

#### Shortcomings

159. There are no important shortcomings

## **Mathematical development – Grade 1: Good with outstanding features**

### **Outstanding features**

160. Reception children can compare large and small objects, the tallest and the shortest, and copy a simple pattern. The most able record numerals accurately after counting objects. They can all recognise and name 2D shapes and they record simple graphs. They understand there are different coins and discuss the need for money to pay for goods in the shop.

### **Good features**

161. Nursery children play number games, sort shapes and count confidently. Through sand and water activities, they become familiar with simple mathematical terms.

### **Shortcomings**

162. There are no important shortcomings

## **Knowledge and understanding of the world – Grade 1: Good with outstanding features**

### **Outstanding features**

163. By comparing different materials, reception children can identify objects that are hard and soft, or rough and smooth, and sort them. They make increasing use of the computer, displaying control of the mouse to make pictures and to move pictures around the screen. They know the difference between town and country, can discuss old artefacts and their purpose and explain where different foods come from.

### **Good features**

164. Nursery children have a basic knowledge about their area and homes, the kind of work people in the school and the area undertake, and they can discuss the weather and the most appropriate clothes to wear.

### **Shortcomings**

165. There are no important shortcomings.

## **Physical development - Grade 2: Good features and no important shortcomings**

### **Good features**

166. Children use large and small items of equipment with increasing confidence. They can handle small equipment such as pencils, scissors, dough and paint brushes skilfully for a particular purpose. In physical education sessions, children dress appropriately, knowing they need to warm up before starting their activities. They begin to develop an awareness of space and they follow the teacher's instructions well. They recognise parts of the body and can create interesting shapes. Their skills are further developed through the use of large toys.

### **Shortcomings**

167. Children do not improve their physical skills sufficiently when playing with large toys.

## **Creative development - Grade 1: Good with outstanding features**

### **Outstanding features**

168. Children make choices of colour and experiment enthusiastically in a very broad range of media, creating detailed pictures, patterns, textures and shapes in their art activities. The products include three-dimensional work creating pieces of work of a high standard. Children role play confidently and creatively in their various corners.

### **Good features**

169. They sing in Welsh with enjoyment and enthusiasm, using varied movements to convey meaning.

### **Shortcomings**

170. There are no important shortcomings.

## Welsh first 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

171. Key Stage 1 pupils listen attentively and respond well to the teacher's instructions. They can express themselves clearly and chat confidently with adults. A substantial number have a good vocabulary and grasp of the basic syntax of the language.
172. They use a number of strategies to help them read. They recognise many common words and can decode unfamiliar words. A good percentage of the pupils read fluently with appropriate expression.
173. Standards of writing are good. Pupils produce varied pieces of writing, they use an appropriate range of sentence patterns and they have a sound understanding of basic punctuation. A substantial number can write extensively and independently on various topics.
174. Key Stage 2 pupils express themselves confidently when asking and answering questions in formal and informal situations. They listen attentively to others and contribute meaningfully in group discussions. The quality of their language is generally good.
175. They make good progress with their reading. A good number are skilful readers; they can discuss the content of books intelligently and read for a variety of reasons.
176. Pupils write in a number of forms and achieve good standards. They use idiomatic phrases and comparisons in their work and the standard of spelling and punctuation of the great majority is good. By Y5, a large number use paragraphs to organise their work.

### Shortcomings

177. A number of Key Stage 1 pupils rely too much on key words and the support of the teacher.
178. Little use is made by Key Stage 2 pupils of drafting and reviewing skills to improve their work.

<b>English</b>
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**Key Stage 1** – English is not presented formally at KS1

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

**Good features**

179. Key Stage 2 pupils listen well during class presentations and respond appropriately to questions from the teacher and to the ideas of other pupils. They express opinions clearly, communicate confidently in group activity and offer their own ideas in discussion. A good majority speak clearly.
180. The great majority of pupils, in particular in Y5 and Y6, read at an appropriate level for their age. They read a good range of texts in a meaningful way. They discuss the plot and characters well. They predict sensibly and use appropriate techniques when dealing with unfamiliar words. They make effective use of different sources to search for information, with the most proficient readers succeeding in finding and interpreting information quickly.
181. They produce a good range of different forms of writing, and the writing is effective. They have a good grasp of punctuation conventions and make effective use of dictionaries to help in their work. In Y5 and Y6, there is a good measure of accuracy in pupils' work and they write in an interesting and imaginative manner.
182. The standard of pupils' handwriting is good and the presentation of their work is neat and tidy.

**Shortcomings**

183. The limited vocabulary of some Y3 and Y4 pupils affects their contribution to group discussions.
184. A small minority of pupils have difficulty spelling familiar words accurately

## 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

185. Key Stage 1 pupils remember a broad range of previous work well, they understand key concepts and can recall number facts quickly and accurately. They read, write and organise numbers with increasing accuracy and they have a sound understanding of place value. They can count orally in steps of different sizes and their mental arithmetic is good.
186. They identify shapes by their mathematical name and can describe accurately their main features. They use standard units when measuring length in a detailed and accurate way.
187. Key Stage 2 pupils, in particular Y5 and Y6 pupils, have a sound understanding of the place value of numbers of five digits and above and can recall and use multiplication and division facts at a good pace. They use the four procedures with increasing certainty and can provide a logical estimate when answering number problems. By Y5, they handle decimals and negative numbers very capably and use a good range of mental arithmetic strategies to solve problems.
188. They use diagrams and graphs effectively and they have an appropriate understanding of the characteristics of two and three dimensional shapes.

### Shortcomings

189. Key Stage 1 pupils' ability to estimate length is not adequate.
190. In both key stages, the range of mental arithmetic strategies of a minority of pupils is limited.

## 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

191. Key Stage 1 pupils show good achievement when sorting materials into groups and separating them according to simple properties. The great majority of pupils recognise materials by their correct names and use the relevant scientific terms to describe them.
192. With the teacher's support, pupils undertake a good number of investigations and by Y2, they can discuss their work confidently, record results on purpose-produced sheets and provide a simple explanation of what was discovered.
193. Key Stage 2 pupils have a sound knowledge of physical processes. They can create different kinds of electrical circuits, describe different kinds of forces and explain the general effects of light.
194. They make detailed comparisons between everyday materials and use a key very effectively when classifying them.
195. They use a good range of sources to find information about their work.
196. They plan investigations systematically and undertake experimental work purposefully and safely, showing a good understanding of the essential elements of fair testing. They present their ideas in a number of ways including text, tables and graphs.

### Shortcomings

197. Key Stage 1 pupils make little use of different sources of information to reinforce their work.
198. Y5 and Y6 pupils rely too much on prepared worksheets when undertaking scientific investigations and they do not develop their own ideas and undertake investigations independently.

## Information technology

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

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

### Good features

199. Key Stage 1 pupils use an appropriate range of equipment and information technology software with increasing skill in a variety of contexts.
200. They write pieces of written work independently on the screen, adapting the text as required and printing it.
201. They can move images on the screen with confidence and use art packages effectively to create pictures and colourful patterns. With support, they can draw simple graphs and use the Web.
202. A good number of Key Stage 2 pupils are confident users of equipment and information technology software. They communicate and exchange information effectively in different forms including text, graphs and pictures. They make good use of the Web when searching for information from different websites and when sending emails.
203. Pupils' ability in using database programs to record, interrogate and reorganise data is good.

### Shortcomings

204. There are no important shortcomings.

## Design technology

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

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

### Good features

205. Key Stage 1 pupils plan their work in detail noting the steps to take, the equipment to use and the materials required. Their designs are of good quality with all components labelled.
206. They assemble, join and combine a broad range of materials and components, focusing on the finish of their product. They use simple mechanisms, structures and axles effectively in their products. They can note the main strengths of their work as well as identify how to make improvements.
207. Key Stage 2 pupils investigate the construction and purpose of their product in detail before making their own plans. They have a clear understanding of the requirements of a task and they make a number of rough sketches before selecting the one most appropriate for the job.
208. When measuring, marking, cutting and shaping, they use a wide range of materials effectively, including electrical circuits. When making a moving vehicle, they show a good understanding of axles and of ways of reinforcing a structure.
209. They use information and communication technology software appropriately when creating simple procedures in order to control the cursor movements on screen.

### Shortcomings

210. Key Stage 2 pupils work at too simple a level when using information and communication technology software to control devices.

## History

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

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

### **Good features**

211. The understanding of Key Stage 1 pupils of chronology is good and they have a firm grasp of the periods of development from childhood to old age. They can place events in order with reasonable accuracy.
212. They can discuss the lives of children a long time ago and through role play, identify with their way of life. They learn challenging historical vocabulary and use it well to explain and describe events in the past.
213. At Key Stage 2, pupils make appropriate use of a time-line to show the chronological order of historical periods.
214. Their investigative skills are good. They use a broad range of original and secondary sources to find historical evidence and information.
215. Across the Key Stage, the knowledge and understanding of pupils of the periods studied are good. Educational visits to historical sites enhance their knowledge of the subject and provide them with a better understanding of the living conditions of different groups of people.
216. Pupils record their findings and investigations effectively in a number of different ways such as graphs and tables.

### **Shortcomings**

217. Key Stage 2 pupils are not confident when discussing the history of their local area.

## 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

218. The geographical investigative skills of Key Stage 1 pupils are good. They can describe and draw a map of their journey to school in detail and provide clear directions by using terms such as to the right, to the left and straight ahead. They use simple co-ordinates and a key accurately to note the locations of objects on a map. They can place Gwalchmai on a map of Wales and know about the countries of the United Kingdom.
219. When discussing a specific area such as a park, they refer to its geographical features, which animals and plants live there and the effect of weather on the area. They can compare their own village well with a larger village in a mountainous area.
220. At Key Stage 2, pupils can describe in detail the geographical features that give places character, using the relevant geographical terms. They know that weather and climate affect an area and that this influences people's way of life and livelihood.
221. They can differentiate between human and physical patterns in an area, displaying an appropriate understanding of the effect of human activities on the natural environment. They describe and provide intelligent explanations for the ways people can improve or damage environments, showing a good awareness of the importance of conservation.

### Shortcomings

222. Pupils' knowledge about an economically developing country is superficial.

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

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

**Outstanding features**

- 223. Pupils in both key stages observe carefully features such as colour, shape, form and tone and use them in their own work to create pictures that are of very striking quality.
- 224. Key Stage 1 pupils use a broad range of different media and techniques to produce work that is of a consistently high standard.
- 225. The work produced by Key Stage 2 pupils as they experiment with some of the styles and techniques of Welsh artists is outstanding.

**Good features**

- 226. The work produced by Key Stage 1 pupils shows creativity and vivid imagination. They can mix paint of different colours carefully to create new colours and they suggest how to improve their work.
- 227. The Welsh Curriculum has a prominent place in the work of Key Stage 2 pupils. Their understanding of the work of a number of famous artists is sound.
- 228. They make detailed three-dimensional models and use their sketch-books to record information and observations in a purposeful manner.

**Shortcomings**

- 229. There are no important shortcomings.

## Music

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

**Key Stage 2** - Grade 3: Good features outweigh shortcomings

### Good features

- 230. At Key Stage 1, pupils know the names of different instruments and know how to use them to create a variety of sounds. In response to a stimulus from a story, they can investigate and produce sounds by using different sound sources, and perform them for each other. They use a number of instruments effectively to create an accompaniment to the story.
- 231. They respond appropriately to music and listen carefully to each other. They can differentiate between sounds that are quiet and strong, or quick and slow and they keep a beat fairly accurately.
- 232. The standard of singing is good. Pupils sing in tune, pay due attention to dynamics and pronounce words clearly.
- 233. At Key Stage 2, pupils can reproduce rhythmic patterns with varied instruments, showing a good awareness of tempo and dynamics.
- 234. When listening to music they can name the different instruments of the orchestra and their sections, discuss some features and express opinions simply.
- 235. The great majority sing melodiously with appropriate accuracy.

### Shortcomings

- 236. Key Stage 2 pupils do not discuss or appraise their performances and compositions sufficiently.
- 237. The composition work achieved by Key Stage 2 pupils does not extend their musical skills adequately.

## Physical education

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

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

### Good features

- 238. Pupils in both key stages dress appropriately for lessons and work physically hard, following instructions in detail. They know about the beneficial effect of exercise on the heart and on their personal health.
- 239. In gymnastics lessons, Key Stage 1 pupils are light of foot in their movements and make effective use of space. They run and jump in different ways, change direction quickly, land under control and know about the importance of posture when finishing a movement or when creating a shape.
- 240. When working on the floor or on equipment, they create a sequence of movements and shapes that are of good quality.
- 241. Key Stage 2 pupils create movements and dances of good quality. They use the correct terminology to describe the different steps in a folk dance and skip neatly in different directions around the hall, changing pace and style. They move well to a regular musical beat, creating interesting sequences of different steps.
- 242. They work together effectively in groups to create their own interesting and imaginative dances, and through exercise, they improve their performance substantially. They can evaluate each other's work and suggest how to improve.

### Shortcomings

- 243. In both key stages, the majority of pupils tend to rush their work and they do not concentrate sufficiently on the quality of their movements.

## Religious education

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

**Key Stage 2** - Grade 3: Good features outweigh shortcomings

### Good features

244. Key Stage 1 pupils have a good awareness of the Bible as a special book for Christians and they can repeat a number of stories from it, discussing characters' feelings. They have a good awareness of values such as friendship, kindness and gratefulness.
245. They know about the main Christian religious festivals and can discuss some of the main events linked with them.
246. They make good progress in their knowledge of the Hindu religion. They can compare buildings and artefacts of worship and their purpose in that religion with Christian ones.
247. Key Stage 2 pupils are aware of the importance of the Bible as a holy book. They can discuss and compare different versions of Bible stories well and reach logical conclusions.
248. They have a good awareness of the features and practices of places of worship, Christian festivals and the main events linked to them. They know about the artefacts to be found in churches and chapels and can discuss symbolism in religion in some depth.
249. Pupils understand the importance of having rules in religion and can discuss school rules in a mature way. They have a good knowledge about the contribution of philanthropists such as Dr Barnardo to the lives of the poor and destitute.

### Shortcomings

250. At Key Stage 2, pupils do not have a sufficient understanding of other religions apart from Christianity.
251. They are not familiar with the parables and miracles of Jesus, or with the messages behind them.

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

The staff and governors of Ysgol Y Ffridd Gwalchmai, when studying the results of the inspection, are pleased to state that the report is fair, positive and constructive.

The opinion of the inspectors corresponds totally to that of the school apart from one of the key questions in the self-evaluation report.

The inspection was a developmental process and there was professional and fruitful dialogue. There was an opportunity to show the necessary evidence, to confirm viewpoints and to express opinions on specific aspects. Advantage was taken of this opportunity to demonstrate all the school's qualities. It was felt that the role of the nominee had been particularly valuable in the process.

The inspection recognised a great number of positive elements. Emphasis was placed on the success of pupils as they developed their bilingual skills. The outstanding behaviour of pupils was also noted and that they were considerate and polite. The high quality of the teaching is recognised and this is justified when considering the commitment and skills of our teachers.

The focus on standards and attainment is clear. The high standards in Early Years are recognised and we are proud of this. There are a great number of aspects where we have achieved good standards, and now feel that, as a school, we can aim at developing and extending further. It was agreed that there is a need to improve some aspects; amongst them the opportunity for pupils to work more independently, improve the standards of spelling in both languages, develop scientific skills at Key Stage 2 and extend pupils when they compose music. We are confident we can work on the recommendations of the report and, as we succeed in achieving this, the school will aim at a more extensive aim that will challenge us to move forwards to attain higher standards.

In Ysgol y Ffridd, Gwalchmai, there is a genuine feeling of pride in everything we do. Our intention is to aim high and the report reflects this. The inspection provided the school with an opportunity to look in detail at every aspect of its life and work, and preparing the self-evaluation report was a positive process as we identified all the successes of the school to date. This reflected the culture of self-evaluation that is an integral part of the school's life. The inspection has reinforced our strengths and has identified clearly the areas where we can develop further.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Gymuned Y Ffridd
School type	Nursery and Primary
Age-range of pupils	3 – 11
Address of school	Gwalchmai, Anglesey
Postcode	LL65 4SG
Telephone number	01407 720477

Headteacher	Mrs Mairwen Bayley Roberts
Date of appointment	September 2001
Chair of governors/ Appropriate authority	Mrs Edna Jones
Registered inspector	Wil Williams
Dates of inspection	6 – 8 February, 2006

## Appendix 2

### 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	2.5	12	7	9	7	9	5	8	59.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	2	3.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	5:1
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	15:1
Teacher (fte): class ratio	19:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2005	97%	91%	91%
Summer 2005	94%	95%	93%
Autumn 2005	91%	100%	93%

Percentage of pupils entitled to free school meals	43%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

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

<b>National Curriculum Assessment KS1 Results 2005</b>	Number of pupils in Y2	6
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	85.7%	In Wales	80%

### National Curriculum Assessment Results End of Key Stage 2:

<b>National Curriculum Assessment KS2 Results 2005</b>							Number of pupils in Y6	13			
<b>Percentage of pupils at each level</b>											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School				8		15	23	39	15
		National	1				1	5	16	46	30
Welsh	Teacher assessment	School					8	14	8	62	8
		National	1		1		1	3	17	49	28
Mathematics	Teacher assessment	School				8		30	8	54	
		National					1	3	17	46	31
Science	Teacher assessment	School				8		15		77	
		National						1	11	50	37

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by Teacher Assessment			
In the school	46.7%	In Wales	72%

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

## Appendix 4

### Evidence base of the inspection

Three inspectors spent a total of seven inspector days in the school, and met as a team before the inspection.

These inspectors visited:

- thirty-nine lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the schools' self-evaluation report;
- seven responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post inspection meetings with staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Wil Williams (Registered Inspector)	Context Summary, Recommendations; Appendices Key questions 1, 5, 6 and 7 English, mathematics, science, design and technology, information technology, geography, physical education
Mrs Gwenan Williams (Team Inspector)	Key questions 2, 3 and 4 Under 5, Welsh, history, art, music, religious education
John Roberts (Lay Inspector)	Contribution to key questions 1, 3, 4 and 7
Mrs Mairwen B. Roberts	Nominee
Mrs Meinir Howells	Peer Assessor

**Contractor**           Cwmni Cynnal  
Technology Unit  
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Anglesey  
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### Acknowledgement

The visiting inspectors wish to thank the governors, head, staff, pupils and parents of the school for their willing cooperation during the inspection.