

**Inspection under Section 28 of the  
Education Act 2005**

**A Report on the Quality of Education in**

**Ysgol Bronyfoel  
Y Fron  
Caernarfon  
Gwynedd  
LL54 7BB**

**School Number: 6612016**

**Date of Inspection: 14/01/08**

**by**

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Ysgol Bronyfoel 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 Bronyfoel took place between 14/01/08 and 16/01/08. An independent team of inspectors, led by Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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 nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a standard 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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	6
<b>Standards</b>	7
Key Question 1: How well do learners achieve?	7
<b>The quality of education and training</b>	9
Key Question 2: How effective are teaching, training and assessment?	9
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	10
Key Question 4: How well are learners cared for, guided and supported?	12
<b>Leadership and management</b>	14
Key Question 5: How effective are leadership and strategic management?	14
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	15
Key Question 7: How efficient are leaders and managers in using resources?	16
<b>Standards achieved in subjects and areas of learning</b>	17
Under fives	17
Welsh	20
Science	21
Design technology	22
History	23
Art	24
<b>School's response to the inspection</b>	25
<b>Appendices</b>	
1 Basic information about the school	
2 School data and indicators	
3 National Curriculum assessments results	
4 Evidence base of the inspection	
5 Composition and responsibilities of the inspection team	



## Context

### The nature of the provider

- 1 Ysgol Bronyfoel is located in the village of Y Fron in the quarry area of Nantlle Valley, although the slate industry has now been in decline for many years. The school serves the village itself together with its surrounding rural hinterland.
- 2 There are 34 full-time pupils on the school register together with two part-time nursery children. The children are admitted to the school on a full-time basis following their fourth birthday.
- 3 The pupils are organised into two classes according to key stages and the nursery children join the key stage 1 class in the afternoons. Staff at the school include two full-time teachers, one part-time teacher, a nursery assistant and two learning assistants.
- 4 The Nantlle Vale catchment additional learning needs (ALN) unit is located at the school. It is attended by twelve catchment area pupils five mornings a week.
- 5 Welsh is the main language spoken in the homes of approximately 36% of pupils but the school believes that over half the pupils now speak Welsh to first language standards.
- 6 The school considers that the area it serves is economically and socially disadvantaged. Twenty per cent of the pupils are entitled to receive free school meals and this is slightly higher than county and national percentages.
- 7 According to the Baseline Assessment the attainment levels of a good number of the pupils are relatively low when they are first admitted to school. Approximately 38% of the pupils have ALN and this is considerably higher than county and national percentages. One pupil has a statement of ALN.
- 8 There have been no significant changes in the nature of the school since the last inspection in the spring of 2002.

### The school's priorities and targets

- 9 The school's primary objective is to create an environment in which pupils can grow, develop and mature to become confident individuals that are aware of the wellbeing of others and responsible members of society.
- 10 The school's priorities for the period 2008-09 include:
  - continue with preparations for the implementation of foundation phase requirements;
  - review and develop further the assessment system throughout the school;
  - improve pupils' fitness levels; and
  - fulfil 'Green School' requirements and raise pupils' awareness of the importance of sustainability.

## Summary

- 11 The headteacher, support staff, the governing body and parents work together effectively in order to give clear strategic direction to the development of the school. The school succeeds in creating the best possible environment for teaching and learning and equality is promoted for all.
- 12 The school has made good progress in addressing the six Key Areas noted in the 2002 Report although standards of writing in Welsh in key stage 2 remain a priority.
- 13 The school's judgement in its self-evaluation report concur with the views of the inspection team in six of the seven key questions.

### Table of grades awarded

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

### Standards and progress

- 14 The standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	70%	15%	0%	0%

- 15 The standards achieved by pupils in the lessons observed are higher than Welsh Assembly Government [WAG] targets, namely that by 2010, the quality of learning should be grade 3 or better in 98% of the lessons.
- 16 With the exception of Welsh in key stage 2, pupils of all ages achieve good or better standards in the areas and subjects inspected. The pupils with additional learning needs make good progress towards achieving the targets set for them.
- 17 The standards achieved by under-fives are as follows:

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

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

19 The standards achieved in the areas of learning and subjects inspected are as follows:

<b>Areas of learning</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh	Grade 2	Grade 3
Science	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 1	Grade 2
Art	Grade 2	Grade 2

20 The under-fives and pupils in key stages 1 and 2 make good progress in all the key skills. They make effective use of their language and communication skills together with their mathematical and information and communications technology skills (ICT) across all curriculum subjects. The bilingual competence of pupils of all ages shows good progress.

21 Very few groups of pupils have been assessed at the end of both key stages during the last three years. During the period in question results in key stage 1 tend more often than not to be amongst the 25% of similar schools with a similar percentage of pupils entitled to receive free school meals. Performance in key stage 2 tends to be amongst the 25% lowest performing similar schools.

22 The performance of boys and girls is comparable in key stage 1 but in key stage 2 the performance of girls tends to exceed that of boys.

23 The pupils make good progress in their learning. They learn new knowledge and skills effectively and face up to any challenge confidently. Their ability to work independently is developing well.

24 The progress pupils make in their personal, social and moral development is good. They have positive attitudes towards their work; they work together happily and use their time productively. The standards of behaviour of pupils of all ages are good.

25 Pupils respect the diversity of beliefs, attitudes and other cultural and social traditions and they have a good understanding of equal opportunities issues.

- 26 Average levels of attendance at the school over the last three full terms were over 97%, which is good and is considerably higher than national averages. The punctuality of the vast majority of pupils is good.

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

#### **Grades for teaching**

- 27 The quality of teaching was adjudged to be as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
12%	76%	12%	0%	0%

- 28 The quality of teaching in the lessons observed is higher than WAG targets, that by 2010 the quality of teaching is grade 2 or better in 79% of lessons.
- 29 The outstanding features to the teaching include lively presentations, practical activities of outstanding quality and ambitious tasks and questioning.
- 30 The relationships between teachers and pupils are consistently good in all lessons. There are clear aims to the teaching and good attention is paid to the needs of pupils of all ages and abilities. The teachers have a good knowledge of the subjects they teach and they make very effective use of resources, including interactive whiteboards.
- 31 Where there are shortcomings to the teaching, there are inadequate strategies to improve the quality of pupils' language and opportunities are lost to promote independent working due to excessive intervention.
- 32 The assessment system is easy to use and of good quality. The teachers know their pupils well and they use a range of suitable methods when coming to a view on standards.
- 33 Regular assessments are undertaken. They are accurate and consistent and they are regularly used to monitor pupils' progress and to plan the next stage in their learning.
- 34 The quality of the annual reports is good and they provide clear information to parents on their child's progress and development.
- 35 The learning experiences satisfy the needs and interests of all pupils and they provide them with equal opportunities to take advantage of a broad, balanced and relevant curriculum.
- 36 The quality of planning for the learning experiences of under-fives and pupils in key stages 1 and 2 is good and it gives due prominence to the Cwricwlwm Cymreig.
- 37 The school effectively addresses the pupils' spiritual, moral, social and cultural development by operating a comprehensive programme that also includes the requirements for personal and social education.

- 38 There is extensive provision of extra-curricular activities together with educational, cultural and community visits. The pupils contribute to a large number of activities and events at the village and they are strongly supported by their parents and the community.
- 39 There is a good partnership with parents and this was reflected in the very positive response received from parents through questionnaires and at the pre-inspection meeting. There is effective communication between home and school, and parents receive good quality information about school activities.
- 40 There is good provision for raising pupils' awareness of the principles of sustainable development and global citizenship.
- 41 There are outstanding features to the provision to develop enterprise skills. The initiative to establish the 'Bysedd Budr' company has been highly successful, and pupils have benefited greatly from the experience of running and managing the enterprise.
- 42 The personal support and guidance provided for pupils are of good quality. The school is a happy and caring community that values everyone as individuals. Pupils feel happy in being able to approach any member of staff for guidance or support.
- 43 The highly effective School Council ensures that the voice of pupils is given high priority at the school. They meet regularly and discuss issues raised in a mature and responsible manner. This is an outstanding feature.
- 44 The school has appropriate arrangements that encourage and enable learners to be healthy. The promotion of healthy eating practices is given high priority and pupils receive good opportunities to improve their fitness.
- 45 Purposive and highly successful procedures have been established for the promotion of good behaviour and attitudes. The parents are very supportive of the work of the school in this area and a good number of them have attended their own training sessions.
- 46 There are comprehensive policies and procedures to ensure pupils' health, safety and wellbeing. The pupils are well supervised throughout their time on school property.
- 47 The provision for pupils with additional learning needs is good with some outstanding features. The school identifies the additional learning needs of individual pupils at an early stage and intervenes as required.
- 48 There are effective strategies in place to nurture positive attitudes such as acknowledging diversity and promoting racial equality. There is appropriate provision for the learner with a physical disability.

### **Leadership and management**

- 49 The headteacher has a clear vision for the development of the school. There is a strong commitment to high standards in all aspects of the life of the school and common ideas are shared with regard to learning, behaviour and relationships.

- 50 All members of staff shoulder a good measure of responsibilities and they make a significant contribution to the development of the school.
- 51 Governors have a good understanding of their responsibilities and they fulfil their duties conscientiously. They work closely with the headteacher and play a key role in the development of the school. They have recently begun to monitor the quality of the educational provision but this aspect is currently underdeveloped.
- 52 The self-evaluation arrangements are systematic and thorough and they draw on evidence from a number of key sources.
- 53 The quality of the school's self-evaluation report is generally good, although the information is somewhat sparse in certain sections.
- 54 Effective use is made of the information gathered from the self-evaluations in order to plan for improvement. The School Development Plan (SDP) is a powerful tool for guiding developments and giving direction to the work of the school.
- 55 There is a sufficient number of suitably qualified teachers to teach all aspects of the curriculum and the number and quality of the available learning and teaching resources are good.
- 56 The provision for ICT is outstanding. Highly effective use is made of computer resources and the interactive whiteboards in order to enhance the learning and teaching.
- 57 The headteacher and the governing body review and evaluate needs and the use of resources on a regular basis and they plan carefully for any underspend.
- 58 The school provides good value for money.

## **Recommendations**

- 59 The school needs to:
- R1 raise standards in written Welsh in key stage 2 by addressing the shortcomings identified;
- R2 establish clear strategies for improving National Curriculum assessment results at the end of key stage 2; and
- R3 develop further the governing body's monitoring and evaluation role.

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

60 The findings of the inspection team match the judgement made by the school in its self-evaluation report.

61 The standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	70%	15%	0%	0%

62 The standards achieved by pupils in the lessons observed are higher than Welsh Assembly Government [WAG] targets, namely that by 2010, the quality of learning should be grade 3 or better in 98% of the lessons.

63 With the exception of Welsh in key stage 2, pupils of all ages achieve good or better standards in the areas and subjects inspected. The pupils with additional learning needs make good progress towards achieving the targets set for them.

64 The standards achieved by under-fives are as follows:

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

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

66 The standards achieved in the areas of learning and subjects inspected are as follows:

Areas of learning	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 3
Science	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 1	Grade 2
Art	Grade 2	Grade 2

67 The under-fives make good progress in the key skills. They talk confidently in their first language, listen attentively to the teachers and to other children and they have begun to master reading and writing skills. Their ability to use their mathematical skills and their ICT skills is good.

- 68 The standards and progress of pupils in key stages 1 and 2 in the key skills of language and communication are good across all curriculum subjects. They discuss their work with ease, contribute purposefully in class discussions using appropriate subject vocabulary, and they use their reading skills effectively to collect information and record their work. However, the ability of a good number of key stage 2 pupils to write coherently for various curricular purposes is limited.
- 69 In both key stages, the pupils make good progress in their mathematical skills as they use and apply them for different practical tasks. The pupils' ICT skills are good and they make skilful use of a range of software for various curricular purposes.
- 70 The bilingual competence of the under-fives and pupils in both key stages shows good progress. By the beginning of key stage 2, the vast majority communicate orally with considerable ease and they write in both Welsh and English.
- 71 Pupils of all ages make good use of their creative skills to investigate situations, play imaginatively and to express their ideas through different media.
- 72 Very few groups of pupils have been assessed at the end of both key stages during the last three years. Although the school's performance tends to fluctuate considerably from year to year, results in key stage 1 tend more often than not to be amongst the 25% of similar schools with a similar percentage of pupils entitled to receive free school meals.
- 73 Pupil performance in key stage 2 is consistently low and tends to be amongst the 25% lowest performing similar schools. The school attributes this to the high percentage of pupils with additional learning needs in the groups assessed.
- 74 There is good progress in the pupils' performance in key stage 1 and a good number of them attain Level 2 or above. The progress made in key stage 2 is uneven, with some pupils improving their performance by no more than one level.
- 75 The performance of boys and girls is comparable in key stage 1 but there is a clear trend in key stage 2 for the performance of girls to exceed that of boys in the end of key stage assessment.
- 76 The practice of sharing lesson objectives with the pupils makes a considerable contribution to the progress they make in their learning. They acquire new knowledge, understanding and skills effectively and face up to challenges confidently. Through the teachers' guidance, they have a good awareness of what they need to do to improve their work.
- 77 The progress pupils make in their personal, social and moral development is good. They have positive attitudes towards their work and contribute and concentrate well during lessons. They work together happily and listen to and respect the views of others. This makes a major contribution to creating a supportive class environment and effective learning situations. Across the school the pupils use their time productively and they make good progress during lessons.
- 78 The standards of behaviour of pupils of all ages are good. They are aware of the school's expectations and they are friendly and caring towards each other. They

move safely about the school and exhibit a good measure of self-discipline. Relationships are good and girls and boys play happily together.

- 79 The pupils' ability to shoulder responsibilities and to be accountable for their actions is developing well. Through the School Council they learn about the importance of making collective decisions and of the need to operate democratically.
- 80 Throughout the school, pupils respect the diversity of beliefs, attitudes and other cultural and social traditions and they have a good understanding of equal opportunities issues and of fairness.
- 81 The regular visits made by pupils from both key stages to the community and to local businesses make a major contribution to extending their understanding of their community and of the world of work.
- 82 Average levels of attendance at the school over the last three full terms were over 97%, which is good and is considerably higher than national averages. The punctuality of the vast majority of pupils is good.

## The quality of education and training

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

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

- 83 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 84 The quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	76%	12%	0%	0%

- 85 The quality of teaching in the lessons observed is higher than WAG targets, that by 2010 the quality of teaching is grade 2 or better in 79% of lessons.
- 86 The outstanding features to the teaching include:
- lively and energetic presentations that stimulate the pupils' imagination and interest;
  - practical activities of outstanding quality that deepen the pupils' understanding; and
  - ambitious tasks and questioning that encourage pupils to communicate orally to good effect and to make choices and solve problems for themselves.
- 87 The relationships between teachers and pupils are consistently good. The effective use of praise motivates pupils and encourages them to give of their best. There are clear aims to the lessons that are shared with pupils. The teachers provide differentiated work and they explain the tasks effectively. They reinforce prior

knowledge; give supportive input to individuals and groups and they organise the class appropriately. There is a good pace to all lessons.

- 88 The teachers have a good knowledge of the subjects they teach and they make very effective use of resources, including interactive whiteboards.
- 89 Good attention is paid to the needs of all pupils and there is no discrimination on grounds of gender, race or ability. Appropriate attention is given to pupils' linguistic needs.
- 90 Where there are shortcomings to the teaching, there are inadequate strategies to improve the quality of pupils' language and opportunities are lost to promote independent working due to excessive intervention.
- 91 The assessment system is easy to use and of good quality. The teachers know their pupils well and they use a range of suitable methods when coming to a view on standards.
- 92 Assessments are held on a regular basis. They are accurate and consistent and are used regularly to monitor the progress of individual pupils.
- 93 The quality of assessment for the under-fives is good. The information from the baseline assessment together with the teachers' usual records is used effectively to plan work for the future and to track the children's personal development. Detailed records are kept of the progress of pupils with ALN.
- 94 In key stages 1 and 2, detailed records are kept of pupils' educational progress together with details of their social achievements and their behaviour. Appropriate use is made of the results of statutory assessments in setting targets for each pupil and for planning and improving learning.
- 95 The pupils' work is marked regularly and constructive comments are appended. However, the guidance given on how to improve their work is inconsistent. Supportive and constructive feedback is provided during lessons.
- 96 Every pupil has personal targets. On the whole, they are aware of how these can help them to identify aspects of their work that they need to improve.
- 97 The quality of the annual reports is good and they provide clear information to parents on their child's progress and efforts. They also provide useful information on the children's social development, and on targets for future progress.

**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**

- 98 The findings of the inspection team match the judgement made by the school in its self-evaluation report.

- 99 The learning experiences satisfy the needs and interests of all pupils and they provide them with equal opportunities to take advantage of a broad, balanced and relevant curriculum.
- 100 The quality of curriculum planning is good and it promotes continuity and progression in all subjects. There is detailed planning for the under-fives and the school has already made extensive provision for the requirements of the Foundation Phase. There is careful planning for teaching the basic skills and the key skills.
- 101 The Cwricwlwm Cymreig is a strong feature of all aspects of the life and work of the school. There is a wide range of opportunities to raise pupils' awareness of their heritage and culture on a local level and beyond. Although the pupils' bilingual competence is good, their written skills have not developed to the same extent in both languages.
- 102 The school effectively addresses the pupils' spiritual, moral, social and cultural development by operating a comprehensive programme that also includes the requirements for personal and social education. It is effectively integrated into curriculum work and has a positive impact on pupils' learning and attitudes.
- 103 Circle time, religious education and class discussions about social and moral issues are an integral part of the life of the school. The morning periods of collective worship make a significant contribution to the pupils' spiritual, moral and personal development. They succeed in creating a pleasant worshipful and family atmosphere that encourages pupils to reflect and to consider their own feelings and attitudes towards others.
- 104 There is extensive provision of extra-curricular activities together with educational, cultural and community visits. The pupils contribute to a large number of activities and events at the village and they are strongly supported by their parents and the community. The school is very active in supporting local and national good causes and charities. These opportunities enhance the pupils' educational experiences and make a considerable contribution towards their personal, moral and social development.
- 105 There is a good partnership with parents and this was reflected in the very positive response received from parents through questionnaires and at the pre-inspection meeting. The parents appreciate the work of the school; they provide assistance in classes and raise large sums of money towards the purchase of resources for pupils and teachers.
- 106 There is effective communication between home and school, and parents receive good quality information about school activities and about their children's progress. The Home-School Agreement and the Parents' Handbook respond in full to statutory requirements.
- 107 There is a very productive partnership with local primary and secondary schools. The school is involved in a number of trans-period procedures aimed at promoting the transfer of pupils from Y6 to Y7.

- 108 There is good provision for raising pupils' awareness of the principles of sustainable development. The school has gained the Green School silver award and there are comprehensive arrangements for waste recycling and saving energy and resources.
- 109 Pupils' awareness of global citizenship is good. They are very well informed about the living conditions of people less fortunate than themselves in several countries and through the School Council they seek to relieve some of their suffering.
- 110 The pupils benefit greatly from visits related to the world of work and the opportunities they receive to co-operate with a large number of local businesses.
- 111 There are outstanding features to the provision to develop enterprise skills. The initiative to establish the 'Bysedd Budr' company has been highly successful, and pupils have benefited greatly from the experience of conducting market research and creating a business plan. The management and control of the company's income and expenditure are wholly in the hands of the pupils and the business is flourishing.
- 112 The school lays firm foundations for lifelong learning by ensuring that pupils nurture skills such as bilingualism, independence and problem solving that will enable them to become more responsible for their own learning as they grow up.

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

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

- 113 The findings of the inspection team are different to the grade 1 awarded by the school in its self-evaluation report. The school had not considered the requirements of this question with sufficient objectivity in awarding grade 1.
- 114 The school plans and manages its care and support arrangements well. Effective use is made of Local Education Authority support services and there is close co-operation with parents in cases involving the care and wellbeing of their children.
- 115 New pupils in the nursery class settle in quickly and they feel safe at school.
- 116 The personal support and guidance provided for pupils are of good quality. The school is a happy and caring community that gives good attention to values such as tolerance and kindness. Everyone is valued as individuals and all pupils feel happy in being able to approach any member of staff for guidance or support. This was confirmed by the pupils themselves and by parents through the questionnaires and the meeting with the inspection team.
- 117 The highly effective School Council ensures that the voice of pupils is given high priority at the school. They meet regularly and discuss issues raised in a mature and responsible manner. The council's contribution to the 'Bysedd Budr' company and to recycling arrangements and conservation at the school is an outstanding feature.
- 118 The school has appropriate arrangements that encourage and enable learners to be healthy. The promotion of healthy eating practices is given high priority and pupils receive good opportunities to improve their fitness. A high priority is given to

promoting healthy eating practices during snack and meal times and they receive good opportunities to improve their fitness levels by taking part in regular physical exercise.

- 119 There are appropriate policies and procedures for monitoring pupil attendance and punctuality and they are regularly implemented by all school staff. Parents are aware of the school's expectations and they appreciate the thoroughness of the systems.
- 120 Purposive and highly successful procedures have been established for the promotion of good behaviour and attitudes. All members of staff at the school implement common strategies that encourage pupils to take personal responsibility for their behaviour and to be considerate of the feelings of other pupils around them. The parents are very supportive of the work of the school in this area and a good number of them have attended their own training sessions.
- 121 There are comprehensive policies and procedures to ensure pupils' health, safety and wellbeing. There are comprehensive policies and procedures to safeguard the pupils' health and safety. The pupils are well supervised throughout their time on school grounds.
- 122 There is a clear policy and sound arrangements for child protection. All teaching staff together with the support staff are aware of their responsibility to keep a regular eye on pupils and to report immediately any concerns.
- 123 The provision for pupils with additional learning needs is good with some outstanding features. It satisfies the requirements of the Code of Practice in full.
- 124 The school identifies the additional learning needs of individual pupils at an early stage and intervenes as required. The teachers make every effort to ensure that the assessments are accurate and that there is effective provision for every child, including those with behavioural problems.
- 125 There is a close partnership with parents. They receive regular information about their children's development and are given useful booklets that enable them to contribute to their progress.
- 126 The pupils with ALN benefit greatly from the support of the teacher from the catchment ALN Unit. The specialist resources she provides together with the intensive attention given to individual pupils promote good progress and enable the pupils to successfully cope with regular class work. These are outstanding features.
- 127 The support team that includes the Unit teacher, the headteacher, the ALN co-ordinator and the assistants give strong support to the pupils and they ensure that they participate fully in class experiences.
- 128 The individual education plans are particularly clear and detailed and they contain appropriate and achievable targets that are shared with pupils and parents. They are regularly reviewed in response to careful monitoring.
- 129 There are effective strategies in place to nurture positive attitudes such as acknowledging diversity and promoting racial equality.

- 130 There is appropriate provision for the learner with a physical disability. There is an appropriate accessibility policy and a Disability Equality Plan in operation.

## Leadership and management

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

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

- 131 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 132 The headteacher has a clear vision for the development of the school. She succeeds in effectively co-ordinating the work of the teachers, support staff, the governing body and parents in order to give clear strategic direction to the development of the school. There is a strong commitment to high standards in all aspects of the life of the school and common ideas are shared with regard to learning, behaviour and relationships.
- 133 There are clear aims and policies that focus on pupils' needs and staff and governors understand and implement them.
- 134 Priority is given to creating the best possible atmosphere for teaching and learning. The school promotes equality for all and it ensures that staff and governors have an active role when strategic decisions are made. This leads to effective teamwork and to productive working relationships.
- 135 Teachers and support staff with curricular responsibilities shoulder a good measure of responsibilities. They make a significant contribution to the development of the school and provide good support to their fellow members of staff.
- 136 Good consideration is given to local and national priorities when planning developments. The school has gained the Basic Skills Agency Quality Mark for the third time, and it is working on the fourth element of the Healthy Schools scheme and has gained the Green School silver award. Detailed preparations have been made for implementing the requirements of the Foundation Phase and the principles of the Webster Stratton scheme have been adopted as the school's primary strategy for promoting positive behaviour and attitudes.
- 137 There are good arrangements for co-operating with local partnerships and the school benefits considerably from the catchment provision for staff training and developing curricular aspects such as moderating pupil assessments.
- 138 Appropriate consideration has been given to the implications of the requirements of workforce remodelling and effective arrangements have been established for fulfilling national requirements in terms of reducing teachers' workload.
- 139 Detailed processes are implemented for setting whole-school targets. These targets are challenging and realistic and are based on an assessment of the potential of

every individual. The practice of setting individual targets for pupils at the beginning of every term promotes progress and sets clear aims for improvement.

- 140 Effective arrangements have been established for evaluating staff performance and setting priorities for continuous professional development. The training programme has a positive impact on the quality of teaching and leads to developing common methods of working amongst staff.
- 141 Governors have a good understanding of their responsibilities. They fulfil their duties conscientiously and in close co-operation with the headteacher, they provide strategic direction to the development of the school. They shoulder individual responsibilities and play a key role in the process of producing and monitoring the SDP. They take seriously their role as a critical friend to the school and fulfil all the responsibilities placed upon them.
- 142 They have recently begun to monitor the quality of the educational provision by attending lessons but this aspect is currently underdeveloped.

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

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

- 143 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 144 The school is well informed about its performance and it uses the information effectively to make further improvements. The school's judgement in its self-evaluation report concur with the views of the inspection team in six of the seven key questions.
- 145 The self-evaluation arrangements are systematic and thorough and they draw on evidence from a number of sources including pupils' work, planning documents and reports on the quality of the teachers' teaching. Effective use is made of assessment information in order to identify any shortcomings in the teaching and learning. Regular reports are provided to the governing body on the findings of the evaluations and purposive action is taken to deal with any shortcomings identified.
- 146 Parents are given appropriate opportunities to express views on the educational provision and consideration is given to the views of the School Council on various aspects of the life of the school. The school acts in a thorough and open manner to deal with any concerns expressed.
- 147 The quality of the school's self-evaluation report is generally good, although the information is somewhat sparse in certain sections. Appropriate focus is placed in the report on evaluating the standards achieved by pupils together with the educational provision, and suitable use is made of the Inspection Framework criteria. The self-evaluation arrangements are well established and they are an integral part of the school's development processes. The summary report is clear and readable and refers to an appropriate range of sources of evidence. These views appear to be objective and honest.

- 148 Effective use is made of the information gathered from the self-evaluations in order to plan for improvement. The SDP is a powerful tool for guiding developments and giving direction to the work of the school. Developments are planned carefully by elaborating on the action steps and the expected outcomes are noted. Operational responsibilities are allocated to individuals and resources are earmarked to support the developments.
- 149 Inspection evidence shows that the steps taken have led to improvements in standards throughout the school as a whole and to developments in the quality of the educational provision.
- 150 The school has made good progress in addressing the six Key Areas noted in the 2002 Report. There have been significant improvements in standards in science and design and technology in key stage 2 in particular, and the assessment system has been simplified. There has also been a considerable development in the self-evaluation system and the health and safety issues identified in the report have been addressed.
- 151 Raising standards of writing in Welsh in key stage 2 remains a priority at the school.

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

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

- 152 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 153 There is a sufficient number of suitably qualified teachers to teach all aspects of the curriculum. They use their expertise efficiently when offering guidance and training to the other staff and when undertaking their subject responsibilities. The positive impacts of professional development courses can be seen on aspects of the learning and teaching, particularly so when implementing strategies to promote good behaviour.
- 154 Experienced and talented learning assistants make a significant contribution to the quality of educational provision and the standards achieved by pupils. They are highly effective educators and make a key contribution to the development of several areas such as ICT and the under-fives.
- 155 The planning, preparation and assessment time is well used, and the arrangements make a positive contribution to maintaining the standards achieved by pupils in a number of areas, such as art.
- 156 The administrative assistant, the caretaker and the lunchtime staff ensure that the day-to-day running of the school is smooth.
- 157 There are sufficient appropriate resources for all ages. They are in good condition and they are regularly and effectively used during lessons. There is a broad collection of books in the libraries and there are sufficient materials for the development of creative and practical skills.

- 158 The provision for ICT is outstanding. Highly effective use is made of computer resources and the interactive whiteboards in order to enhance the learning and teaching.
- 159 The recent adaptations and additions made to the school building have improved considerably the facilities and space for learning and teaching. An outdoor area has been designated for the Foundation Phase and a safe play area has been created for the youngest children. Effective use is made of the buildings and the hard standing and green spaces around the school. The attractive displays on the walls of rooms and corridors make a good contribution to creating a pleasant ethos at the school and they are effective learning resources.
- 160 The school plans appropriately and provides resources in accordance with its educational priorities and targets. The headteacher and the governing body review and evaluate needs and the use of resources on a regular basis and they plan carefully for any underspend.
- 161 The school provides good value for money.

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

### **Under fives**

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

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

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

##### **Good features**

- 162 The nursery and reception children make good progress in their language, literacy and communication skills. They listen attentively to other children and to adults and they respond confidently and extensively in their first language. The reception children discuss their play in an extended manner and are able to emulate the language used by a specific character during role-play.
- 163 Some individuals are beginning to express themselves in Welsh, using a range of vocabulary. In collective situations, they listen attentively to a story, asking questions and expressing opinions about the events and characters. Welsh learners show a good understanding of the Welsh language stories read to them.
- 164 The children have a great interest in books and many have their favourite book or their favourite characters. They often pick up a book of their own volition and understand that print conveys meaning. They handle books properly and interpret the content of a story by following the pictures.

165 The children's understanding of the function of writing is developing well. They put marks on paper for different purposes and some individuals have begun to write some of the letters in their names.

### **Shortcomings**

166 There are no important shortcomings.

## **Personal and social development**

**Nursery - Grade 1: Good with outstanding features**

**Reception: - Grade 1: Good with outstanding features**

### **Outstanding features**

167 The nursery and reception children are wholly confident in class and they concentrate for increasing periods as they take part in the various activities. They behave well and complete their work with enthusiasm and sound understanding. They relate very well to each other and to children in key stage 1 and they are very happy to take part in new activities.

### **Good features**

168 The nursery and reception children are aware of the need to wash their hands at appropriate times. The reception children show increasing sensitivity to the needs and feelings of others and show care and concern for living things.

### **Shortcomings**

169 There are no important shortcomings.

## **Mathematical development**

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

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

### **Good features**

170 The children make successful use of practical mathematics as an integrated part of a number of activities, such as the 'small world' area, the mathematics area, playing with building equipment and experimenting with sand and water.

171 The nursery children recognise colours and are able to compare, sort and match familiar objects. They can count up to five with ease and they understand the concept of large and small numbers.

172 The reception children learn effectively how to place numbers in order and how to count and place numbers in order backwards and forwards up to ten. They understand mathematical terms such as more/less, long/short and full/empty. Following a visit to a shop and being given opportunities to handle money, they begin to understand the value of certain items of coinage.

### **Shortcomings**

173 There are no important shortcomings.

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

#### **Nursery - Grade 1: Good with outstanding features**

#### **Reception: - Grade 1: Good with outstanding features**

#### **Outstanding features**

174 Through a number of stimulating experiences, the children come to develop very sound understanding and knowledge of a good variety of aspects of the world around them and the wider world, for example, they know how to dress appropriately for different weather conditions and how to wash the clothes. Through practical experiences, they have a good knowledge of plant growth and through cookery they come to realise that certain materials change when they are mixed and cooked.

#### **Good features**

175 The nursery children notice the changes in the weather and they begin to develop a sense of time. They are aware of the changes that occur as a result of the seasons. They discuss their homes and the kinds of houses they have and they speak enthusiastically about workers who help in society.

176 They know the names of various parts of the flower and understand that seeds must be planted if flowers are to grow.

177 They use computers and the floor roamer confidently for various purposes.

### **Shortcomings**

178 There are no important shortcomings.

### **Physical development**

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

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

#### **Good features**

179 The nursery children use their fine motor skills adroitly when handling appropriate equipment. When playing with large toys, they exhibit good control of their broad physical skills, such as climbing, pedalling, steering, pushing and pulling. In their outdoor physical work, they follow instructions and move confidently with increasing control. They make sensible use of space.

180 The reception children exhibit good control skills when using pencils, paint brushes, pasting equipment, scissors and building equipment. When practising various movements in the hall, they show a good awareness of safety and they increasingly develop their ability to travel in different ways.

### **Shortcomings**

181 There are no important shortcomings.

## **Creative development**

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

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

### **Good features**

- 182 The nursery and reception children work confidently and make choices with different media to create attractive models, paintings and print work. They enjoy the regular opportunities they receive to engage in role-play. They perform songs and rhymes in a lively manner and play percussion instruments enthusiastically.
- 183 The reception children learn numerous rhymes and songs and sing them tunefully from memory, wording clearly. They follow a graphic score with percussion instruments, differentiating between strong and soft and they keep a good beat. The children show real imagination when engaged in role-play. They work confidently with paint and other media, and make interesting choices for themselves when making small models of wintry scenes.

### **Shortcomings**

- 184 There are no important shortcomings.

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

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

### **Good features**

- 185 In key stage 1 and key stage 2 the pupils make effective use of words and phrases they have learned, including subject-specific vocabulary.
- 186 Pupils in key stage 1 express themselves effectively for various purposes and with increasing confidence and accuracy. They talk confidently to their fellow pupils and adults about their work and experiences, and engage skilfully in role-play. A good number of them respond in extensive fashion in class and group situations. Their ability to listen to and follow instructions is good.
- 187 Pupils in key stage 1 successfully master reading skills according to their age and ability. They can disaggregate unfamiliar words by using familiar spelling patterns. In Y1 and Y2, a significant number are good readers, they read aloud with sensible expression and discuss the contents of their books effectively.
- 188 In key stage 1, the pupils exhibit a growing understanding of sentences as they write independently for different purposes. In their stories and descriptive pieces, they show progress in their use of linkwords and adjectives and they make fairly regular use of basic punctuation in their work.
- 189 In key stage 2, the pupils listen attentively to presentations and the majority remember facts and information introduced to them previously; they discuss aspects of their work confidently and clearly. Across the age ranges, the pupils organise

themselves well for performing, be it a factual presentation or role-play, and they communicate effectively, keeping to the objectives of the task.

- 190 Pupils in key stage 2 read independently at levels that are appropriate to their age and ability. When reading their own work and that of others aloud, a significant number show good confidence and expression. A small number of these pupils are enthusiastic readers and they are able to discuss their favourite authors. They gather information from books and know how to use ICT sources to seek and discover information.
- 191 Pupils write in different forms, such as comprehension, letters, stories and scripts that are related to the class theme. In general, they correctly use a range of punctuation marks and older pupils use paragraphing successfully. A small number produce coherent and extensive written work with lively content.

### **Shortcomings**

- 192 Only a small number of pupils in key stage 1 are able to produce sentences and spell simple words correctly.
- 193 Errors of language and the impact of the spoken language hamper the written expression of a considerable number of pupils in key stage 2 and they do not adequately improve their own work.

## **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**

- 194 With the support of the teacher, pupils in key stage 1 can find scientific information and use it to extend their understanding of the area. They discuss their work confidently, exhibiting good mastery of the appropriate scientific vocabulary.
- 195 Pupils in key stage 1 take part in an appropriate number of scientific activities and they occasionally suggest their own ideas for conducting an investigation. They understand the characteristics of fair testing and make sensible predictions of the possible results. They make direct observations and record the findings of their investigations in simple tables and graphs. By Y2, a good number of pupils can offer a simple explanation for what was discovered.
- 196 The scientific knowledge and understanding of pupils in key stage 1 of life processes and living things are good. They describe in detail how the weather changes from one season to another and the effects of this on animals and people. They know about some of the main changes in human beings and animals as they grow and they understand that plants need light and water if they are to flourish.
- 197 Pupils in key stage 2 discuss various aspects of science knowledgably. They offer their own ideas and work with a degree of independence. They have a good awareness of the requirements of fair testing and can recognise which variables need to be kept constant and which should be changed. They use various standard

measures, they come to valid conclusions on the basis of evidence, and record their findings in an orderly manner.

- 198 The pupils' knowledge and understanding of materials and their characteristics are good. Pupils in Y3 and Y4 describe everyday materials with appropriate detail and they are able to classify them correctly according to specific criteria. By Y5, they have a sound understanding of the characteristics of solids, liquids and gases.

### **Shortcomings**

- 199 Although there are no important shortcomings key stage 2 pupils are uncertain when deciding how to record their findings in a graph.

## **Design and 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**

- 200 Pupils in key stage 1 conduct assignments in which they design and make products to a good standard. They often collect information and observe in detail the finished articles such as greeting cards, before proceeding to develop their own ideas. They record their ideas appropriately in the form of a picture or simple plan and use happy or sad faces to express their views on the success of their work.
- 201 The manufacturing skills of pupils in key stage 1 are developing well. They effectively assemble, join and combine a range of materials and components, selecting independently the ones that are best suited to the requirements of the task. They use simple levers effectively to create a moving element in a greeting card and show a good awareness of health and safety requirements when using equipment and tools.
- 202 Pupils in key stage 1 are very confident in inputting a series of instructions into the memory of the floor cursor in order to control its movements.
- 203 Pupils in key stage 2 investigate thoroughly the construction of finished articles and they use the information gathered effectively as they proceed to design their own objects. They have a good understanding of the requirements of the task in question and can show on their designs how they intend to overcome the difficulties that arise during the manufacturing process. They label their drawings well in order to highlight detail or note a specific measurement.
- 204 When completing their tasks, pupils in key stage 2 measure, mark, cut and shape a range of materials, using appropriate equipment and methods to join and assemble them. If the first attempt fails, for example when making a hovercraft, they can suggest other ways of making it and of moving the project forward.
- 205 Pupils in key stage 2 make effective use of levers, cams and electrical components and control technology in their models in order to create particular effects.

## **Shortcomings**

206 There are no important shortcomings.

## **History**

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

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

### **Outstanding features**

207 The historical investigation skills of key stage 1 pupils and their chronological awareness are outstanding features.

208 They ask and respond intelligently to a range of historical questions and they use artefacts to very good effect in order to discover information about the past. They use different timelines very effectively when placing events in order and they are confident in their use of vocabulary related to the passage of time as they discuss events in the past.

### **Good features**

209 The ability of pupils in key stage 1 to recall information about the lifestyles of people from the past is good. They can discuss the feelings of children and adults from past and present intelligently, noting some of the main differences between two periods in history. During role-play and reliving washday a century ago, the pupils showed a strong sense of empathy with the hardship facing the people at the time, and they offer sensible ideas as to why those circumstances prevailed as they did.

210 Pupils in key stage 2 ask a good variety of historical questions and offer sensible responses based on prior knowledge. They use a good variety of sources such as the school logbook, pictures, place names and literary sources to find information about the past.

211 Pupils in key stage 2 have a sound awareness of chronological framework and they are able to offer valid reasons for the historical divisions. They correctly place the main periods in history on a timeline and can explain how the events of the past have helped to shape the present.

212 The knowledge and understanding of pupils in key stage 2 of the history of their locality during the period of the slate industry are good. They have a good knowledge of the lifestyle of the smallholder and of how the quarries affected life in the area and its culture and history. Their knowledge has been greatly reinforced by their visit to the former home of a famous literary figure from the area.

### **Shortcomings**

213 There are no important shortcomings.

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

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

**Good features**

- 214 Pupils in both key stages make confident use of a wide range of materials, equipment and techniques to produce paintings, drawings and objects, that are often of good quality.
- 215 Throughout the school, the pupils mix paint effectively; they experiment knowing that colour combinations create a range of possibilities and use the different materials in an interesting way. Pupils in key stage 1 have produced crockery in colourful and interesting shapes as they emulate the work of an artist.
- 216 Following their research into stained glass windows, pupils in key stage 2 have produced several examples of highly impressive work that shows a good awareness of colour, shape and line. The pupils' use of sketchbooks in this work and in other art tasks deepens their understanding of different possibilities and improves their final work.
- 217 In their two and three-dimensional work, the pupils produce work on a large and small scale that is lively and impressive. All pupils benefited greatly from working with a local artist to create a mural on one of the external walls of the school.
- 218 When emulating the work of the masters and of famous artists from Wales, the pupils display an appropriate knowledge of the various styles and the ability to apply them to their own work.
- 219 Pupils in both key stages have produced very good quality knitting and weaving work following regular collaboration with an art expert.
- 220 The ability of pupils in both key stages to evaluate their own work and the work of other artists is good.

**Shortcomings**

- 221 There are no important shortcomings.

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

The staff and governors of Ysgol Bronyfoel, having studied the findings of the inspection, are pleased to state that the report is fair, positive and constructive.

The school's judgement in its self-evaluation report concur with the views of the inspection team in six of the seven key questions.

The inspection was a developmental process that featured useful and purposeful dialogue. There was an opportunity to exhibit the necessary evidence, to confirm viewpoints and to express opinions on specific aspects. The school took advantage of this opportunity to display all its strengths. It was felt that the role of the nominee had been a particularly valuable element of the process.

The inspection acknowledged a considerable number of positive elements. It emphasised pupils' success in developing their bilingual competence. The report also notes the pupils' good behaviour and their considerate and courteous demeanour. It acknowledges the high quality of the teaching, and the commitment of staff, governors and parents at the school.

The high standards seen in the Early Years are acknowledged, and we take great pride in this. There are a considerable number of aspects in which we have achieved good standards, and we feel as a school that we can now aim to develop and extend further. We are confident that we can work on the recommendations in the report, and that by doing so, the school will move forward and continue to raise standards.

At Ysgol Bronyfoel, there is a genuine sense of pride in all that we do. The inspection gave the school an opportunity to take a detailed look at all aspects of its life and work, and the preparation of the self-evaluation report was a constructive process that allowed us to note all the school's achievements to date. This reflected the culture of self-criticism that is an integral part of the life of the school. The inspection has reinforced our strengths and has noted clearly the areas we can develop further.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Bronyfoel
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Y Fron Caernarfon Gwynedd
Post-code	LL54 7BB
Telephone number	01286 880882
Headteacher	Mrs Eirwen Huws
Date of appointment	September 1987
Chair of governors/ Appropriate authority	Mr Gwyn Jones
Reporting inspector	Wil Williams
Dates of inspection	14 – 16 January 2008

## 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	1	2	4	5	5	6	5	7	35

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	13.6
Pupil: adult (fte) ratio in nursery classes	2:1
Pupil: adult (fte) ratio in special classes	12:1
Average class size, excluding nursery and special classes	17
Teacher (fte): class ratio	1.25

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	96.2	98.3	97.5
Summer 2007	100	100	97.2
Autumn 2007	98.7	99.3	96

Percentage of pupils entitled to free school meals	20%
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 2007</b>	Number of pupils in Y2	4
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.		

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

<b>National Curriculum Assessment KS2 Results 2007</b>	Number of pupils in Y6	2
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.		

## Appendix 4

### Evidence base of the inspection

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

These inspectors visited:

- sixteen 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 school's self-evaluation report;
- nineteen 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

Inspector	Type	Aspects	Subjects/areas of learning
Wil Williams	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Science; design and technology; history
Lisa J Davies	Team	Key questions 2; 3; 4.	Under fives; Welsh; art
W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

**School's Nominee:** Mrs Eirwen Huws

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

### Acknowledgement

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