

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

**Ysgol Cymerau
Ffordd Mela
Pwllheli
Gwynedd
LL53 5NU**

School Number: 661/2125

Date of Inspection: 22-25 February 2005

by

**Wil Williams
(WO88/67644)**

Date: April 2005

**Under Estyn contract number:
T/111/04P**

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

The inspection of Ysgol Cymerau took place between 22-25th February 2005. An independent team of inspectors, led by Mr Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

Year groups and key stages

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

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

Primary phase:

Year	R	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

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Context

The nature of the provider

1. Ysgol Cymerau is a naturally bilingual county primary school that serves the town of Pwllheli and the surrounding area including Penrhos and Efailnewydd. It provides education for pupils aged 3-11.
2. There are 299 full-time pupils on roll together with 42 part-time nursery children. Welsh is the main language spoken at home by about 60% of pupils with the remainder having English as a mother tongue. Every pupil is expected to be fluent in Welsh and English by the end of Key Stage 2[KS2].
3. Children are admitted into the school full-time at the beginning of the term following their fourth birthday. The school has pupils of the full range of ability and their attainment varies greatly when they start at school.
4. A part of the catchment area of the school has been designated a 'Communities First' area. 16% of pupils are entitled to have free school meals, which is a little below the national average.
5. 36% of pupils have special educational needs [SEN], which is substantially higher than the national average, and five of them have a statement of SEN.
6. The school was last inspected in February 1999. Since that date, attention has been given to a number of curricular aspects in the school and monitoring and evaluation systems have been newly developed. The present head was appointed to her post in January 2003.

The school's priorities and targets

7. The school's main priorities and targets for the 2004-5 period include:
 - Maintain and raise standards in the core subjects with the aim of consistently attaining national benchmarks;
 - Raise standards of information and communication technology [ICT];
 - Improve the school assessment system;
 - Respond to personal and social education [PSE] requirements;
 - Work towards gaining the Eco-School Gold Award.

Summary

8. The inspection team's findings match the school's judgement in the self-evaluation report in five of the seven key questions. The inspection evidence shows that the school has been too critical in awarding itself grade 2 in key questions 4 and 7. The inspection team awarded grade 1 to both questions.

Table of grades awarded

9. The inspection team judged the school's work as follows:

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

Standards

10. Pupils' standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	61%	9%	0%	0%

11. Pupils' standards in the lessons are above the Welsh Assembly Government[WAG] targets for all Wales of 95% of lessons being satisfactory or better and 75% being good or better.

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

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

13. The general standard of the educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

14. At KS1 and KS2, in the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	2	2
English	-	2
Information technology	3	3
Art	1	1
Physical Education	2	2

15. A good majority of the pupils in both key stages succeed in achieving the whole-school targets and the individual targets set for them.
16. Pupils experience success in their work, whatever their ability, social or linguistic background. Pupils with SEN make good progress and achieve the targets set for them.
17. Early Years' children make good progress in their communication skills. They speak confidently, listen intently and have started to master reading and writing skills. Their mathematical and information and communication technology [ICT] skills are also developing well.
18. KS1 and KS2 pupils' standards and progress in the key skills of communication and mathematics are good across all the subjects of the curriculum. Good progress is made in aspects of ICT in KS1 and KS2.
19. Pupils' standards of bilingual competence at both key stages show good progress with a substantial majority of them communicating fluently orally and in writing in both Welsh and English.
20. Pupils' creative skills at both key stages are good. They show capability and a lively imagination in tackling a number of tasks in art lessons.
21. Pupils at both key stages make good progress in their learning. They work hard in lessons and show high motivation. They work independently undertaking responsibilities in a mature manner. Their co-operation skills are outstanding.
22. In practical lessons, pupils show good awareness of the strengths and weaknesses of their work but their ability to evaluate their written work has not developed sufficiently.
23. Pupils in both key stages make very good progress in their spiritual, personal and social skills. They develop to be responsible individuals who can communicate and interact freely with their peers.
24. In 2004 at the end of KS1, pupil attainment in the core subjects of the National Curriculum [NC], Welsh, mathematics and science, was higher than the national average in Welsh and mathematics and a little lower in science. In comparison with Welsh medium schools similar in terms of the percentage of pupils receiving free school meals, the school's results were in the highest quartile in Welsh, higher than the median in mathematics and in the lowest quartile in science. A high percentage of pupils succeeded in reaching Level 3 in Welsh.
25. In KS2 in 2004 and 2003, pupil attainment in the core subjects of the NC, namely Welsh, English, mathematics and science, was higher than the national averages in science, similar in Welsh and English and lower in mathematics. In comparison with Welsh medium schools similar in percentage of pupils receiving free school meals science results were in the highest quartile and Welsh results a little above the median. English and mathematics results were in the lowest quartile.

26. At both key stages girls' results were better than boys' results.
27. Standards of behaviour of pupils of all ages are very good. This has a positive effect upon the progress they make and on the quality of learning.
28. At both key stages, pupils respect the variety of beliefs, attitudes and other cultural and social traditions and they have an appropriate understanding of matters of equal opportunity and fairness.
29. Average attendance across the three terms prior to the inspection is a little above 94% but the school is concerned about the increasing numbers of parents who choose to take their children on holiday during the school term.

The quality of education and training

30. In the lessons observed the quality of the teaching was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	66%	8%	0%	0%

31. The quality of the teaching in the lessons observed is substantially higher than the WAG target of 95% of lessons satisfactory and 75% good or better.
32. Teachers possess a good knowledge of NC subjects and the Desirable Outcomes for Learning for children under five. Equal opportunities for every pupil are promoted and the schemes of work are adapted according to need to fulfil the needs of individual pupils.
33. *The outstanding features of the teaching include:*
 - High expectations and learning experiences that correspond well to pupils' abilities and needs;
 - Effective use of continuous assessment to move the learning forward;
 - Stimulating and enthusiastic presentations which maintain pupils' interest;
 - Encouragement for pupils to work independently and to make decisions about their work.
34. *The good features of the teaching include:*
 - Clear aims and objectives that are shared with pupils, and effective conclusion sessions;
 - Good progression from one activity to the next and good pace to the teaching;
 - Effective use of the interactive whiteboard;
 - Purposeful, differentiated questioning;
 - Effective class organisation and discipline;
 - Clear instructions in setting tasks;
 - A close relationship between pupils, teachers and support staff, which creates a positive learning environment.
35. *In a very small number of lessons:*

- Work is not challenging enough to fulfil the needs of individuals within the class.
 - There is a tendency to over-direct the work and to miss opportunities to develop the pupils' independence;
 - Expectations are not high enough in terms of the behaviour of a small cohort of pupils.
36. The quality of assessment recording and reporting is grade 2. All curriculum areas are assessed in a systematic fashion and assessment profiles are kept on all pupils. Though whole-school guidelines exist for marking work, they are not implemented consistently in every class. The annual reports to parents are of good quality and conform fully to the statutory requirements. In general, parents appreciate them.
37. The school provides a broad, relevant curriculum across KS1 and KS2. It is of good quality, offering appropriate balance between the subjects of the NC, and meets the statutory requirements. The curriculum for children under five provides a wide range of stimulating experiences across the six areas of learning.
38. A series of policies covering every NC subject and religious education has been adopted. The great majority of the schemes of work are good and show good progression and continuity in the learning.
39. A high priority is placed on development of learners' basic skills. There is also appropriate planning for development of pupils' communication skills, mathematical skills and ICT skills across all areas of the curriculum.
40. The numerous activities offered outside the normal school hours augment pupils' curricular experiences and contribute substantially to their personal and social development.
41. The provision to promote the spiritual, moral, social and cultural development of pupils is outstanding.
42. The provision to develop pupils' awareness and understanding of their own and other cultures is good. Particular attention is paid to the Welsh culture in all curricular aspects and specific attention is given to other cultures in religious education lessons.
43. The school's links with parents are outstanding. The Parents' Association is active in fund-raising and is extremely supportive of school activities. There are effective arrangements to communicate with parents.
44. The school takes full advantage of the community through numerous visits and extra-curricular activities.
45. There are good links between the school and other local primary schools and with the nearby secondary school

46. The work-related education provision is appropriate but there is more room to improve. Visits to local businesses enhance pupils' knowledge of the world of work. Very little attention is given to the development of pupils' enterprise and entrepreneurial skills.
47. There is good provision for teaching sustainable development. The arrangements for recycling waste in every class together with the response to the 'Eco School' requirements increase pupils' awareness of local and national matters linked with sustainability.
48. Pupils' experiences across the curriculum enable them to gain a range of skills that are valuable in terms of lifelong learning. These include bilingualism, ICT skills, numeracy skills and personal and social skills.
49. There is careful planning to ensure development of pupils' capability in Welsh and in English. The school policy of introducing Welsh at KS1 contributes substantially to the pupils' standards of bilingualism.
50. The *Cwricwlwm Cymreig* [Welsh Curriculum] permeates all the work of the school and Welsh artists and musicians are introduced. There is regular participation in a range of Urdd activities.
51. The quality of care, support and advice provided for learners is outstanding. The school places a high priority on pupils' personal welfare and health and safety matters.
52. Pupils are very happy at school and there is a particularly good relationship between them and the teachers. Members of the School Council discuss matters related to the welfare and happiness of their fellow-pupils in a particularly mature manner and the head and staff of the school give serious attention to their views.
53. The provision for pupils with SEN is outstanding and conforms fully to the requirements of the Code of Practice. Close attention is paid to the needs of pupils with SEN and they are ensured full access to the curriculum and all school activities.
54. The SEN co-ordinator and the two designated members of the governing body carry out their work effectively. The school provision fosters equal opportunity for every pupil.
55. The strategies implemented in the classes to promote good behaviour and develop pupils' self-discipline are some of the outstanding features of the school. During the inspection no evidence was seen of any bullying or oppressive behaviour or harassment of other pupils.

Leadership and management

56. The head, governing body and teaching staff provide clear leadership for the school's development. There are shared values concerning learning, behaviour relationships and equal opportunities.

57. The positive leadership of the head co-ordinates the efforts of the teaching team very capably, giving a common sense of purpose to the work. The contribution of every member of staff is appreciated and their views are considered when formulating whole-school policies.
58. Staff who have leadership and management roles contribute effectively to improvement of standards and quality and to the general development of the school.
59. Members of the governing body have a good understanding of their role and their contribution to the school's strategic planning. They are well-acquainted with the school and have started to undertake their responsibilities of monitoring and evaluating the educational provision. So far, this aspect of their work has not been developed to its full potential.
60. They fulfil their statutory duties very thoroughly, though there are some minor omissions in the contents of the school handbook for parents.
61. The head and the subject co-ordinators have good knowledge about school performance in those areas for which they are responsible, and they make effective use of this information in order to raise standards and to make improvements.
62. Reporting to the governing body on the outcomes of self-evaluations is informal only, and there are no definite arrangements to collect parents' views and those of the School Council.
63. The School Development Plan [SDP] is a useful document in order to provide a strategic direction for the school's work. Sufficient resources are allocated to implement the plan and there are effective arrangements in place to evaluate the outcomes of the priorities.
64. The school has made good progress since the last inspection in tackling the key issues. Good progress was seen in the quality of teaching and training and in a number of aspects of the school's leadership and management. Significant progress was made in the six curricular areas inspected.
65. The numbers of teaching staff are sufficient and ensure a reasonable pupil:teacher ratio of 21:1 and classes with an average size of 23 pupils. Teachers are appropriately trained for the ages and subject areas that they teach and they have a good range of experience. Nursery nurses and classroom assistants make a key contribution to the teaching.
66. Apart from computers, there is a good supply of resources at the school for every age group, including the early years.
67. The building and rooms provide a location suitable for teaching, learning and supporting pupils though the distance of the kitchen from the dining hall creates difficulties for the teachers and the kitchen staff.

68. The school's financial management is outstanding. Resources are used economically, efficiently and effectively.
69. The school provides good value for money.

Recommendations

- R1 Raise standards of information technology by giving attention to the shortcomings noted.
- R2 Continue to develop the school's self evaluation arrangements by reinforcing the monitoring and evaluation role of the subject co-ordinators and the governing body.
- R3 Aim at excellence in every subject by building on the good standards previously achieved

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

70. The team’s findings match the school judgement in the self-evaluation report.

71. Pupils’ standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	61%	9%	0%	0%

72. Pupils’ standards in the lessons are higher than the Welsh Assembly Government [WAG] targets for all Wales of 95% of lessons being satisfactory or better and 75% being good or better.

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

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

74. The general standard of the educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children’s Learning.

75. At KS1 and KS2, in the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	2	2
English	-	2
Information technology	3	3
Art	1	1
Physical Education	2	2

76. A good majority of the pupils in both key stages succeed in achieving the whole-school targets and the individual targets set for them.

77. Pupils experience success in their work, whatever their ability, social or linguistic background. Pupils with SEN make good progress and achieve the targets set for them.

78. Early Years' children make good progress in their communication skills. They speak confidently, listen intently to their teachers and peers and have started to master reading and writing skills. Their mathematical and ICT skills are also developing well.
79. KS1 and KS2 pupils' standards and progress in the key skills of communication and mathematics are good across all the subjects of the curriculum. They discuss their work confidently in a number of curricular contexts, contribute in a purposeful manner in class discussions using the appropriate subject vocabulary and use their reading and writing skills effectively to select information and record their work.
80. Good progress is seen in KS1 pupils' capability as they become familiar with English. By KS2 a good majority of the pupils speak the language confidently and use their reading and writing skills effectively in a wide variety of contexts
81. At both key stages, pupils make good progress in their mathematical skills as they use and apply their numeracy skills in dealing with practical tasks.
82. KS1 and KS2 pupils make good progress in some aspects of ICT but standards are not consistent across the whole field.
83. Pupils' standards of bilingual competence at both key stages show good progress with a substantial majority of them communicating freely orally and in writing in both Welsh and English. The quality of the planning for both languages is good.
84. Pupils' creative skills at both key stages are good. They show capability and a lively imagination in tackling a number of tasks in art lessons.
85. Pupils at both key stages make good progress in their learning. They work hard in lessons and show high motivation and make good progress towards reaching their potential. They respond enthusiastically to the lessons and face new challenges confidently.
86. Early in KS1, pupils show a high degree of independence as learners. They undertake responsibilities in a mature manner and enjoy any opportunities they have to make decisions.
87. In 2004 at the end of KS1, pupil attainment in the core subjects of the National Curriculum [NC], Welsh, mathematics and science, was higher than the national average in Welsh and mathematics and a little lower in science. In comparison with Welsh medium schools similar in terms of the percentage of pupils receiving free school meals, the school's results were in the highest quartile in Welsh, higher than the median in mathematics and in the lowest quartile in science. A high percentage of pupils succeeded in reaching Level 3 in Welsh. In the three subjects, girls' performance is a little better than boys'.
88. In KS2 in 2004 and 2003, pupil attainment in the core subjects of the NC, namely Welsh, English, mathematics and science, was higher than the national averages in science, similar in Welsh and English and lower in mathematics. In comparison

with Welsh medium schools similar in percentage of pupils receiving free school meals, science results were in the highest quartile and Welsh results a little above the median. English and mathematics results were in the lowest quartile. On average, girls' results in the four subjects were 15% higher than boys' results.

89. Standards of behaviour of pupils of every age are very good. They move in an orderly manner about the school and show a great deal of self-discipline. They have a clear understanding of what is expected of them and they are considerate and polite. This responsible attitude has a positive effect on the progress they make and the quality of the learning.
90. In practical lessons such as art and physical education pupils show good awareness of the strengths and weaknesses of their work and can note what they need to do to improve it. The ability to evaluate their written work, particularly at KS2, is not developed to the same degree.
91. Pupils at both key stages make very good progress in their spiritual, personal and social skills. As they mature through the school they develop to be responsible individuals who can communicate and interact freely with their peers.
92. In every class in the school, pupils demonstrate very good co-operative skills, particularly as they work on a group task or in discussion with other pupils. They are mindful of the feelings of other people, very ready with their assistance, and take a pride in the success of their fellow-pupils. By the time they reach Y5, they can tackle problem-solving tasks in a systematic and intelligent manner.
93. At both key stages, pupils respect the variety of beliefs, attitudes and other cultural and social traditions. In circle time, corporate worship, and religious education lessons, they learn to respect all those around them. They have an appropriate understanding of equal opportunities matters and fairness.
94. Visits that pupils of both key stages make to the local community and other places of interest linked to current work in class contribute substantially towards expanding their understanding of their own community and the world of work.
95. Average attendance across the three full terms before the inspection is a little above 94% but punctuality is good. The school has concerns about the increasing numbers of parents who choose to take their children for holidays during the school term.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

96. The inspection team's findings match the judgement of the school in the self-evaluation report.

97. In the lessons observed, quality of teaching was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	66%	8%	0%	0%

98. The quality of the teaching in the lessons observed is substantially higher than the WAG targets of 95% satisfactory lessons and 75% good or better.

99. Teachers possess good subject knowledge and knowledge of the Desirable Outcomes for Learning for children under five. This is reflected in the detailed planning, the effective use of appropriate resources and the variety of teaching strategies. There is purposeful planning to develop pupils' bilingual capability in lessons. This is one of the school's strengths.

100. Equal opportunities are fostered for every pupil and the work programme is adapted according to need to fulfil the needs of individual pupils.

101. *The outstanding features of the teaching include:*

- High expectations that lead to challenging tasks;
- Learning experiences that correspond well to pupils' abilities and needs;
- Effective use of continuous assessment to move the learning forward;
- Stimulating and enthusiastic presentations which draw on previous knowledge and maintain pupils' interest well;
- Readiness to be flexible and to take full advantage of unexpected opportunities;
- Encouragement for pupils to work independently and to make decisions about their work.

102. *The good features of the teaching include:*

- Clear aims and objectives that are shared with pupils at the beginning of lessons, and are used in the conclusion sessions to review progress and to reinforce learning;
- A good structure to lessons, which ensures good progression from one activity to the next, appropriate pace and effective use of resources;
- Effective use of the interactive whiteboard to enhance the quality of presentations and to ensure an active part for pupils in the learning;
- Purposeful, differentiated questioning, continuous assessment and support through timely intervention so as to move pupils forward;
- Effective class organisation and discipline which promotes good learning;
- Clear instructions and explanations especially when setting tasks;
- A close relationship between pupils, teachers and support staff, which creates a positive learning environment.

103. *In a very small number of lessons:*

- Work is not challenging enough to fulfil the needs of individuals within the class.
- There is a tendency to over-direct the work and to miss opportunities to develop the pupils' independence;

- Expectations are not high enough in terms of the behaviour of a small cohort of pupils.
104. The quality of assessment, recording and reporting is grade 2.
 105. Learners' achievement and progress is assessed fairly, accurately and regularly. All curriculum areas are assessed in a systematic fashion through a combination of standardised tests, NC assessments and teachers' continuous assessment. A cohort of pupils is identified to receive additional attention on the basis of information gained from the process of tracking individuals' progress.
 106. Useful assessment profiles are kept on every pupil including samples of work and relevant tests from Nursery through to Y6.
 107. KS2 pupils' NC test scripts are analysed in detail to respond to any shortcomings revealed in the teaching or the learning. Specific attention was given to the difference between boys' and girls' performance in the NC tests.
 108. Though there are whole-school guidelines for marking work, they are not operated consistently in every class and pupils are not familiar enough with their targets for improving their achievements.
 109. Annual reports to parents are of good quality and conform fully to statutory requirements. In general, parents appreciate them.

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

110. The inspection team's findings match the school's judgement in the self-evaluation report.
111. The school provides a broad, relevant curriculum across KS1 and KS2. It is of good quality, offering appropriate balance between the subjects of the NC and meets the statutory requirements. The curriculum for children under five provides an wide range of stimulating experiences across the six areas of learning.
112. The school responds well to pupils' learning needs. The provision reflects social inclusion in every aspect of access and equal opportunity, and is well structured. The school provides programmes of study that are planned in detail and accessible to every pupil, whatever his or her ability, sex or cultural or religious background.
113. A series of policies have been adopted for every subject of the NC and religious education. They are succinct documents with appropriate attention to the *Cwricwlwm Cymreig* in them. The substantial majority of schemes of work are good and show good progression and continuity in the learning.

114. A high priority is placed on developing learners' basic skills. As part of gaining the Basic Skills Agency Quality Mark detailed attention was given to pupils who were underachieving.
115. There is appropriate planning to develop pupils' communication skills, mathematical skills and ICT skills across all areas of the curriculum.
116. The numerous activities offered outside normal school hours augment pupils' curricular experiences and contribute substantially to their personal and social development.
117. The provision to foster pupils' spiritual, moral, social and cultural development is outstanding.
118. Services of joint worship foster pupils' spiritual and moral development well. They give opportunities for pupils to consider their lives and beliefs and to reflect quietly on matters that are of importance to them. These sessions also reinforce the school values and emphasise the need for individuals to behave in a principled and honest manner.
119. Circle time sessions promote pupils' social development very effectively by giving them opportunities to share their feelings and hopes and to develop their understanding of other pupils' feelings. Pupils have a strong sense of belonging to the school society and they take good care of each other. This is further fostered in the notable breaktime provision, with the commitment of the 'Ffrindia Ffeind' [Kind Friends] to ensure the happiness and safety of their peers.
120. The provision to develop pupils' awareness and understanding of their own culture and of other cultures is good. Particular attention is given to Welsh culture in all aspects of the curriculum and specific attention is given to other cultures in geography and religious education lessons.
121. Pupils' experiences are enhanced by effective links with a number of partnerships. The school's links with parents are outstanding. The Parents' Association is active in fund-raising and extremely supportive of school activities. Parents' responses to the pre-inspection questionnaire show that the great majority of them support the school and that they have a good relationship with the teaching staff.
122. There are effective arrangements to communicate with parents. The information provided is of good quality and is bilingual. The Home-School Agreement is an appropriate and useful document.
123. The school takes full advantage of the community through numerous visits and extra-curricular activities. This link expands and extends pupils' learning opportunities and contributes substantially to developing their sense of responsibility to their local area.
124. There are good links between the school and other local primary schools, with the headteachers co-operating closely on a number of management and curricular

issues. There are also good links with the local secondary school, which ensures that pupils transfer easily to Y7 at the end of their period in the primary sector.

125. The provision for work-related education is appropriate but there is still room to improve. Visits to local businesses increase pupils' knowledge of the world of work. Very little attention is given to development of pupils' enterprise and entrepreneurial skills.
126. An appropriate equal opportunities policy has been developed, which reflects the firm commitment of the school to equal access for everyone to all the school's activities. School rules, and the civilised ethos that is reflected, encourage pupils to respect each other, and other people.
127. There is good provision for teaching sustainable development. The arrangements for recycling waste in every classroom together with the response to the 'Eco-School' requirements increases pupil awareness of local and national matters linked with sustainability.
128. Pupils' experiences across the curriculum enable them to gain a range of skills that are valuable to them in terms of lifelong learning. These include bilingualism, ICT skills, numeracy skills, and personal and social skills. Initiatives such as 'thinking skills' contribute well to developing pupils' problem-solving skills and promote the ability to co-operate. Good opportunities are provided for pupils to develop as independent learners and to manage their own learning.
129. There is careful planning to ensure development of pupils' capability in Welsh and English. In addition to teaching both languages as subjects, they are also used very effectively as cross-curricular mediums. The school policy of introducing English at KS1 contributes substantially to pupils' standard of bilingualism.
130. The '*Cwricwlwm Cymreig*' permeates throughout the all the work of the school and Welsh artists and musicians are introduced. There is regular participation in a range of Urdd activities.

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

Grade 1: Good with outstanding features
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131. The inspection team's findings do not match the school's judgement in the self-evaluation report.
132. The quality of care, support and advice provided for learners is outstanding. Pupils are very happy at the school and there is a particularly good relationship between them and the teachers. Parents appreciate the care and guidance that the school gives their children.
133. Pupils feel they are appreciated by teachers. Members of the School Council discuss matters related to their fellow pupils' welfare and happiness in a particularly mature manner and the head and staff of the school give serious attention to their views.

134. Teachers and support staff carry out their duties well. High values are promoted, such as respect and honesty, and appropriate attention is given to pupils' personal and social education in all school activities.
135. Children under five settle quickly in their classes and feel safe in the school.
136. The school gives a high priority to pupil welfare and to health and safety matters. A number of detailed risk assessments have been carried out and good, practical steps are taken to ensure the safety of pupils while they are in the school. Policies and systems for monitoring and maintaining levels of attendance are very effective.
137. Staff are aware of child protection requirements and there is an appropriate policy in place.
138. The provision for pupils with SEN is outstanding and conforms fully to the requirements of the Code of Practice. Close attention is paid to the needs of pupils with SEN and they are ensured full access to the curriculum and all school activities.
139. The SEN co-ordinator has a thorough knowledge of pupils' needs. The school works very closely with the parents, the teachers, the ancillary support staff and the area SEN unit. There is also a close relationship with the LEA, the nearby special school and the local secondary school. These partnerships ensure the best possible provision for the pupils.
140. The Individual Education Plan [IEP] that is produced for every pupil with SEN includes specific learning targets that correspond to the needs of individual pupils. Pupils are well supported by assistants and the support teacher and there is detailed preparation for each pupil. This assistance is supportive and caring and contributes significantly to the educational development of pupils and towards meeting their needs.
141. Regular meetings are held with parents in order to discuss their children's targets.
142. The two designated members of the governing body who have responsibility for SEN are fully aware of their responsibilities and the school's arrangements.
143. The school's provision promotes equal opportunities for every pupil. Equal opportunity for both sexes is promoted and positive attitudes are fostered towards other races.
144. The strategies implemented in the classes to promote good behaviour and develop pupils' self-discipline are some of the school's outstanding features. During the inspection no evidence of any bullying or oppressive behaviour or harassment of other pupils was seen.

Leadership and management

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

Grade 2: Good features and no significant shortcomings

145. The inspection team's findings match the judgement of the school in the self-evaluation report.
146. The head, governing body and the teachers provide clear leadership for the school's development. Common values are shared about learning, behaviour, relationships and equal opportunities. There are appropriate aims and policies that concentrate on the needs of pupils though some of these policies are by now dated.
147. The positive leadership of the head coordinates the efforts of the teaching team very capably giving a general sense of purpose to the work. The contribution of every member of staff is appreciated and their views are considered when formulating whole-school policies.
148. Appropriate attention is paid to national priorities. The school is working on elements of the Healthy School Scheme and has gained the Basic Skills Agency Quality Mark accreditation. As an Eco School, good attention is given to such sustainability issues as recycling waste. ICT development receives close attention in every classroom and effective use is made of the interactive whiteboard. The school co-operates in a number of partnerships, including the University, the LEA and other primary schools in the catchment area.
149. The opinions of pupils of all ages are respected, and through the School Council, KS2 pupils have good opportunities to influence a number of aspects of school life.
150. Staff who have leadership and management roles contribute effectively to improvement in standards and quality and to the general development of the school. They undertake a good proportion of responsibilities and provide clear guidance for their fellow-teachers. The system of year leaders leads to effective team-work through the school. Members of staff carry out their teaching and curricular responsibilities fully.
151. Detailed, effective processes have been established to set targets for pupils at the end of both key stages. The targets, which are based on every pupil's likely performance, are challenging but achievable.
152. The Performance Management system is operated effectively. The objectives agreed upon for each individual include personal objectives, departmental targets and whole-school targets derived from the SDP. Good opportunities are provided for teachers to give attention to their Continuous Professional Development [CPD].
153. Members of the governing body have a good understanding of their role and of their contribution to school strategic planning. They show enthusiastic interest in

their work and fulfil their responsibilities effectively. They are well-acquainted with the school and recently, they have started to undertake their responsibilities for monitoring and evaluating the educational provision. So far, this aspect of their work has not been developed to its full potential.

154. They fulfil their statutory responsibilities very thoroughly though there are some minor omissions in the content of the school handbook for parents.

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

Grade 3: Good features outweigh shortcomings

155. The inspection team's findings match the school's judgement in the self-evaluation report.
156. The head and the subject co-ordinators have good knowledge about the school's performance in those areas for which they are responsible and they make effective use of this information in order to raise standards and make improvements. The team's findings match the school's judgement in the self-evaluation report in five of the seven key questions. The evidence of the inspection shows that the school has been too critical in awarding itself grade 2 in questions 4 and 7. Grade 1 was awarded by the inspection team for both questions.
157. There are clear evaluative elements in every aspect of the school's self-evaluation work and a specific focus is placed on pupils' standards of achievement and the quality of educational provision. A number of strategies are utilised to collect evidence including inspecting pupils' work, analysis of results of tests and assessments, and taking advantage of the advice of education advisers.
158. Curriculum leaders play an active part in the school's self-evaluation arrangements. They refer to evidence from a number of different sources in their subject reports, including teachers' views, and they note the strengths of the subject in addition to the areas that need further development. They have not gone so far as to visit individual classes in order to evaluate pupils' standards of achievement and the quality of teachers' teaching.
159. Appropriate use is made of catchment area, local and national benchmark information in order to compare the school's performance with schools similar in size, free school meals and language background. Little use is made of the national quartiles.
160. Reporting to the governing body on the outcomes of self-evaluations is informal only. Neither is there any definite arrangement to collect parents' views and those of the School Council.
161. The concise self-evaluation report produced by the school prior to the inspection is clear and readable. It is of good quality. It shows that the culture of self-evaluation is established in the school and that the arrangements continue to evolve as staff become more proficient and confident in the field.

162. There is a clear link between the outcomes of self-evaluation and the priorities set in the SDP. The SDP is a useful document in order to provide a strategic direction for the work of the school. Sufficient resources are allocated to implement the plan and there are effective arrangements to evaluate the outcomes of the priorities.
163. The school has made good progress since the previous inspection in tackling the key issues. Good progress has been seen in the quality of teaching and training and in a number of aspects of the school's leadership and management. Significant progress has been made in the six curriculum areas inspected.

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

Grade 1: Good with outstanding features
--

164. The findings of the inspection term do not match the school's judgement in the self-evaluation report.
165. The numbers of teaching staff are sufficient and ensure a reasonable pupil:teacher ratio of 21:1 and classes with an average size of 23 pupils. Teachers are appropriately trained for the age-group and subject areas that they teach and they have a good range of experience.
166. Teachers update their teaching skills and knowledge regularly through attending county and catchment area training sessions. Good advantage is taken at KS2 of opportunities to share teacher expertise through a system of exchanging classes.
167. The use which teachers make of the National Teaching Council's bursaries to promote their professional development is an outstanding feature of the school. This contributes substantially to developing their teaching skills and towards raising pupils' standards of achievement.
168. Nursery nurses and classroom assistants make a key contribution to the teaching.
169. Apart from computers, there is a good supply of resources at the school for every age-group, including the early years. They are of good quality and are conveniently available for pupils to use them.
170. The building and rooms offer a location suitable for teaching, learning and supporting pupils, though the distance of the kitchen from the dining hall creates difficulties for the teachers and the dinner staff. The building is kept tidy and standards of maintenance are good. The school gives rapid attention to any health and safety matters.
171. The colourful displays on the walls of the classrooms and corridors, particularly the art work, contribute substantially towards creating a tasteful ethos in the building.

172. The school's standard of financial management is outstanding. Resources are utilised economically, efficiently and effectively. Short-term and long-term spending is carefully planned, any likely changes in the budget are anticipated, and resources are made available according to priorities and educational targets. The head and governing body review and evaluate needs and the use of resources regularly so as to ensure value for money.
173. The school provides good value for money.

Standards achieved in subjects and areas of learning

Early years

Grade 1: Good with outstanding features.

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

Language, literacy and communication

175. In the nursery class a good majority of the children listen well. They enjoy listening to stories and contribute in discussions during whole-class sessions. A good number of individuals communicate confidently with their peers and with other adults. They know their names, and with the assistance of adults, some individuals can write their names independently!!! They enjoy pre-writing activities by making marks on paper. They respond well to instructions. They show an interest in books and behave like readers.
176. In the reception class, children listen well to group, whole class and adult presentations. A substantial number talk confidently to their peers and with adults. Through interesting activities, they learn letters and enjoy listening to, and following, a story in a book. They recognise letters and relevant words and some individuals read simple books independently. The most able can write simple sentences independently using a correct sentence pattern. The remainder trace accurately and are aware of what they have written.

Personal and social development

177. Children in the nursery class have established a good relationship with each other and with adults. They enjoy taking part in a variety of activities that promote playing together and sharing. Through specific activities, they gain confidence in taking part and expressing themselves.
178. Children in the reception class can concentrate well on their tasks and their play experiences and they work together effectively in groups. Their behaviour is good and they are eager to learn. They are aware of Bible stories and learn about caring and friendship.

Mathematical development

179. In the nursery class, children count confidently to at least ten with some individuals aware of larger numbers. They recognise numbers up to five and can match the correct number of objects. They can produce a simple graph with assistance and they can note the highest and lowest number accurately. They make good use of mathematical vocabulary in different situations. They recognise some 2D shapes and they are aware of some 3D shapes. Through playing in the shoe shop, they understand about pairs and they start to be aware of the purpose of money.
180. In the reception class children count confidently to at least 20, forward and backward. They can recognise and name larger numbers and show an interest in

this. They understand the concept of “more than” and “ fewer than” at their own level of development. They can continue and create patterns well and arrange objects accurately according to specific criteria. They use mathematical vocabulary correctly. They recognise 3D shapes and through practical experiences, they have an understanding of some standard measurements.

Knowledge and understanding of the world

181. In the nursery class children talk confidently about themselves and their families and about people and their work. Through practical experiences they can create objects with different kinds of boxes and blocks. Their observation skills are developing appropriately as they play in the water, sand and with dough. Their IT skills are increasing as they control the mouse and make things move on the screen.
182. Observation skills of children in the reception class are very good, and they use scientific vocabulary accurately in describing objects that float and sink. They enthusiastically observe the birds that come to the bird table near their classroom and name common birds correctly. This is an outstanding feature. They can discuss a map of an imaginary location and re-create it as they play in the sand. They use geographical vocabulary correctly. They create a variety of interesting products to a good standard using a range of materials. Their IT skills are developing well as they control the mouse to make pictures and to move things on the screen.

Creative development

183. In the nursery class, the children enjoy singing appropriate simple rhymes and songs. They do so with enthusiasm. They use their imagination well as they role-play in different situations in the class. They play imaginatively also with small equipment. They produce a good variety of effective pictures and paintings, mixing paint to create different shades.
184. In the reception class, children work enthusiastically with paint and other media. They observe pictures and produce effective imitations. They enjoy playing the roles of characters in familiar books and these experiences are effectively linked with other areas of their curriculum. This aspect is outstanding. They sing a variety of songs appropriate to their age.

Physical development

185. In the nursery class children use small equipment with increasing control. They show appropriate control of their large motor skills as they use large equipment. They make appropriate use of space.
186. In the reception class, children handle small equipment capably. They can follow instructions accurately and move confidently and with increasing control. In gymnastics lessons and when playing with large toys, they make good progress in the necessary skills.

Shortcomings

187. At times children do not extend their skills sufficiently because of the experiences prepared for them

Welsh

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

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

Good and outstanding features

188. At KS1, pupils listen well and the great majority are eager to take part in class discussions. They talk about their work confidently, expressing themselves clearly. They can recall the main elements of a story, putting events in order, naming characters and discussing the content appropriately. Through the “story sack” sessions they show confidence in standing in front of an audience and taking part in public.
189. Reading standards are good with individuals achieving outstanding standards in reading. Pupils read a wide range of suitable books and they show good awareness of expression and intonation as they read out loud. The younger pupils and the less able read books that are suitable for their level of development to an appropriate standard. They decompose unfamiliar words successfully.
190. Pupils’ writing standards at KS1 are good. They write for a good range of purposes and they produce good quality written work that includes appropriate vocabulary and variety of sentences. The more confident writers produce extended work of a high standard. The content is often interesting and they can spell and punctuate with a good degree of accuracy. Less able pupils produce individual sentences, using a number of sentence patterns correctly.
191. Through KS2, pupils listen and respond well to work across the curriculum. They show an interest in the text being studied and contribute purposefully to class and group discussions. A good number of Y5 and Y6 pupils can offer extended observations without prompting, expressing their views confidently.
192. KS2 pupils read a wide range of books and the substantial majority reveal positive attitudes towards reading. They read well, with individuals in each class being very capable. They read with the expected fluency and with suitable expression. They can discuss the plot and characters and express their views about their favourite books.
193. Middle ability pupils read with meaning, while less able pupils cope well with simpler books that correspond to their reading age. Pupils read factual texts from print and electronic sources and individuals can select important facts and express them in their own words.
194. Pupils produce a wide, varied range of written work across the curriculum and for different purposes. They make correct use of short forms of the verb and they use adjectives and comparisons to enrich their expression. Individuals in each year write in an extended and arresting manner. The content of their work is interesting and mature.

195. Written work of middle and lower ability pupils is often interesting and progress is seen in their work in terms of content and expression. Individuals show an interest in writing poetry and they do so interestingly, showing understanding and empathy.

Shortcomings

196. There are individuals at both key stages who do not make use of punctuation to convey meaning when reading.
197. In both key stages, spelling, mutation and syntax errors impair the written work of a number of pupils.

English

Key Stage 2 - Grade2: Good features and no important shortcomings

198. Though English is not formally introduced in KS1, KS1 pupils make good progress in their speaking, listening and reading skills.

Good and outstanding features

199. KS2 pupils listen well and respond appropriately, describing and explaining suitably. They ask intelligent questions and express their opinions in a mature fashion. They communicate confidently in group discussions and they talk at some length in a number of different contexts. They respond rapidly to instructions and they express themselves clearly when speaking in public.
200. The great majority of pupils read at a level that is appropriate to their ability and read with meaning a variety of texts. They discuss 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 able possessing good higher reading skills.
201. Y6 pupils are capable and confident writers. They have a good knowledge of grammar, they use standard forms of nouns and adjectives with appropriate correctness and they have a suitable understanding of punctuation. They produce a variety of creative and factual written work, which includes letters, dialogues, reviews and poems. They vary their sentences, paragraph accurately and create different effects in their writing.
202. The quality of handwriting of pupils at both key stages is good. They present their work clearly and neatly, form letters correctly and take a pride in their work.

Shortcomings

203. A significant number of Y3 and Y4 pupils are uncertain about spelling conventions.
204. Pupils' ability to plan, draft and improve their work has not developed sufficiently.

Information technology

Key Stage 1 – Grade 3: Good features outweigh shortcomings

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good and outstanding features

205. At KS1, pupils can use the word processor and they can re-draft and correct work with assistance. They use the mouse successfully when controlling screen instructions and they can use the floor turtle confidently. They use art programs to produce work of appropriate standard.
206. By the end of KS1, the most able can load programs from a CD-Rom to use to reinforce number work and can save work within programs.
207. At KS2, pupils use IT equipment and software to present ideas and information in the form of text and pictures. They use an art program effectively to produce pictures and patterns.
208. They use a database successfully to record results and to produce graphs.
209. Y6 pupils demonstrate a good range of IT skills. A group of pupils succeeded in creating a 'Powerpoint' presentation for KS1 pupils and a good number of them use the World-wide Web confidently to gather information.

Shortcomings

210. The range of the work is very restricted, pupils at both key stages lack confidence in handling computers and there is no consistent improvement in their skills as they move through the school.
211. KS2 pupils cannot use the computer to investigate and solve problems.
212. Though KS2 pupils can produce graphs, their ability to re-order, interrogate and analyse the data is insufficient.

Art

Key Stage 1 – Grade 1: Good with outstanding features

Key Stage 2 – Grade1: Good with outstanding features

Good and outstanding features

213. At KS1, pupils experiment with a wide range of media in sketching, painting, model making and creating a collage. They talk with understanding about their own work and that of other artists, including Welsh artists. They discuss the work of artists such as Andy Goldsworthy very knowledgeably and they reproduce their techniques to create their own original work. This is one of the outstanding features of the subject.

214. They use a very wide range of techniques and apply them to meet the needs of different tasks. They mix colours very successfully to create different effects. They observe in detail and respond in practical ways, full of imagination, to different stimuli.
215. Pupils show an excellent awareness of a number of elements of art and can discuss the use of line, shape and space in creating imaginative pictures and colourful patterns on the computer.
216. At KS2, pupils work with a very wide range of materials, showing a solid understanding of the visual language of line, pattern, texture, shape, form and space. They experiment with different 2D and 3D processes and on a range of scales. They use their techniques successfully to produce pictures and designs of outstanding quality.
217. Pupils have a good awareness of Welsh artists and of some of the great artists of the world. They can compare their own work with the work of some of these artists, detailing the media and techniques that they used in emulating their techniques. They produced work of a very high standard based on one of the paintings of Kyffin Williams.
218. Y5 and Y6 pupils' ability to discuss and appreciate their own work and the work of others is one of the outstanding features of the subject.

Shortcomings

219. There are no important shortcomings.

Physical Education

During the inspection, gymnastics, games skills and dance activities were seen.

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

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

Good and outstanding features

220. Pupils throughout the school dress appropriately for physical education lessons. The substantial majority of them listen carefully to instructions and concentrate when working. They have a good understanding of the beneficial effect of physical exercise on health and of the need to ensure safety during the lessons.
221. At KS1 a substantial majority of pupils work physically hard. They can move to music in a light-footed manner through walking, running and turning at different levels.
222. Pupils throw, catch and bounce a ball effectively while working with a partner and they display good skills in using targets and equipment.

- 223. In gymnastics lessons, they succeed in forming various shapes and in controlling their movements effectively when stretching and curling during the floor work. In practising skills individually and in pairs, there is good quality to their movements and they make good use of space.
- 224. At KS2, using music as a stimulus, the great majority of pupils show a good level of skills connected with dance, such as travelling, changing direction and turning and demonstrating shapes.
- 225. Pupils have a very sound knowledge of a variety of basic gymnastics shapes and they succeed in varying their movements confidently. They make good use of space and they move confidently linking their movements and shapes well on the floor and on equipment, jumping and landing smoothly and appropriately. They work effectively in pairs.
- 226. A good number of pupils can control a ball effectively with the hand or a bat when working individually or in pairs.
- 227. Older pupils have achieved success in a variety of competitions at local and county level.

Shortcomings

- 228. The difficulty a minority of KS1 pupils have in listening and responding to instructions, and persevering with a task, impairs the quality of their performance.
- 229. In dance activities, KS2 pupils have insufficient ability to evaluate the performance of their fellow-pupils.

School's response to the inspection

The content of the report is a matter of great pride to everyone connected with the school – staff, governors and parents.

The fact that the inspectors consider that a number of aspects of the school's work are outstanding is very heartening and a tribute to the commitment and activity of the professional staff, hard working governors, diligent pupils and supportive parents.

It is good to note that the quality of lessons observed was substantially above the targets of the Welsh Assembly Government and that the quality of care, support and advice offered to the children are outstanding.

It is also acknowledged in the report that there are very many successful strategies in place to support learners of all abilities and that a number of the partnerships that the school fosters are very effective. It was good to see that the inspectors' findings judged that the children were very happy at school and that the relationship between them and the teachers is praised.

It was also judged that the school had made good, significant progress in tackling the key issues since the last inspection in 1999.

The school will now incorporate the recommendations noted in the report into the Development Plan and will act upon them as soon as possible.

The Governing Body and staff appreciated the courteous, professional manner in which the inspection was undertaken.

Appendix A

Basic information about the school

Name of school	Ysgol Cymerau
School type	Community
Age-range of pupils	3 – 11 yrs
Address of school	Ffordd Mela Pwllheli Gwynedd
Post-code	LL53 5NU
Telephone number	0341 612001
Headteacher	Dylan Roberts
Date of appointment	January 2003

Chair of governors	Ms Sian Williams
Registered inspector	Wil Williams
Dates of inspection	22-25 February 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	21	43	46	45	37	40	46	42	320

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	1	13.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	10:1
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Spring 2004	93.8	94.5	95.6	94.6
Summer 2004	95.6	94.9	93.6	94.7
Autumn 2004	88.7	93.3	94.9	92.3

Percentage of pupils entitled to free school meals	16%
Number of pupils excluded during 12 months prior to inspection	1

Appendix C

National Curriculum Assessment KS1 Results 2004				Number of pupils in Y2:		38		
Percentage of pupils at each level								
			D	W	1	2	3	2+
Welsh	Teacher assessment	School	0	0	0	31.6	63.2	100
		National	0.5	1.5	10	63.4	24.5	87.9
Mathematics	Teacher assessment	School	0	0	7.9	71.1	21.1	92.1
		National	0.3	2.2	10.5	62.5	24.4	87
Science	Teacher assessment	School	0	0	5.3	65.8	28.9	84.7
		National	0.3	1.6	9.5	65.2	23.4	88.5

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	89.5	In Wales	80.1

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment KS2 Results 2004						Number of pupils in Y6			39			
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	5+
English	Teacher assessment	School	0	5.1	2.6	0	0	0	15.4	46.2	30.8	76.9
		National	0	0	0	0	1	6	17	46	30	76
	Test/task	School	0	5.1	2.6	0	0	0	15.4	46.2	30.8	76.9
		National	0	2	1	0	0	5	12	41	38	79
Welsh	Teacher assessment	School	0	2.6	0	0	0	0	18.4	55.3	23.7	76.9
		National	1	0	0	0	1	4	19	50	23	73
	Test/task	School	0	2.6	0	0	0	0	18.4	55.3	23.7	76.9
		National	1	2	0	1	0	3	18	51	24	75
Mathematics	Teacher assessment	School	0	2.6	0	0	0	2.6	28.2	33.3	33.3	66.7
		National	0	0	0	0	1	4	19	47	28	75
	Test/task	School	0	2.6	0	0	0	2.6	28.2	33.3	33.3	66.7
		National	0	5	1	1	0	4	19	43	30	73
Science	Teacher assessment	School	0	2.6	0	0	0	0	5.1	82.1	10.3	92.3
		National	0	0	0	0	0	2	13	50	33	83
	Test/task	School	0	2.6	0	0	0	0	5.1	82.1	10.3	92.3
		National	0	2	0	0	0	1	10	47	38	85

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	66.7	In the school	66.7
In Wales	70	In Wales	71

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

Appendix D

Evidence base of the inspection

The school was inspected over a period of three and a half days by two professional inspectors, three days by one professional inspector and two days by one lay inspector. A total of twelve inspection days were spent in the school. During that period:

- 47 lessons were attended, sharing the time fairly equitably between the classes;
- pupils were questioned in detail about their knowledge and understanding of the curriculum;
- pupils' work over two terms was inspected;
- a cross-section of pupils was heard reading in Welsh and in English;
- all the school's documentation was studied, including the SDP and schemes of work for all subjects;
- teachers' assessment records and the reports prepared for parents were studied;
- attendance registers were inspected;
- detailed attention was paid to the school budget;
- a formal meeting was held with the school governing body before and after the inspection;
- a parents' meeting was attended at which 18 parents were present and 73 questionnaires and four parents' letters that had been received were analysed.

Appendix E

Composition and responsibilities of the inspection team

Team member	Role		
Wil Williams	Registered Inspector	Context, Summary and recommendations Key questions 1,5,6 and 7	English, Art
Rhianwen Huws Roberts	Team Inspector	Key Question 4	Early years, Welsh
O Glyn Roberts	Team Inspector	Key Questions 2 and 3	Information technology, physical education
Wil Owen	Lay Inspector	Contributing to key questions 1,3,4 and 7	

Contractor: Baker Phillips Educational Communications Ltd.,
Address: Oaks Lea, Higher Knolton, Overton, Wrexham. LL13 0LF.

Acknowledgement

The inspectors wish to express their gratitude to governors, the head, staff, pupils and parents of the school for their willing co-operation during the inspection.

Inspection under Section 10 of the Schools Inspections Act 1996
Summary Report for Parents on
The Inspection of Ysgol Cymerau.

© Crown Copyright 2005. Ysgol Cymerau was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Ysgol Cymerau took place between 22-25th February 2005. An independent team of inspectors, led by Mr Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

Summary

1. The inspection team's findings match the school's judgement in the self-evaluation report in five of the seven key questions. The inspection evidence shows that the school has been too critical in awarding itself grade 2 in key questions 4 and 7. The inspection team awarded grade 1 to both questions.

Table of grades awarded

2. The inspection team judged the school's work as follows:

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

Standards

3. Pupils' standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	61%	9%	0%	0%

4. Pupils' standards in the lessons are above the Welsh Assembly Government[WAG] targets for all Wales of 95% of lessons being satisfactory or better and 75% being good or better.

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

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

6. The general standard of the educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

7. At KS1 and KS2, in the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	2	2
English	-	2
Information technology	3	3
Art	1	1
Physical Education	2	2

8. A good majority of the pupils in both key stages succeed in achieving the whole-school targets and the individual targets set for them.

9. Pupils experience success in their work, whatever their ability, social or linguistic background. Pupils with SEN make good progress and achieve the targets set for them.

10. Early Years' children make good progress in their communication skills. They speak confidently, listen intently and have started to master reading and writing skills. Their mathematical and information and communication technology [ICT] skills are also developing well.

11. KS1 and KS2 pupils' standards and progress in the key skills of communication and mathematics are good across all the subjects of the curriculum. Good progress is made in aspects of ICT in KS1 and KS2.

12. Pupils' standards of bilingual competence at both key stages show good progress with a substantial majority of them communicating fluently orally and in writing in both Welsh and English.

13. Pupils' creative skills at both key stages are good. They show capability and a lively imagination in tackling a number of tasks in art lessons.

14. Pupils at both key stages make good progress in their learning. They work hard in lessons and show high motivation. They work independently undertaking responsibilities in a mature manner. Their co-operation skills are outstanding.

15. In practical lessons, pupils show good awareness of the strengths and weaknesses of their work but their ability to evaluate their written work has not developed sufficiently.

16. Pupils in both key stages make very good progress in their spiritual, personal and social skills. They develop to be responsible individuals who can communicate and interact freely with their peers.

17. In 2004 at the end of KS1, pupil attainment in the core subjects of the National Curriculum [NC], Welsh, mathematics and science, was higher than the national average in Welsh and mathematics and a little lower in science. In comparison with Welsh medium schools similar in terms of the percentage of pupils receiving free school meals, the school's results were in the highest quartile in Welsh, higher than the median in mathematics and in the lowest quartile in science. A high percentage of pupils succeeded in reaching Level 3 in Welsh.

18. In KS2 in 2004 and 2003, pupil attainment in the core subjects of the NC, namely Welsh, English, mathematics and science, was higher than the national averages in science, similar in Welsh and English and lower in mathematics. In comparison with Welsh medium schools similar in percentage of pupils receiving free school meals science results were in the highest quartile and Welsh results a little above the median. English and mathematics results were in the lowest quartile.

19. At both key stages girls' results were better than boys' results.

20. Standards of behaviour of pupils of all ages are very good. This has a positive effect upon the progress they make and on the quality of learning.

21. At both key stages, pupils respect the variety of beliefs, attitudes and other cultural and social traditions and they have an appropriate understanding of matters of equal opportunity and fairness.

22. Average attendance across the three terms prior to the inspection is a little above 94% but the school is concerned about the increasing numbers of parents who choose to take their children on holiday during the school term.

The quality of education and training

23. In the lessons observed the quality of the teaching was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	66%	8%	0%	0%

24. The quality of the teaching in the lessons observed is substantially higher than the WAG target of 95% of lessons satisfactory and 75% good or better.

25. Teachers possess a good knowledge of NC subjects and the Desirable Outcomes for Learning for children under five. Equal opportunities for every pupil are promoted and the schemes of work are adapted according to need to fulfil the needs of individual pupils.

26. *The outstanding features of the teaching include:*

- High expectations and learning experiences that correspond well to pupils' abilities and needs;
- Effective use of continuous assessment to move the learning forward;
- Stimulating and enthusiastic presentations which maintain pupils' interest;
- Encouragement for pupils to work independently and to make decisions about their work.

27. *The good features of the teaching include:*

- Clear aims and objectives that are shared with pupils, and effective conclusion sessions;
- Good progression from one activity to the next and good pace to the teaching;
- Effective use of the interactive whiteboard;
- Purposeful, differentiated questioning;
- Effective class organisation and discipline;
- Clear instructions in setting tasks;

- A close relationship between pupils, teachers and support staff, which creates a positive learning environment.

28. *In a very small number of lessons:*

- Work is not challenging enough to fulfil the needs of individuals within the class.
- There is a tendency to over-direct the work and to miss opportunities to develop the pupils' independence;
- Expectations are not high enough in terms of the behaviour of a small cohort of pupils.

29. The quality of assessment recording and reporting is grade 2. All curriculum areas are assessed in a systematic fashion and assessment profiles are kept on all pupils. Though whole-school guidelines exist for marking work, they are not implemented consistently in every class. The annual reports to parents are of good quality and conform fully to the statutory requirements. In general, parents appreciate them.

30. The school provides a broad, relevant curriculum across KS1 and KS2. It is of good quality, offering appropriate balance between the subjects of the NC, and meets the statutory requirements. The curriculum for children under five provides a wide range of stimulating experiences across the six areas of learning.

31. A series of policies covering every NC subject and religious education has been adopted. The great majority of the schemes of work are good and show good progression and continuity in the learning.

32. A high priority is placed on development of learners' basic skills. There is also appropriate planning for development of pupils' communication skills, mathematical skills and ICT skills across all areas of the curriculum.

33. The numerous activities offered outside the normal school hours augment pupils' curricular experiences and contribute substantially to their personal and social development.

34. The provision to promote the spiritual, moral, social and cultural development of pupils is outstanding.

35. The provision to develop pupils' awareness and understanding of their own and other cultures is good. Particular attention is paid to the Welsh culture in all curricular aspects and specific attention is given to other cultures in religious education lessons.

36. The school's links with parents are outstanding. The Parents' Association is active in fund-raising and is extremely supportive of school activities. There are effective arrangements to communicate with parents.

37. The school takes full advantage of the community through numerous visits and extra-curricular activities.

38. There are good links between the school and other local primary schools and with the nearby secondary school

39. The work-related education provision is appropriate but there is more room to improve. Visits to local businesses enhance pupils' knowledge of the world of work. Very little attention is given to the development of pupils' enterprise and entrepreneurial skills.

40. There is good provision for teaching sustainable development. The arrangements for recycling waste in every class together with the response to the 'Eco School' requirements increase pupils' awareness of local and national matters linked with sustainability.

41. Pupils' experiences across the curriculum enable them to gain a range of skills that are valuable in terms of lifelong learning. These include bilingualism, ICT skills, numeracy skills and personal and social skills.

42. There is careful planning to ensure development of pupils' capability in Welsh and in English. The school policy of introducing Welsh at KS1 contributes substantially to the pupils' standards of bilingualism.

43. The *Cwricwlwm Cymreig* [Welsh Curriculum] permeates all the work of the school and Welsh artists and musicians are introduced. There is regular participation in a range of Urdd activities.

44. The quality of care, support and advice provided for learners is outstanding. The school places a high priority on pupils' personal welfare and health and safety matters.

45. Pupils are very happy at school and there is a particularly good relationship between them and the teachers. Members of the School Council discuss matters related to the welfare and happiness of their fellow-pupils in a particularly mature manner and the head and staff of the school give serious attention to their views.

46. The provision for pupils with SEN is outstanding and conforms fully to the requirements of the Code of Practice. Close attention is paid to the needs of pupils with SEN and they are ensured full access to the curriculum and all school activities.

47. The SEN co-ordinator and the two designated members of the governing body carry out their work effectively. The school provision fosters equal opportunity for every pupil.

48. The strategies implemented in the classes to promote good behaviour and develop pupils' self-discipline are some of the outstanding features of the school. During the inspection no evidence was seen of any bullying or oppressive behaviour or harassment of other pupils.

Leadership and management

49. The head, governing body and teaching staff provide clear leadership for the school's development. There are shared values concerning learning, behaviour relationships and equal opportunities.

50. The positive leadership of the head co-ordinates the efforts of the teaching team very capably, giving a common sense of purpose to the work. The contribution of every member of staff is appreciated and their views are considered when formulating whole-school policies.

51. Staff who have leadership and management roles contribute effectively to improvement of standards and quality and to the general development of the school.

52. Members of the governing body have a good understanding of their role and their contribution to the school's strategic planning. They are well-acquainted with the school and have started to undertake their responsibilities of monitoring and evaluating the educational provision. So far, this aspect of their work has not been developed to its full potential.

53. They fulfil their statutory duties very thoroughly, though there are some minor omissions in the contents of the school handbook for parents.

54. The head and the subject co-ordinators have good knowledge about school performance in those areas for which they are responsible, and they make effective use of this information in order to raise standards and to make improvements.

55. Reporting to the governing body on the outcomes of self-evaluations is informal only, and there are no definite arrangements to collect parents' views and those of the School Council.

56. The School Development Plan [SDP] is a useful document in order to provide a strategic direction for the school's work. Sufficient resources are allocated to implement the plan and there are effective arrangements in place to evaluate the outcomes of the priorities.

57. The school has made good progress since the last inspection in tackling the key issues. Good progress was seen in the quality of teaching and training and in a number of aspects of the school's leadership and management. Significant progress was made in the six curricular areas inspected.

58. The numbers of teaching staff are sufficient and ensure a reasonable pupil:teacher ratio of 21:1 and classes with an average size of 23 pupils. Teachers are appropriately trained for the ages and subject areas that they teach and they have a good range of experience. Nursery nurses and classroom assistants make a key contribution to the teaching.

59. Apart from computers, there is a good supply of resources at the school for every age group, including the early years.

60. The building and rooms provide a location suitable for teaching, learning and supporting pupils though the distance of the kitchen from the dining hall creates difficulties for the teachers and the kitchen staff.

61. The school's financial management is outstanding. Resources are used economically, efficiently and effectively.

62. The school provides good value for money.

Recommendations

R1 Raise standards of information technology by giving attention to the shortcomings noted.

R2 Continue to develop the school's self evaluation arrangements by reinforcing the monitoring and evaluation role of the subject co-ordinators and the governing body.

R3 Aim at excellence in every subject by building on the good standards previously achieved

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.