

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

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

**Ysgol Edmwnd Prys  
Gellilydan  
Blaenau Ffestiniog  
Gwynedd  
LL41 4DY**

**School Number: 6612192**

**Dates of Inspection: 06/06/07**

**by**

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Ysgol Edmwnd Prys 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 Edmwnd Prys took place between 06/06/07 and 07/06/07. An independent team of inspectors, led by David Martin Cray 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 short 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

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## Context

### The nature of the provider

- 1 Edmwnd Prys is a rural school located in the centre of the village of Gellilydan and it is maintained by Gwynedd Local Education Authority. It serves the village itself and its surrounding area that is described by the school as being economically disadvantaged. Pupils represent the full range of ability and the baseline assessments suggest that attainment levels are broadly comparable to County averages.
- 2 There are currently 54 pupils between 3 and 11 years of age on the school register, including 21 who live outside the catchment. They are admitted on a part-time basis at the beginning of the September following their third birthday and on a full-time basis at the beginning of the September following their fourth birthday. There has been a slight reduction in pupil numbers in recent years and they have fallen considerably from the 75 pupils registered at the time of the last inspection held in April 2001.
- 3 Ten per cent of pupils are entitled to receive free school meals – a figure that is lower than county (13.8%) and national (19.7%) averages. Eight pupils, (16%) are designated as having additional learning needs.
- 4 Some 75% of pupils come from homes where Welsh is spoken as a first language. The school follows the National Curriculum in Wales Welsh first language programme of study and the school is of the view that approximately 96% of pupils are able to speak Welsh to first language standards.
- 5 The headteacher has been in post since 1990, but following a clustering arrangement with another local school, since September 2006 she shares her time between both schools.

### The school's priorities and targets

- 6 The school's main priorities for the period 2006 – 2007 include:
  - continue to improve the standards of pupils' spoken language;
  - global citizenship;
  - enterprise skills;
  - gain gold Eco School accreditation;
  - pupils' health and fitness.

## Summary

- 7 Ysgol Edmwnd Prys is a particularly good school. It is a lively community, with a considerable number of outstanding features consistently succeeding in maintaining the highest standards.
- 8 The school's judgements in the report concur with the team's findings in six of the seven Key Questions. A lower grade was awarded for Key Question 6.

### Table of grades awarded

- 9 The inspection team judged the work of the school as follows:

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

### Standards

- 10 Pupils of all ages, including those with additional learning needs, achieve standards that have outstanding features in terms of their knowledge, understanding and skills.
- 11 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. In general, the standards they achieve in the key skills of communication, mathematics and information technology are developing well, although there are some examples of children mixing Welsh and English when expressing themselves.
- 12 Pupils in both key stages make very sound progress in their ability to use their communication skills, particularly so in Welsh. They listen attentively; discuss their work with ease; contribute purposefully in class discussions using appropriate subject vocabulary, and use their reading and writing skills effectively to gather information and record their work.

- 13 They make good progress in their mathematical skills as they use and apply their numeracy skills in order to undertake a variety of tasks across the curriculum.
- 14 The pupils' information technology skills are outstanding. They make very confident use of a wide range of software for various curricular purposes.
- 15 The pupils' bilingual competence is good. In Key Stage 2, they come to be able to communicate orally with ease and in written form in both Welsh and English.
- 16 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's most recent performance is as follows:

	2004	2005	2006
<b>Key Stage 1</b>	1	1	1
<b>Key Stage 2</b>	1	1	1

**Key**

- 1- Performs in the upper 25% of schools  
 2 – Performs in the upper 50%, but below the 25% highest performing schools  
 3 – Performs in the lower 50%, but above the 25% lowest performing schools  
 4 – Performs in the lowest 25% of schools

- 17 The pupils make outstanding progress in the development of their personal, social and learning skills. They have very high levels of motivation and the vast majority are enthusiastic and they show a genuine interest in their lessons.
- 18 The pupils' behaviour is good and often outstanding. They are friendly, respectful and particularly courteous. Their behaviour has a positive impact on the quality of life at the school and on the orderliness of day-to-day routines.
- 19 The pupils' average levels of attendance over the last three terms were around 96% and they compare favourably with similar schools. Pupils arrive punctually in order to make a prompt start to the school day.
- 20 Across the school, pupils come to work with an increasing measure of independence. They exhibit problem solving and thinking skills that are often outstanding. The same can be said of the development of their creative skills.

**The quality of education and training**

- 21 In the lessons observed, the quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	65%	--	--	--

- 22 The above percentages are much higher than the all-Wales statistics for the year 2005-2006 (Annual Report of Her Majesty's Chief Inspector, in which grades 1 and 2 were awarded in 79% of lessons).

- 23 An impressive feature of the work of the school is the quality of the working relationships between teachers and pupils. Their mutual respect has a very positive impact on pupils' attitudes towards work. The headteacher, the teachers and support staff have high expectations and they use praise and encouragement to particularly good effect to nurture and develop the pupils' self-respect.
- 24 The quality of the assessment and recording procedures is outstanding. Pupils' achievements and progress are assessed fairly, accurately and regularly. The arrangements have a direct impact on the planning and on the quality of learning.
- 25 The quality of the curricular provision is outstanding. The school provides equal access to a broad and balanced curriculum that successfully develops the pupils' knowledge, understanding and skills as they move through the school. The provision is socially inclusive and ensures equal access and opportunities for all. A wide range of interesting and stimulating practical experiences is designed, that have a positive impact, not only on the standards achieved by pupils but also on their attitude to work.
- 26 The pupils take pride in their Welshness and in their ability to speak Welsh. The Welsh dimension is promoted very effectively. The school offers a range of experiences that ensure that pupils are aware of their heritage and of the culture of their area and country.
- 27 The way in which the school promotes the pupils' spiritual development is an outstanding feature. Services of collective worship are provided that conform to statutory requirements and are firmly based on Christian principles. The devotional atmosphere and the regular opportunities the pupils receive for quiet reflection and to offer impromptu prayers are outstanding.
- 28 The school's partnership with parents is strong and the positive responses to the pre-inspection questionnaire are firm evidence of this. They are kept informed through newsletters, and the quality of the prospectus that is distributed annually to every home is outstanding.
- 29 The school is a very important institution in Gellilydan and the surrounding area. The pupils play an active and enthusiastic part in the life of the community and the pantomime that is organised by the school, that is now a well-established feature of the local calendar, is an outstanding example of community co-operation.
- 30 The methods used to develop the pupils' enterprise skills is an outstanding feature. They receive excellent opportunities to involve themselves in a number of initiatives, such as making table mats, designing tea towels and producing calendars.
- 31 The school is a close and caring community that values and respects its pupils. The headteacher, teachers and support staff know the pupils

particularly well and provide them with an outstanding level of personal support and guidance.

- 32 There are clear arrangements for ensuring pupils' health and wellbeing when they are in the care of the school. Staff are very careful of pupils' personal welfare during lessons and at break times.
- 33 The support given to pupils with additional learning needs is one of the outstanding features of the school.

### **Leadership and management**

- 34 The quality of leadership at the school is outstanding. Teamwork is an evident feature and it ensures that the school is at the forefront of innovative working practices. The school has a range of very high quality management and curricular policies to support its work. The staff and governing body play a full part in this process.
- 35 The school gives very careful consideration to national and local priorities and has introduced an impressive number of initiatives. This is a school to which the local education authority regularly turns to trial or implement new initiatives and it has gained a good reputation for its work and for being alert to what is happening in the world of education.
- 36 A culture of self-criticism is well-established at the school and considerable evidence was seen that the school has a sound understanding of the quality of its educational provision and of the standards achieved. The curricular leaders play a proactive part in these arrangements.
- 37 The School Development Plan is a working document that helps to set the strategic direction of the school and it is produced through the collective efforts of the headteacher, staff and governors. It is an effective tool, but there is room to tighten the links between it and the outcomes of the self-evaluation arrangements.
- 38 The school has made good progress in acting on the Key Issues identified in the 2001 report.
- 39 The governing body has ensured a very favourable pupil:teacher ratio, and the way this has been done by earmarking funding obtained through grants, projects or income earned from the service of the headteacher and her staff in order to improve the ratio is an outstanding feature. There is a direct link between these generous staffing levels and the high standards achieved by pupils.
- 40 The class teachers are supported by the higher than expected number of assistants for schools of this size. This is again the result of a deliberate decision by the governing body in order to give pupils every opportunity to prosper. The assistants are skilled and conscientious; they work to very good effect with the teachers and make a vital contribution to the work of the team.

- 41 In general, there is a very good range of resources to support the pupils' curriculum, but there is room to improve the large toys available to the under-fives. There are interactive whiteboards in all classrooms, together with an excellent supply of computers, and staff ensure that all pupils are given regular opportunities to use them.
- 42 There is an adequate number of rooms to teach the pupils, although the room for the under-fives is rather small for their needs. The size of the hall is also limited, but good use is made of the leisure centre and the local hall in order to fulfil the requirements of the physical education curriculum and for other indoor activities when the school is not able to make its own provision for them.
- 43 Standards of cleanliness are very high.
- 44 The school's expenditure decisions have been effectively linked to the priorities and targets in the development plan. The budget is monitored carefully and the school provides particularly good value for money.

## **Recommendations**

- R1: Continue to maintain the existing high standards.
- R2: Strengthen the link between the outcomes of the self-evaluation processes and the planning for the school's development.

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 1: Good with outstanding features

- 45 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 46 Pupils of all ages, including those with additional learning needs, achieve standards that have outstanding features in terms of their knowledge, understanding and skills.
- 47 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. In general, the standards they achieve in the key skills of communication, mathematics and information technology are developing well, although there are some examples of children mixing Welsh and English when expressing themselves.
- 48 Pupils in both key stages make very sound progress in their ability to use their communication skills, particularly so in Welsh. They listen attentively; discuss their work with ease; contribute purposefully in class discussions using appropriate subject vocabulary, and use their reading and writing skills effectively to gather information and record their work.
- 49 They make good progress in their mathematical skills as they use and apply their numeracy skills in order to undertake a variety of tasks across the curriculum.
- 50 The pupils' information technology skills are outstanding. They make very confident use of a wide range of software for various curricular purposes. For example, the way in which the older pupils at the school present their findings in science and in their design work is highly effective.
- 51 The pupils' bilingual competence is good. In Key Stage 2, they come to be able to communicate orally with ease and in written form in both Welsh and English.
- 52 In Key Stage 1 in 2006, according to teachers' assessments, 100% of the pupils attained level 2 or above in the core subjects of Welsh, mathematics and science. In 2005 and also in 2004 the results were again 100% ( 2005 Wales 80.9%, Gwynedd 83%. 2004 Wales 80%, Gwynedd 82%). The school's results for 2006 were higher than county and national averages (2005) in all subjects.
- 53 In Key Stage 2 in 2006, according to teachers' assessments 100% of pupils at the school attained level 4 or above in the core subjects of Welsh, English, mathematics and science. In 2005 and also in 2004 the results were again 100% (2005 Wales, 74.3%; Gwynedd 76.3%. 2004 Wales 72%, Gwynedd 74%). The results for 2006 were higher than county and national averages (2005) in all subjects.

- 54 In both key stages, boys and girls perform at comparable levels.
- 55 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's most recent performance is as follows:

	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Key Stage 1</b>	1	1	1
<b>Key Stage 2</b>	1	1	1

**Key**

- 1- Performs in the upper 25% of schools  
2 – Performs in the upper 50%, but below the 25% highest performing schools  
3 – Performs in the lower 50%, but above the 25% lowest performing schools  
4 – Performs in the lowest 25% of schools

- 56 Across the school, the pupils make particularly good progress towards achieving their potential. They acquire new knowledge and skills very effectively; they understand what they are doing and come to know what they need to do to improve their work.
- 57 The pupils make outstanding progress in the development of their personal, social and learning skills. They have very high levels of motivation and the vast majority are enthusiastic and they show a genuine interest in their lessons.
- 58 The pupils' behaviour is good and often outstanding. They are friendly, respectful and particularly courteous. Their behaviour has a positive impact on the quality of life at the school and on the orderliness of day-to-day routines.
- 59 The pupils' average levels of attendance over the last three terms were around 96% and they compare favourably with similar schools. Pupils arrive punctually in order to make a prompt start to the school day .
- 60 Across the school, pupils come to work with an increasing measure of independence. They exhibit problem solving and thinking skills that are often outstanding. The same can be said of the development of their creative skills.
- 61 The pupils show respect, care and concern for others. They have a very sound understanding of equal opportunities and they respect the diversity of beliefs, attitudes and social and cultural traditions.
- 62 They have an outstanding awareness of the world of work through the various projects in which they participate, the different experiences they receive by visiting places of work and through talking to visitors. Both individually and collectively, they make important contributions to the life of the local community.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

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

64 In the lessons observed, the quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	65%	-	-	-

65 The above percentages are much higher than the all-Wales statistics for the year 2005-2006 (Annual Report of Her Majesty's Chief Inspector), in which grades 1 and 2 were awarded in 79% of lessons.

66 An impressive feature of the work of the school is the quality of the working relationships between teachers and pupils. Their mutual respect has a very positive impact on pupils' attitudes towards work. The headteacher, the teachers and support staff have high expectations and they use praise and encouragement to particularly good effect to nurture and develop the pupils' self-respect.

67 The quality of teaching is a strength across the school and is a key element in the progress made by pupils and in the standards achieved. The teachers have a sound knowledge of the subjects they teach and of the Desirable Outcomes for Children's Learning under five. The staff work as a team and they make highly effective use of their expertise.

68 The school uses a range of outstanding teaching strategies to encourage pupils to persevere and to work confidently. The school involves itself enthusiastically in initiatives in the world of education and is happy to take part in a range of pilot projects, including the Thinking Skills project. The school provides interesting and practical activities and the pupils are taught within an orderly, pleasant and purposeful environment.

69 The teachers' short-term planning is carefully structured in order to ensure continuity and progression in learning. Clear educational aims are set and the differentiated activities lead to learning tasks that are accessible to each pupil.

70 The outstanding features identified in the Grade 1 lessons include:

- highly effective use of time, providing pupils with regular opportunities to evaluate and reflect on what they have learned; and
- practical activities that stimulate the pupils' curiosity and regular opportunities for role-play and to perform before an audience.

71 The good features to the teaching include:

- clear instructions and regular references to the learning objectives;
- open ended questioning that encourages pupils to think and to retain their focus;
- encouraging and challenging pupils to think in order to solve problems and make decisions;
- close co-operation between the assistants and the teachers that successfully offers firm support to pupils; and
- lessons that increasingly build on the pupils' knowledge, skills and understanding.

- 72 Equal provision and experiences are ensured for all pupils. The school's strategies for encouraging pupils to develop and use their bilingual skills are effective. The commitment and sensitivity of staff to the pupils' linguistic needs leads to success.
- 73 The quality of the assessment and recording procedures is outstanding. Pupils' achievements and progress are assessed fairly, accurately and regularly. The arrangements have a direct impact on the planning and on the quality of learning. The teachers have a sound awareness of their pupils' abilities. Annotated portfolios of pupils' work have been produced and these are reviewed annually. Purposeful analyses are conducted in order to guide the teaching.
- 74 There is an effective and efficient system in place to set targets and track the progress of individual pupils from the baseline assessment to the end of Key Stage 2. This is an outstanding feature.
- 75 The pupils' work is marked regularly and the comments offer encouragement and guidance to pupils on how to improve their next piece of work.
- 76 The targets set for pupils help them to understand the function of assessment and encourage them to work hard and give of their best. They are fully aware of their personal targets and they discuss them regularly with their teachers. There are outstanding elements in the way in which pupils are encouraged from an early age to correct their own work. Pupils confidently refer to what they need to do to improve the quality of their work.
- 77 The quality of the annual reports is good and they conform to statutory requirements. Parents are invited to discuss their children's progress and achievements on three occasions during the year. Parents praise these arrangements and appreciate the school's open door policy.

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

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

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

- 79 An outstanding feature of the life and work of the school is the quality of the curricular provision. The school provides equal access to a broad and balanced curriculum that successfully develops the pupils' knowledge, understanding and skills as they move through the school. The provision is socially inclusive and ensures equal access and opportunities for all.
- 80 The schemes of work for all the curricular subjects and the religious education syllabus are orderly and comprehensive and they offer an outstanding framework and guidance for teachers. They conform to statutory requirements. A wide range of interesting and stimulating practical experiences is designed, that have a positive impact, not only on the standards achieved by pupils but also on their attitude to work.
- 81 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.
- 82 The pupils take pride in their Welshness and in their ability to speak Welsh. The provision for developing their bilingual skills is good and they are given regular opportunities to practise and develop their translingual skills.
- 83 The way in which the school promotes the pupils' spiritual development is an outstanding feature. Services of collective worship are provided that conform to statutory requirements and are firmly based on Christian principles. The devotional atmosphere and the regular opportunities the pupils receive for quiet reflection and to offer impromptu prayers are outstanding.
- 84 The quality of the provision for promoting pupils' moral, cultural and social development is high. The school nurtures sound values and works hard to imbue respect, honesty and courtesy amongst pupils. As a result, they have a strong awareness of the moral values that underpin the life of their community. The Circle Time periods and the discussions in religious education lessons also make a considerable contribution towards expanding and enhancing the pupils' understanding of moral issues as well as promoting their personal and social development. The teachers and all the other adults who work at the school are excellent role models. Visitors to the school are treated with respect and courtesy.
- 85 A range of extra-curricular learning experiences are provided in order to extend and enhance the curriculum. They include visits to places of educational interest and residential courses. After school clubs are held, such as Dragon Sports activities, the Urdd and chess and art clubs. Pupils receive regular opportunities to compete in all kinds of activities, including sports and eisteddfod competitions. Numerous visitors are regularly invited to school to share their experiences and to discuss their work.
- 86 The Welsh dimension is promoted to particularly good effect. A variety of experiences are provided that ensure that pupils are aware of their heritage and of the culture of their area and country. Following the pupils' visit to Tŷ Mawr Wybrnant, they have become aware of the impact of Bishop William

Morgan's work on the Welsh language. They receive opportunities to work with artists such as Luned Rhys Parri on the 'Our Local Area' project. The pupils' appreciation of other cultures is effectively nurtured and developed through various curricular areas as well as through extra-curricular activities.

- 87 The school's partnership with parents is strong and the positive responses to the pre-inspection questionnaire are firm evidence of this. The Friends of the School make a very valuable contribution and parents are always available as required. They are kept informed through newsletters, and the quality of the prospectus that is distributed annually to every home is outstanding. Every parent and child have signed the home-school agreement.
- 88 There are strong links with the school's secondary sector partner, Ysgol y Moelwyn, and with other local primary schools. The partnership with the partner cluster school is developing well and both schools have already held joint meetings and activities. A number of developments are in planned with regard to this initiative.
- 89 The school is a very important institution in Gellilydan and the surrounding area. The pupils play an active and enthusiastic part in the life of the community and the pantomime that is organised by the school, that is now a well-established feature of the local calendar, is an outstanding example of community co-operation.
- 90 Work-related education is remarkably effective and this is one of the school's major strengths. There are particularly good links with various employers and they are used not only to enhance the pupils' curriculum, and to provide older pupils with 'work experience' opportunities, but also, through the links with Careers Wales, to enable members of staff to receive work placements for a period of time. All of this has made a considerable contribution to the successful development of entrepreneurship at the school.
- 91 The school has a policy for personal and social education together with very comprehensive guidelines. The provision is organised very effectively across the whole school.
- 92 The pupils awareness and understanding of environmental issues and sustainable development are sound. The school's Eco Committee is active and plays a key role in the design and creation of a wild garden on the site. The school works in a sustainable manner and has already gained the bronze and silver awards in the 'Eco-Schools' scheme. Pupils receive opportunities to work with Coed Cadw, to learn about the work of Snowdonia National Park officers and to take part in an environmentally-based art project.
- 93 The way in which the school develops the pupils' awareness of issues relating to global citizenship is an outstanding feature. There is a specific framework for ensuring that an extensive range of experiences is introduced to pupils, including discussing issues such as fair trade and charity work in the third world. In addition, the school's commitment to produce purposeful material for projects related to global citizenship further enhances the provision.

- 94 The methods used to develop the pupils' enterprise skills is an outstanding feature. They receive excellent opportunities to involve themselves in a number of initiatives, such as making table mats, designing tea towels and producing calendars. They are given opportunities to design, price, handle profits and sell the products. Following input from the Wales Youth Initiative, a company has been established and pupils have been given opportunities to produce spreadsheets and collect sponsors. The work of the older pupils was recently rewarded in the Gwynedd Business Awards.
- 95 The learning experiences introduced across the school enable the pupils to gain a range of valuable skills and they encourage them to develop into independent learners, laying solid foundations for lifelong learning.

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

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

- 96 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 97 The school is a close and caring community that values and respects its pupils. The headteacher, teachers and support staff know the pupils particularly well and provide them with an outstanding level of personal support and guidance. The school has a very positive ethos and the effective inter-relationships that exist within the school community have an outstanding impact on the quality of support provided.
- 98 Following the inspection team's discussions with groups of pupils, it was noted that they feel safe and that they would have no hesitation in approaching the staff for support and guidance.
- 99 The clubs that are run on the school site offer a range of activities before and after school hours.
- 100 There are outstanding arrangements for ensuring that the nursery children settle quickly into the life and work of the school. The Cylch Meithrin meets at 'Y Bwthyn' on the school site under the leadership of the school's part-time assistants. This gives the children and parents ideal opportunities to familiarise themselves with the school before they start on a full-time basis. There is evidence that latecomers have settled in particularly well.
- 101 There are effective arrangements for monitoring the pupils' behaviour, progress, attendance and punctuality. The anti-bullying procedures are communicated very successfully, and during their discussions with inspectors, the pupils stated that bullying was not tolerated. The arrangements for monitoring attendance and punctuality are very sound and this is reflected in the attendance rates.
- 102 There are clear arrangements for securing pupils' health and wellbeing when they are in the care of the school. Staff are very careful of pupils' personal

welfare during lessons and at break times. Risk assessments are held for activities held outside the school site. High quality guidance is offered in personal and social education lessons and the provision also includes visits to places such as the 'Village of Dangers' near Prestatyn. The school's work is effectively supported by external agencies such as the nurse and the community policewoman.

- 103 The school operates Clwb Dal i Fynd (Keep Going Club), Dragon Sports' activities and a range of strategies for promoting fitness and the importance of healthy eating. There are water fountains, a fruitshop, nutritious meals and evidence within school planning of the way in which the school is at the forefront of promoting good practice. It has already gained its third accreditation within the Healthy Schools scheme.
- 104 The voice of pupils' is acknowledged through the School Council, an initiative that is now well-established. Members are given good opportunities to influence issues that affect their daily lives; they take pride in their role as representatives of their community and are fully aware of the democratic process.
- 105 The school's procedures for child protection are in place and are known to all. The teachers and support staff receive regular training on issues relating to this aspect.
- 106 The support given to pupils with additional learning needs is one of the outstanding features of the school. There is willing co-operation and input between the teaching staff and support staff in order to secure very effective support for pupils with additional learning needs. The quality of the support provided enables pupils to make good progress according to their ability and to take full advantage of the life and work of the whole school. All the procedures fully satisfy the requirements of the Code of Practice.
- 107 The quality of the individual education plans is good. However, the evaluations of the pupils' achievements and progress are not recorded in sufficient detail in order to provide wholly effective guidance for the next steps. The plans are reviewed twice a year and an invitation is extended to parents to participate in this.
- 108 There are outstanding elements in the way in which the school nurtures positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on grounds of race, background and gender. The learning experiences offered to pupils by taking part in soccer and ballet activities, mixed singing and recitation parties are testimony to the school's efforts to eliminate stereotypical attitudes.
- 109 Sound support is provided for pupils for whom English is an additional language.
- 110 The school celebrates and promotes a good relationship between the diversity of races and cultures and it has successfully twinned with a contrasting school

from the city of Coventry. Opportunities are also provided to pupils to learn about the cultures of areas of Africa by sponsoring, supporting and following the school careers of two individuals. The school's racial equality policy is reviewed annually and there is evidence showing that the effectiveness of the policy is effectively monitored. Equal opportunities are secured for all across curricular and extra-curricular activities.

- 111 Reasonable steps are taken to ensure that pupils with disabilities are not treated less favourably. There is a plan in place to improve accessibility at the school in order to accommodate disabled pupils. There are arrangements in place to produce a Disability Equality Scheme.

## Leadership and management

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

#### Grade 1: Good with outstanding features

- 112 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 113 The quality of leadership at the school is outstanding. The headteacher co-ordinates the work of the governing body, the teachers and support staff very effectively in order to give clear strategic direction to the school's development and in order to ensure that the school makes continuous progress. Expectations are very high; agreed values and norms are shared about learning, behaviour and relationships. Teamwork is an evident feature and it ensures that the school is at the forefront of innovative working practices.
- 114 Management systems have been established to remarkably good effect. The headteacher, and the assistant headteacher who is in charge of the school for part of the week, work well together in order to promote and support developments. Lines of communication are very clear. Subject co-ordinators shoulder a good measure of responsibility, they fulfil their duties effectively and everyone is encouraged to contribute actively to the life and work of the school.
- 115 The school has a range of very high quality management and curricular policies to support its work. They have been thoughtfully produced and there are clear procedures for their revision. The staff and governing body play a full part in this process.
- 116 The school gives very careful consideration to national and local priorities and has introduced an impressive number of initiatives. This is a school to which the local education authority regularly turns to trial or implement new initiatives and it has gained a good reputation for its work and for being alert to what is happening in the world of education.

- 117 Considerable emphasis is placed on managing and improving staff performance. Very sound monitoring and evaluation arrangements are used, and a high priority is given to their continuous professional development. Performance management requirements are fulfilled with particular thoroughness and the needs of individuals are linked with those of the school.
- 118 The contribution of the governing body is one of the school's major strengths. The governors are very knowledgeable, they have a good range of backgrounds and expertise, and they are used very effectively. Responsibility has been given to individual members for overseeing specific areas of the curriculum, and through regular reports by the headteacher, monitoring reports and presentations by pupils at meetings of the governing body, they have a very good awareness of the school curriculum, its performance and the factors that impinge upon it. They fulfil their responsibilities very thoroughly, act as critical friends and play a proactive role in setting the strategic direction of the school. They work very well with the professional staff and fully undertake their legal responsibilities.

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

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

- 119 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded Grade 1 for this key question. Although the school has high quality self-evaluation procedures, the inspection team does not agree that they merit a Grade 1 judgement for this Key Question.
- 120 A culture of self-criticism is well-established at the school and considerable evidence was seen that the school has a sound understanding of the quality of its educational provision and of the standards achieved.
- 121 The curricular leaders play a proactive part in these arrangements. They use evidence from a number of different sources that include lesson observation, professional dialogue, examples of pupils' work and monitoring curricular schemes, in order to come to a view on the standards achieved in the areas for which they are responsible. In general, operational plans and appropriate targets emanate from these evaluations.
- 122 Data is analysed very carefully and effective use is made of local and national benchmarking information in order to compare the school's performance with that of others. Careful consideration is given to any differences in the performance of boys and girls and to the performance of pupils with additional learning needs.
- 123 The whole-school targets set for pupils at the end of key stages are ambitious but achievable, and are based on an assessment of the expected performance of each pupil.

- 124 Through its School Council and the questionnaires distributed to pupils, staff, parents and governors, the school has a good body of information about their viewpoints and ideas, that is then used to inform future planning.
- 125 The School Development Plan is a working document that helps to set the strategic direction of the school. It is produced through the collective efforts of the headteacher, staff and governors. The developments are carefully planned and the expected outcomes, together with the proposed monitoring methods, are noted. Operational responsibilities are allocated to individuals, resources are earmarked according to need and progress is carefully monitored. It is an effective tool, but there is room to tighten the links between it and the outcomes of the self-evaluation arrangements.
- 126 The self-evaluation report produced for the inspection presents a very cogent view of the position of the school, offering thorough evaluations of each of the seven Key Questions. It identifies the areas and aspects that are school strengths, and highlights those that require further attention. This view is supported by evidence from a number of different sources.
- 127 The school's judgements in the report concur with the team's findings in six of the seven Key Questions. A lower grade was awarded for Key Question 6.
- 128 The school has made good progress in acting on the Key Issues identified in the 2001 report.

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

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

- 129 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 130 The governing body has ensured a very favourable pupil:teacher ratio, and the way this has been done by earmarking funding obtained through grants, projects or income earned from the service of the headteacher and her staff in order to improve the ratio is an outstanding feature. There is a direct link between these generous staffing levels and the high standards achieved by pupils.
- 131 All the teachers are suitably qualified to fulfil the responsibilities outlined within their job descriptions. Good use is made of their expertise in areas such as music, art and physical education.
- 132 The teachers attend a good range of training sessions and they co-operate very effectively to share information. Although the development of the clustering arrangements with another partner school are still in their infancy, the advantages of this co-operation are already apparent.
- 133 The class teachers are supported by the higher than expected number of assistants for schools of this size. This is again the result of a deliberate decision by the governing body in order to give pupils every opportunity to

- prosper. The assistants are skilled and conscientious; they work to very good effect with the teachers and make a vital contribution to the work of the team.
- 134 The arrangements for reducing teachers' workload and securing non-contact time for planning, preparation and assessment have been carefully planned and they have a positive impact on the standards achieved by pupils. These arrangements include the headteacher undertaking some teaching duties.
- 135 In general, there is a very good range of resources to support the pupils' curriculum, but there is room to improve the large toys available to the under-fives. There are interactive whiteboards in all classrooms, together with an excellent supply of computers, and staff ensure that all pupils are given regular opportunities to use them.
- 136 There is an adequate number of rooms to teach the pupils, although the room for the under-fives is rather small for their needs. The size of the hall is also limited, but good use is made of the leisure centre and the local hall in order to fulfil the requirements of the physical education curriculum and for other indoor activities when the school is not able to make its own provision for them.
- 137 In general, the internal and external condition of the school is good. The school has noted in its planning documentation the intention to level the playing field and to create a wild garden as a resource for the Foundation Phase.
- 138 Standards of cleanliness are very high.
- 139 Due to the nature of the site and the many stairs within the school building, the building is not wholly accessible for wheelchair users.
- 140 The quality of the displays seen throughout the school is particularly good and they make a significant contribution to creating a stimulating environment and to celebrating pupils' work.
- 141 The school's expenditure decisions have been effectively linked to the priorities and targets in the development plan. The budget is monitored carefully and the school provides particularly good value for money.

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

The children, staff and governors of Ysgol Edmwnd Prys welcome the inspectors' findings. Thank you.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Edmwnd Prys
School type	Cymunedol
Age-range of pupils	3 – 11 mlwydd
Address of school	Gellilydan Blaenau Ffestiniog Gwynedd
Post-code	LL41 4DY
Telephone number	(0176) 590436
Headteacher	Mrs Gwenan L Williams
Date of appointment	February 1990
Chair of governors/ Appropriate authority	Mrs Nerys Roberts
Reporting inspector	Mr D M Cray
Dates of inspection	6-7 June 2007

## 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	4	55	4	6	8	3	8	12	50

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	12.2:1
Pupil: adult (fte) ratio in nursery classes	--
Pupil: adult (fte) ratio in special classes	--
Average class size, excluding nursery and special classes	13:1
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006	93%	97%	96.9%
Autumn 2006	96%	97.7%	95.9%
Spring 2007	92.2%	89.6%	96%

Percentage of pupils entitled to free school meals	10%
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 2006</b>	Number of pupils in Y2	8
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100%	In Wales	80.9%

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

<b>National Curriculum Assessment KS2 Results 2006</b>							Number of pupils in Y6	10				
<b>Percentage of pupils at each level</b>												
			D	A	F	W	1	2	3	4	5	4+
English	Teacher assessment	School							20	50	30	80
		National			1		1	4	15	47	32	79
Welsh	Teacher assessment	School							70	30	100	
		National	1				1	4	17	50	26	76
Mathematics	Teacher assessment	School							40	60	100	
		National			1		1	3	15	47	32	79
Science	Teacher assessment	School							60	40	100	
		National			1			2	11	51	35	86

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	100%	In Wales	74.3%

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

## Appendix 4

### Evidence base of the inspection

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

These inspectors visited:

- seventeen 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;
- thirteen 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
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.
Mrs SA Taylor	Team	Key questions 2; 3; 4.
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7

**School's Nominee:** Mrs Gwenan L Williams.

**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.