

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

A Report on the Quality of Education in

**Ysgol Gwaun Gynfi
Deiniolen
Gwynedd
LL55 3LT**

School Number: 6612000

Date of Inspection: 1 October 2007

by

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Ysgol Gwaun Gynfi 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 Gwaun Gynfi took place between 01/10/07 and 03/10/07. An independent team of inspectors, led by Len Jones 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:

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

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.

1. 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. Ysgol Gwaun Gynfi is situated in the rural village of Deiniolen, which is some seven miles from the town of Caernarfon. The school is maintained by Gwynedd Local Education Authority (LEA).
2. The school mainly caters for children from the village, although some also come from nearby villages. As many as 76% of the pupils come from Welsh speaking homes.
3. The school states that the area from which the majority of pupils come is disadvantaged. Twenty per cent of them are entitled to free school meals, a figure that is higher than the county and Welsh averages.
4. Pupils are admitted to the school on a part-time basis in the September following their third birthday, and full-time in the September following their fourth birthday.
5. At the time of the inspection there were 155 pupils on the school's register, including 17 nursery aged children who attend in the mornings only.
6. There are 15 pupils on the school's additional learning needs (ALN) register, including 12 who have a statement of ALN. These figures are significantly higher than the corresponding figures for Gwynedd and Wales.
7. There is an ALN unit located within the school, which is attended in the mornings by pupils with severe learning difficulties from schools in the area.
8. The school was last inspected in November 2001. At that time, there were 133 full-time pupils on the register.
9. The current headteacher was appointed in September, 1996.

The school's priorities and targets

10. The current school development plan (SDP) identifies the following as the main priorities for development in 2007-08:
 - Familiarising with the requirements of the Foundation Phase and receiving the appropriate training;
 - Healthy School - raising whole-staff awareness of healthy living issues;
 - Raise standards within mathematics, specifically in the aspect of 'use and application';
 - Implementing effective strategies for ensuring inclusion and equal opportunities for groups of pupils with ALN, and
 - Familiarising with the requirements of the 2008 Curriculum.

Summary

11. Ysgol Gwaun Gynfi is a good school, with a number of outstanding aspects. The parental support for the school is a strong feature, as well as the active commitment of the governing body.
12. The way in which the school takes care of the needs of the range of pupils it teaches, and the care shown for their safety and well-being, are praiseworthy.
13. The school promotes health and fitness effectively through its involvement with the *Calon Cymru* and *Dal i Fynd* projects, and through the guidelines on which snacks pupils are allowed to eat in school.
14. The findings of the inspection team agree with the grades the school awarded itself in its self-evaluation report in four of the seven key questions. The inspection team awarded a lower grade than the school for the other key questions, although it can be acknowledged that two of them are very close to the Grade 1 which the school awarded itself.

Table of grades awarded

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

15. The overall quality of the educational provision for children under five years of age is appropriate for their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
16. Evidence in pupils' books, together with evidence from lessons observed, shows that pupils make good progress in achieving learning targets and attaining lesson objectives.
17. Children under five years of age and pupils in key stage 1 and key stage 2 make good progress in developing their key skills across the curriculum, in relation to their reading, writing and numeracy skills. Even so, in key stage 1 and key stage 2 classes, there are groups of pupils that are too quiet and lack confidence in the lessons.
18. Skills of children under five years of age in information and communications technology (ICT) are developing well and they show ability to select colours before creating a picture, and then print it. Although pupils in key stage 1 and key stage 2 successfully undertake word processing and research data, their ICT skills have not sufficiently developed across the curriculum.

19. Pupils in key stage 1 and key stage 2 succeed in expressing themselves appropriately, orally and in reading and writing in both languages. Pupils from English backgrounds develop suitable proficiency in Welsh.
20. Over recent years, pupils' performance in National Curriculum (NC) assessments in key stage 1, and more particularly in key stage 2, compared favourably with Welsh results. In 2007, as there was a significant group of pupils with ALN in this cohort, results were lower than the national statistics.
21. Pupils make good progress in their spiritual, moral, social and cultural development. In collective worship sessions, they show the ability to reflect and consider how to help others. They give generously to a variety of worthy causes; show a mature ability to work together and help each other, both within lessons and around the school. Their experiences of working with Welsh artists and their awareness of a famous playwright who was a former pupil at the school, testify to their understanding of Welsh culture.
22. Pupils use their time well in lessons, persevering effectively with their tasks. Evidence in pupils' books, from the previous school year, is testimony of outstanding diligence.
23. Pupils' behaviour is outstanding; they display courtesy and respect, and are constantly mindful of each other's well-being. A minority can show that they are very aware of the value of their relationship with others.
24. Over the last three terms, pupils' attendance was good, with the percentage over the last three terms at 94.5%. Pupils' punctuality at the beginning of the school day is good; only a very small minority arrive late.
25. Pupils have a good knowledge of the main features of their community and they take part in its cultural and social activities.
26. Pupils' awareness and understanding of the world of work, and their entrepreneurial skills, have not been sufficiently developed.

The quality of education and training

27. Grades for teaching
28. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	81%	5%	0%	0%

29. These figures are better than the national figures for primary schools, as published in Her Majesty's Chief Inspector's Report for 2005-06, namely that 79% of lessons attained Grades 1 and 2.
30. Teachers have a good knowledge of the subjects they teach and of the Desirable Outcomes for Children's Learning. They plan their lessons in detail and provide a wide range of interesting learning experiences for the pupils. There is an outstanding working relationship between the teachers, the assistants and the learners.
31. Amongst the outstanding and good features in some of the lessons observed are, continuous assessment that identifies aspects of the learning which need further attention; intelligent, knowledgeable and enthusiastic presentations; constant attention to the learning skills and key skills in the early years; good

structure and development to lessons; skilful recall of previous work; effective plenary sessions, that sum up what has been learnt.

32. In lessons where there are some shortcomings, presentations are too long and there is insufficient encouragement for some pupils to contribute orally.
33. Assessment procedures in the school are outstanding. Pupils' achievements and progress are assessed fairly, correctly and regularly. The arrangements directly influence the planning and the quality of learning. From an early stage in the nursery class until the end of Y6, comprehensive records are kept of pupils' attainments.
34. Annual reports to parents are of a very good quality and conform to statutory requirements. They outline pupils' attainments and skills in each subject, together with further comprehensive recommendations for the way forward. Parents appreciate the meetings they have with the teachers, three times a year, to discuss their children's work.
35. The curriculum conforms to the requirements of the NC and religious education, and the Desirable Outcomes for Children's Learning. Detailed policies and schemes of work have been prepared for all areas, including the early years. Planning is thorough and ensures very stimulating and interesting activities in the majority of classes. Planning for the development of the key and basic skills is detailed, and the *Cwricwlwm Cymreig* and the heritage of Wales are given a prominent place in the provision. Through purposeful planning, there is good provision for the development of pupils' bilingual proficiency.
36. The numerous visits arranged to places of educational interest, and the element of welcoming visitors to the school, are outstanding features. They enrich and extend the curriculum and contribute purposefully and significantly to pupils' experiences and development.
37. Few appropriate opportunities are offered for learning outside school hours. After autumn half term, club activities, such as football and the Urdd will start. The homework provided for pupils is appropriate and corresponds to the work in class.
38. The school has effective strategies to develop pupils' personal and social education (PSE). The class councils and school council structure, and the residential visits to centres undertaken by pupils in Y6, fully contribute to these aspects, as well as the opportunities planned as part of collective worship.
39. There is a very positive relationship between the school and the parents; evidence from the pre-inspection meeting and their responses to the questionnaire show their strong support and respect for the school's efforts.
40. On occasions, the school works with the primary schools in the area. The school welcomes students from the college in Bangor annually. During the inspection, pupils from the local secondary school were present, on work experience.
41. Pupils' understanding of global citizenship is developed through aspects of the geography curriculum and religious education studies. Sustainability matters receive good attention through the recycling practices that the school is involved in; the school is also part of the Green Schools scheme.

42. As yet, the school has not implemented a positive enough strategy to raise pupils' awareness and understanding of the world of work, nor has it offered sufficient opportunities for them to develop their entrepreneurial skills.
43. The quality of the care, the guidance and support offered to pupils is one of the outstanding features of the school. Pupils are very happy in school and they have a good relationship between themselves and with the teaching staff and assistants. There is a warm and caring ethos at the school and pupils feel they are appreciated and supported. Parents are also extremely pleased with the care and guidance the school offers their children.
44. Pupils' attendance is carefully monitored and a challenging target has been set for attendance this year. The school works closely with the parents in order to create an understanding of the expectations to inform the school immediately, if their child is late or absent.
45. Pupils' behaviour is monitored through adherence to a clear and organised policy, which is based on a system of rewarding pupils regularly for behaving or working particularly well. The school has a specific policy for eliminating oppressive behaviour, and this aspect receives attention during collective worship and PSE sessions.
46. Provision for pupils with ALN is outstanding and fully conforms to statutory requirements. The school's ALN co-ordinators have a thorough knowledge of the pupils' needs. They work together very closely with the support teachers, the class teachers and the classroom assistants in order to ensure that each pupil has full access to all the school's activities and the curriculum.
47. There is early identification and effective planning for pupils' difficulties. This is an outstanding feature.
48. Linked to the school is an ALN unit for primary schools in the area. The quality of the provision in the unit is also very good. The unit works closely with the school.
49. The school's equal opportunities procedures are based on a sound policy. One of the cornerstones of the headteacher's philosophy is that each pupil has the opportunity to take advantage of the school's provisions.
50. Some adaptations have been made to the building in order to facilitate the provision for pupils with disabilities. The governing body has recognised some additional issues, such as improving the path from the gate to the door, and has informed the LEA of these.

Leadership and management

51. The headteacher is particularly industrious and effective in his work, and continuously strives to ensure the best for all pupils. His work in developing the self-evaluation procedure, developing the confidence and skills of his teaching staff, and keeping a constant eye on raising standards, is an outstanding feature. He ensured that the school, over the years since his appointment, has developed considerably. The headteacher is effectively supported by the deputy, who has specific responsibility for a number of subjects as well as for whole-school aspects.
52. The governing body undertakes its duties conscientiously, through being proud of the school and actively supporting its activities. The responsibility they

undertake in monitoring the quality of the provision through observing lessons and writing reports, is an outstanding feature.

53. The school's self-evaluation arrangements are good; there is considerable detail in the way that the headteacher leads the analytical process, of measuring effectiveness and evaluating attainments. The aim of improving the performance of each pupil, whatever their ability, is a feature of the work. Curricular leaders work effectively on responsibilities relative to their field or subject. A good number of co-ordinators have observed lessons presented by fellow teachers.
54. A procedure was established during the last academic year of seeking parents' opinion through a series of purposeful questionnaires. There was a good response from parents to this practice.
55. The SDP is a particularly organised document and includes a review of progress in relation to the previous year's priorities, as well as clearly identifying how to operate in order to meet this year's priorities. Even so, the relationship with the self-evaluation process is unclear, as the self-evaluation report does not refer to these priorities as aspects that need developing.
56. The school effectively undertook the evaluation of the progress made in relation to the key issues identified in the last report. Work done was analysed, and the inspection team agrees that good progress was made in these matters.
57. The school employs an outstanding number of teaching staff and learning assistants to support the pupils. An outstanding feature is that a vast percentage of them have undertaken extended courses, as well as attending one day courses in various aspects of the curriculum. The assistants also have qualifications appropriate to their duties, and attend training courses that develop their skills further. Suitable job descriptions have been drawn up for them, and these identify their specific responsibilities within the school.
58. The contribution of the administrative officer to the administrative and managerial organisation and her commitment to the life and work of the school, are outstanding features. She is also a member of the parents' committee and acts as clerk to the governing body.
59. The school has ensured sufficient resources for the pupils, and overall, they are in good condition. Resources are used efficiently, and pupils have easy access to them.
60. The building offers sufficient space for the teaching and learning; a pleasant ethos has been developed through the classroom displays. A designated area for the children under five years of age was recently provided on the yard, and the remainder of the yard has been marked purposefully.
61. The SDP shows that school managers pay close and detailed attention to costs related to development priorities. The way in which they carefully consider the budget, and purposefully plan to control any under spending, is an outstanding feature.

Recommendations

The school needs to:

- R1. improve the oral contributions of groups of pupils in key stage 1 and key stage 2 who are quiet and lack confidence in lessons;
- R2. extend the range of pupils' experiences of ICT across the curriculum;
- R3. ensure a clearer link between the findings of the self-evaluation process and the priorities identified in the SDP;
- R4. implement the intention to develop pupils' awareness and understanding of the world of work, as well as their entrepreneurial skills. *

* The school itself has already identified this matter.

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

- 62. The findings of the inspection team differ from the grade the school awarded itself in its self-evaluation report. As the inspection team identified shortcomings in speaking and ICT skills across the curriculum, and that the assessment results of key stage 1 and key stage 2 in 2007 were not in the upper quartiles, together with the fact that pupils' awareness of the world of work was underdeveloped, it was adjudged that Grade 2 was appropriate for this key question.
- 63. The overall quality of the educational provision for children under five years of age is appropriate for their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
- 64. Evidence in pupils' books, together with evidence from lessons observed, shows that pupils make good progress in achieving learning targets and attaining lesson objectives.
- 65. Children under five years of age make good progress in developing their key skills across the six areas of learning. They recognise letters and words that are displayed in the classroom and are developing communication skills appropriately. They use suitable numeracy skills in matching objects and using the names of numbers. They display appropriate ICT skills in using an elementary package to select colours in order to draw a picture, and to print their work.
- 66. Overall, the key skills of pupils in key stage 1 and key stage 2 classes are developing well in relation to their reading and writing skills. They read fluently in both languages and record their experiences through practising a number of

writing forms. Even so, there are groups of pupils, in both key stages, who are quiet in the lessons and who have not yet developed their oral skills sufficiently.

67. Pupils make good progress in their numeracy skills, such as in designing and analysing various graphs in their scientific investigations, and in studying census figures from the past.
68. Although pupils in key stage 1 and key stage 2 succeed in word processing and using ICT programs to research data, they do not practice and develop a sufficient range of skills in various areas of the curriculum.
69. Pupils' bilingual skills are developing well. They take advantage of increasing experiences in both languages, and that from an early stage, to develop speaking, reading and writing skills. One particular feature is the way they can use both languages within the same activity, such as in gleaning information from an English source and recording their findings in Welsh.
70. In 2007, in key stage 1, pupils' results in the subjects assessed were lower than the national percentages in Welsh and science and equivalent to them in mathematics. In comparison with similar schools, in relation to the number of pupils entitled to receive free school meals, the school's core subject indicator was lower than the figure for Wales.
71. In key stage 2, in 2007, pupils' results were substantially lower than the national percentages in Welsh, mathematics and science and slightly lower in English. In comparing the school's results with results in similar schools, in relation to the number of pupils entitled to receive free school meals, the school's core subject indicator was lower than the figure for Wales.
72. There were a substantial number of pupils with ALN amongst the pupils of Y2 and Y6 in 2007; the school is proud of the fact that these pupils have succeeded in achieving the targets set for them and attained their potential.
73. Over the years 2004-2006, results of pupils assessed in key stage 1 place the school in the two highest quartiles in Welsh, but in the lowest two quartiles in mathematics and science, in relation to all-Wales results.
74. In key stage 2, during the years 2004-2006, results of pupils assessed have placed the school almost without exception in the highest quartile, in relation to all-Wales results.
75. There is no obvious pattern in the differences between the performances of boys and girls. Over the years, according to data analysis, there was evidence of boys performing better than girls, and to the contrary.
76. Pupils use their time well in lessons, effectively persevering with their tasks. In a small minority of lessons, there are some pupils who don't show enthusiasm or involve themselves well in the activities. But, evidence of pupils' work from the previous academic year testifies to outstanding diligence.
77. Pupils display good ability to work together, sometimes in pairs, such as when discussing ways of planning and recording a scientific enquiry; at other times in groups, such as when they work on large equipment in physical education lessons.
78. Pupils' behaviour is outstanding; they display courtesy and respect, and are constantly mindful of each other's well-being. Their behaviour in lessons and

around the school is good and shows that they respond positively to the school's guidelines and procedures. A minority can show that they are very aware of the value of their relationship with others.

79. Over the last three terms, pupils' attendance was good, with the percentage over the last three terms at 94.5%. Pupils' punctuality at the beginning of the school day is good; only a very small minority arrive late.
80. Pupils' awareness of equal opportunities issues is outstanding. They are very aware of individuals who receive intensive support in the school, and are more than willing for them to receive the same opportunities as them, in relation to experiences in the school. Their understanding of groups of people who are different from them, because of their different, language, dress, customs or skin colour, is also an outstanding feature. They discuss these issues maturely.
81. Pupils make good progress in their spiritual, moral, social and cultural development. In collective worship sessions, they show the ability to reflect and consider how to help others. They give generously to a variety of worthy causes; show a mature ability to work together and help each other, both within lessons and around the school. Their experiences of working with Welsh artists, and their awareness of a famous playwright who was a former pupil at the school, testify to their understanding of Welsh culture.
82. Pupils have a good awareness of the main features of their community. They know of current activities in the village, such as the band and the useful library facility. They take part in the annual village eisteddfod and some are members of the village football team. They also know the history of their neighbourhood.
83. Although pupils have visited some specific places, their awareness and understanding of the world of work, and their entrepreneurial skills, have not been sufficiently developed.
84. Pupils have an outstanding understanding of sustainability matters. They can maturely and knowledgeably discuss the importance of conservation, caring for the environment and different methods of recycling. They can appreciate the moral dimension of these matters.
85. Pupils' awareness of global citizenship is good. Through curricular aspects, such as the study of Kenya in geography and their PSE sessions, pupils show a good understanding of multi-culturalism. Some pupils at the upper end of the school have an outstanding knowledge of religions and their features.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

86. The inspection team's findings differ from the grade the school awarded itself in its self-evaluation report. The inspection team awarded a Grade 2 to a very substantial percentage, namely 81%, of the lessons observed, and that there were some weaknesses in those, as identified below.
87. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	81%	5%	0%	0%

88. The quality of teaching in the lessons is higher than the statistics for the whole of Wales for the year 2005-2006, as published in Her Majesty's Chief Inspector's Annual Report, where Grades 1 and 2 were awarded in 79% of lessons.
89. Teachers have a good knowledge of the subjects they teach and of the Desirable Outcomes for Children's Learning. They plan their lessons in detail and provide a wide range of interesting learning experiences for the pupils.
90. There is an outstanding working relationship between the teachers, the assistants and the pupils. Everyone is treated fairly and their mutual respect is apparent.
91. The outstanding features in the teaching include:
 - continuous assessment that identifies the aspects of the teaching and learning that need further attention;
 - lessons are presented in a knowledgeable, intelligent and enthusiastic way, and
 - taking advantage of all opportunities to develop the key skills and cross-curricular elements in the early years.
92. The good features in the teaching include:
 - effective class organisation and control which promotes good learning;
 - clear instructions and explanations, particularly in setting tasks;
 - effective support for pupils, without too much intervention;
 - opportunities for pupils to work together in pairs;
 - measured questioning, while encouraging and praising pupils' responses;
 - good structure and development to lessons;
 - skilful recall of previous work;
 - effective plenary sessions, which sum up what has been learnt;
 - good use of different resources to reinforce the teaching and learning, and
 - effective use of the interactive whiteboard in key stage 2.
93. The more common shortcomings in the teaching, in lessons awarded a Grade 3, included:
 - over-long introductions to lessons;
 - failing to take opportunities to encourage the weaker pupils to contribute during whole-class sessions, and
 - failing to ensure that each pupil can see the interactive whiteboard during presentations.
94. The school's assessment procedures are outstanding.
95. Pupils' achievements and progress are assessed fairly, correctly and regularly. The arrangements are outstanding and directly influence the planning and the quality of learning. The detailed analyses clearly recognise the school's

implications. From an early stage in the nursery class until the end of Y6, comprehensive records are kept of pupils' attainments.

96. Level-related targets are set for each pupil in the school and very effective whole-school strategies have been established in order to attain the set targets. The personal targets set for pupils assist them to understand the purpose of assessment and encourage them to strive harder.
97. Scripts from NC tests are analysed in great detail in order to identify gaps in the provision or shortcomings in the teaching and learning.
98. Teachers know the pupils well. Pupils' work is marked regularly. Encouraging comments are included for pupils together with further guidance on how to improve their work, although this is not consistent throughout the school.
99. Annual reports to parents are of a very good quality and conform to statutory requirements. They outline pupils' attainments and skills in each subject, together with further comprehensive recommendations for the way forward. There are also appropriate comments about personal qualities. Parents sign the reports following discussions with the teachers. Parents appreciate the meetings they have with the teachers, three times a year, to discuss their children's work.

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

100. The findings of the inspection team agree with the grade which the school awarded itself in its self-evaluation report.
101. The school responds well to pupils' learning needs and interests. It provides equal access to a broad and balanced curriculum which has been thoroughly and thoughtfully planned. This is one of the school's outstanding features.
102. The curriculum conforms to the requirements of the NC and religious education, and the Desirable Outcomes for Children's Learning. Detailed policies and schemes of work have been prepared for all areas, including the early years. Planning is thorough and ensures very stimulating and interesting activities in the majority of classes. The specific differentiated planning undertaken in key stage 2 contributes substantially towards raising pupils' linguistic standards.
103. Planning for the development of the key and basic skills is detailed, and the *Cwricwlwm Cymreig* and the heritage of Wales are given a prominent place in the provision. Through purposeful planning, there is good provision for the development of pupils' bilingual proficiency.
104. The broad learning experiences the pupils receive successfully promote their spiritual, moral, social and cultural development. They have a clear feeling of ownership and responsibility towards the school and its environment.
105. Collective worship and 'circle time' sessions make a valuable contribution towards developing pupils' understanding of spiritual, moral and social matters and helps them to recognise values such as truth and justice. Even so, there is not enough of a devotional and spiritual atmosphere in all sessions of collective worship.

106. The numerous visits arranged to places of educational interest, and the practice of welcoming visitors to the school, are very effective elements that enrich and extend the curriculum and contribute purposefully and significantly to pupils' personal and social development. Residential courses are arranged for pupils in Y6 to centres such as Rhyd-ddu and Nantgwrtheyrn; these contribute towards their outdoor education, as well as nurturing their interactive skills.
107. Few appropriate opportunities are offered for learning outside school hours. After autumn half term, club activities, such as football and the Urdd will start. The homework provided for pupils is appropriate and corresponds to the work in class.
108. There is a very positive relationship between the school and the parents; evidence from the pre-inspection meeting and their responses to the questionnaire show their strong support and respect for the school's efforts.
109. The school is an integral part of the community, and opportunities are provided, such as through visits, involvement with the annual village eisteddfod and by joining the church's celebrations, for pupils to develop a sense of belonging.
110. On occasions, the school works with the primary schools in the area. The school regularly welcomes students from the college in Bangor annually and the headteacher and teachers, as appropriate, undertake their mentoring. During the inspection, pupils from the local secondary school were present on work experience.
111. The relationship between the school and the LEA is good. Even so, there was an instance when the communication between the school and a department of the LEA was not effective enough.
112. Currently, the school does not implement a positive enough strategy to raise pupils' awareness and understanding of the world of work, nor does it offer sufficient opportunities for them to develop their entrepreneurial skills.
113. Pupils' understanding of global citizenship is developed through aspects of the geography curriculum and religious education studies. Sustainability matters receive good attention through the recycling practices that the school is involved in; the school is also part of the Green Schools scheme.

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

Grade 1: Good with outstanding features

114. The findings of the inspection team agree with the grade which the school awarded itself in its self-evaluation report.
115. The quality of the care, the guidance and support offered to pupils is one of the outstanding features of the school. Pupils are very happy in the school and there is a good relationship between themselves and with the teaching staff and assistants. There is a warm and caring ethos at the school and pupils feel they are appreciated and supported. Parents also are extremely pleased with the care and guidance the school gives their children.
116. Younger children in the school settle in quickly. Their transfer from the local Nursery Group is promoted effectively by the close and active links between them. The children feel safe and secure in the school and receive very good

support from the teachers and classroom assistants. There is also an arrangement for the older children, usually in groups of four, to care for younger children during break time. The structured 'Language and Play' and 'Numeracy' programmes contribute very effectively towards facilitating the link between the home and the school in this early stage.

117. The under-fives co-ordinator is the designated person for child protection. The remainder of the staff know this, and are aware of the steps to take should the need arise. The chairman of the governing body is the designated person for this aspect.
118. The school has a policy for healthy eating and reminds parents, in the current handbook, of the rule regarding fruit only for snacks. In the current year, the school has officially joined the Healthy Schools scheme. The yard has been marked for running exercise under the *Dal i Fynd* scheme, so that pupils have the opportunity to be regularly involved in energetic activity. Pupils in key stage 2 have also been involved in the *Calon Cymru* project.
119. Pupils' attendance is carefully monitored and a challenging target has been set for attendance this year. The school works closely with the parents in order to create an understanding of the expectations to inform the school immediately, if their child is late or absent.
120. Pupils' behaviour is monitored through adherence to a clear and organised policy, which is based on a system of rewarding pupils regularly for behaving or working particularly well. The school has a specific policy for eliminating oppressive behaviour, and this element receives attention during collective worship and PSE sessions.
121. The school council is a very effective tool for pupils to express their opinions. It operates consistently to offer improvements, some of them relating to making a request for specific funding. The arrangement of class councils which, in their turn, feed ideas to the school council, is effective.
122. Provision for pupils with ALN is outstanding and fully conforms to statutory requirements.
123. The school's ALN co-ordinators have a thorough knowledge of the pupils' needs. They work together very closely with the support teachers, the class teachers and the classroom assistants, in order to ensure that each pupil has full access to all the school's activities and the curriculum.
124. There is early identification and effective planning for pupils' difficulties. This is an outstanding feature.
125. There are 51 pupils on the ALN register, which is a high number. There are 12 who are statemented, 33 on 'school action' and six on 'school action plus'. The support for these pupils is purposefully organised and they all receive good guidance from class teachers, support teachers and classroom assistants. This also contributes significantly to their personal and educational development.
126. Individual educational plans have been drawn up for all pupils on the ALN register and the specific learning targets correspond appropriately to pupils' individual needs. They have appropriate tasks and the support they receive during lessons and during full class sessions help them to make good progress.

127. Linked to the school is an ALN unit for primary schools in the area. The quality of the provision in this unit is very good and the vast majority of pupils make good progress in numeracy, literacy and PSE skills. The unit works closely with the school.
128. The school works with parents, the relevant outside agencies and secondary schools in reviewing the progress made by pupils with ALN and in satisfying specific needs. Both designated governors fulfil their duties very conscientiously. They have a good knowledge of the school's situation and work closely with the ALN co-ordinator and the headteacher.
129. The school's procedures and activities are based on a sound policy. One of the cornerstones of the headteacher's philosophy is that each pupil has the opportunity to take advantage of the school's provisions. One particular feature is the way that the school only charges for two pupils going on visits if there are three or more in the family. Sensitive and careful consideration is also given to ensure that the school stands the loss when needed.
130. Some adaptations have been made to the building in order to facilitate the provision for pupils with disabilities. The governing body has recognised some additional issues, such as improving the path from the gate to the door, and has informed the LEA of these.
131. The school pays due attention to racial equality issues and the need to avoid stereotyping in the context of the importance of respect and tolerance, which are discussed during collective worship sessions and religious education lessons.

Leadership and management

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

Grade 1: Good with outstanding features

132. The findings of the inspection team agree with the grade which the school awarded itself in its self-evaluation report.
133. The headteacher is particularly industrious and effective in his work, and continuously strives to ensure the best for all pupils. His work in developing the self-evaluation procedure, developing the confidence and skills of his teaching staff, and keeping a constant eye on raising standards, is an outstanding feature. He ensured that the school, over the years since his appointment, has developed considerably.
134. He is effectively supported by the deputy, who has specific responsibility for a number of subjects as well as for whole-school aspects, such as discipline and some initiatives or projects, such as the Raise Scheme and the Quality Mark strategy. In addition, the deputy is responsible for co-ordinating the 'Travel to School' scheme, which has both safety and environmental objectives to it.
135. All staff have contributed to an outstanding number of policies as a basis for the school's provision; the elements of care and safety are obvious features of them. These are adapted or revised regularly, according to need.
136. For some years, the school has been involved in implementing projects and initiatives promoted by the Welsh Assembly Government or the LEA. Amongst them are Family Literacy, Quality Mark and Raise projects. In addition, the school is involved in the Language and Play scheme which helps parents to

develop their children's language before they become full-time pupils. Underpinning all of these is the effort to raise pupils' standards in the core subjects. Currently, the school is formally joining the Healthy Schools scheme, although it has been addressing health and fitness issues in its curriculum for some time.

137. The school sets targets relating to the probable levels of performance of the core subjects in the NC assessments, and that for different cohorts of pupils, which include a wide range of ability.
138. The recognised policy for performance management procedures is implemented. The efforts made to develop the abilities and confidence of teaching staff is bound to the principle of ensuring the best possible opportunities for all pupils.
139. The governing body undertakes its duties conscientiously. Members are proud of the school and actively support its activities. Some members have attended training sessions that are relative to their responsibilities as members of sub-committees. They produce a detailed report to parents on the year's work, identifying significant events in the life of the school. The responsibility they undertake in monitoring the quality of the provision by observing lessons is a good feature.

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

Grade 2: Good features and no important shortcomings

140. The findings of the inspection team differ from the grade the school awarded itself in its self-evaluation report. In the opinion of the inspection team, the self-evaluation report does not show how the findings of the process have led to drawing up the priorities in the SDP.
141. The inspection team's findings agreed with the school's judgement in four of the seven key questions. In the three instances where there was a difference of opinion, the inspection team awarded a lower grade than the school awarded itself. Overall, there is evidence that the school is unsure of the type of presentation or quality of provision that is truly outstanding. In the opinion of the inspection team, it is good features, rather than outstanding ones, that sum up the quality in these questions, although there are some outstanding features within them.
142. Curricular leaders work effectively on responsibilities relative to their field or subject. In addition to advising on schemes of work and undertaking an annual audit of resources, they analyse performances in aspects of the subjects. A good number of the co-ordinators have observed lessons presented by fellow teachers and the reports emanating from the observations are useful for evaluation and further development. It is the headteacher or the deputy, rather than the co-ordinators themselves, who bring these evaluations to the attention of the governing body.
143. The self-evaluation arrangements in the school are good; there is considerable detail in the way that the headteacher leads the process of analysing, of

measuring effectiveness and evaluating attainments. The aim of improving the performance of each pupil, whatever their ability, is a feature of the work.

144. A procedure was established during the last academic year of seeking parents' opinion through a series of purposeful questionnaires, which encompassed four aspects of the school's provision. There was a good response from parents; the resulting data was analysed and reported on in a social evening arranged for the purpose. Currently, apart from the class councils and school council, all the pupils do not express their opinions on the school's provision.
145. An outstanding feature is the way a number of members of the governing body have visited lessons, or been on visits with the pupils, and recorded their impressions of these occasions.
146. The self-evaluation report, presented to the inspection team prior to the present inspection, is effective. It testifies to a good awareness of the school's provision and details the areas developed through training, involvement in specific initiatives or aspects of self-evaluation. It also shows how the school re-visits aspects of the provision in order to identify further development.
147. The SDP is a particularly organised document and includes a review of progress in relation to the previous year's priorities, as well as clearly identifying how to proceed in order to meet this year's priorities. Also included, are details of expenditure discussed by the governing body. Even so, the relationship with the self-evaluation process is unclear, as in the self-evaluation report, it does not refer to these priorities as elements that are in need of development.
148. The school effectively undertook the evaluation of the progress made in relation to the key issues identified in the last report. There was analysis of what had been done, and the inspection team agrees that good progress was made in the curricular aspects; percentages in the section on teaching in this report confirm that there has been considerable development; it ensured a dedicated section of the yard for the under-fives and that the surface of the remainder of the yard was safe for pupils; the self-evaluation procedure was substantially developed.

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

Grade 1: Good with outstanding features

149. The findings of the inspection team agree with the grade the school awarded itself in its self-evaluation report.
150. The school employs an outstanding number of teaching staff and learning assistants to support the pupils. Teachers' qualifications are appropriate for the ages of the pupils they teach, and they develop further experiences and expertise through attending a range of in-service training courses. An outstanding feature is that a vast percentage of them have undertaken extended courses, as well as attending one day courses in various aspects of the curriculum.
151. The assistants also have qualifications appropriate to their duties and attend training courses that further develop their skills. Suitable job descriptions have been drawn up for them, and these identify their specific responsibilities within the school.

152. A full-time administrative officer is employed; her contribution to the administrative and managerial organisation and her commitment to the life and work of the school, are outstanding features. She is also a member of the parents' committee and clerk to the governing body.
153. The school ensured sufficient resources for the pupils, and overall, they are in good condition. Even so, there are no interactive whiteboards in key stage 1 classes nor the under-fives class; some dictionaries at the upper end of the school are old and in poor condition. Resources are used efficiently, and pupils have easy access to them.
154. The building offers sufficient space for the teaching and learning; a pleasant ethos is developed through the classroom displays. A designated area was recently ensured on the yard for the children under five years of age, and the remainder of the yard has been marked purposefully for activities that encourage physical education and promote fitness. There is no playing field that belongs specifically to the school.
155. Teaching staff are very effectively managed; they receive regular school-based training in order to gain expertise; at times there is an exchange of teachers for groups of pupils, in order to use expertise purposefully and effectively. Teachers make appropriate use of their non-contact time in order to plan, prepare and assess. The headteacher and deputy are of the opinion that pupils fully benefit from these sessions, as teachers have time to analyse achievements and respond purposefully to their work. Over time, teachers' confidence has been developed by a combination of internal and external training.
156. The SDP shows that school managers pay close and detailed attention to costs related to development priorities. The way in which they carefully consider the budget, and purposefully plan to control any under spending, is an outstanding feature.
157. The school gives good value for money.

School's response to the inspection

As a school we are proud to have received such a positive report and that the inspection team have agreed with us that there are a number of outstanding aspects to our provision.

The headteacher appreciated the opportunity to be a nominee and to see how the inspectors come to decisions. The experience will certainly be of benefit in raising the school's standards even further.

We feel that the inspection has been constructive and positive and the governing body will use the report as a tool to draw up an action plan in response to the recommendations.

We are happy to acknowledge that the inspection team were courteous and professional in undertaking their work.

Appendix 1

Basic information about the school

Name of school	Ysgol Gwaun Gynfi
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Deiniolen CAERNARFON Gwynedd
Postcode	LL55 3LT
Telephone number	01286 870687

Headteacher	Mr Gareth Lloyd Parry
Date of appointment	September 1996
Chair of governors	Mr Len Jones
Registered inspector	Len Jones
Dates of inspection	1-3 October 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	8.5	21	13	13	28	14	27	22	146.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	5	7.9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25.5:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	9:1
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	93%	94.5%	95.2%
Spring 2007	88.4%	94.7%	94.3%
Summer 2007	87.6%	94.9%	94%

Percentage of pupils entitled to free school meals	20%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		28		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School	0	0	25	46	29
		National	0	1	10	64	25
We: oracy	Teacher assessment	School	0	0	25	46	29
		National	0	1	11	64	24
We: reading	Teacher assessment	School	0	0	18	54	29
		National	0	2	15	59	23
We: writing	Teacher assessment	School	0	0	29	54	18
		National	0	3	19	66	12
Mathematics	Teacher assessment	School	0	0	14	57	29
		National	0	2	10	64	23
Science	Teacher assessment	School	0	0	18	54	29
		National	0	2	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	71%	In Wales	81%

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

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6		19						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School							26	37	37
		National				1	1	4	16	48	30
Welsh	Teacher assessment	School						5	37	21	37
		National	1			1	1	4	18	50	25
Mathematics	Teacher assessment	School						11	21	37	32
		National				1	1	3	14	48	33
Science	Teacher assessment	School							32	37	32
		National				1	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	63%	In Wales	74%

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

- The inspection was undertaken by a team of three inspectors who were present in the school for seven 'inspection days'.
- Pre-inspection meetings were held with the parents, where 15 parents were present, and with the governing body, to discuss the life and work of the school.
- Parents returned 45 questionnaires, together with one letter and two supporting notes, these were carefully analysed.
- Discussions were held with the headteacher and the teachers.
- School documentation was examined.
- Twenty-one lessons or parts of lessons were inspected.
- Samples of pupils' work in each year group were examined.
- Inspectors listened to a cross-section of pupils from both key stages reading.
- Discussions were held with pupils on aspects of the life of the school and their work.
- Pupils' behaviour was observed during break times and lunch time and at the beginning and end of the school sessions.
- Inspectors attended services of collective worship.
- Post-inspection meetings were held with the staff and governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Len Jones (Registered Inspector)	Context; Summary; Recommendations and Appendices; Key questions 1, 5, 6, 7
Rhianwen Huws Roberts (Team Inspector)	Key questions 2, 3, 4
Gwynoro Jones (Lay Inspector)	Contributions to key questions 1, 3, 4 and 7
Gareth Ll. Parry	Nominee

Acknowledgement

The inspection team would like to thank the pupils, staff, parents and governors at the school for their courtesy and co-operation before and during the inspection.

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