

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

**Ysgol Gynradd Abererch  
Abererch  
Pwllheli  
LL53 6YU**

**School Number: 6612008**

**Date of Inspection: 19/06/06**

**by**

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**Date of Publication: 21 August, 2006**

**Under Estyn contract number: 1118205**

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- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
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- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
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Ysgol Gynradd Abererch 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 Gynradd Abererch took place between 19/06/06 and 21/06/06. An independent team of inspectors, led by Jean Marshall undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Ysgol Abererch is located in the small village of Abererch, near Pwllheli in Gwynedd. The school serves the village and the surrounding rural area, although approximately a quarter of the pupils are transported from areas outside the school's catchment area.
2. Many families move to and from the area, and consequently the numbers of the teaching groups are constantly changing. Children are admitted to the school on a part-time basis to the nursery class in September following their third birthday, and on a full-time basis in September following their fourth birthday. During the inspection, there were seven part-time nursery children and 51 full-time pupils on the school register.
3. Approximately half of the pupils come from homes where English is the main language of communication, however, about 95% of them speak Welsh to first language standard. The percentage of pupils (10%) entitled to free schools meals is lower than the county and national averages.
4. The school has identified 15 pupils (28%) as having special educational needs [SEN], two of whom have a statement of SEN.
5. The pupils are taught by the head, two full-time teachers, and one part-time teacher. The present head was appointed in January 1991; the school was last inspected in May 2000.
6. The school received a standard inspection this time.

### The school's priorities and targets

7. The school's priorities and targets according to the School Development Plan for 2005-2006 are as following:
  - establish a School Council;
  - join the Gwynedd and Anglesey Green Schools Scheme;
  - raise standards in Information and Communication Technology [ICT] by ensuring that there is an interactive white board in every classroom;
  - raise standards of reading in both languages;
  - raise standards in art.

## Summary

### Table of the grades awarded

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

### Standards

8. Standards of achievement in the lessons inspected are set out below;

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	4%	76%	20%	0%	0%

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

10. At key stage 1 and key stage 2, the standards in the subjects inspected were judged as follows:

Subject	Key Stage 1 Grade	Key Stage 2 Grade
Welsh (First language)	2	3
Mathematics	2	3
Information technology	2	3
Art	1	1
Music	1	1
Physical education	2	2

11. Pupils with SEN make good progress both educationally and socially. They achieve the targets set for them.

12. All pupils have appropriate individual targets to achieve in order to improve their work. However, in specific lessons, they do not always understand what the objectives are and how well they have progressed.
13. Children under five make good progress in the key skills of listening and speaking, early reading and writing, numeracy, and the use of ICT.
14. In both key stages and both languages, the pupils listen attentively, discuss confidently in a number of contexts across the curriculum, and read for information without difficulty.
15. The writing skills of key stage 1 pupils across the curriculum are good. Although key stage 2 pupils write in a number of different forms when recording the work, basic spelling and punctuation errors in Welsh and English detract from the quality of work of a significant number of them.
16. Pupils make good progress in their bilingual skills and in their knowledge and understanding of the Curriculum Cymreig.
17. The mathematical skills of key stage 1 pupils across the curriculum are good. At key stage 2, the ability of a substantial number of pupils to deal with numbers mentally when solving problems has not developed sufficiently.
18. Key stage 1 pupils and pupils in the top end of key stage 2 make good use of their ICT skills in a wide range of contexts across the curriculum. The use of technology isn't as consistent at the lower end of key stage 2.
19. Pupils' creative skills in both key stages are outstanding.
20. Over the past three years, results at the end of both key stages were low in comparison with similar schools in terms of the percentage of pupils entitled to free school meals.
21. Pupils throughout the school concentrate well in lessons, use their time effectively, and collaborate in an orderly manner in pairs and groups.
22. Pupils of all ages are excellently behaved and make good progress in their personal, social, moral and spiritual development.
23. Standards of attendance are good and the vast majority of pupils come to school on time.

## The quality of education and training

24. In the lessons observed, it was judged that the quality of teaching was as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
16%	60%	24%	0%	0%

25. The outstanding features of the teaching include use of creative and interesting approaches to deliver lessons and perceptive questioning.
26. The good features of the teaching include effectively planned and prepared lessons with suitable differentiated activities, tasks presented in a relevant cross-curricular context and teachers providing a good model of spoken language.
27. In those lessons where there are shortcomings in the teaching, the lesson objectives are unclear to the pupils and teachers' knowledge of aspects of the subjects taught is uncertain.
28. The quality of the arrangements for the assessment of pupils' achievements and progress is good. Appropriate use is made of the assessments to monitor pupils' progress, to ensure appropriate tasks for them and to set individual targets for improvement.
29. The annual reports to parents are of a good quality and conform fully with the statutory requirements. The comments made are constructive and set a clear direction to improve the work.
30. The school provides a broad and balanced curriculum with equal access for all. At key stage 1 and in years 5 and 6, the schemes of work are detailed and effective and respond appropriately to the learning needs and interests of the pupils. However, there are gaps in the schemes for years 3 and 4 which, in some areas, result in lack of progression and continuity in the learning experiences throughout Key Stage 2.
31. The development of pupils' key skills and basic skills is well-addressed in lessons. However, the termly planning isn't sufficiently consistent or detailed to ensure progression and coherence in the development of these skills throughout the school.
32. The various educational visits and extra-curricular experiences arranged, along with the numerous links with the wider community, enrich the curriculum and contribute well to broadening the experiences and promoting the development of the pupils.
33. Pupils' awareness of the characteristics of democracy is developed through the School Council and increasing attention is paid to raising the pupils' awareness of global citizenship in several aspects of the educational programme.

34. Appropriate activities are provided to raise pupils' awareness of the world of work although there is no policy or guidelines to fully develop this aspect of the school's provision.
35. The school is a happy and caring community which consciously promotes values such as tolerance, fraternity and kindness in its life and work. All pupils are appreciated as individuals and they all feel comfortable to turn to any member of staff for guidance or support.
36. The school ensures the welfare, health and safety of pupils appropriately. The pupils are carefully supervised during break times and as they go home at the end of the day.
37. Although members of staff have an appropriate awareness of child protection procedures, there are no definite guidelines to ensure consistency of approach.
38. Valuable experiences are provided that encourage pupils to respect diversity and ensure that they become responsible citizens with a good awareness of racial equality.
39. The quality of provision for pupils with SEN is good. Effective arrangements have been established to identify these pupils and to respond to their needs. However, the co-ordinator's role has not developed sufficiently to ensure that the SEN policy is fully implemented throughout the school.

### **Leadership and management**

40. The good relationship that exists between the governors, head, support teachers and the remainder of the staff results in the establishment of a homely and happy environment and a caring ethos in the school.
41. The head, governors and teachers share common values regarding learning, behaviour and relationships and high priority is given to meeting the needs of all pupils.
42. Performance Management arrangements are implemented effectively and appropriate attention is paid to the continuous professional development needs of the teachers.
43. Although the newly qualified teacher is supported appropriately by members of staff, the school does not fully meet the statutory requirements for her induction.
44. The governors are very supportive of the school and staff. They meet regularly and receive reports and relevant information regarding the school's performance data from the head. However, their role as regards setting a strategic direction for the school and monitoring the quality of the provision hasn't been developed sufficiently.

45. A number of appropriate policies have been established which are operational and help steer the direction of the school. However, the documents have not been signed and several of them are now dated. There are some gaps in the requirements as regards statutory policies, and not all members of staff are aware of the contents of policies relevant to their work.
46. The school prospectus provides useful information about the school. However, this document and the governors' report to parents do not include all the statutory requirements.
47. Staff meetings and informal discussions are held regularly to discuss the school's provision and pupils' standards of achievement in the various subjects.
48. The curriculum co-ordinators have carried out a thorough evaluation of the provision in approximately half of the curricular areas and have produced detailed reports which clearly identify what requires further development.
49. The head observes lessons as part of the school's Performance Management system. As yet, the other curriculum co-ordinators don't evaluate the teaching and learning in their subject by observing lessons, and they do not monitor termly schemes or examine pupils' work.
50. The concise self-evaluation report produced by the school prior to the inspection corresponds to the seven questions in the Common Inspection Framework. However, the comments in the report are more descriptive than evaluative and not all aspects of the school's provision are addressed.
51. The judgement of the inspection team corresponds to the school's judgement in its self-evaluation in two out of the seven key questions. A lower grade was awarded for key questions 1, 3, 5, 6 and 7, since inspection evidence indicated important shortcomings in aspects of these questions.
52. The School Development Plan is of a good quality. It is a useful document which sets a strategic direction for the work of the school, noting clearly priorities and expected outcomes and earmarking resources to support the developments. However, there isn't a sufficiently close link between the school's self-evaluation system and the Development Plan.
53. The governors do not have a sufficiently active role in the self-evaluation process or in setting courses of action for improvement.
54. Good features outweigh shortcomings in the progress the school has made since the last inspection. Standards have been raised in the subjects that were either satisfactory or unsatisfactory in the last inspection and the quality of the teaching in key stage 2 has improved considerably.
55. The arrangements for monitoring and reviewing the school provision aren't sufficiently detailed and structured so as to ensure progression and development across the age range. There is still a need to develop the role of the governors so that they become more active in the school's procedures.

56. Despite the careful supervision and cautious driving past the school by drivers, there are potential hazards for pupils and parents as they meet on the narrow unpaved main road outside the school at the beginning and end of the day.
57. The head and governors discuss regularly the use made of resources, including the financial resources available to the school. However, insufficient attention has been paid to identifying and implementing maintenance issues to resolve the shortcomings. The school offers good value for money.

## Recommendations

In order to improve, there is a need for the school to:

- R1 raise pupils' standards of attainment in the core subjects throughout the school, and standards of achievement in Welsh writing, mathematics and information technology in key stage 2 by addressing the shortcomings noted;
- R2 complete the schemes of work for Years 3 and 4 in order to ensure continuity and development in the curricular provision throughout key stage 2;
- R3 improve leadership and management in the school by,
- reviewing and adapting the school's key policies and ensuring that all members of staff and the governors have a good knowledge and understanding of their contents;
  - ensuring that the school's documents conform to all the statutory requirements;
  - ensuring that appropriate guidelines are in place for child protection and that all members of staff are aware of the procedures.
- R4 improve the self-evaluation system by further developing the role of the curriculum co-ordinators and SEN co-ordinator;
- R5 develop the role of the governors so that they become more active in the process of monitoring the quality of the provision and in setting a strategic direction for the school;
- R6 collaborate with the local education authority to resolve the maintenance shortcomings in the school's buildings and address the health and safety issues brought to the attention of the school.

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: 3** Good features outweigh shortcomings

58. The findings of the inspection team do not correspond to the grade 2 awarded by the school in its self-evaluation report. There are important shortcomings in the school's end of key stage results, in comparison with similar schools, over three years.

59. Pupils' standards of achievement in the lessons observed were as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	4%	76%	20%	0%	0%

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

61. In key stage 1 and key stage 2, in the subjects and areas inspected, standards of achievement are as follows:

Subject	Key Stage 1 Grade	Key Stage 2 Grade
Welsh (First language)	2	3
Mathematics	2	3
Information technology	2	3
Art	1	1
Music	1	1
Physical education	2	2

62. Children with SEN make good progress both educationally and socially. They achieve the targets set for them.

63. All pupils have appropriate individual targets to achieve in order to improve their work. However, in specific lessons, they do not always understand what the objectives are and how well they have progressed.

64. Children under five make good progress in the key skills of listening and speaking, early reading and writing, numeracy, and the use of ICT.

65. In both key stages and both languages, the pupils listen attentively to the teachers' presentations and to each other's contributions. They role-play and discuss confidently in a number of contexts across the curriculum, and read for information without difficulty.

66. The writing skills of key stage 1 pupils across the curriculum are good. Although key stage 2 pupils write in a number of different forms when recording the work, basic spelling and punctuation errors in Welsh and English detract from the quality of work of a significant number of them.
67. Pupils make good progress in their bilingual skills. Although about half of the pupils come from non-Welsh homes, by key stage 2, they use Welsh and English with the same fluency when discussing and recording their work.
68. Pupils in both key stages make good progress in their knowledge and understanding of the Curriculum Cymreig. They are familiar with a good range of different tales and traditional stories and have a good knowledge of the work of Welsh artists.
69. The mathematical skills of key stage 1 pupils across the curriculum are good. At key stage 2, although the pupils make extensive use of their mathematical skills in various contexts, the ability of a substantial number of pupils to deal with numbers mentally when solving problems has not developed sufficiently.
70. Key stage 1 pupils and pupils in the top end of key stage 2 make good use of their ICT skills in a wide range of contexts across the curriculum. The use of technology isn't as consistent at the lower end of key stage 2.
71. Pupils' creative skills in both key stages are outstanding. They produce work of a high quality in art and music and show imagination, creativity and originality when writing simple poetry.
72. Over the past three years, with the exception of 2004 when end of key stage 1 test results were higher, results at the end of both key stages were low in comparison with similar schools in terms of the percentage of pupils entitled to free school meals.
73. Pupils throughout the school concentrate well in lessons and use their time effectively. The vast majority of the pupils are able to work independently, and discuss and collaborate in an orderly manner when working in pairs and groups.
74. Pupils of all ages are excellently behaved. They listen and respond eagerly in their lessons. They show respect towards their peers and are polite and welcoming towards adults. The School Council was actively involved in forming the school's rules and all pupils conform to them.
75. Standards of attendance are good, in particular amongst the youngest pupils where attendance is consistently over 96%. The vast majority of pupils come to school on time.

76. Pupils make good progress in their personal, social, moral and spiritual development. They show respect towards diversity within society and show empathy towards others by raising money for good causes. They regularly participate in community activities.

## The quality of education and training

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

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

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

78. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	60%	24%	0%	0%

79. The outstanding features of the teaching include:

- Use of creative and interesting approaches to deliver lessons in order to motivate pupils to achieve high standards;
- perceptive questioning and allowing time for pupils to respond.

80. The good features of the teaching include:

- effectively planned and prepared lessons;
- tasks presented in a relevant cross-curricular context;
- teachers providing a good model of spoken language and promoting the development of vocabulary of a high standard;
- differentiated tasks to ensure that the work corresponds to the needs of every pupil;
- teaching that promotes equal opportunities and ensures that all pupils are treated equally.

81. In the lessons where there are shortcomings in the teaching:

- the lesson objectives are unclear to pupils;
- teachers' knowledge of aspects of the subjects taught is uncertain;
- the equipment and resources for the lesson aren't easily accessible.

82. Although the Assessment Policy needs updating, teachers are fully aware of the requirements and the school has a clear structure to follow over the educational year. The quality of the arrangements for assessing pupils' achievements and progress is good.

83. The teachers use local and national material to assess pupils' work and detailed records are kept of their achievements. Appropriate use is made of the assessments to monitor pupils' progress, to ensure appropriate tasks for them and to set individual targets for improvement.

84. Appropriate opportunities are arranged, both formally and informally, for parents to discuss their children's work and progress and detailed records are kept of the discussions. The annual reports to parents are of a good quality and fully conform with the statutory requirements. The comments made are constructive and set a clear direction to improve the work.
85. Work has begun to compile portfolios of examples of pupils' work in various subjects. As yet, they haven't been developed sufficiently to assist in moderating the work across the school and to inform middle and short-term planning.

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

**Grade: 3** Good features outweigh shortcomings

86. The findings of the inspection team do not correspond with the grade 2 awarded by the school in its self-evaluation report. The school's long-term and mid-term plans aren't detailed enough to ensure coherence and progression of the learning experiences in key stage 2; this is an important shortcoming.
87. The school provides equal access for all to a broad and balanced curriculum that conforms with the requirements of the National Curriculum and religious education, along with the Desirable Outcomes for Children's Learning under five.
88. At key stage 1 and in years 5 and 6, the schemes of work are detailed and effective and respond appropriately to the learning needs and interests of the pupils. However, there are gaps in the schemes for years 3 and 4 and, in some subjects, this results in a lack of progression and continuity in the learning experiences throughout key stage 2.
89. The development of pupils' key skills and basic skills is well-addressed in the lessons. However the termly planning isn't sufficiently consistent or detailed to ensure progression and coherence in the development of these skills throughout the school.
90. The learning experiences effectively promote the pupils' spiritual, moral, social and cultural development. The joint worship sessions contribute well to pupils' understanding of moral issues and to their spiritual development.
91. The various educational visits and extra-curricular visits arranged, as well as the numerous links with the wider community, enrich the curriculum and contribute well to broadening the experiences and promoting the development of the pupils.
92. The school provides various experiences, across the curriculum, with a view to developing the pupils' bilingual skills and to ensure full access to the Curriculum Cymreig. Effective use is made of the local Language Unit to promote the bilingual skills of latecomers to the school.
93. The school benefits from the contribution of prospective teachers and college and school students who spend valuable work experience at the school.
94. The pupils' understanding of the characteristics of democracy is developed through the School Council. Members of the Council undertake their work conscientiously and they are very proud that the school has adopted a number of their proposals.

95. Increasing attention is paid to raising the pupils' awareness of global citizenship in several aspects of the educational programme.
96. Appropriate activities are provided to raise the pupils' awareness of the world of work. However, there is no school policy or guidelines to develop work-related education in order to enrich experiences and contribute to raising standards of achievement.
97. Pupils' enterprise skills and their awareness of the world of business are developed appropriately through activities involving the school's fruit shop which is run by the pupils.
98. The school recently joined the Green Schools Scheme which promotes education for sustainable development. An appropriate procedure has been established to collect paper and printer cartridges for recycling and pupils are encouraged to save energy by switching off any unnecessary lights. As yet, there are no clear guidelines or structure for these activities.

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

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

99. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
100. The school is a happy and caring community which consciously promotes values such as tolerance, fraternity and kindness in its life and work. All pupils are appreciated as individuals and they all feel comfortable to turn to any member of staff for guidance or support.
101. The small number of parents who returned the inspection's questionnaires and who attended the post-inspection meeting unanimously praised the school's provision. They were satisfied with the information they receive regarding their children's progress in reports and open evenings. There is no parent and teacher association but parents raise money occasionally to purchase new resources.
102. Careful planning ensures that the nursery children soon settle down in the school. There are strong bridging links, both socially and educationally, with the secondary school to which pupils transfer at the end of Year 6.
103. The school has a variety of activities to provide personal and social education of a good quality. Good causes are supported regularly and this contributes effectively to the pupils' education.
104. In order to promote positive behaviour and attitudes, substantial investment was made in the "Ysgol Dina" resources and approaches. The scheme is implemented thoroughly, effectively and very successfully.
105. The school ensures pupils' welfare, health and safety appropriately. The pupils are carefully supervised during break times and as they leave at the end of the day. Discussing the school meals menu on a daily basis means that pupils develop a very good understanding of healthy eating issues. Their physical fitness is promoted effectively through the "Keep Going" running club and the pupils support the school's fruit shop at break time.
106. Although members of staff have an appropriate awareness of child protection procedures, there are no clear guidelines to ensure a consistency of approach.
107. The school conforms with the statutory requirements for registering pupils' attendance and contacts the education welfare officer as necessary for support if there is any concern regarding an individual's standards of attendance.

108. The school ensures equal opportunities for all pupils and encourages them to respect diversity. Valuable experiences are provided that ensure that pupils become responsible citizens with a good awareness of racial equality.
109. The quality of the provision for SEN is good. Effective arrangements have been established to identify these pupils and to respond to their needs.
110. The support teacher provides effective assistance which ensures that pupils make good progress in their basic skills. A wide range of relevant resources are used to promote their development.
111. The role of the SEN co-ordinator has not developed sufficiently to ensure the full implementation of the SEN policy throughout the school.
112. The close cooperation with the mainstream class teachers ensures that the periods of specific attention arranged reinforce the normal class work.
113. The individual education plans produced for these pupils are of a good quality. They include appropriate targets and success indicators which are reviewed regularly. The school shares information with parents regarding their children's progress but there is no consistent procedure for collecting and recording parents' opinions when reviewing the plans.

## Leadership and management

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

**Grade: 3** Good features outweigh shortcomings

114. The findings of the inspection team do not correspond with the grade 2 awarded by the school in its self-evaluation report. The shortcomings in terms of statutory requirements are important.
115. The good relationship that exists between the governors, head, support teachers and other staff has resulted in a homely, happy environment and caring ethos being established in the school.
116. The head, governors and teachers share common values regarding learning, behaviour and relations and high priority is given to meeting the needs of all pupils and to ensure equal opportunities for all.
117. Appropriate attention is paid to national priorities. The school recently joined the Green Schools Scheme and a School Council was established. These activities provide valuable experiences for pupils to contribute to decisions that affect them. The school achieved the Basic Skills Agency's Quality Mark.
118. Effective processes have been established to determine targets for pupils throughout the school. These targets are challenging but achievable.
119. Performance Management arrangements are implemented effectively and appropriate attention is paid to the continuous professional development needs of the teachers. Clear and appropriate job descriptions have been produced for all members of staff.
120. Effective arrangements have been established to satisfy the teachers' workloads requirements by timetabling regular non-contact periods for every teacher.
121. Although the newly qualified teacher is supported appropriately by members of staff, the school does not fully meet the statutory requirements for her induction.
122. The governors are very supportive of the school and staff. They meet regularly and receive reports and relevant information regarding the school's performance data from the head. However, their role as regards setting a strategic direction for the school and monitoring the quality of the provision hasn't been developed sufficiently.
123. A number of appropriate policies have been established which are operational and help steer the direction of the school. However, the documents have not been signed and several of them are now dated. There are some gaps in the requirements as regards statutory policies, and not all members of staff are aware of the contents of the policies relevant to their work.

124. The school prospectus provides useful information about the school. However, this document and the governors' report to parents do not include all the statutory requirements.

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

**Grade 3:** Good features outweigh shortcomings

125. The findings of the inspection team do not correspond to the grade 2 awarded by the school in its self-evaluation report. The school's self-evaluation system hasn't been developed sufficiently to impact on the quality of the provision or on standards of achievement.
126. Staff meetings and informal discussions are held regularly to discuss the school's provision and pupils' standards of achievement in the various subjects.
127. The curriculum co-ordinators have carried out a thorough evaluation of the provision in approximately half of the curricular areas and have produced detailed reports for the staff and governors. The reports are of a good quality and clearly identify what requires further development.
128. The school analyses test results and teacher assessments scrupulously to identify any shortcomings, and these analyses are used well to set targets for improvement for year groups and individuals.
129. The head observes lessons as part of the school's Performance Management system. As yet, the other curriculum co-ordinators don't evaluate the teaching and learning in their subject by observing lessons, and they do not monitor termly schemes or examine pupils' work.
130. The concise self-evaluation report produced by the school prior to the inspection corresponds to the seven questions in the Common Inspection Framework and includes appropriate references to further sources of information. However, the comments in the report are more descriptive than evaluative and not all aspects of the school's provision are addressed.
131. The judgement of the inspection team corresponds to the school's judgement in its self-evaluation in two out of the seven key questions. A lower grade was awarded for key questions 1, 3, 5, 6 and 7, as evidence in the inspection indicated important shortcomings in aspects of these questions.
132. The school collates the opinions of members of staff regarding priorities on an annual basis by questionnaire. Pupils are given a valuable opportunity to express opinion and influence decisions on some aspects of the school's provision through the School Council. No formal procedure has been established to gather parents' opinions.
133. The School Development Plan is of a good quality. It is a useful document which sets a strategic direction for the work of the school, noting clearly priorities and expected outcomes and earmarking resources to support these developments. However, there isn't a sufficiently close link between the school's self-evaluation system and the Development Plan.

134. The governors do not have a sufficiently active role in the self-evaluation process or in setting courses of action for improvement.
135. Good features outweigh shortcomings in the progress the school has made since the last inspection. Standards have been raised in information technology and in the use of ICT across the curriculum. Evidence was seen that standards have risen in the subjects that were satisfactory in the last inspection.
136. The quality of the teaching in key stage 2 has improved considerably and the arrangements for assessing pupils' progress and setting targets for improvement are now good.
137. The arrangements for monitoring and reviewing the provision aren't sufficiently detailed and structured in order to ensure progression and development across the age range. There is still a need to develop the role of the governors so that they become more active in the school's procedures.

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

### **Grade 3: Good features outweigh shortcomings**

138. The findings of the inspection team do not correspond to the grade 2 awarded by the school in its self-evaluation report. The shortcomings in the quality of the buildings, which were brought to the attention of the school, are judged to be important.
139. The supply of staff is good and teachers are suitably qualified to teach all aspects of the curriculum. They regularly benefit from opportunities to update their skills by attending in-service training courses that correspond well with the school's priorities for development. Appropriate time for planning, preparation and assessment is provided for staff and is used effectively.
140. The classroom assistants undertake their work effectively and conscientiously. They make a substantial contribution to the quality of the provision and the standards of achievement of children under five, as well as lower ability groups in both key stages.
141. Effective use is made of the good supply of resources available across all areas of the curriculum. The condition of the resources is monitored regularly and they are replaced as necessary. The parents contribute very well towards the cost of purchasing resources. The colourful and tasteful displays of the pupils' work celebrate achievements and substantially reinforce the teaching and learning.
142. The classrooms, which are housed in wooden cabins, are light and open and are large enough for the number of pupils. On occasions during the summer, the classrooms are unbearably hot but they are very cold during the winter and therefore costly to heat. Not all parts of the building have disabled access.
143. Effective use is made of the hall, which is located in the old school building nearby, as a canteen at lunch time and for conducting physical education lessons and whole school sessions.
144. The standard of hygiene is high but numerous and important shortcomings in the maintenance standards of the buildings were brought to the attention of the school.
145. Stimulating games have been painted on the playground and the playing field is of a good size. Although space has been allocated for parking, this site is not separate from the playground. There is no designated play area for children under five.
146. Despite careful supervision and cautious driving past the school by drivers, there are potential hazards for pupils and parents as they meet on the narrow unpaved main road outside the school at the beginning and end of the day.

147. Effective use is made of staff time, expertise and experience and there are appropriate systems in place for performance management. However, the development needs of staff in their role as curricular co-ordinators have not been fully met.
148. The head and governors regularly discuss the use made of resources, including the financial resources available to the school. However, insufficient attention has been paid to identifying and implementing maintenance issues in order to resolve the shortcomings. However, the school offers good value for money.

## Standards achieved in subjects and areas of learning

### Welsh

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

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

#### Good and outstanding features

149. In key stage 1, pupils listen attentively and respond immediately to instructions. They contribute orally with confidence, have clear pronunciation and use whole sentences.
150. The vast majority of pupils read well. They enjoy sharing books and discuss events and characters with enthusiasm.
151. Pupils' writing in key stage 1 is good. In Year 1, they write phrases and short sentences and by Year 2 they write original and interesting stories and letters in which they describe an experience and express opinion. By the end of key stage 1, the vast majority write extendedly and for different purposes.
152. In key stage 2, pupils' reading and oracy skills are good. The vast majority share ideas and express opinion with ease and confidence in whole class discussions and in small groups.
153. The reading skills of key stage 2 pupils are good. They read a variety of books appropriate to their age, ability and interests. The vast majority of pupils read fluently, paying good attention to expression. They confidently discuss the books they have read, referring to authors, characters and style.
154. Pupils in key stage 2 write in a wide range of different forms, including imaginative and creative stories and poetry, letters, dialogues and pieces in which they express opinion and justify their viewpoints. The most able pupils write extendedly and creatively, using a wide-ranging vocabulary and correct punctuation and spelling.

#### Shortcomings

155. A significant number of pupils in key stage 2 do not have a good grasp of Welsh syntax and sentence patterns and their spelling and punctuation is incorrect.

<b>Mathematics</b>
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**Key Stage 1 – Grade 2:** Good features and no important shortcomings.

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

**Good features**

156. In key stage 1, the most able pupils have a good understanding of number bonds and patterns, including odd and even numbers. They use addition, subtraction and multiplication operations with increasing accuracy.
157. They have a good awareness of money and recognise several coins. They add and subtract small amounts of money correctly.
158. Pupils name a number of different two and three dimension shapes and describe their properties. They know the days of the week and describe the order of their day. They tell the time correctly on an analogue clock to the hour and half hour.
159. Pupils collect and record simple data in graph and tabular form confidently.
160. In key stage 2, the most able pupils have a firm grasp of number and number processes. They have a good knowledge of place value and are able to calculate accurately, adding, subtracting, multiplying and dividing with confidence. The pupils have a secure understanding of fractions and decimal numbers.
161. The vast majority of pupils have a good understanding of angles and measure them correctly. They make appropriate use of standard measures to measure length, mass and capacity. They know about symmetry and draw symmetrical lines.
162. The pupils collect, record and present various data correctly in graphic forms. They use simple coordinates, such as map coordinates to indicate location.

**Shortcomings**

163. A significant minority of key stage 2 pupils do not have a sufficiently secure grasp of place value and mental mathematics skills and are therefore unsure in their use and application of mathematics.
164. Key stage 2 pupils do not undertake a sufficiently wide range of extended tasks independently and confidently.

## Information technology

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

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

### Good features

165. Pupils throughout the school make effective use of word processing and art programs to present information, and by the end of key stage 2 they successfully combine information from various programs and websites.
166. All pupils make wide use of the Internet to search for information and the quality of the presentation of the work is good. The oldest pupils send and receive e-mails confidently.
167. Pupils in both key stages use video and digital cameras independently to record events and to produce outstanding art work. With assistance, key stage 1 pupils produce a good quality multimedia presentation.
168. Key stage 1 pupils work confidently when programming the floor turtle to move backwards and forwards, and turn through a 90 degree angle. The oldest pupils in key stage 2 use the LOGO program skilfully for modelling work.
169. Key stage 1 pupils make appropriate use of a simple data handling program to collect, sort and record results in block graph form. In Year 5 and Year 6, the pupils seek, sort and analyse information effectively on a computer program. They record simple data, using a range of various graphs.

### Shortcomings

170. Pupils in Year 3 and Year 4 do not use computers often enough to ensure development in their skills, in particular when data handling.
171. The work on data towards the end of key stage 2 is very basic. Pupils do not use a database to store information over a period in order to analyse it and discover specific patterns.
172. Pupils in key stage 2 do not make sufficient use of a computer spreadsheet to collect information and discover patterns.

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

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

**Good and outstanding features**

173. In both key stages, the pupils use a wide range of different media and techniques to produce a variety of paintings, collages and sculptures.
174. The examples of art work displayed on the school's walls are striking and of an outstanding standard.
175. Pupils throughout the school make effective use of sketchbooks to design, experiment and practise techniques. Pupils' sketching skills improve constantly as they move up through the school.
176. In key stage 1, the pupils observe very closely a collection of objects involving the sea, discuss shape and form intelligently, and produce pictures of a good quality.
177. They understand well how to mix primary colours to create new shades and how to use them for effect. They experiment successfully with colour and tone when painting pictures both from their experience and imagination.
178. Pupils in key stage 1 closely observe lines, shapes and patterns in the work of famous artists. The examples of pictures of birds and insects in the style of Joan Miró, and of buildings in the style of Cefyn Burgess, are of an outstanding quality.
179. Pupils in both key stages make effective use of a digital camera and an art computer program to create pictures and patterns that demonstrate skilfulness, imagination and creativity.
180. In key stage 2, the variety and volume of art work produced shows clear evidence of progress. The pupils have a very good awareness of perspective, line and tone, pattern and texture.
181. They discuss the work of a number of Welsh artists intelligently and produce work of an outstanding standard when emulating their styles.
182. The sculptures produced by the oldest pupils, after studying the work of Henry Moore, are exceptionally good.
183. Pupils in both key stages have worked with residential artists on collage and three dimensional art work. The end product is of a very high standard.

**Shortcomings**

184. There are no significant shortcomings.

## Music

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

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

### Good and outstanding features

185. In both key stages, the pupils know a number of traditional folk songs, *cerdd dant*, hymns and light songs. They sing in tune and can sustain their part when singing a round and descant.
186. Pupils in both key stages have increasing control of breathing, diction, phrasing and dynamics. They sing confidently and with effective musical expression. The quality of the singing is outstanding.
187. Pupils in key stage 1 experiment skillfully with a variety of untuned instruments when composing an accompaniment to a song. They discuss their own and their peers' work and express simple opinions.
188. At key stage 2, the substantial majority of the pupils play recorders ably. They recognise some staff notation notes and read and perform a simple melody correctly.
189. They choose tuned and untuned instruments carefully and use these skilfully to create and arrange different sounds in order to produce a specific mood or atmosphere.
190. The pupils create interesting compositions in response to stimuli and record their work methodically on a graphics score. They co-operate effectively to produce a polished group performance.
191. When listening to music by different composers, the pupils recognise the sound of different instruments and differentiate between musical styles.

### Shortcomings

192. There are no significant shortcomings.

## Physical education

193. During the inspection, games lessons were observed. Evidence was presented of dance, gymnastics and swimming activities through the medium of video, pictures and swimming assessments.

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

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

194. Pupils in both key stages dress appropriately for the lessons. The vast majority listen attentively to instructions and concentrate when working.

195. They demonstrate a good awareness of the beneficial effect of exercise on health and of the need to ensure safety during lessons. They understand the need to warm up before exercising and do so effectively. The pupils throughout the school work hard and achieve standards that correspond to their physical maturity.

196. The video evidence shows that pupils achieve good standards in gymnastics and dance and become confident swimmers. They co-operate effectively when competing as a team.

197. Key stage 1 pupils display good control when moving on the playground and when controlling and catching a bean bag and various balls. They participate in suitable games, and keep to the rules appropriately.

198. In key stage 2, the pupils are disciplined when playing simple hockey, and pay attention to the rules of the game. They show good progress when moving, marking and passing the ball to each other. They concentrate very well when practising skills and evaluate their work intelligently at the end of the lesson.

### Shortcomings

199. There are no significant shortcomings.

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

No written response to the inspection findings was received from the school within the given timescale.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Gynradd Abererch
School type	Naturally bilingual primary school
Age-range of pupils	3 - 11
Address of school	Abererch Pwllheli Gwynedd
Post-code	LL53 6YU
Telephone number	01758 613441

Head	Mrs Awen Tudur Jones
Date of appointment	January 1991
Chair of governors/Appropriate authority	Mrs Margaret Lloyd-Jones
Registered Inspector	Jean Marshall
Dates of inspection	19 – 21 June 2006

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	3.5	6	8	5	6	11	12	3	54.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	2	3.7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil: teacher (fte) ratio in nursery classes	13:1
Pupil: teacher (fte) ratio in special classes	
Average class size, excluding nursery and special classes	17
Teacher (fte) : class ratio	17:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Summer 2005	96	95	95	95
Autumn 2005	95	98	96	96
Spring 2006	94	96	95	95

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 KS1 Assessment Results 2005</b>	Number of pupils in Y2	7
As the number of pupils eligible for end of Key Stage 1 assessment was more than four but less than 10, only general performance indicators 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	71	In Wales	80

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

National Curriculum KS2 Assessment Results 2005						Number of pupils in Y6					
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School							36	55	9
		National	1	0	0	0	1	5	16	46	30
	Test/Task	School							36	55	9
		National									
Welsh	Teacher assessment	School							54	46	
		National	1	0	1	0	1	3	17	49	28
	Test/Task	School							54	46	
		National									
Mathematics	Teacher assessment	School							46	27	27
		National	0	0	0	0	1	3	17	46	31
	Test/Task	School							46	27	27
		National									
Science	Teacher assessment	School							27	46	27
		National	0	0	0	0	0	1	11	50	37
	Test/Task	School							27	46	27
		National									

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language)			
According to Teacher Assessment		according to Test	
In the school	55	In the school	55
In Wales	72	In Wales	

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

## Appendix 4

### **Evidence base of the inspection**

The school was inspected over two and a half days by a team of three inspectors, including the registered inspector, team inspector and lay inspector. During this period:

- a total of 25 sessions were observed, sharing the time fairly equally between the classes;
- discussions were held with the pupils, the head and all staff;
- pupils were questioned about their knowledge and understanding of the work they had done;
- the vast majority of pupils were heard reading in both languages;
- samples of pupils' work were inspected;
- analyses were made of the school's policy documents and plans, including teachers' short and long term plans;
- attendance registers, pupil records and teachers' assessment notes were examined;
- detailed attention was given to the school's financial information;
- formal meetings were held with the governors, both pre and post-inspection;
- a pre-inspection parents' meeting was arranged and attended by 6 parents, and the seven parents' questionnaires returned were analysed.

## Appendix 5

### Composition and responsibilities of the inspection team

Team Member	Responsibilities
Jean Marshall (Registered Inspector)	Context Summary and recommendations Key questions 1, 5, 6, and 7 Welsh, art and music
Dewi Gareth Jones (Team Inspector)	Key questions 2, 3, and 4 Mathematics, information technology and physical education
John Roberts (Lay Inspector)	Contribution to key questions 1, 3, 4 and 7

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### Acknowledgement

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