

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

**Ysgol Gynradd Bethel
Bethel
Caernarfon
Gwynedd
LL55 1AX**

School Number: 6612011

Date of Inspection: 19/09/06

by

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The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

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- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

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Ysgol Gynradd Bethel 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 Bethel took place between 19/09/06 and 21/09/06. An independent team of inspectors, led by David Martin Cray undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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.

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 This naturally bilingual primary school is located in the village of Bethel, some three miles to the east of the ancient town of Caernarfon. It serves the village itself and its rural hinterland. The school is maintained by Gwynedd Local Education Authority. A number of pupils come from professional backgrounds, and although their attainment levels vary when they are first admitted to school, the baseline assessment indicators compare favourably with county data.
- 2 There are currently 143 pupils between 3 and 11 years of age on the school register, including 17 nursery age children who attend on a part-time basis. They are admitted in the September following their third birthday and attend on a full-time basis in the September following their fourth birthday. There has been a slight reduction in pupil numbers in recent years.
- 3 Ten per cent of pupils are entitled to receive free school meals – a figure that is below county (13.8%), and national averages (19.7%). Twenty four pupils (17%) are identified as having additional learning needs. Three of them have statements of their needs.
- 4 Some 82% of pupils come from homes where Welsh is spoken as a first language, a situation that is comparable to the last inspection. The school follows the National Curriculum in Wales Welsh first language programme of study, and during their time at school all pupils come to be fluent in Welsh.
- 5 Pupils are taught by six full-time and one part-time member of staff. The headteacher took up her post in January 2002 and other members of staff, including the deputy headteacher, have been appointed since the last inspection held in September 2000.

The school's priorities and targets

- 6 The school's priorities and targets for 2006 – 2007 include:
 - raising standards by continuing to develop thinking skills and problem solving skills across the curriculum;
 - raising standards in written Welsh;
 - continuing to develop Foundation Stage principles;
 - maintaining the ethos of the school;
 - providing effective strategic leadership and management;
 - responding to whole-school self-evaluation requirements;
 - maintaining and developing the quality of the school building and grounds.

Summary

- 7 The inspection team concurred with the school's judgement in five of the seven key questions. Lower grades were awarded for Key Questions 1 and 6.

Table of grades awarded

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

Standards

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
46%	54%	-	-	-

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

- 10 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 1	Grade 1
Art	Grade 1	Grade 1
Physical education	Grade 1	Grade 1

- 11 Across the school, the pupils, including those with additional learning needs, achieve standards that are good or better in terms of their knowledge, understanding and skills.
- 12 The under-fives make good progress in the development of their communication, mathematical and information technology skills across the six areas of the Desirable Outcomes.
- 13 The pupils in both key stages make progress that is at least good in the use they make of their Welsh communication skills, and in Key Stage 2 of their English communication skills in a range of contexts across the curriculum. A good number of pupils possess outstanding Welsh oral and reading skills. Pupils in Key Stages 1 and 2 achieve good standards as they use their mathematical skills and information technology skills in a range of contexts across the subjects.
- 14 In Key Stage 2, pupils come to be able to use their Welsh and English oracy, reading and writing skills very effectively in a range of curricular contexts, changing from one language to another with ease.
- 15 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in Key Stage 1 over recent years has varied from being in the upper 25% group of schools to the lower 50%, but above the lowest 25%. During the same period, in Key Stage 2, its performance has varied from being in the upper 50% but below the upper 25%, to the lower 50% but outside the lowest 25%.
- 16 Pupils achieve standards that are often outstanding in the development of their personal, social and learning skills. They display very positive attitudes towards their work and their levels of motivation are high across the age range.
- 17 Pupils' behaviour is outstanding across the school and it makes a considerable contribution to the warm and homely atmosphere that exists. They are highly respectful, welcoming and courteous.
- 18 For the three full terms prior to the inspection, average attendance levels at the school were approximately 96%. The vast majority of pupils arrive at school punctually in the morning.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
55%	45%	--	--	--

- 20 The high quality of the teaching is one of the school's main strengths. There is a happy and warm working relationship between teachers and pupils, and

their mutual respect has a positive effect on pupils' attitudes towards their work. Teachers have high expectations with regard to appropriate behaviour and authority is exercised with fairness and clarity.

- 21 A wide range of very interesting activities is provided that encourage and challenge pupils to work. Teachers employ a range of effective teaching strategies that encourage pupils to concentrate and persevere. This is done within an orderly, pleasant, purposeful and welcoming environment.
- 22 The quality of the curricular provision is one of the outstanding features of the school. The curriculum is broad and balanced and the planning is thorough.
- 23 The quality of provision for promoting the pupils' spiritual, moral, social and cultural development is outstanding.
- 24 There is a strong partnership with parents and they respond positively by raising funds and offering practical support where required.
- 25 The many and varied links that exist between the school and the community enhance the pupils' education. The school considers itself to be a core part of the local community, and pupils contribute regularly to local events and activities.
- 26 Outstanding attention is paid to the Welsh dimension within subjects across the curriculum and the experiences offered ensure that pupils are aware of their heritage and of the cultural traditions of their neighbourhood and country.
- 27 There is outstanding provision for developing the pupils' personal and social education. The programme of work is comprehensive and well structured.
- 28 The school has developed good links with the world of work, but there is room to further strengthen this aspect of the pupils' experiences, together with their enterprise skills. This is acknowledged in the school's self-evaluation report.
- 29 The quality of care, support and guidance offered to pupils is outstanding. This is highlighted in the particularly warm and caring ethos to be found at the school, and pupils have complete faith in the teachers and are happy to approach them for support and guidance.
- 30 There are effective arrangements for monitoring pupils' behaviour, progress, attendance and punctuality. The anti-bullying procedures are communicated to very good effect, and from talking to pupils it was seen that they were not able to refer to any instances of bullying. They know that they can approach members of staff should any such incidents occur.
- 31 The provision for pupils with additional learning needs is very good. The current individual education plans are comprehensive and they contain challenging and appropriate targets for pupils.

Leadership and management

- 32 The headteacher's positive and enthusiastic leadership, with the support of her management team, co-ordinates the efforts of staff and governors very effectively, and provides a clear sense of direction to the work of the school. Teamwork features prominently. Continuous improvements are promoted; expectations are high and agreed values and ideas are shared about learning, behaviour and relationships. These features are outstanding.
- 33 The governors are very knowledgeable about the school. They fulfil their responsibilities conscientiously and work very well with the headteacher to set a strategic direction for the school.
- 34 The teachers are well-informed about performance in the areas for which they are responsible, and this information is used effectively to make improvements. The procedures include giving appropriate attention to a good range of direct evidence, which includes lesson observation and scrutinising pupils' work. However, there is room to produce a more structured programme for monitoring and evaluating the various aspects than is currently in place.
- 35 The self-evaluation report presented to the inspectors is of good quality. It is comprehensive and gives a valuable overview of the school's position. It identifies areas and aspects that are strengths, together with those that require further attention. There is reference to a good range of evidence to support the views expressed.
- 36 The school has made good progress since the last inspection and has fulfilled the targets emanating from the key issues raised by the inspectors in 2000.
- 37 Class teachers are supported by conscientious, skilled and well-qualified assistants. They work very effectively with the teachers, and they make an outstanding contribution to the work of the team.
- 38 Overall, the range of resources for supporting the pupils' curriculum is very good and it is appropriate to their needs and age range, including the under-fives. The supply of computers and interactive whiteboards is outstanding, and everybody receive regular opportunities to use them.
- 39 The pupils benefit from the contribution of visitors who share their experiences and from regular educational visits outside school to enhance their learning. These are outstanding features of the provision.
- 40 The colourful displays on classroom walls and along the corridors are outstanding, and they make a considerable contribution to creating a stimulating atmosphere and to celebrating pupils' work.
- 41 The school's expenditure decisions are effectively linked to the priorities and targets in the school development plan. The budget is carefully monitored and the school provides value for money.

Recommendations

In order to improve the areas inspected at the school, the staff and governors need to:

- R1: continue with the efforts to maintain and raise standards;
- R2: draw up a structured programme for monitoring and evaluating the different aspects of provision;
- R3: develop pupils' experiences of the world of work, together with their enterprise skills, as noted within the school's self-evaluation report.

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.

42 The findings of the inspection team differ from those of the school in its self-evaluation report. Although there are outstanding features to the pupils' work in some subjects, the standards, having consideration to benchmarking data and added value, reflect in general a lower grade than the Grade 1 awarded by the school.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
46%	54%	-	-	-

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

45 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 1	Grade 1
Art	Grade 1	Grade 1
Physical education	Grade 1	Grade 1

- 46 Across the school, the pupils, including those with additional learning needs, achieve standards that are good or better in terms of their knowledge, understanding and skills.
- 47 The under-fives make good progress in the development of their communication, mathematical and information technology skills across the six areas of the Desirable Outcomes.
- 48 The pupils in both key stages make progress that is at least good in the use they make of their Welsh communication skills, and in Key Stage 2 of their English communication skills in a range of contexts across the curriculum. A good number of pupils possess outstanding Welsh oral and reading skills. Pupils in Key Stages 1 and 2 achieve good standards as they use their mathematical skills and information technology skills in a range of contexts across the subjects.
- 49 In Key Stage 2, pupils come to be able to use their Welsh and English oracy, reading and writing skills very effectively in a range of curricular contexts, changing from one language to another with ease.
- 50 In Key Stage 1 in 2006, according to teachers' assessments, 78.6% of pupils attained level 2 or above in the core subjects of Welsh, mathematics and science. In 2005 the figure was 89.7% (Wales 80.9%; Gwynedd 83%) and in 2004 it was 95% (Wales 80%; Gwynedd 82%). The school's results for 2006 were lower than county and national averages (2005) in all subjects.
- 51 In Key Stage 2 in 2006, according to teachers' assessments, 83.3% of pupils at the school attained level 4 or above in the core subjects of Welsh, English, mathematics and science. In 2005 it was 80% (Wales 74.3%; Gwynedd 76.3%) and in 2004 the figure was 73.9% (Wales 72%; Gwynedd 74%). The results for 2006 were higher than county and national averages (2005) in all subjects.
- 52 Over time, there are no obvious patterns of difference in the performance of boys and girls in either key stage.

- 53 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in Key Stage 1 over recent years has varied from being in the upper 25% group of schools to the lower 50%, but above the lowest 25%. During the same period, in Key Stage 2, its performance has varied from being in the upper 50% but below the upper 25%, to the lower 50% but outside the lowest 25%.
- 54 The pupils respond well when learning new information or skills. They are happy to venture and to ask for support and guidance when the need arises. They learn to be aware of the strengths of their work and can explain what they need to do to improve it. They make good progress towards achieving their potential.
- 55 Pupils achieve standards that are often outstanding in the development of their personal, social and learning skills. They display very positive attitudes towards their work and their levels of motivation are high across the age range.
- 56 They come at an early age to exhibit a degree of maturity and responsibility in the way in which they independently select and participate in their activities.
- 57 Pupils' behaviour is outstanding across the school and it makes a considerable contribution to the warm and homely atmosphere that exists. They are highly respectful, welcoming and courteous.
- 58 For the three full terms prior to the inspection, average attendance levels at the school were approximately 96%. The vast majority of pupils arrive at school punctually in the morning.
- 59 Pupils have a good understanding of equal opportunity issues. They show respect for the diversity of beliefs and other cultural traditions.
- 60 They take pride in their community and play an active part in a very wide range of activities.
- 61 There is room to strengthen their awareness of the world of work.

The quality of education and training

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

Grade 1: Good with outstanding features

- 62 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 63 In the lessons observed, the quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
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55%	45%	--	--	--
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- 64 The high quality of the teaching is one of the school's main strengths. There is a happy and warm working relationship between teachers and pupils, and their mutual respect has a positive effect on pupils' attitudes towards their work. Teachers have high expectations with regard to appropriate behaviour and authority is exercised with fairness and clarity.
- 65 A wide range of very interesting activities is provided that encourage and challenge pupils to work. Teachers employ a range of effective teaching strategies that encourage pupils to concentrate and persevere. This is done within an orderly, pleasant, purposeful and welcoming environment.
- 66 Teachers possess good subject knowledge and the practice of using teachers' expertise by exchanging classes works successfully.
- 67 The outstanding elements seen in lessons across classes include:
- energetic, lively and exciting teaching;
 - activities that encourage pupils to think, solve problems and develop their own ideas;
 - clear instructions and skilful and open ended questioning that challenge pupils to think, to retain their focus and to reflect on what they have learned;
 - outstanding use of presentations and dramatic activities of all kinds in order to extend and reinforce pupils' understanding; and
 - an extensive range of artefacts that successfully stimulate pupils' interest and curiosity.
- 68 The good features to the teaching include:
- sharing learning objectives with pupils at the beginning, during and at the end of all lessons;
 - effective use of the interactive whiteboard to sustain the learning, to stimulate interest and to explain concepts;
 - lessons where pupils receive opportunities to be actively and practically involved; and
 - a good balance between class, group, paired and individual work.
- 69 Equal provision and experiences are offered to all pupils. The commitment and sensitivity of teachers and assistants towards promoting the individual's needs, including those pupils with additional learning needs, secure success. The school's strategies for encouraging pupils to develop and use their bilingual skills are effective.
- 70 The quality of the procedures for assessment and recording is very good. There is a comprehensive policy that provides clear guidance. Pupils' achievements and progress are regularly, fairly and accurately assessed. Teachers have a sound awareness of their pupils' abilities and detailed records are kept. Examples of pupils' work are kept in the core and foundation

subjects, and they are used as an effective tool to moderate teachers' assessments. A range of tests is administered in order to assess pupils' achievements and to identify those who need additional support. Appropriate analyses are undertaken in order to guide the teaching.

- 71 Pupils' work is regularly marked. Every effort is made to ensure that pupils play an active part in the process. They understand the function of assessment, and as a result of discussions between pupils and teachers, individual targets are set. According to its plans, the school acknowledges that there is room to continue to develop the practice of encouraging pupils to evaluate their work in order to promote self-assessment skills.
- 72 The annual reports to parents are comprehensive and they fulfil requirements. They receive information about their children's targets on a termly basis. They receive formal invitations to discuss their children's education and progress on two occasions during the year. They appreciate the school's 'open door' policy.

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

Grade 1: Good with outstanding features

- 73 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 74 The quality of curricular provision is one of the school's outstanding features. The curriculum is broad and balanced and thoroughly planned. The provision is socially inclusive and is sufficiently flexible to secure equal access and opportunities for all, including those pupils with additional learning needs.
- 75 Comprehensive policies and schemes of work are produced for all curriculum subjects and the religious education syllabus. They conform to requirements and provide a curriculum that develops pupils' knowledge and understanding in a way that is structured clearly so as to secure continuity and progression across the school. The curriculum is presented through a thematic cycle and the cross-curricular element is an outstanding feature of the provision.
- 76 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. The planning is thorough and it leads naturally to the National Curriculum programmes of study.
- 77 The quality of provision for promoting the pupils' spiritual, moral, social and cultural development is outstanding. Services of collective worship are provided that conform to requirements and contribute fully to pupils' spiritual development. They have been carefully planned and the provision is enhanced by visits from local clerics. Pupils receive regular opportunities to contribute and there is evidence that the quality of the presentations is

- outstanding. The school nurtures sound values and it works hard to nurture respect and courtesy amongst pupils.
- 78 Pupils receive a wide range of learning opportunities outside school hours in order to extend and enhance the curriculum. They include regular visits to places of educational interest and competing in eisteddfod and sports activities. Pupils receive opportunities to attend a range of after school clubs. An outstanding feature of the school's provision is the practice of inviting artists, authors and members of the local community to share their experiences and talents by working side by side with pupils.
- 79 Pupils' awareness, understanding and appreciation of their own culture and of other cultures are effectively nurtured and developed through various curricular areas.
- 80 There is a strong partnership with parents and they respond positively by raising money and providing practical support where required. The school handbook is comprehensive and particularly well presented.
- 81 The pastoral transition arrangements to local secondary schools are highly effective.
- 82 The many and varied links that exist between the school and the community enhance the pupils' education. The school considers itself to be a core part of the local community, and pupils contribute regularly to local events and activities.
- 83 Outstanding attention is given to the Welsh dimension across the curriculum and the experiences provided ensure that pupils are aware of their heritage and of the cultural traditions of their neighbourhood and country. The provision for encouraging and developing the pupils' bilingual proficiency is very sound.
- 84 There is outstanding provision for developing the pupils' personal and social education. The programme of work is comprehensive and well-structured. Learning experiences are introduced that deal with issues such as good health, safety, global citizenship and sustainable development in pupils' personal and social education and within curriculum subjects. Pupils have a sound awareness of issues relating to recycling and of their responsibility for safeguarding the environment, and the school operates sustainably on a day-to-day basis. Pupils receive broad and regular experiences to study other cultures and the school has close links with Amohelang School in Lesotho. The school is active in developing pupils' understanding of the importance of healthy eating and keeping fit, and it has already completed the third stage in the Healthy Schools Promotion scheme.
- 85 The pupils' learning experiences across the curriculum enable them to gain a range of valuable skills in order to develop positive attitudes and independence, setting the foundations for lifelong learning.

- 86 The school has developed good links with the world of work, but there is room to further strengthen this aspect of the pupils' experiences, together with their enterprise skills. This is acknowledged in the school's self-evaluation report.

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

Grade 1: Good with outstanding features

- 87 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 88 The quality of care, support and guidance offered to pupils is outstanding. This is highlighted in the particularly warm and caring ethos to be found at the school, and pupils have complete faith in the teachers and are happy to approach them for support and guidance. During pupils' discussions with members of the inspection team, there is evidence that they feel very happy and safe at school. Parents are also particularly pleased with the care and guidance the school provides for their children.
- 89 There are well-established induction programmes for the nursery children and latecomers.
- 90 There are clear arrangements to safeguard the pupils' health and safety during their time at school. School staff are careful of pupils' personal safety and wellbeing during lessons and break times. Comprehensive risk assessments are conducted for a wide range of activities. Outstanding guidance is provided within the school's personal and social education programme and pupils are given regular opportunities to discuss an extensive range of relevant issues. The school's work is effectively supported by specialist agencies.
- 91 The practice of electing and administering the school council has been established for several years. It operates according to School Council Regulations (Wales) 2006 and the Council plays a key role in promoting pupils' personal and social development.
- 92 There are effective arrangements for monitoring pupils' behaviour, progress, attendance and punctuality. The anti-bullying procedures are communicated to very good effect, and from talking to pupils it was seen that they were not able to refer to any instances of bullying. They know that they can approach members of staff should any such incidents occur.
- 93 The school's child protection policy is reviewed annually. There are clear procedures that are known to all, including the ancillary staff.
- 94 The provision for pupils with additional learning needs is very good. The current individual education plans are comprehensive and they contain challenging and appropriate targets for pupils. The school provides solid support that enables pupils to make particularly good progress in accord with

their ability and to take full advantage of the life and work of the school as a whole.

- 95 The Racial Equality policy is comprehensive and receives due attention by the governing body. The school successfully nurtures positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on the grounds of race, background and gender. Equal opportunities are provided across curricular and extra-curricular activities.
- 96 Reasonable steps are taken to ensure that pupils with disabilities are not treated less favourably. The school has produced an accessibility scheme in accordance with the requirements of the 2001 Disability and Special Educational Needs Act.

Leadership and management

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

Grade 1: Good with outstanding features

- 97 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 98 The headteacher's positive and enthusiastic leadership, with the support of her management team, co-ordinates the efforts of staff and governors very effectively, and provides a clear sense of direction to the work of the school. Teamwork features prominently. Continuous improvements are promoted; expectations are high and agreed values and ideas are shared about learning, behaviour and relationships. These features are outstanding.
- 99 Equal opportunities for all are promoted and detailed consideration is given to the views of everyone involved with the school when making decisions. Staff meet regularly after school hours to discuss curricular and management issues.
- 100 There is a wide range of clear and appropriate management and curricular policies in place. All members of the school community, including the governors, share ownership of them and they are reviewed and modified when further or new guidance is received.
- 101 Good consideration is given to national and county priorities. The preparations for the Foundation Stage receive good attention and the school has gained the Basic Skills Agency Quality Mark and has been recognised as a 'Healthy School'. It has also benefited from links resulting from staff membership of several local and national working groups and committees.
- 102 Appropriate performance management arrangements have been established and the objectives set promote the continuous professional development of staff whilst also addressing the school's own priorities.

- 103 The governors are highly knowledgeable about the school. They fulfil their duties conscientiously and work very well with the headteacher to set the strategic direction of the school.

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

Grade 2: Good features and no important shortcomings

- 104 The findings of the inspection team differ from the Grade 1 awarded by the school in its self-evaluation report as it does not agree that there are outstanding features to this key question.
- 105 Self-evaluation procedures have been in place at the school for a number of years. The teachers are well-informed about performance in the areas for which they are responsible, and this information is used effectively to make improvements. The procedures include giving appropriate attention to a good range of direct evidence, which includes lesson observation and scrutinising pupils' work. However, there is room to produce a more structured programme for monitoring and evaluating the various aspects than is currently in place.
- 106 The voice of pupils in the development of the school is considered through the School Council. Although there is no formal system for gathering parents' views on the educational provision, other than through their representation on the governing body, the school operates openly. Parents are encouraged to call at the school to discuss face to face any concerns they may have about procedures or the provision.
- 107 The School Development Plan is a useful document for guiding developments and setting the strategic direction of the school. There are good links between the priorities outlined in the Plan and the contents of the self-evaluation report. Developments are planned carefully and the implementation of the Plan is discussed regularly in staff and governing body meetings.
- 108 The self-evaluation report presented to the inspectors is of good quality. It is comprehensive and gives a valuable overview of the school's situation. It identifies areas and aspects that are strengths, together with those that require further attention. There is reference to a good range of evidence to support the views expressed.
- 109 The inspection team concurred with the school's judgement in five of the seven key questions. In Key Questions 1 and 6, the grades awarded by the team were lower than those awarded by the school itself.
- 110 The school has made good progress since the last inspection and has fulfilled the targets emanating from the key issues raised by the inspectors in 2000.

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

Grade 1: Good with outstanding features

- 111 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 112 The teaching staff are suitably qualified to fulfil the responsibilities outlined within their job descriptions. Very good use is made of their expertise by exchanging classes for teaching subjects such as mathematics, language, music and physical education.
- 113 Class teachers are supported by conscientious, skilled and well-qualified assistants. They work very effectively with the teachers, and make an outstanding contribution to the work of the team.
- 114 There are appropriate arrangements in place for fulfilling teachers' workload requirements and they work effectively.
- 115 Overall, the range of resources for supporting the pupils' curriculum is very good and it is appropriate to their needs and age range, including the under-fives. They are of good quality, conveniently accessible and their ownership is shared by everyone at the school. The supply of computers and interactive whiteboards is outstanding, and all everyone receive regular opportunities to use them.
- 116 The pupils benefit from the contribution of visitors who share their experiences and from regular educational visits outside school to enhance their learning. These are outstanding features of the provision.
- 117 The school has a good number of classrooms which are used effectively. A number of recent improvements have been made to the building, including a recently commissioned extension. Overall, the internal and external condition of the building is good. Standards of cleanliness are good and the building provides suitable disabled access.
- 118 The colourful displays on classroom walls and along the corridors are outstanding, and they make a considerable contribution to creating a stimulating atmosphere and to celebrating pupils' work.
- 119 Teachers attend a good range of training sessions and their expertise is used to contribute towards the training of others. They work together to very good effect through regular information sharing at staff meetings.
- 120 The school's expenditure decisions are effectively linked to the priorities and targets in the school development plan. The budget is carefully monitored and the school provides 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 2: Good features and no important shortcomings

Outstanding features

- 121 The pupils' oracy skills in both key stages are outstanding. They participate confidently in a wide variety of dramatic activities, including impromptu work. The pupils have a rich vocabulary and a firm grasp of the syntax and idioms of the language.
- 122 Overall, pupils make outstanding progress in their reading skills. In Key Stage 1, they use their phonic knowledge for self-correction purposes in order to build unfamiliar words. They discuss the content and characters of their books with understanding and interest. Their awareness of the characteristics of books is sound. In Key Stage 2, the pupils' fluency and their interest in reading continue to develop as they familiarise themselves with a greater variety of fiction and non-fiction texts. They use a range of texts in order to retrieve and collate information. They read aloud with meaning and expression, and succeed in engaging the interest of their listeners.

Good features

- 123 In Key Stage 1, the pupils learn effectively about the fundamentals of writing including punctuation conventions. They write appropriate pieces for personal and factual purposes, including producing a questionnaire and writing about the things they like most about the summer season. The pupils succeed in varying the beginning of their sentences to some extent and they record pieces that show continuity and order.
- 124 In Key Stage 2, the pupils write in various styles including pamphlets, limericks, newspaper articles, monologues and dialogues. They realise that language form is dependent on its purpose. They display the ability to skilfully use persuasion and record their opinions. Pupils succeed in including a range of similes and striking descriptions in their poetic work when discussing the text 'Ffrwydrad' (Explosion). They compose extended pieces that sustain the reader's interest and are easy to read.

Shortcomings

- 125 The minor errors found in pupils' written work prevents them from achieving outstanding standards.

Science

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

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

Good features

- 126 The younger pupils in Key Stage 1 respond well to teachers' questioning as they conduct investigations into light and darkness. Through practical experiences in the classroom 'cave', they come to understand that light varies in its brightness and they are able to identify a good range of sources of light. The older pupils in this key stage make good progress in their work on sound. They are aware of the different types of sounds heard around the school and in musical instruments. Their scientific vocabulary is developing well.
- 127 It was seen from pupils' previous work that they have a sound grasp of concepts related to the full programme of study for the key stage. They record the findings of their investigations using a good variety of methods.
- 128 In Key Stage 2, the pupils build well on what they have learned in the previous key stage. With assistance, the younger pupils in the key stage come to be able to plan well-organised investigations into shadows and materials. The older pupils have a very sound understanding of facts relating to vibration and sound. They are able to offer good explanations of what they have done in their investigations.
- 129 From their previous work across the programme of study, it was seen that the pupils make detailed observations and measurements, and they communicate their findings effectively, using text, diagrams, graphs and tables.

Shortcomings

- 130 There are no important shortcomings.

Design and technology

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

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

Good features

- 131 In Key Stage 1, it was seen that pupils have successfully undertaken assignments where they design and make a variety of products including, for example, sandwiches, greeting cards and a cage for animals. They conduct effective investigations into their tasks before developing their own ideas by making freehand drawings. They learn how to assemble, join and combine a wide range of materials and components. They use simple mechanisms to create their cards with moving parts and their finished products are of a consistently good standard.
- 132 In Key Stage 2, pupils conduct thorough investigations before developing their own ideas and this enables them to make informed decisions about their work, as in the case of the task of producing a pizza box, and what happens currently on torches and lamps. It was seen from pupils' previous work that their design work and the development of their ideas are good as they respond to various tasks such as, for example, designing and making a model of a quarry incline and a drawbridge. The finished articles are again in this key stage of high quality, particularly so the slippers produced by the older pupils.

- 133 Across the key stages, pupils effectively evaluate their finished products and make some modifications in order to improve them.

Shortcomings

- 134 There are no important shortcomings.

History

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

- 135 In both key stages, the pupils are able to appreciate and communicate events during various periods through role-play, impromptu work and visual presentations to an outstanding standard.

Good features

- 136 In Key Stage 1, the pupils know that lighting methods and equipment have changed over time. They understand the difference between old and new, and they succeed in arranging objects according to their period. The pupils' understanding and use of terms relating to the passage of time is developing well.
- 137 They are able to recall the history of people such as Laura Ashley and can refer to the importance of the work of William Morgan. They know about the life of common people during the time of Mari Jones.
- 138 Pupils' awareness of events and characters in the history of Wales is sound. In Key Stage 2, they study some of the Welsh princes and they have a thorough knowledge of local places of historical interest such as Dolbadarn castle and Caernarfon and the slate quarries.
- 139 Pupils show a clear understanding of chronology and they make correct use of conventions that describe the passage time. They are able to recall relevant facts about the life of the Celts. The older pupils know about the defeat of the Celts at the hands of the Romans and about the story of Queen Boadicea.
- 140 They understand that certain aspects of the past have been interpreted in different ways and they refer to primary and secondary sources of evidence. Pupils are able to use and combine information from a range of sources.

Shortcomings

- 141 There are no important shortcomings.

Art

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

- 142 Pupils across both key stages display an outstanding level of skill, imagination and understanding as they work practically in various media and on a wide range of materials.
- 143 The standard of the pupils' work based on African art is outstanding.

Good features

- 144 In Key Stage 1, the pupils practise and experiment confidently with colour, line and tone. They understand how to create light and dark effects.
- 145 Their work on the history of Laura Ashley has led to an effective study of her style and designs.
- 146 By working on emulations of the work of Morgen Hall and Cefyn Burgess they gain an understanding of shape and form.
- 147 In Key Stage 2, pupils make good use of their imagination as they create two-dimensional shapes, including their impressive cup and saucer designs.
- 148 They discuss and evaluate the landscapes of a range of artists with complete confidence. They use appropriate language and terms when expressing their feelings and views. They have a very good awareness of perspective and their work on producing landscapes is highly skilled.
- 149 They conduct detailed observations of the work of artists as diverse as Kyffin Williams, Van Gogh and Claude Monet.
- 150 Pupils' skills are used to mix colours effectively in several types of work, including painting landscapes, fruit, flowers and leaves.

Shortcomings

- 151 There are no important shortcomings.

Physical education

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

- 152 In both key stages, evidence was seen that pupils receive full access to the physical education curriculum programme of study.

Outstanding features

- 153 In their dance work, pupils in both key stages exhibit outstanding standards. In a short time Key Stage 1 pupils can create a dance based on some of the characters of the Legend of Branwen. They are aware of the impact that working at various levels has on the quality of their performance and of the importance of using the entire body. Key Stage 2 pupils work particularly creatively when developing ideas to add to a Hakka dance, or when creating a new dance. They work in an orderly manner and evaluate their own work and that of others effectively.

Good features

- 154 In Key Stage 1, evidence was seen that pupils work energetically and they exhibit good control of their bodies. They make effective use of space and they move confidently, combining movements and shapes well. They work creatively and in an orderly manner, making modifications and improvements as required.
- 155 As in Key Stage 1, Key Stage 2 pupils are knowledgeable about the importance of exercise and of its impact on the body. The majority exhibit good technique in their gymnastics work. They are happy to venture; their awareness of the basic shapes is developing well and they are able to create a sequence of movements effectively.
- 156 They exhibit increasing skill in their ball-handling abilities. They learn how to move with a rugby ball, and to throw and catch it from distance. They work effectively in pairs to develop their skills.

Shortcomings

- 157 There are no important shortcomings.

School's response to the inspection

The members of the governing body and all members of staff at Ysgol Bethel take pride in the positive report received following our inspection. It was encouraging to receive a report that matches to a large degree the findings of the school's Self Evaluation and that provides guidance on future development. It will be a considerable challenge for the school to maintain and raise further the existing good standards.

The school is proud of the high commendation given for the outstanding quality of teaching, the curricular provision and the wide ranging experiences offered to pupils. The report acknowledges the skills and expertise of teachers and confirms the high standards of professionalism to be found throughout the school.

Staff and governors are particularly pleased that the ethos and atmosphere at the school are recognised as being 'particularly warm and caring.' This confirms that we achieve our aim of creating a happy and safe school that encourages pupils to achieve their full potential. It was also pleasing to receive confirmation that the development of the pupils' personal, social and learning skills is outstanding, and that outstanding standards of behaviour have a positive impact upon their motivation.

The success of Ysgol Bethel is the product of the tireless commitment and hard work of the teaching and support staff, the continuous support of governors, parents and the wider community and the commendable motivation and efforts of pupils. All members of the school community contribute fully to its life and work and we are pleased that due recognition is given to this.

An action plan will be produced to respond to the report's recommendations and the aspects requiring attention will be included in the School Development Plan.

Appendix 1

Basic information about the school

Name of school	Bethel
School type	Naturally bilingual
Age-range of pupils	3 – 11 years
Address of school	Bethel Caernarfon Gwynedd
Post-code	LL55 1AX
Telephone number	(01248) 670663
Headteacher	Mrs N Guillemain
Date of appointment	January 2002
Chair of governors/ Appropriate authority	Manon Dauncy Griffiths
Reporting inspector	D M Cray
Dates of inspection	19-21 September 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	8.5	14	13	23	14	29	19	14	134.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	66	1	6.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Average class size, excluding nursery and special classes	21
Teacher (fte): class ratio	1.13:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006	96%	95%	96%
Spring 2006	90%	92.4%	95%
Autumn 2005	99%	96%	97%

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

National Curriculum Assessment KS 1 Results 2006			Number of pupils in Y2:		14			
Percentage of pupils at each level								
			D	W	1	2	3	2+
Welsh	Teacher Assessment	School			14	21	64	85
		National		2	8	64	26	90
Welsh: Oracy	Teacher Assessment	School			14	21	64	85
		National		1	10	64	25	89
Welsh: Reading	Teacher Assessment	School			21	43	36	79
		National		2	15	60	22	82
Welsh: Writing	Teacher Assessment	School			21	71	7	78
		National		2	18	66	13	79
Mathematics	Teacher Assessment	School			14	57	29	86
		National		2	10	63	24	87
Science	Teacher Assessment	School			21	50	29	79
		National		2	9	65	24	89

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	78.6%	In Wales	80.9%

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6		18							
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	4+
English	Teacher assessment	School							6	67	22	89
		National			1		1	4	15	47	32	79
Welsh	Teacher assessment	School							6	67	22	89
		National	1				1	4	17	50	26	76
Mathematics	Teacher assessment	School							11	56	28	84
		National			1		1	3	15	47	32	79
Science	Teacher assessment	School							6	67	22	89
		National			1			2	11	51	35	86

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	83.3%	In Wales	74.3%

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

Appendix 4

Evidence base of the inspection

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

These inspectors visited:

- Thirty eight lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- fifty-three responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post inspection meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Science; design and technology; physical education
Mrs SA Taylor	Team	Key questions 2; 3; 4.	Welsh; history; art
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

School's Nominee: Mrs N Guillemin

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

Acknowledgement

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