

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

**Ysgol Gynradd Chwilog
Chwilog
Pwllheli
Gwynedd
LL53 6PS**

School Number: 6612036

Date of Inspection: 15/01/07

by

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Ysgol Gynradd Chwilog 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 Chwilog took place between 15/01/07 and 17/01/07. An independent team of inspectors, led by David Martin Cray undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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 nursery schools, 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 The school is located in the centre of the village of Chwilog in Gwynedd and it serves the village itself and its rural hinterland. According to the school, the area is neither particularly prosperous nor does it suffer social deprivation. In general, the pupils come from backgrounds that are a mix of working and professional classes, and their attainment levels vary considerably when they are first admitted to school. The school is maintained by Gwynedd Local Education Authority.
- 2 There are currently 43 pupils between 3 and 11 years of age on the school register, including two nursery age children, and they are admitted on a part-time basis in the September following their third birthday and on a full-time basis the following September. On the whole, pupil numbers have remained relatively constant over recent years.
- 3 Seven per cent of pupils are entitled to receive free school meals – a figure that is lower than county (13.8%), and national (19.7%) averages. Seven pupils, (16%) have additional learning needs. No pupils have statements of their needs.
- 4 The area's linguistic background is solidly Welsh speaking. Some 80% of pupils come from homes where Welsh is spoken as a first language, and during their time at the school the other pupils also become fluent. The school follows the National Curriculum in Wales Welsh first language programme of study. English is formally introduced in Key Stage 2.
- 5 The pupils are taught by two full-time and one part-time members of staff. The headteacher took up his post in September 1986. The school was last inspected in January 2001.

The school's priorities and targets

- 6 The school's priorities and targets for 2006 – 2007 include issues relating to:
 - Self-evaluation;
 - Information technology;
 - Physical education.

Summary

- 7 In accordance with the Education Act 2005, I am of the opinion, and Her Majesty's Chief Inspector agrees, that this school is in need of significant improvement.
- 8 The grades awarded by the inspection team are lower than those of the school itself in each of the key questions.

Table of grades awarded

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

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

Standards

- 10 Standards achieved in the lessons observed during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	73%	27%	---	---

- 11 The standards achieved by pupils in the lessons inspected are higher than the Welsh Assembly Government target for 2007 which is that 98% of lessons should be at least satisfactory (Grade 3) and higher than the target that 65% should be good or very good (Grade 1 and 2).
- 12 The standards achieved by the under-fives are as follows:

	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 3	Grade 3
Creative development	Grade 3	Grade 3

13 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.

14 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
Mathematics	Grade 2	Grade 2
Information technology	Grade 4	Grade 3
History	Grade 2	Grade 2
Music	Grade 3	Grade 3
Religious education	Grade 3	Grade 3

15 The under-fives make good progress in the development of their communication and mathematical skills across the six areas of the Desirable Outcomes. Their information and communications technology skills are less well-developed.

16 The pupils in both key stages make good use of their communication and mathematical skills in a range of contexts across the curriculum. The use they make of their information and communications technology skills for various curricular purposes is too limited and uneven.

17 The pupils' bilingual skills are very good. By the end of Key Stage 2, they come to be able to use their oral, reading and writing skills in Welsh and English in a number of curricular contexts. They are able to move fairly confidently from one language to another. Welsh learners come to master the language in a short period of time.

18 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in both key stages has varied from being in the upper 25% group of schools to the lowest 25%. Rolling data over a three year period shows that its performance is below the median. It should be noted that pupil numbers in the years in question have been small, and at times very small. Pupils' additional learning needs also impact upon the data.

19 The personal, social and learning skills of pupils of all ages are developing well. They make good progress in their ability to solve problems and to work independently, but there is room to extend the development of their creative skills.

20 Pupil behaviour is good across the school and it makes a considerable contribution to the warm and homely atmosphere to be found at the school.

21 Levels of pupils' attendance compare well with similar schools in Wales and it is within the 25% of schools with the lowest absence levels.

Quality of education and training

- 22 In the lessons observed over the period of the inspection, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	58%	42%	--	--

- 23 The above percentages are lower than the 79% of lessons adjudged to be good or better (Grades 1 and 2) for Wales as a whole in the year 2005. (Annual Report of Her Majesty's Chief Inspector).
- 24 The quality of reporting on pupils' achievements and progress is good, but there are shortcomings in the school's assessment and recording arrangements. The methods currently used have not been sufficiently well structured and formalised across the school.
- 25 The school provides equal access to a curriculum that conforms to legal requirements. However, the schemes of work do not provide sufficiently clear guidelines for teachers. They are inconsistent in terms of their quality and format and this affects the breadth and balance of provision and the effectiveness of issues such as continuity and progression of learning across the school.
- 26 The pupils' spiritual, moral, social and cultural development is well promoted.
- 27 Sound emphasis is placed on the Welsh dimension within the curriculum and Welsh is given due prominence within the life and work of the school.
- 28 The provision for pupils' personal and social education is generally good.
- 29 There are some examples of the way in which the school operates in a sustainable manner, but there is room to strengthen this aspect of provision. Although the school is not involved in any specific scheme, it supports healthy lifestyles and promotes healthy eating practices.
- 30 The opportunities to organise stalls in school fairs offers some experiences for promoting enterprise skills, but to date, neither this aspect, nor the development of the school's links with the world of work, have been extended sufficiently.
- 31 Staff at the school recognise the differing needs of every pupil and they are willing to listen and offer advice. There is evidence from pupils that they have faith in the teachers and that they are able to approach them for support and guidance.
- 32 The school has a range of policies and arrangements that contribute to pupils' welfare, health and safety. Comprehensive risk assessments are undertaken for a wide range of issues related to the site and school activities. However, the attention given to the security of the building is not always adequate.

- 33 There is a high level of pupil supervision as they leave the school at the end of the day. The headteacher has written to parents to remind them of their responsibilities when moving and turning in the narrow lane leading to the school. The inspectors found that everyone concerned operated responsibly, but because of limitations, it is necessary to be vigilant at all times and to ensure in particular that no one reverses their cars in the vicinity of the school.
- 34 The individual education plans for pupils with additional learning needs contain a sensible range of relevant targets. However, the outcomes do not give sufficient guidance as to the next steps. Although the additional needs register reflects current numbers, not everyone who needs one has a plan and the system for their revision is inconsistent.

Leadership and management

- 35 Whilst the day to day life of the school proceeds smoothly, insufficient emphasis is placed on ensuring a clear sense of direction for its work and on promoting and sustaining improvements in standards and quality. There is a need to better co-ordinate the efforts of all concerned, including allocating clear responsibilities for the entire curriculum to the teaching staff.
- 36 The governors meet regularly and they work together effectively. However, they do not play a sufficiently active part in setting the school's strategic direction and in its self-evaluation procedures. This is acknowledged within the documentation submitted to the inspectors.
- 37 The prospectus distributed to parents does not contain the information necessary for admitting and providing for pupils with disabilities.
- 38 The school has begun to address the need to establish formal self-evaluation procedures. However, it does not yet operate in a sufficiently self-critical climate and there is at present no evidence that the arrangements have led directly to raising standards and improving quality in any specific areas.
- 39 The school development plan targets a number of priorities for the current year, together with an outline of others to be realised in the long term. However, the effectiveness of the Plan as a management tool to assist the school in moving forward is hampered by the fact that it does not adequately reflect those outcomes from the self-evaluation processes that have been identified as requiring further attention.
- 40 Whilst the school has made good progress in implementing some of the key issues identified in the 2001 report, the work of raising standards, together with the need to develop self-evaluation arrangements, continue to be important priorities.
- 41 Staffing levels at the school are good and teachers possess the necessary qualifications for fulfilling their duties. The part-time learning assistant makes a good contribution towards the development of the under-fives.

- 42 There is a reasonable supply of resources at the school, but the under-fives and Key Stage 1 pupils in particular do not have sufficient access to computers.
- 43 Overall, the building is in a sound state of repair. However, some internal areas are looking tired, and they require a coat of paint and treatment for the dampness.
- 44 The budget is managed effectively, but the school does not currently provide adequate value for money.

Recommendations

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

- R1 Raise standards in information and communications technology as a key skill across the school, and address the shortcomings identified in the subject and learning areas section of the report;
- R2 Ensure a clearer direction to the work of leading the school and strengthen the self-evaluation procedures in order to promote improvements;
- R3 Improve the quality of teaching and assessment arrangements;
- R4 Ensure cross-school consistency with regard to curriculum planning;
- R5 Ensure that Individual Education Plans:
- are appropriate for all pupils who require them;
 - are reviewed according to requirements;
 - provide adequate guidance as to the next learning steps;
- R6 Improve the security arrangements of the building.

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

45 The findings of the inspection team differ from the school's judgement in its self-evaluation report. Although there are a number of good features to the work undertaken by pupils, the standards, having considered current and previous work, together with the benchmarking and the added value data available, overall, reflect a grade that is lower than the Grade 2 awarded by the school.

46 Standards achieved in the lessons observed during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	73%	27%	---	---

47 The standards achieved by pupils in the lessons inspected are higher than the Welsh Assembly Government target for 2007 which is that 98% of lessons should be at least satisfactory (Grade 3) and higher than the target that 65% should be good or very good (Grade 1 and 2).

48 The standards achieved by the under-fives are as follows.

	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 3	Grade 3
Creative development	Grade 3	Grade 3

49 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.

50 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
Mathematics	Grade 2	Grade 2
Information technology	Grade 4	Grade 3
History	Grade 2	Grade 2
Music	Grade 3	Grade 3
Religious education	Grade 3	Grade 3

- 51 Across the school, the pupils, including those with additional learning needs, succeed in their work, regardless of their ability or social or linguistic background.
- 52 The under-fives make good progress in the development of their communication and mathematical skills across the six areas of the Desirable Outcomes. Their information and communications technology skills are less well-developed.
- 53 The pupils in both key stages make good use of their communication and mathematical skills in a range of contexts across the curriculum. The use they make of their information and communications technology skills for various curricular purposes is too limited and uneven.
- 54 The pupils' bilingual skills are very good. By the end of Key Stage 2, they come to be able to use their oral, reading and writing skills in Welsh and English in a number of curricular contexts. They are able to move fairly confidently from one language to another. Welsh learners come to master the language in a short period of time.
- 55 The results of assessments conducted by teachers of pupils at the end of Key Stage 1 in 2006 were not published in order to safeguard the anonymity of the small number of pupils in question. At the end of the key stage in 2005, 85.7% of pupils attained level 2 or above in the core subjects of Welsh, mathematics and science (Wales 80.9%; Gwynedd 83%). In 2004, the numbers were again too small to be published.
- 56 At the end of Key Stage 2 in 2006, according to teacher assessments, 60% of pupils at the school attained level 4 or above in the core subjects of Welsh, English, mathematics and science. These results were lower than county and national averages (2005) in all subjects. In 2005 66.7% of pupils attained level 4 or above (Wales 74.3%; Gwynedd 76.3%). In 2004, the numbers assessed were too small to be published.
- 57 Over time, there are no obvious patterns of difference in the performance of boys and girls in either key stage. It should be noted that pupil numbers in the years in question have been small, and at times very small. Pupils' additional learning needs also impact upon the data.
- 58 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in both key stages has varied from being in the upper 25% group of schools to the lowest 25%. Rolling data over a three year period shows that its performance is below the median.
- 59 It was seen in their lessons that pupils make progress in their learning. They learn new knowledge or skills effectively.
- 60 The personal, social and learning skills of pupils of all ages are developing well. They show good levels of motivation, they enjoy their lessons and use

their time effectively. They make good progress in their ability to solve problems and to work independently, but there is room to extend the development of their creative skills.

- 61 Pupil behaviour is good across the school and it makes a considerable contribution to the warm and homely atmosphere to be found at the school. They behave responsibly, they respect other pupils and adults around them and display a very good measure of self-discipline.
- 62 In the three full terms prior to the inspection, pupils' average levels of attendance were approximately 96%. This compares favourably with similar schools in Wales and is within the 25% of schools with the lowest absence levels. Pupils arrive punctually at school.
- 63 Pupils show respect for the diversity of beliefs and other cultural traditions. They have a good awareness of equal opportunity issues and of fairness.
- 64 The pupils are keenly aware of the history and cultural traditions of their locality. Their understanding is effectively developed through community links.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

- 65 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school has awarded Grade 2 for this key question. A lower grade was awarded by the inspectors because of the shortcomings in the teaching and the need to strengthen the school's assessment procedures.
- 66 In the lessons observed over the period of the inspection, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	58%	42%	--	--

- 67 The above percentages are lower than the 79% of lessons adjudged to be good or better (Grades 1 and 2) for Wales as a whole in the year 2005. (Annual Report of Her Majesty's Chief Inspector).
- 68 The teachers know the pupils well and they value and respect them as individuals. The working relationship between them is happy and warm and the teachers succeed in supporting and controlling them with clarity and fairness, intervening according to the needs of individuals. All of this has a positive impact on pupils' attitudes towards work.

- 69 Equal opportunities are promoted within the school. The teachers use an appropriate range of teaching strategies that fulfil learners' individual needs, including those with additional learning needs.
- 70 The good features to the teaching include:
- lively presentations that engage the interest of pupils and build on their understanding;
 - clear instructions and explanations;
 - offering pupils regular opportunities to develop problem solving skills;
 - purposeful revision that helps to reinforce what has been learned;
 - suitably differentiated tasks; and
 - open ended questioning.
- 71 The shortcomings include:
- an insufficient level of challenge;
 - insufficient clarity in the objectives and structure of the lesson;
 - similar tasks that are repeated excessively;
 - lengthy presentations and not enough pace to lessons; and
 - not enough opportunities to use computers, equipment and artefacts to stimulate interest and reinforce the learning.
- 72 Pupils receive appropriate opportunities to develop and use their bilingual skills in subjects across the curriculum. They are encouraged to use various sources in one language in order to present information in the other language. The teachers and the assistant use good quality language and they consistently set a good example to pupils.
- 73 The quality of reporting on pupils' achievements and progress is good but there are shortcomings in the school's assessment and recording arrangements. A limited range of standard and commercial tests are administered, and these and annotated examples of pupils' work are kept in designated files.
- 74 The school tracks the progress of each pupil from the baseline assessment to Year 6. However, there is a need to further develop the school's procedures in order to promote the thoroughness of assessment and recording and to use them as a tool to guide planning and improve learning. The methods currently in use have not been sufficiently structured and formalised across the school.
- 75 The pupils understand the function of assessment, and the practice of encouraging pupils to evaluate their work in order to promote their self-assessment skills is developing well. Specific targets are set on a termly basis for every pupil across the school.
- 76 Pupils' work is marked regularly and in the best practice, the teachers do so in conjunction with the pupil. The comments provided offer encouragement and clear guidance, both orally and in written form.
- 77 The work of creating subject portfolios in order to facilitate the task of moderating pupils' work across the school has not yet been established.

- 78 The quality of the written reports to parents on their children's progress is good. They conform to requirements and display a sound recognition of individual pupils. The parents respond positively to the annual system of holding two consultative evenings and they appreciate the opportunities to discuss their children's progress and achievements.

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

- 79 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school has awarded Grade 2 for this key question. In determining the grade, the school did not give sufficient recognition to the shortcomings in its provision.
- 80 The school provides equal access to a curriculum that conforms to legal requirements. It is inclusive and provides equal opportunities for all pupils.
- 81 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
- 82 Overall, the schemes of work do not provide sufficiently clear guidelines for teachers. Thematic cycles are used as a means of curriculum organisation and there are some examples of good planning, such as for the current themes. The schemes are inconsistent in terms of their quality and format and this affects the breadth and balance of provision and the effectiveness of issues such as continuity and progression of learning across the school.
- 83 Whilst the provision for developing the majority of the pupils' basic and key skills is generally sound, the opportunities afforded to pupils to practise their creative skills and their information and communications technology skills across the curriculum are limited.
- 84 The pupils' spiritual, moral, social and cultural development is well promoted. The period of collective worship fulfils requirements and they create a devotional atmosphere and opportunities to promote the pupils' moral development. The provision is enhanced through the regular visits of the community minister.
- 85 The provision for encouraging pupils' social and development is good. Use is made of the local environment and beyond to promote the pupils' curricular experiences, such as their visit to the Glanerch herb garden.
- 86 The annual visit to Glan Llyn Centre and the Rhyd Ddu Outdoor Centre make an important contribution to the personal and social development of the older pupils at the school. They are given opportunities to contribute to Welsh culture through activities such as competing in the Eisteddfod at Chwillog.

- 87 As is seen from the positive responses to the questionnaires distributed prior to the inspection, the school has developed a good relationship with parents, who are supportive of social and fund-raising events. There has been a good response to the home-school agreement, and parents are supportive of it.
- 88 Links with the community are good and the school is happy to support local institutions and events. There are good links with neighbouring primary schools and with the local secondary school.
- 89 Sound emphasis is placed on the Welsh dimension within the curriculum. The pupils' awareness, understanding and appreciation of their heritage are promoted effectively through a number of curricular areas, including music and history. Welsh is given due prominence within the life and work of the school and there is very effective provision for promoting bilingual skills.
- 90 The school promotes tolerance towards people of all backgrounds, beliefs and cultures. The Comenius links have enhanced the provision by promoting pupils' awareness of the cultures of other countries, and the way in which teachers promote an understanding of issues relating to global citizenship is developing well. Pupils are encouraged to discuss current affairs on a regular basis in order to develop their awareness of local issues and relating them to global concerns. They are encouraged to raise money for a wide range of national and international charities, including their recent campaign to contribute towards 'Operation Christmas Child'.
- 91 The provision for pupils' personal and social education is good. Learning experiences are promoted that cover a range of relevant issues in subjects across the curriculum and during Circle Time periods. These experiences effectively promote the pupils' ability to discuss moral issues, personal feelings and environmental issues with ease. There are some examples of the way in which the school operates in a sustainable manner, including recycling old Christmas cards. However, there is room to strengthen this aspect of the provision. Although the school is not involved in any specific scheme, it supports healthy lifestyles and promotes healthy eating practices.
- 92 Problem solving and decision-making skills are promoted effectively and they lay solid foundations for developing pupils' enterprise skills. The opportunities to organise stalls in school fairs offer some experiences for promoting enterprise skills, but to date, neither this aspect, nor the development of the school's links with the world of work, have been extended sufficiently.

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

Grade 3: Good features outweigh shortcomings

- 93 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school has awarded Grade 2 for this key question. When coming to a view, the school did not give sufficient recognition to the shortcomings in its provision.

- 94 Overall, the school plans and manages its care arrangements effectively. Staff at the school recognise the differing needs of every pupil and they are willing to listen and offer advice. There is evidence from pupils that they have faith in the teachers and that they are able to approach them for support and guidance.
- 95 The school has an 'open door' policy and a good working partnership with parents and carers. There is effective communication between the parents and the school, and reference was made to this in the questionnaires and at the pre-inspection meeting.
- 96 The school provides a homely and happy atmosphere in which the pupils feel safe and secure. The nursery children and the latecomers settle in quickly. There are opportunities for the non Welsh-speaking children to attend the Language Unit at Llangybi.
- 97 The procedures for monitoring pupils' attendance and punctuality are good. The monitoring of pupils' progress is less well developed. The school places great emphasis on good behaviour and gives the issue a great deal of attention in order to ensure that there are no instances of oppressive behaviour. Parents and carers receive written, termly reports on this, a practice that contributes to the success of the procedures used.
- 98 The school has a range of policies and arrangements that contribute to pupils' welfare, health and safety. Comprehensive risk assessments are undertaken for a wide range of issues related to the site and school activities. However, the attention given to the security of the building is not always adequate.
- 99 There is a high level of pupil supervision as they leave the school at the end of the day. The headteacher has written to parents to remind them of their responsibilities when moving and turning in the narrow lane leading to the school. The inspectors found that everyone concerned operated responsibly, but because of limitations, it is necessary to be vigilant at all times and to ensure in particular that no one reverses their cars in the vicinity of the school.
- 100 The school ensures that all pupils receive access to a programme of personal and social education. A fire drill is administered each term and appropriate records are kept. The procedures for caring for pupils who feel unwell or who have had an accident are effective, and one member of staff possesses current first aid qualifications.
- 101 The School Council is in its infancy. However, it has already discussed initiatives such as tidying the school and healthy eating, and it takes pride in the opportunity to bring its influence to bear on the day-to-day life of the school.
- 102 The procedures relating to the Child Protection policy are known to all and are clearly stated in school documentation. The school follows national guidelines and the necessary training has taken place.

- 103 The teachers ensure that they provide for the needs of each individual and pupils with additional learning needs receive full access to the curriculum and to all school activities. However, the way in which the provision is administered contains some shortcomings.
- 104 The individual education plans for pupils with additional learning needs contain a sensible range of relevant targets. However, the outcomes do not give sufficient guidance as to the next steps. Although the additional needs register reflects current numbers, not everyone who needs one has a plan and the system for their revision is inconsistent.
- 105 The school's policies and practices nurture positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on grounds of race, background and gender. The assessment arrangements and the monitoring of the racial equality policy are clearly stated. The school teaches the pupils about the importance of tolerance and the need to recognise and respect diversity. The school acts purposefully to ensure equal opportunities for all pupils and this view was supported during our discussions with pupils.
- 106 The school has taken reasonable steps to ensure that disabled pupils are not treated less favourably. The school has produced an accessibility plan based on the 2001 Special Needs and Disability Act

Leadership and management

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

Grade 4: Some good features, but shortcomings in important areas

- 107 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school has awarded Grade 2 for this key question. The inspectors awarded a lower grade primarily due to shortcomings in the school's strategic management.
- 108 Whilst the day-to-day life of the school proceeds smoothly, insufficient emphasis is placed on ensuring a clear sense of direction for its work and on promoting and sustaining improvements in standards and quality. There is a need to better co-ordinate the efforts of all concerned, including allocating clear responsibilities for the entire curriculum to the teaching staff.
- 109 Appropriate attention is given to national and local priorities. The school has gained the Basic Skills Agency Quality Mark for the second time and has remodelled its workforce in accordance with Welsh Assembly Government requirements. The local Rural Education initiative is supported, and the school has developed well-established and successful European links. Appropriate performance arrangements have been put in place.
- 110 The governing body meets regularly. A number of new governors were appointed fairly recently, and all members of the Body work together effectively. They represent a good range of backgrounds and occupations.

However, they do not play a sufficiently active part in setting the school's strategic direction and in its self-evaluation procedures. This is acknowledged within the documentation submitted to the inspectors.

- 111 The school operates within the recommendations on teaching hours, but the prospectus distributed to parents does not contain the information necessary for admitting and providing for pupils with disabilities.

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

Grade 4: Some good features, but shortcomings in important areas

- 112 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school has awarded Grade 2 for this key question. The lack of progress in raising standards since the last inspection, together with the shortcomings in the school's self-evaluation arrangements, led to the inspectors awarding a Grade 4 for this Key Question.
- 113 The school has begun to address the need to establish formal self-evaluation procedures and the recently completed whole-school evaluation is a good foundation on which to build. However, it is necessary to make use of a broader range of sources of evidence if the school is to succeed in obtaining an accurate picture of its work in order to identify what it needs to do to improve further. It does not yet operate in a sufficiently self-critical climate and there is at present no evidence that the arrangements have led directly to raising standards and improving quality in any specific areas.
- 114 The voice of pupils in the development of the school is considered through the recently established School Council, but there are no formal arrangements for gathering the views of parents, other than through their representation on the governing body.
- 115 The self-evaluation report presented to the inspectors prior to the inspection gives an useful overview of the school's position. It notes what are considered to be strengths, but fails to identify with sufficient clarity what needs to be improved.
- 116 The school development plan targets a number of priorities for the current year, together with an outline of others to be realised in the long term. It contains clear action measures and criteria for success, responsibilities, together with the timelines and likely costs are also identified. However, the effectiveness of the Plan as a management tool to assist the school in moving forward is hampered by the fact that it does not adequately reflect those outcomes from the self-evaluation processes that have been identified as requiring further attention.

- 117 The findings of the inspection team are different to those awarded by the school to the extent that the inspectors have awarded grades that are lower than those of the school in each of the key questions.
- 118 Whilst the school has made good progress in implementing some of the key issues identified in the 2001 report, the work of raising standards, together with the need to develop the self-evaluation arrangements, continue to be important priorities.

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

Grade 3: Good features outweigh shortcomings

- 119 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school has awarded Grade 2 for this key question. The shortcomings in the school's resources contribute to the Grade 3 awarded by the inspectors.
- 120 Staffing levels at the school are good and teachers possess the necessary qualifications for fulfilling their duties. The part-time learning assistant makes a good contribution towards the development of the under-fives.
- 121 Overall, the arrangements for reducing the teachers' workload and remodelling the workforce are working effectively, but there is room to better co-ordinate the efforts of all personnel and to ensure a whole-school approach towards the completion of tasks. The teachers update their curricular knowledge and expertise by following county training programmes.
- 122 The school has a reasonable supply of resources, and through its whole-school audit, it is aware of those areas that require improvement. There is a good supply of interactive whiteboards, but the under-fives and Key Stage 1 pupils in particular do not have sufficient access to computers.
- 123 Overall, the building is in a sound state of repair. A fine new extension was recently built for the under-fives and for Key Stage 1, but some internal areas are looking tired, and they require a coat of paint and treatment for the dampness. There is also a need to make an early decision about the future of the portacabin located in the yard. This is no longer in use and is showing signs of deterioration.
- 124 The building has been adapted to provide access for people with disabilities.
- 125 The budget is managed effectively, but the school does not currently provide adequate value for money.

Standards achieved in subjects and areas of learning

Under fives

Grade 2: Good features and no important shortcomings

- 126 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.

Language, Literacy and Communication

Nursery - Grade 2: Good features and no important shortcomings

Reception - Grade 2: Good features and no important shortcomings

Good features

- 127 The nursery children enjoy listening to various stories and are happy to talk about them. They are aware that pictures and words convey the meaning of the story. They are able to sing a range of rhymes and lullabies from memory and they pronounce the words clearly. They are able to make marks and draw a picture with increasing competence.
- 128 The reception children listen attentively to the teacher's presentations and to each other's contributions. They respond confidently and are able to express their opinions clearly. They are happy to discuss their experiences and to ask questions, using good quality language and a broad vocabulary. The children are able to recall the main events and order of stories such as 'Y Tri Mochyn Bach' (The Three Little Pigs). They can identify and refer to the simple features of a book such as the title, cover and page. The children's basic writing and reading skills are good.

Shortcomings

- 129 There are no important shortcomings.

Personal and Social Development

Nursery - Grade 2: Good features and no important shortcomings

Reception - Grade 2: Good features and no important shortcomings

Good features

- 130 The nursery children settle in quickly at school and they form a good relationship with adults and children in the class. They display an increasing ability to play happily together when engaged in various activities. They understand how to behave appropriately when eating and drinking.
- 131 The reception children show an interest in what they are doing and are happy to wait their turn when conversing or playing a game. They are confident and are able to concentrate well, and they exhibit considerable self-discipline as

they work on specific tasks. The children behave well and relate effectively to the nursery children and Key Stage 1 pupils. They also succeed in forming a good relationship with adults in the school.

Shortcomings

132 There are no important shortcomings.

Mathematical Development

Nursery - Grade 2: Good features and no important shortcomings

Reception - Grade 2: Good features and no important shortcomings

Good features

133 The nursery children enjoy singing number rhymes and playing with number games and jigsaws. They can sort, match and count familiar objects. They recognise and are able to count numbers from one to five.

134 The reception children are able to sort, match, count and arrange numbers. They make good progress in their number work and they recognise numbers up to a minimum of 20. Their understanding of 'one more' and 'one less' is developing well. They are able to count forwards and backwards from a specific number and exhibit increasing confidence when handling numbers. The children recognise a range of two-dimensional shapes and are able to refer to some of their characteristics. They understand several concepts related to the measures, such as largest/smallest, tallest/shortest, longest/shortest, heavy/light. They can name common items of coinage and use them in their role work in the 'Ffrindiau Bach' (Little Friends) shop.

Shortcomings

135 There are no important shortcomings.

Knowledge and Understanding of the World

Nursery - Grade 2: Good features and no important shortcomings

Reception - Grade 2: Good features and no important shortcomings

Good features

136 The nursery children are able to talk about the weather and they know how to dress according to weather conditions. They can identify the homes and favourite foods of a wide range of animals. They can refer to where they live and give good descriptions of the main features of their houses.

137 The reception children are interested in their environment and are able to speak knowledgeably about where they live, with reference to some of the characteristics of the surrounding area. They use terms related to the passage of time when discussing kitchen equipment from different periods. The children exhibit the ability to place events in chronological order as they arrange a series of pictures recording a house-building project. The children can refer to the characteristics of a range of different materials. They know that certain substances such as jelly melt when heated. The children are able to link a wide range of animals to their appropriate habitats. They have

appropriate mouse control when undertaking some tasks on the computer. They understand the roles performed by some workers in the community, including the fireman and dentist.

Shortcomings

138 The children's ability to make decisions and choices has not been developed sufficiently.

Physical Development

Nursery - Grade 3: Good features outweigh shortcomings

Reception - Grade 3: Good features outweigh shortcomings

Good features

139 The nursery children use a range of materials and equipment to practise their fine motor skills such as dough design equipment, jigsaws, building bricks and crayons. They display enjoyment when taking part in traditional playground games.

140 The reception children can handle small items of equipment such as beads, necklaces and pencils with great dexterity. They have good control of scissors in their cutting out activities. They make appropriate use of the space around them as they develop their moving skills in the school hall. The children's awareness of positional-related vocabulary is good. They can run, walk and skip and are able to change from one movement to another with ease. They respond immediately to the teacher's instructions.

Shortcomings

141 Their day-to-day use of the outdoor environment is limited.

142 The children's controlling, pushing, pulling, steering, climbing and balancing skills have not developed sufficiently.

Creative Development

Nursery - Grade 3: Good features outweigh shortcomings

Reception - Grade 3: Good features outweigh shortcomings

Good features

143 The nursery children enjoy singing simple lullabies and rhymes. They can sing tunefully and their phrasing is clear.

144 The reception children are able to describe how to generate sound by using percussion equipment such as scraping, beating and shaking. They can recognise and differentiate between a range of sounds related to the home. They are able to dance effectively as they respond to a piece of music. The children possess a growing repertoire of songs and they display enthusiasm and enjoyment when performing them.

Shortcomings

- 145 The children's ability to make choices of colour and medium has not been sufficiently developed.
- 146 The children's role-play and imaginary play experiences are under-developed.

Mathematics

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

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

Good features

- 147 In Key Stage 1, through practical and problem solving activities, the pupils' work shows that they have a good mathematical understanding in everyday situations. They use a wide range of mathematical terms in their work.
- 148 They respond well to questioning and make good use of number facts and calculation strategies with which they are familiar, and are able to apply them correctly to mental calculations and written work. They come in time to work correctly with numbers over 100.
- 149 Their money work is developing appropriately.
- 150 They recognise a range of two-dimensional shapes and can name some of their characteristics. They can correctly read analogue clocks to the hour and half hour.
- 151 In Key Stage 2, the pupils' grasp of the four number rules and their understanding of the relationship between them are developing well. They can handle large numbers confidently and correctly. They can estimate and round-up to a good standard and have a sound understanding of negative numbers.
- 152 They work confidently with decimal, fractional and percentage forms, and are aware that they can be of equivalent value.
- 153 They exhibit a sound understanding of shape and the measures and exhibit good skills when applying this understanding in practical situations such as laying a patio in a garden.
- 154 Across the key stage, the pupils are generally able to handle data well. They successfully produce a range of different graphs.

Shortcomings

- 155 The work of Key Stage 1 pupils does not exhibit evidence of gradual progress in collecting, representing and interpreting data.

Information technology

Key Stage 1 - Grade 4: Some good features, but shortcomings in important areas

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

- 156 In Key Stage 1, the pupils make occasional use of computers to convey information in pictorial and textual forms.
- 157 They use multi-media programmes to reinforce their class work.
- 158 In Key Stage 2, the pupils use their word processing skills to produce written work, such as poetry, letters and class stories to a good standard.
- 159 They make occasional use of the Internet to discover information to assist them in their work.
- 160 From their previous work, it was seen that pupils had completed some graph and data handling work based on their favourite books and the weather.
- 161 Some older pupils can use 'Powerpoint' effectively to prepare an information pack on the history of Caernarfon Quay.
- 162 They have begun to familiarise themselves with the use of Logo to create geometrical shapes and patterns.

Shortcomings

- 163 The range of work produced by Key Stage 1 pupils is particularly limited, and their basic skills show a lack of progress.
- 164 The skills of Key Stage 2 pupils across the full range of information technology strands have not been sufficiently developed.

History

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

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

Good features

- 165 In Key Stage 1, the pupils' chronological awareness has developed soundly. They are familiar with placing events and objects in correct sequence. They use phrases related to the passage of time with ease and in their correct context.
- 166 They are able to compare the features of old and new toys effectively, recognising less obvious changes such as the present day use of plastic. They can describe how everyday life such as cooking and clothes washing has changed over time, and how the role of the tractor has replaced the horse in agriculture.
- 167 They have a good awareness of historical events, both locally and in Wales as a whole.

- 168 In Key Stage 2, the pupils have a good awareness of the chronology of historical periods and they make accurate use of timelines.
- 169 The previous work completed by the younger pupils in this key stage on the Celts is very thorough and they have become very knowledgeable about the characteristics of Celtic society.
- 170 They use a wide range of interesting evidence, including photographs, records, log books and what eye witnesses had to say, to assist them in interpreting the past. As a result, they are able to speak authoritatively about events such as the voyage and shipwreck of the ship 'Cyprian' from the port of Liverpool to the rocks of the Llŷn peninsula and about the history of the railway in their locality.

Shortcomings

- 171 There are no important shortcomings.

Music

Key Stage 1 - Grade 3: Good features outweigh shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

- 172 In Key Stage 1, the pupils are able to recall a wide range of traditional and contemporary songs. They can sing in tune, their phrasing is clear and they pay attention to the quality of the sound they produce. They display enjoyment when singing and performing in front of an audience.
- 173 The pupils' awareness of rhythm is developing well. They are able to emulate simple rhythmic patterns correctly and with growing confidence.
- 174 The pupils are able to identify a range of percussion instruments. They understand the technique of playing many of them, and are able to use them to create specific effects.
- 175 The pupils' previous work shows that they are able to identify sounds around their homes, experiment with sources of sound and play a part in the 'Kitchen Band'.
- 176 In Key Stage 2, the pupils' performing and singing skills are developing well. They sing confidently and expressively.
- 177 Pupils are able to offer good ideas as they experiment with different instruments to create effects for their work on the theme of 'Shipwrecks'. They use their voices and instruments effectively to create an appropriate atmosphere. They are able to record and follow a graphic score when performing their compositions. The pupils are happy to convey and discuss their ideas on how to improve their performances.

- 178 They recognise a large number of orchestral instruments and know to which family they belong.

Shortcomings

- 179 Pupils' use of the musical elements as they evaluate their work is limited.
- 180 The composition skills of pupils in both key stages are under-developed.
- 181 The pupils' awareness of music from other periods and cultures has not been developed sufficiently.

Religious education

Key Stage 1 - Grade 3: Good features outweigh shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

- 182 In Key Stage 1, the pupils recognise some of the main stories and characters contained in and associated with the Bible.
- 183 They can talk about what makes them feel happy or sad and they know about different virtues that make a good friend.
- 184 Pupils have a developing understanding of the main events and celebrations of the Christian calendar.
- 185 In Key Stage 2, the pupils offer mature opinions on moral issues and personal values as seen in their work on the theme of 'Right to Life' and when discussing different levels of sadness and happiness.
- 186 They know of Jesus' work as a 'good doctor' and can refer to a range of stories that trace his history of healing patients.
- 187 They have a good awareness of the work of charities such as Christian Aid and UNICEF and their role in helping others.
- 188 The pupils have a good awareness of the main characteristics of places of Christian worship and can discuss them, using the appropriate vocabulary. They are able to make general references to the places of worship of other faiths.

Shortcomings

- 189 In both key stages, the pupils' knowledge and understanding of other world religions are superficial.
- 190 The pupils' awareness of certain key figures in the history of the Christian faith has not been sufficiently developed.
- 191 There is little evidence of their work in responding to, describing and recording observations.

School's response to the inspection

The school acknowledges that the inspection findings confirm that we have been able to maintain generally good standards across a range of educational and social experiences at the school. The issues that require specific attention are mainly in the area of management, in order to strengthen the provision and to ensure that standards are sustained and improved in the areas highlighted in the report.

We were glad that the inspectors found that the standards achieved by pupils across the school in the lessons observed during the inspection are higher than the National target. Reference was made to the fact that the provision for the under-fives is good. The report confirms that pupils make good use of their communication and mathematical skills in a range of contexts across the curriculum. It was pleasing to note that the pupils' bilingual skills are praised. In the body of the report there is recognition of the commitment of all staff at the school in their effort to create a friendly and supportive atmosphere at the school. It is said that the provision for promoting the pupils' social and cultural development is good. It was also pleasing to receive recognition that the pupils' spiritual and moral development is effectively promoted and that the pupils' behaviour is good across at the school.

An action plan will be prepared to address the recommendations in the report. We will prioritise the key issues so that it is possible for us to respond to recommendations in the short term and to provide a programme over a longer timescale for other issues. Raising standards in information technology will be a main priority during the short term; this will include responding to the lack of computer equipment that would improve the situation considerably. We will also address the recommendations relating to procedures such as planning and assessment. Strengthening the self-evaluation procedures is an issue in which we will provide a longer term programme in order to co-ordinate the efforts of all concerned and to allocate responsibilities more effectively. Staff and governors have already responded to the recommendations in relation to health and safety.

We will review the current action plan in order to incorporate the action measures in response to the recommendations in the report.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Chwilog
School type	Community
Age-range of pupils	3-11 years
Address of school	Chwilog Pwllheli Gwynedd
Post-code	LL53 6PS
Telephone number	(01766) 810627
Headteacher	Mr Edward Elias
Date of appointment	September 1986
Chair of governors/ Appropriate authority	Mr Arwel Roberts
Reporting inspector	Mr D M Cray
Dates of inspection	15-17 January 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	1	9	8	3	4	6	3	8	42

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.5:1
Average class size, excluding nursery and special classes	15
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	91.6%	96%	96.9%
Summer 2006	88%	87.8%	94.3%
Spring 2006	94.7%	97.6%	97.4%

Percentage of pupils entitled to free school meals	7%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS1 Results 2006	Number of pupils in Y2	4
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.		

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2006	Number of pupils in Y6	5	
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included			
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	60%	In Wales	74.3%

Appendix 4

Evidence base of the inspection

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

These inspectors visited:

- twenty six 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;
- fifteen 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.	Mathematics; information technology; history
Mrs SA Taylor	Team	Key questions 2; 3 and 4.	Under-fives; music; religious education
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	
Mr A J Bate	Peer Assessor	Contributions to key questions	Contributions to subjects

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.