

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Ysgol Gynradd Felinwnda
Llanwnda
Caernarfon
LL54 5UG**

School Number: 6612047

Date of Inspection: 02/05/06

by

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67644**

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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.

Estyn also:

- * 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 Felinwnda 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 Felinwnda took place between 02/05/06 and 04/05/06. An independent team of inspectors, led by William Edward Williams 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. Ysgol Felinwnda is a community primary school located in a rural area not far from the town of Caernarfon. It has historically been a small school but during the last few years, there has been a gradual increase in pupil numbers. The majority of the pupils come from the nearby area but a substantial number come from areas outside the natural catchment area of the school.
2. There are 28 full-time pupils on the school register together with six part-time nursery children. Children are admitted into school on a full-time basis in the September following their fourth birthday.
3. Welsh is the main language spoken at home by about 82% of the pupils but the school believes that nearly every pupil can speak Welsh to first language standard.
4. In the school's judgement, the area it serves is comparatively prosperous. No pupils are entitled to free school meals.
5. The attainment of the large majority of pupils is generally good when they start school. About 17% of the pupils have additional learning needs, which is slightly lower than the county and national percentages. Two pupils have a statement of special educational needs.
6. The school was last inspected in the Summer term of 2000. There has been no significant change in the school since that period. The head was appointed in September 1994.

The school's priorities and targets

7. The school's priorities and targets for 2006-2007 include:
 - developing the skills and ability of pupils in design and technology;
 - improving standards of spelling in Welsh and English in both key stages;
 - ensuring that the accessibility plan designed recently is implemented;
 - providing activities that promote pupils' skills in business and enterprise.

Summary

8. The school's judgement in its self-evaluation report matches that of the inspection team in two of the seven Key Questions.

Table of grades awarded

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

Standards

9. Standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	80%	20%	0%	0%

10. Standards of achievement in the areas of learning and subjects inspected are as follows:

Areas of learning	Key Stage 1	Key Stage 2
Welsh first language	Grade 1	Grade 1
Science	Grade 2	Grade 3
Design and technology	Grade 2	Grade 3
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

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

12. All pupils, including those with additional learning needs, experience success in their work and make good progress.
13. In the key skills, standards in pupils' communication skills across all ages are outstanding whilst their mathematical skills and their ability to use information and communication technology are good. They use these skills effectively in a number of different curricular contexts.
14. Pupils make good progress in their bilingual competence. By Y4, they speak, read and write confidently in Welsh and English.
15. The number of pupils assessed at the end of both key stages during the last three years has been lower than five each year and therefore, national comparisons are not valid. In general, the school's performance is better than the national performance.
16. Pupils make good progress in their learning. They respond enthusiastically to new challenges and can recall previous learning very effectively.
17. Pupils make outstanding progress in their personal and social skills. They are interested in their work and work productively in lessons, concentrating hard on their tasks for extended periods. Their behaviour is outstanding and they are considerate of each other's feelings.
18. The school's percentage attendance for the three terms before the inspection was 93%, which matches the national percentage. Pupils attend school regularly and arrive punctually in the morning.
19. Pupils make appropriate progress in their ability to work independently and to take responsibility for their own work. With guidance from teachers, they can organise their own work, solve problems and make decisions.
20. Their awareness of equal opportunity issues is good.
21. The close collaboration between the school and village, together with the numerous educational visits, contributes substantially towards extending pupils' understanding of their community.

Quality of education and training

22. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	69%	25%	0%	0%

23. Teachers have a sound knowledge and understanding of the subjects they teach and they make effective use of a variety of strategies and class organisation to create a purposeful work ethos. There is a clear structure to lessons, effective use is made of resources especially the interactive whiteboard, the progress of pupils is monitored carefully and pupils are given good support.
24. There are some outstanding features to the teaching at Key Stage 1. The teacher has high expectations, there is a clear direction for learning and interesting and stimulating tasks are provided for pupils.
25. There are some shortcomings in the teaching at Key Stage 2. In some lessons, tasks do not stretch pupils of higher ability sufficiently and pupils are not active enough in their learning.
26. The quality of assessing and recording the progress of pupils and reporting to parents is good.
27. The school responds well to the learning needs and interests of pupils and provides full access for all pupils to a broad and balanced curriculum.
28. The opportunities provided for pupils to learn outside of school hours and to take part in a number of activities and visits, enhances their educational experiences substantially.
29. The way learning experiences promote the spiritual, moral, social and cultural development of pupils is an outstanding feature. School values are realised in its everyday life and pupils have a feeling of ownership and responsibility towards their school.
30. The school's partnership with parents, the community and other schools is an outstanding feature. The industrious Parents' Association raises substantial sums for improving the provision of resources and parents and other friends enhance the provision by visiting the school to share experience and expertise with pupils.
31. There are also effective links with primary schools in the catchment area and with the local secondary school.
32. Work-related education and the development of enterprise skills are good but education for sustainable development is not given adequate attention and the school does not operate in a sustainable way.
33. The quality of the care and support provided for pupils is an outstanding feature. The school is a happy and caring community and there is a particularly close relationship between the pupils and their teachers and other adults.

34. There are outstanding features in the support and personal guidance provided for pupils. Good attention is given to Personal and Social Education in the schools programme of work and in its life and work.
35. Careful attention is given to health and safety issues and the school works hard to ensure the welfare of every pupil.
36. The provision for pupils with additional learning needs is good. The school has thorough knowledge of the needs of individual pupils and provides well for them. Outstanding support is provided for pupils who need support due to their behaviour.
37. The quality of provision for securing equal opportunities for pupils is an outstanding feature. The school's procedures and day to day arrangements give careful consideration to the individual needs of pupils. Equality of the sexes is promoted in every aspect of the school's life and work and it has adopted a deliberate policy that is implemented well to promote racial equality.

Leadership and management

38. The head co-ordinates the work of teachers, support staff, governing body and parents effectively giving the school development a clear, strategic direction.
39. Staff and governors have an active role in school development and the head takes their views into consideration when making any important decisions. This leads to fostering agreed aims and values, and effective team work. This is an outstanding feature.
40. Governors have a thorough understanding of their responsibilities and they fulfil their work conscientiously. They have a good knowledge about the quality of the educational provision and about the main needs of the school.
41. The detailed self-evaluation systems provide appropriate information for the school on the quality of the educational provision and pupils' standards of achievement. An active part in this process is played by all members of staff and the governing body.
42. There is a good link between the outcomes of the evaluations and the priorities identified in the School Development Plan. The Plan is a useful tool for guiding developments and giving a clear direction to school work.
43. The supply of staff is good and the teachers' qualifications appropriate for teaching every aspect of the curriculum. The class assistant also contributes well to the learning experiences of pupils.
44. In general, pupils of all ages have access to appropriate learning resources that correspond to the requirements of their learning experiences. They are in good condition and conveniently at hand for pupils to use.

45. Teachers make good use of the space available in the classrooms for teaching and they plan well to overcome some difficulties that arise from the building.
46. The head and governors plan expenditure carefully, in line with school priorities. Financial management of the school is good and the school provides good value for money.

Recommendations

- R1 Raise standards in science and design and technology at Key Stage 2 by addressing the shortcomings identified.
- R2 Eliminate the shortcomings identified in teaching at Key Stage 2 and disseminate the good teaching practices shown at Key Stage 1.
- R3 *Implement the school's intention to give sustainable development a more prominent place in the curriculum.

**This is referred to in the current School Development Plan.*

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

47. The findings of the inspection team differ to the school's judgement in its self-evaluation report in that the school had awarded Grade 1 to this key question. The school's evaluation of standards in the subjects inspected was not sufficiently rigorous to find there were shortcomings in two of the areas inspected.

48. Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	80%	20%	0%	0%

49. Standards of achievement in the areas of learning and subjects inspected are as follows:

Areas of learning	Key Stage 1	Key Stage 2
Welsh first language	Grade 1	Grade 1
Science	Grade 2	Grade 3
Design and technology	Grade 2	Grade 3
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

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

51. Pupils experience success in their work, whatever their social or linguistic background. Pupils with additional learning needs make good progress and achieve the targets set for them.

52. In the key skills, the standards of communication skills of pupils of all ages are outstanding. They listen attentively in lessons, contribute intelligently in oral periods and use their reading and writing skills effectively in a number of different contexts.

53. Their mathematical skills are good as they undertake practical activities and they are confident users of information and communication technology.

54. Pupils make good progress in their bilingual competence. By Y4, they speak, read and write confidently in Welsh and English.

55. The number of pupils assessed at the end of both key stages during the last three years has been lower than five every year and consequently, national comparisons are not valid.
56. In 2005, one pupil was assessed at Key Stage 1 and three pupils at Key Stage 2. Every pupil in both key stages succeeded in reaching the expected levels in the core subjects of the National Curriculum. In general, the school's performance is better than the national performance.
57. Pupils make good progress in their learning. They are keen to enquire and ask questions and respond enthusiastically to new challenges. They can recall previous learning effectively and use it in new situations. The practice of setting individual targets contributes well to developing pupils' ability to evaluate their own work.
58. Children under five, Key Stage 1 and Key Stage 2 pupils make outstanding progress in their personal and social skills. They are interested in their work and work productively, concentrating intently on their tasks for extended periods. They co-operate very effectively in group situations. They listen attentively to each other, respect each other's opinion and are confident enough to lead discussions.
59. Standards of pupils' behaviour of all ages are outstanding. They are considerate of each other's feelings, have a mature attitude and show a high degree of self-discipline. This contributes substantially towards improving their achievement.
60. The school percentage attendance for the three terms before the inspection was just over 93%, which matches the national percentage. Pupils attend school regularly and instances of unauthorised absence are rare. Levels of pupils' punctuality at the start of the school day are good.
61. Pupils make appropriate progress in their ability to work independently and to take responsibility for their own work. With guidance from teachers, they can organise their own work, solve problems and make decisions.
62. Pupils' awareness of equal opportunity issues is good. They respect diversity in society and have an appropriate knowledge of other religions and cultures.
63. Pupils' understanding of their community and the world of work is good due to the close collaboration between the school and village, as well as the numerous educational visits.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

64. The findings of the inspection team match the school's judgement in its self-evaluation report.

65. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	69%	25%	0%	0%

66. Teachers have a sound knowledge and understanding of the subjects they teach and use a good variety of strategies and class organisation to create a purposeful work ethos.

67. There is a clear structure to lessons. Teachers' presentations are clear, lesson aims and objectives are evident to pupils and the learning is reviewed effectively at the end of the learning period.

68. Effective use is made of resources, especially the interactive whiteboard, and high quality work sheets are provided for pupils.

69. Pupils' progress is monitored carefully during lessons and good support is given to individuals and groups to complete their work.

70. The bilingual proficiency of pupils is fostered skilfully through encouragement and continuing support.

71. There are some outstanding features to the teaching at Key Stage 1. The close working relationship between the teacher and pupils fosters good learning and high expectations. Purposeful use is made of lesson aims and individual pupil targets to give direction to learning, and interesting and stimulating tasks are provided.

72. There are some shortcomings in the teaching at Key Stage 2. At times, the tasks do not stretch the pupils of higher ability sufficiently and the pupils are not active enough in their learning.

73. The quality of assessment and recording is good. Pupils' work is marked regularly and, in general, useful comments explain how to improve.

74. Teachers implement a thorough and accurate system of assessing the achievements of pupils. They keep detailed and useful records for every pupil and the information is used to plan the next learning steps.

75. The assessments for pupils with additional learning needs meet the statutory requirements.

76. Through discussing and reviewing their individual targets with teachers, pupils understand the purpose of assessment well and have an active part in the system.
77. The quality of the annual reports provided for parents is good and they conform to the statutory requirements. Parents appreciate the opportunities to discuss their children's progress with teachers in parents' meetings.

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

Grade 2: Good features and no important shortcomings.

78. The findings of the inspection team do not match the Grade 1 awarded by the school in its self-evaluation report. The school had not fully considered in its self-evaluation that there were gaps in the provision for promoting pupils' understanding of sustainable development.
79. The school responds well to the learning needs and interests of pupils, providing full access for every pupil to a curriculum that is broad, balanced and meets the statutory requirements.
80. The schemes of work are useful guidelines for teachers to ensure progression and continuity in pupils' learning although there is a need to discard some of their content in order to make them easier for teachers to use.
81. There is good provision for teaching key skills and for developing pupils' creative skills and problem solving skills. Specific periods are designated daily for ensuring that pupils have a good command of the basic skills.
82. The school plans carefully across all areas of the curriculum, especially at Key Stage 2, for promoting pupils' bilingual skills. Strong emphasis is placed on the Welsh dimension, especially in music and art.
83. There are good opportunities for pupils to learn outside of school hours. Their learning experiences are extended by means of a number of activities and visits that enhance the provision.
84. The school gives good attention to Personal and Social Education in its programme of work and in its life and work.
85. The spiritual, moral, social and cultural development of pupils is promoted very effectively throughout the school. The collective worship sessions and the way school values are realised in its everyday life, fosters a feeling of ownership and responsibility in pupils and contributes significantly towards their personal development. There are outstanding features to this provision.
86. The school's partnership with parents, the community and other schools is an outstanding feature.
87. There are effective procedures for communicating with parents and the School Prospectus provides useful information that meets the statutory requirements.

88. The industrious Parents' Association raises substantial sums for improving the provision of resources and parents and other friends enhance the provision by visiting the school to share experience and expertise with pupils.
89. Pupils support the community well through their regular contribution to the local community newspaper and also through taking part in events such as concerts and worship services.
90. There are also effective links with primary schools in the catchment area. They co-operate well to undertake a number of projects that contribute to raising standards. The good link with the local secondary school ensures a smooth transfer when pupils transfer at the end of Y6.
91. Work-related education and the development of enterprise skills are good. Throughout the school, pupils are introduced to different aspects of the world of work and they experience appropriate enterprise activities at the top of the school.
92. Although pupils are aware of the importance of recycling, education for sustainable development does not have adequate attention and the school does not operate in a sustainable way. The school has identified this shortcoming in its self-evaluation.
93. The provision places sound foundations for promoting lifelong learning and worldwide citizenship.

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

Grade 1: Good with outstanding features

94. The findings of the inspection team match the school's judgement in its self-evaluation report.
95. The quality of the care and support provided for pupils is an outstanding feature. The school is a happy and caring community, there is a particularly close relationship between pupils and their teachers and other adults.
96. Parents praise the welcome they have when visiting the school and the willingness of members of staff to listen to any concerns regarding the welfare or care of their children.
97. The positive ethos of the school, together with the arrangements for care, ensure that pupils new to the school settle quickly.
98. School procedures for monitoring attendance and punctuality are good and are implemented effectively.
99. Careful attention is given to health and safety issues. Useful risk assessments have been undertaken for many important aspects in the school. The school works hard to secure the welfare of all pupils and when a specific case arises, they contact other responsible agencies promptly.
100. Sound systems have been established for child protection and all members of staff are aware of their responsibilities. Pupils are encouraged to discuss their feelings and concerns and are listened to by adults.
101. The provision for pupils with additional learning needs is good and conforms fully to the Code of Practice. The head is the special educational needs co-ordinator and has a thorough knowledge of the needs of individual pupils. The designated governor fulfils her responsibilities fully.
102. The additional learning needs of pupils are recognised early and appropriate education plans are drawn up for them. The staff and ancillary staff provide good support for them in classes and through the support of an additional teacher. The school has effective arrangements to meet parents and external agencies regularly in order to review systems and the progress of pupils.
103. When the need arises, outstanding support is provided for pupils who need help because of their behaviour.
104. The quality of the provision for securing equal opportunities for pupils is an outstanding feature. School procedures and the day to day systems give careful consideration to the individual needs of pupils. Equality of sexes is promoted in every aspect of the life and work of the school.

105. No cases of bullying or aggressive behaviour were seen during the inspection. Should specific cases arise, there are very effective procedures in place to solve the problem.
106. The attention given to respecting diversity is good. The school has adopted a purposeful policy that is implemented well to promote racial equality. The school also plans well to ensure that no pupil with a disability is disadvantaged and that he/she is treated equally.

Leadership and management

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

Grade 2: Good features and no important shortcomings

107. The findings of the inspection team differ to the school's judgement in its self-evaluation report in that the school awarded Grade 1 to this key question. Although there are some outstanding elements, the Grade 2 awarded to Key Question 1 does not warrant awarding a higher grade to this key question as the leadership has not fully comprehended the quality of standards.
108. The head co-ordinates the work of teachers, support staff, governing body and parents effectively to give a clear strategic direction to the school's development.
109. A good proportion of responsibilities is undertaken by each member of staff and they fulfil their monitoring and evaluation responsibilities effectively.
110. The thoughtful leadership of the head promotes equality for all. Members of staff and governors have an active role in school development and the head takes their view into consideration when making any important decisions. This leads to fostering agreed aims and values as well as effective team work. This is an outstanding feature.
111. Appropriate consideration is given to local and national priorities when planning developments. The school gained second accreditation of the Quality Mark of the Basic Skills Agency recently and has registered to join the 'Healthy School' initiative. There is a good partnership with local schools and organisations and the head has taken a leading role in promoting a number of Local Education Authority priorities in other schools.
112. Effective systems have been established to fulfil national requirements with regard to reducing teachers' workload and securing weekly periods for them to plan, prepare and assess.
113. There are thorough arrangements for setting whole-school targets. These targets are challenging, realistic and based on an assessment of the potential of each individual.
114. Effective systems have been established for evaluating staff performance and setting priorities for their continuing professional development. There is a good link between the aims of individuals and the priorities for whole-school development.

115. Governors have a thorough understanding of their responsibilities. They fulfil their work conscientiously and by working closely with the head, they provide a strategic direction for school development. They are confident in their work and undertake their role as a critical friend to the head very effectively. Through regular monitoring visits, they have a good knowledge about the quality of the educational provision and about the main requirements of the school.
116. They fulfil their legal responsibilities thoroughly.

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

Grade 2: Good features and no important shortcomings

117. The findings of the inspection team differ to the Grade 1 awarded by the school in its self-evaluation report. School evaluations were not sufficiently thorough to find the shortcomings in the areas that were awarded Grade 3.
118. A self-critical culture has been soundly established in the school's programme for improvement for a number of years. Through regular evaluations, the school ensures it has appropriate knowledge about the quality of the educational provision and the pupils' standards of achievement.
119. The school's view in its self-evaluation report corresponds to that of the inspection team in two of the seven Key Questions. The school has been too generous in awarding Grade 1 to a number of key questions.
120. The self-evaluation arrangements are systematic, thorough and draw on evidence from a number of sources, including scrutinising pupils' work, observing lessons and analysing the results of teachers' assessments. Effective, analytical use is made of local and national benchmark information to compare the school's performance with that of similar schools.
121. Written reports are provided for the governing body on the findings of evaluations and the school operates in a deliberate way to eliminate any shortcomings identified. An active part is played by all members of staff in the procedures. The view of parents is gathered in informal ways only.
122. The School Development Plan is a concise and powerful tool for guiding developments and giving a clear direction to school work. There is a good link between the Plan's priorities and priorities emanating from the self-evaluations. Developments are planned carefully, the expected outcomes are identified together with the proposed methods of monitoring, implementation responsibilities are designated to individuals and resources are earmarked to support the developments. The implementation of the Plan and the effect of developments on the school are monitored and evaluated thoroughly at the end of the year.
123. The quality of the self-evaluation report presented before the inspection is generally good. It provides clear judgements on the seven Key Questions as well as the six areas of Desirable Outcomes for Learning, the key skills and all subjects of the National Curriculum, and identifies those aspects that need to be developed further.
124. The school has made good progress in tackling the Key Issues identified in the 2000 report.

125. Standards in art, design and technology, music and physical education have improved, a comprehensive monitoring system has been established, the assessment arrangements are now good and there are suitable work schemes for every subject. Registers are accurate and there are detailed systems for ensuring the health and safety of pupils. In general, better use of time is made in lessons and during the school day.
126. Standards in science at Key Stage 1 have risen but they continue to be Grade 3 at Key Stage 2. Although standards in design and technology have risen at Key Stage 2, some significant shortcomings remain in the area.

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

Grade 2: Good features and no important shortcomings

127. The findings of the inspection team do not match the school's judgement in its self-evaluation report. The team considers, although the content of the relevant section in the school's self-evaluation report corresponds to the findings of the inspection team, that grade 2 is best for describing those features, as there are no outstanding features.
128. The supply of staff is good and the teachers' qualifications appropriate for teaching every aspect of the curriculum. The teacher employed additionally and the classroom assistant also contribute well to the learning experiences of pupils.
129. Teachers update their knowledge by attending professional development sessions according to the individual and the school's needs, and through supportive visits from officers and consultants from the Local Education Authority.
130. Effective use is made of staff expertise to teach subjects such as physical education and design and technology.
131. The time for planning, preparation and assessment designated for teachers, together with the period earmarked for the head to lead and manage, are good. A teacher is employed for an additional period in school to implement teaching requirements and administrative support is provided by an assistant to lighten the administrative load of teachers. These arrangements contribute positively to raising pupils' standards of achievement.
132. In general, pupils of all ages have access to appropriate learning resources that correspond to the requirements of their learning experiences and which are in good condition.
133. Teachers make good use of the available space in classrooms for teaching. There is no hall in the school but it plans well to overcome this by using the local leisure centre for teaching aspects of physical education such as playing tennis. The hall in the new community centre which is being built will be a further asset to the school.
134. The head and governors plan expenditure carefully, according to school priorities. The financial management of the school is good and it provides good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

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, standards in oral work and reading are outstanding.
136. Pupils of all ages talk confidently and extensively, discussing their experiences and expressing their ideas clearly and in refined language. They speak accurately, use a good range of vocabulary and enhance their expression by using interesting idioms and comparisons.
137. The large majority of Key Stage 2 pupils can express opinions in a logical way. They can defend standpoints and adapt their language to meet the needs of different audiences.
138. At Key Stage 1, a good majority of pupils are skilful and independent readers. They show a good understanding of what they read and can discuss the structure of text very intelligently. They read with meaning and expression.
139. Key Stage 2 pupils use a broad range of sources when searching for information and the most confident readers can summarize the information they find in draft notes before using it for their own purposes.

Good features

140. At Key Stage 1, pupils show an increasing understanding of sentences and punctuation when writing independently for different purposes. By the end of the key stage, a good majority succeed in writing extended stories, using a variety of appropriate vocabulary and spelling common words accurately.
141. Key Stage 2 pupils write in an appropriate range of different forms. They can describe, express opinions, outline processes and write creatively. They are aware that idioms, appropriate adjectives and comparisons improve their writing. A good number of pupils produce interesting and lively written pieces, using varied sentence patterns.

Shortcomings

142. There are no important shortcomings.

Science

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

Key Stage 2: Grade 3: Good features outweigh some shortcomings

Good features

143. Pupils in both key stages use a variety of sources, including information and communication technology and suitable reference books to find information in the context of their enquiries. They use scientific vocabulary well when discussing and describing their work. They record their findings well in a variety of ways including text, tables and labelled pictures.
144. Key Stage 1 pupils undertake scientific investigations with support from their teacher. They understand the characteristics of a fair test and can provide their own ideas about possible outcomes to the investigation. They use standard units to measure different sizes.
145. Their knowledge about the programmes of study is good. They can discuss confidently the conditions required for animals and plants to stay alive and can name the external parts of the human body and parts of green plants. They discuss confidently some features that are similar and different between them, their parents and a baby who visited the class.
146. Key Stage 2 pupils know well about the requirements of a fair test. They undertake investigations in an organised way, make observations and measurements and communicate their findings effectively, using text, diagrams, tables and appropriate graphs.
147. Pupils have a good knowledge about the suitability of some creatures to their habitat and about food chains. They can name the internal organs of the human body, describe the changes in materials in detail and they have a good knowledge about the Earth as a planet in space.

Shortcomings

148. Key Stage 2 pupils do not undertake a sufficient variety of scientific investigations, nor do they undertake them sufficiently independently by years 5 and 6.
149. There are gaps in the knowledge and understanding of a significant number of Key Stage 2 pupils about parts of the programmes of study, including electricity, forces and motion.

Design technology

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

Key Stage 2: Grade 3: Good features outweigh some shortcomings

Good features

150. Pupils in both key stages complete activities in a variety of media such as paper, cardboard, clay, rigid material, textiles, building kits and food. The tasks show an appropriate range of skills in measuring, marking, cutting and shaping.
151. At Key Stage 1, pupils make good use of prepared sheets to record their design work. They investigate in detail features of products such as an egg cup and experiment with ways of making. They record their ideas and the steps in making and pay good attention to the finish of their work. They express opinions on their product and suggest ways to improve it.
152. By the end of the key stage, pupils program simple instructions to the memory of a floor turtle confidently to control its movements.
153. Key stage 2 pupils consider well the requirements of a task in hand during the initial stages of their design and make activity. They follow the design steps, paying good attention to different ideas when considering how best to fulfil their task, and note reasons for their choices. They label their drawings well in order to highlight detail or note a specific measurement.
154. Pupils in both key stages appraise their ideas honestly during the making steps and find other ways of completing the task if the first effort fails. They have a good understanding of how wheels and axles work. They appraise their products well and recognise ways of improving their work to meet the needs of the original specification.

Shortcomings

155. Key Stage 2 pupils do not make sufficient use of control technology in their work.
156. The use made by Key Stage 2 pupils of electrical components in their products is limited.
157. A significant number of Key Stage 2 pupils do not give adequate attention to the quality of the finish in their work.

Art

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

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

Good features

158. At Key Stage 1, pupils experiment with a broad range of media when drawing, painting, printing and creating collage. They talk intelligently about their own work and the work of other artists, including artists from Wales.
159. They use a broad range of techniques and apply them to meet the needs of different tasks. They mix colours and materials very successfully to create different effects. They have a good awareness of a number of art elements and can discuss the use of line, shape and space when creating their own imaginative patterns and drawings.
160. Key Stage 2 pupils work with a very broad range of materials, showing a sound understanding of the visual language of line, colour, pattern, texture, shape, form and space. They experiment and refine their skills with different processes and techniques on a range of scales. They use their techniques successfully to produce pictures and designs of good quality.
161. Pupils have a good awareness of Welsh artists and of some famous world artists. They can compare their own work with that of these artists, detailing the media and styles used by them.
162. Throughout the key stage, pupils discuss, appraise and improve their work consistently.

Shortcomings

163. Pupils have little knowledge about art from other cultures.

Music

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

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

Good features

164. Key Stage 1 pupils know a range of songs, including folk songs and hymns, and they sing them melodiously and with expression, pronouncing the words clearly. They use a simple part-song to create and convey atmosphere effectively.
165. They can name and describe different musical instruments and can use them to keep a constant beat and as effective accompaniment to music and simple songs.
166. They are familiar with terms that describe musical elements such as pace and dynamic, and they can identify them when discussing specific music. They understand the effect these elements have on songs and music, and how they can adapt them for a specific purpose.
167. The standard of Key Stage 2 pupils' singing is good. Pupils sing a broad range of suitable songs that show good control of posture, pitch, breathing, pace, phrasing and dynamic.
168. Pupils use a five key scale to compose and perform spontaneous patterns, using tuned and untuned instruments to imitate and create rhythm patterns.
169. When appraising work, pupils listen carefully and can identify and describe different instruments and features such as tempo, pitch and texture. They use these terms intelligently to describe the mood and atmosphere created by the music.
170. A large number of pupils can discuss music and Welsh musicians in detail and they are familiar with Welsh folk songs.

Shortcomings

171. The composition work of pupils in both key stages is at too simple a level.

Physical education

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

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

Good features

172. Pupils in both key stages dress appropriately for lessons. They follow instructions and are aware of the importance of working safely.
173. In both key stages, pupils are keen and confident when contributing to discussions that evaluate their achievement.
174. Pupils in both key stages make good progress in swimming activities. They show suitable control of the relevant skills and by the middle of Key Stage 2, a good number are confident swimmers.
175. In gymnastics lessons, Key Stage 1 pupils vary the shapes of the body effectively and can create a simple sequence of movements. They work at different levels and show a good awareness of space. They work together well in pairs.
176. In games lessons, Key Stage 2 pupils achieve good standards when developing hand and eye co-ordination. They practise their skills by throwing and catching balls and respond well to the challenge to improve their performance.
177. Their control when using a racket to hit a ball is good and they give appropriate attention to the strength of striking and to the direction in which the ball is hit. The most able use a range of methods and apply their skills well in a simple game situation.

Shortcomings

178. There are no important shortcomings.

School's response to the inspection

After considering the outcomes and conclusions of the inspection, we feel they reflect the work and ethos of the school fairly and accurately. The findings of the report are a source of pride for everyone involved with the school and they reflect the commitment, hard work and professionalism of the staff, governors, pupils and parents of Ysgol Felinwnda.

A very commendable report has been received, which identifies a number of distinctions in the life of the school. The governors and staff are proud that the inspectors have found the school to be a very caring community where pupils have outstanding care and support. The report praises the happy, comfortable and pleasant atmosphere in school. In our opinion, this is essential in order to foster effective education where everyone is given an opportunity to reach their potential in a broad range of areas and through different activities and experiences.

The report has reinforced our strengths and has clearly identified the areas where we can develop further, so that the school reaches its full potential. The report confirms that we have developed substantially since the last inspection and that we are moving in the right direction.

The inspection has given the school an opportunity to look in detail at every aspect of its life and work, and preparing the self-evaluation report was a positive process as we identified all the school's successes to date. The inspection was a developmental process and there was a professional and rewarding dialogue. There was an opportunity to show the necessary evidence, to confirm standpoints and to voice opinions on specific aspects. Advantage was taken of this opportunity to show all the school's qualities. It was felt that the role of the nominee in the inspection process had been a very valuable one.

A copy of the school's implementation plan will be sent to all parents in response to the recommendations of the inspection. The annual report of the governors to parents will report on the progress made with regard to the recommendations of the inspection.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Felinwnda
School type	Nursery and Primary, Bilingual
Age-range of pupils	3 – 11
Address of school	Llanwnda, Caernarfon, Gwynedd
Postcode	LL54 5UG
Telephone number	01286 830017

Headteacher	Miss Carys Wyn Thomas
Date of appointment	September 1994
Chair of governors/ Appropriate authority	Mrs Nia Gruffydd
Registered inspector	Wil Williams
Dates of inspection	2 – 4 May, 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	3	3	4	7	1	5	5	3	31

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	14:1
Pupil: adult (fte) ratio in nursery classes	6:1
Average class size, excluding nursery and special classes	14
Teacher (fte): class ratio	14:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2005	94%	95%	91%
Autumn 2005	87%	93%	88%
Spring 2006	92%	93%	89%

Percentage of pupils entitled to free school meals	0
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 2005	Number of pupils in Y2	1
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 2005	Number of pupils in Y6	3
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.		

Appendix 4

Evidence base of the inspection

Three inspectors and one peer assessor spend a total of six inspector days at the school, and met as a team prior to the inspection.

These inspectors visited:

- 15 lessons or part lessons;
- every class;
- corporate worship; and
- a range of extra-curricular activities.

Members of the team had meetings with:

- staff, governors and parents before the inspection started; and
- the head, teachers, support staff and groups of pupils during the inspection.

The team also considered:

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

Meetings were held with the staff and governors after the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Wil Williams Registered Inspector	Context; Summary Recommendations; Appendices Key questions 1, 5, 6 and 7 Welsh, music, art
Mr Trebor Roberts Team Inspector	Key Questions 2, 3 and 4 Science, design and technology, physical education
Mr Wil Owen Lay Inspector	Contribution to key questions 1, 3 4 and 7
Mrs Kathryn Rees	Peer assessor
Miss Carys Thomas	Nominee

Contractor: Cwmni Cynnal
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Acknowledgement

The inspection team would like to thank the governors, headteacher, staff, pupils and parents of the school for their ready co-operation throughout the inspection.