

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

A Report on the Quality of Education in

**Gwynedd C.P. School
Prince Of Wales Avenue
Flint
Flintshire
CH6 5NF**

School Number: 6642015

Date of Inspection: 03 November 2008

by

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Gwynedd C.P. School 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 Gwynedd C.P. School took place between 03/11/08 and 06/11/08. An independent team of inspectors, led by Linda Jane 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 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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Ysgol Gwynedd C.P. Primary is situated in the town of Flint, within a designated Communities First Area. The school describes the area it serves as covering both prosperous and economically deprived areas. The school is an Early Start setting for the Welsh Assembly Government's Foundation Phase. The Foundation Phase is therefore officially being implemented in the early years and year 1.
2. Flintshire Local Authority (LA) controls admission to the school. The school caters for children aged three to eleven years. Children are admitted to the nursery in the September following their third birthday and attend on a part-time basis. Pupils transfer to the reception class at the start of the academic year during which they will be five and attend full-time. At the time of the inspection there were 448 pupils on roll, including 51 children in the nursery. Numbers have decreased significantly over the past four years.
3. Pupils represent the full range of academic abilities and social backgrounds. On entry to the nursery a significant number have a range of educational, medical and emotional needs, with a higher than average number achieving at a very low level. Baseline assessments undertaken during the first term in reception indicate the ability of the majority of children is similar to the LA average.
4. Pupils from year 1 to year 6 are taught in 15 classes of pupils from two year groups. This includes children from year 1, who are officially included in the Foundation Phase, and working with pupils in year 2 who are currently covering the National Curriculum.
5. English is the home language for 99 per cent of the pupils. One per cent of pupils speak English as an additional language, and the first languages for these pupils are Dutch, Chinese and Thai. No pupils speak Welsh as their first language.
6. Ninety eight pupils are identified as having special educational needs (SEN), including three pupils who have formal statements of SEN. At 22 per cent the number of pupils identified with SEN is higher than the LA average of 12 per cent and the national average of 18 per cent. No pupils are 'looked after' by the LA and approximately 22 per cent of pupils are entitled to free school meals, which is above the national and LA averages.
7. The school has achieved the Basic Skills Quality Mark on two occasions; Investor in People status on two occasions; Investor in People for Management and Leadership; the Green Flag Eco School Award; and phase four of the Healthy Schools Award. The school has also established a Breakfast Club.

8. The head teacher was appointed in September 2006 and the school was last inspected in November 2002. Since the previous inspection, a Flying Start Centre adjoining the school has been established in conjunction with the LA. It is also the site for a new specialist school, which will be attached to the building and is due to open in 2009. Modifications to the existing building, and the development of the school grounds, now enable pupils in the early years and key stage 1 to have safe and regular access to the outdoor area.
9. At the time of the inspection a number of senior teachers were absent, two on maternity leave and two absent due to illness.

The school's priorities and targets

10. The school's mission statement is 'Ysgol Gwynedd is committed to supporting and extending pupils and staff so that they reach their full potential in a happy, caring environment'.
11. The school's priorities for 2008 to 2009 are to: -
 - Address the difference between boys and girls attainment in key stage 2 in the core subjects.
 - Raise standards in the core subjects by the end of key stage 2.
 - Continue to target key stage 1 pupils in order to raise the percentage of pupils who achieve Level 3 at the end of the key stage.
 - Continue to develop pupils' learning strategies.
 - Further develop policy and practice to raise standards in bilingualism.
 - Continue to develop support from more able and talented pupils.

Summary

12. Ysgol Gwynedd is a good school providing a high level of care, support and guidance for pupils in an inclusive environment.
13. The inspection team agreed with the school's self-evaluation in two of the seven key questions. In the other key questions a lower grade was awarded.

Table of grades awarded

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

14. Pupils' standards of achievement in the lessons observed during the inspection are as follows: -

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
0%	76%	24%	0%	0%

15. These figures are below the national picture reported by HMCI in his latest annual report 2006-2007, where standards are good or better in 80 per cent of lessons.

Subjects and/or areas of learning for under-fives

Foundation Phase	Overall Grade 2
Personal and social development, well-being and cultural diversity	Grade 1
Language, literacy and communication	Grade 2
Mathematical development	Grade 2
Welsh language development	Grade 3
Knowledge and understanding of the world	Grade 2
Physical development	Grade 2
Creative development	Grade 2

16. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase outcomes.

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Geography	2	2
Art	2	2

17. Assessments undertaken when children enter nursery indicate that many children are achieving at a low level. Records maintained by the school show that all children make good progress during their year in nursery. Consequently, baseline assessments completed when children enter reception indicate that most children are at or above the average level when compared to the results achieved in other schools within the LA.
18. The achievement of children in the foundation phase and pupils in key stage 1 and key stage 2 is good, relative to their age and ability, in subjects and areas of learning across the curriculum. Pupils with SEN also achieve well and make good progress against the targets set for them in their individual education plans.
19. Standards achieved in the key skills of numeracy and communication are good across the school. Pupils' knowledge of Welsh culture and heritage, *Y Cwricwlwm Cymreig*, is also good in all year groups but pupils' bilingual skills do not develop consistently as they move through the school.
20. Pupils achieve good standards in their creative skills but make insufficient progress in developing their information and communication technology skills (ICT) and problem-solving skills.
21. Overall, in the core subjects the results which pupils attain at the end of key stage 1 clearly show an upward trend and compare very well to similar schools. Standards of attainment at the end of key stage 2 in the core subjects have fallen since the last inspection but have shown an upward trend in the last three years, particularly in mathematics.
22. During lesson times all pupils clearly understand what they are doing. However, their understanding of their strengths and weaknesses in a range of subjects, and what they need to do in order to improve, is under developed.
23. Pupils' progress in their personal, social, moral and wider development is an outstanding feature of the school's provision and is a significant strength throughout the school. Most pupils are thoughtful and reflective. They enjoy coming to school and benefit from its warm, friendly ethos. Most pupils move around the school in a very quiet and orderly fashion and overall behaviour is very good. Attendance figures for the last reporting year were 93.7 per cent, which is above both the LA and latest all Wales average.

The quality of education and training

24. During the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	71%	29%	0%	0%

25. These figures are lower than the national figures reported by HMCI in the latest annual report 2006-07 where the national quality of teaching was graded 2 or above in 80 per cent of lessons.
26. Overall, staff successfully motivate pupils through the purposeful use of a range of teaching techniques and strategies. Teachers promote positive attitudes to learning and support pupils' efforts with consistent praise and encouragement.
27. All teachers are enthusiastic about the Foundation Phase. The principles and practice of the Foundation Phase are well established in the nursery and reception classes. Teachers work hard to make meaningful adjustments to practice and to promote new ways of learning. However, the integration and implementation of these practices with older Foundation Phase pupils are not as yet so well embedded and effective.
28. There is a high level of respect between staff and learners which helps pupils to develop their self-esteem. Teaching assistants generally provide effective support and guidance for pupils and groups. The additional adult support made available for children in the Foundation Phase generally sustains children's learning effectively. In some instances however, opportunities to guide and stimulate children's learning experiences are not fully exploited.
29. Good features outweigh shortcomings in the quality of assessment. Although a number of good features were identified, shortcomings were evident in the use of assessment in the planning of lessons so that challenging activities could be provided for all pupils; the pupil's involvement in the process of assessment; and the consistency in marking.
30. The school meets the needs and abilities of all pupils and is equally accessible to all, including those pupils with additional and special educational needs. This is achieved through a broad and balanced curriculum, which meets statutory requirements, including the provision for personal, social and health education, and religious education.
31. A number of outstanding features were identified in the learning experiences provided for pupils which includes the promotion of sustainable development, the efforts the school makes to tackle social disadvantage and the variety of additional experiences the school provides, including visits out of school and extra curricular activities.
32. The provision for learners with additional learning needs is good with no important shortcomings and the school fully complies with the current Code of

Practice. The school welcomes pupils with a range of learning needs and disabilities. These pupils are effectively integrated into their classes and the life and work of the school community.

33. All pupils are valued as individuals; their needs are identified and dealt with sensitively. The school works very closely with parents and a good range of specialist agencies and this helps to ensure that pupils are well cared for.
34. The school takes its responsibility for assuring the healthy development, safety and well being of its pupils very seriously. Pupils are taught the importance of developing a healthy lifestyle in assemblies, science and through personal and social education lessons.

Leadership and management

35. The head teacher provides good leadership and a purposeful sense of direction to the school. He is well supported by the deputy head teacher, senior managers and the governing body.
36. Significant changes in the management structure have taken place since the appointment of the current head teacher. A clear staffing structure is now in place, with responsibilities clearly identified. Although many staff are relatively new to their leadership roles, they are enthusiastic and are beginning to provide strong leadership in the areas for which they are responsible.
37. Governors are well aware of their roles and responsibilities. Their role in helping to set the strategic direction of the school is good. They monitor the effectiveness of the school's provision through the information provided by the head teacher and their sub committee structure. The governing body fulfils all its legal and statutory requirements.
38. The head teacher and deputy head teacher have a good overview of performance across the school. Subject, team and phase leaders are developing their knowledge about the areas for which they are responsible. They evaluate the quality and standard of work mainly through the scrutiny of pupils' work and the monitoring of planning. Occasionally visits to other classrooms are made, mostly on an informal basis. However the regular monitoring of teaching and learning, other than through the process of performance management, is under developed. Consequently leaders are not always well informed about strengths and areas for development.
39. The process of self-evaluation is well established within the school, with all staff including support staff fully involved. The school's self-evaluation report is concise, and comprehensive. It highlights areas for improvement appropriate to the development of the school. These are prioritised and incorporated into the School Development Plan which is an effective document providing good strategic direction.
40. The school's progress since the last inspection has good features that outweighs shortcomings. Three of the five key issues highlighted in the last

inspection report have been addressed appropriately by the school. There remains a need to improve the use of ICT in key stage 2 and also to strengthen the use made of the assessment of pupils' work.

41. There are sufficient teaching and support staff to enable the curriculum to be taught effectively. The school has good quality resources to meet its needs in all curriculum areas. Resources are well matched to its priorities for improvement.
42. The school is nearly sixty years old but the accommodation, both inside and out, is spacious and well maintained. The grounds are extensive and attractive. Stimulating 'outdoor classrooms' have been developed for the Foundation Phase classes and are beginning to be used effectively to support and extend children's learning.
43. The school constantly keeps costs under review and has a rigorous system for managing the budget. It therefore achieves good value for money.

Recommendations

44. In order to maintain and improve the current standards, staff and governors should: -
- R1 Raise standards in the key skills of ICT, bilingualism and problem-solving, and provide a framework that underpins the systematic tracking, planning and development of key skills across the curriculum.***
 - R2 Further develop effective teaching strategies in response to the introduction of the Foundation Phase.
 - R3 Improve arrangements to assess pupils' progress, ensuring the information gained is used to provide sufficiently challenging tasks for all pupils.
 - R4 Develop pupils' involvement in the planning of their own learning and in the setting of their own individual learning targets, ensuring that consistency in marking helps them to reflect on their own progress. ***
 - R5 Develop the role of all leaders in the process of monitoring so that they clearly understand the strengths and priorities for development in the areas for which they are responsible. ***

*** These recommendations had been identified by the school prior to the inspection.

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 with no important shortcomings

45. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
46. Pupils' standards of achievement in the lessons observed during the inspection are as follows: -

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
0%	76%	24%	0%	0%

47. These figures are below the national picture reported by HMCI in his latest annual report 2006-2007, where standards are good or better in 80 per cent of lessons.

Subjects and/or areas of learning for under-fives

Foundation Phase	Overall Grade 2
Personal and social development, well-being and cultural diversity	Grade 1
Language, literacy and communication	Grade 2
Mathematical development	Grade 2
Welsh language development	Grade 3
Knowledge and understanding of the world	Grade 2
Physical development	Grade 2
Creative development	Grade 2

48. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase outcomes.

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Geography	2	2
Art	2	2

49. Assessments undertaken when children enter nursery indicate that many children are achieving at a low level. Records maintained by the school show that all children make good progress during their year in nursery. Consequently, baseline assessments completed when children enter reception indicate that most children are at or above the average level when compared to the results achieved in other schools within the LA.

50. The achievement of children in the foundation phase, and pupils in key stage 1 and key stage 2 is good, relative to their age and ability, in subjects and areas of learning across the curriculum. Pupils with SEN also make good progress against the targets set for them in their individual education plans.
51. Targets for improvement in the core subjects of English, mathematics and science are set annually, firmly based on high expectations of each pupil. In 2008 the targets set for achievement at the end of key stage 2 were exceeded in mathematics and science, with results in English only 1 per cent below the target set. Nearly all pupils succeed in achieving the challenging targets set for them.
52. Standards achieved in the key skills of numeracy and communication are good across the school. Pupils apply their mathematical knowledge well in subjects across the curriculum. In the foundation phase and key stage 1 pupils listen well to their teachers and to their peers, considering the views of others with maturity. They make good progress in developing their early writing and reading skills across all areas of learning.
53. Pupils continue to develop their communication skills well throughout key stage 2. Older pupils express themselves fluently and clearly, using appropriate vocabulary. Most older pupils demonstrate good writing skills, using a variety of styles and presentation. They read with confidence and use their reading skills effectively both for pleasure and to gather information relevant to projects they are studying.
54. Pupils' knowledge of Welsh culture and heritage, *Y Cwricwlwm Cymreig*, is good in all year groups but the standards pupils achieve in developing their use of the Welsh language have good features which outweigh shortcomings. Pupils' bilingual skills do not develop consistently as they move through the school.
55. Pupils achieve good standards in their creative skills but make insufficient progress in developing their information and communication technology skills (ICT) and problem solving skills. In a few subjects, for example art, pupils achieve good standards in using their ICT skills to support their work, but standards are not consistent across a range of subjects.
56. Throughout the school pupils, regardless of their social, ethnic or linguistic background, make steady progress equal to that of other pupils. Similarly, pupils for whom English is an additional language, make steady progress.
57. National Curriculum results over recent years, indicate that girls consistently outperform boys in each of the core subjects. However, in the past year boys and girls achieved equal success in achieving the challenging individual targets set for them by the school.
58. National Curriculum assessments at the end of key stage 1 in 2008 show that 94 per cent of pupils attained level 2 or above in each of the core subjects of English, mathematics and science. Results are well above the LA average

and the national average of 80 per cent. The percentage of pupils who attained the higher than expected level 3 was very slightly above the national average in English, but below the national average in mathematics and science.

59. At the end of key stage 2 in 2008, the number of pupils attaining level 4 in each of the core subjects was 70.5 per cent, which is below both the LA average and the national average of 75.5 per cent. However, these figures are an improvement on those of 2007. The percentage of pupils reaching the higher than expected level 5 is significantly below the national average in all the core subjects.
60. When the school's results at the end of key stage 1 are compared with similar schools, on the basis of free school meal entitlement, the school was in the highest 50 per cent for mathematics and science in 2007, and the highest 25 per cent in English. The results in 2008 show the school moved into the highest 25 per cent for all the core subjects.
61. Results at the end of key stage 2, when compared with similar schools, show that in 2007 the school was in the lowest 50 per cent for English, and the lowest 25 per cent for mathematics and science. In 2008 the school was in the lowest 50 per cent for each of the core subjects.
62. Overall, in the core subjects the results which pupils attain at the end of key stage 1 clearly show an upward trend and compare very well to similar schools. Standards of attainment at the end of key stage 2 in the core subjects have fallen since the last inspection but have shown an upward trend in the last three years, particularly in mathematics.
63. Pupils across the school readily acquire new knowledge and skills. They are able to apply this knowledge in new and unfamiliar situations. By the end of key stage 2 most pupils have progressed well towards fulfilling their potential and are well placed to move on to the next stage in their learning.
64. During lesson times all pupils clearly understand what they are doing. However, their understanding of their strengths and weaknesses in a range of subjects, and what they need to do in order to improve, is under developed.
65. The majority of pupils have very good attitudes to learning and show good interest in their work. Nearly all pupils maintain concentration in lessons. Most pupils are well motivated and show enthusiasm for their daily school work and related activities. Overall this successfully underpins their achievement and the quality of life in the school.
66. Attendance figures for the last reporting year were 93.7 per cent. This is above both the LA and latest all Wales average. Targets to improve attendance, set by the school, are usually met or exceeding and are having a positive impact on improving overall rates. The overwhelming majority of pupils arrive at school on time.

67. Pupils' progress in their personal, social, moral and wider development is an outstanding feature of the school's provision and is a significant strength throughout the school. Most pupils are thoughtful and reflective. They enjoy coming to school and benefit from its warm, friendly ethos. The staff are good role models and relationships are very good. Pupils have a strong feeling of belonging to a happy, orderly community where learning can thrive, although their spiritual awareness is less well developed.
68. Almost all pupils are courteous to adults and there have been no exclusions during the previous academic year. Most pupils move around the school in a very quiet and orderly fashion and overall behaviour is very good. At playtimes pupils play together very co-operatively. Nearly all parents consider that the school achieves good standards of behaviour.
69. Pupils are considerate of others and of school property. They demonstrate a growing level of self confidence, taking an increasing degree of responsibility for their own attitudes and behaviour. Pupils clearly understand the school rules and expectations, having been a part of their creation. They feel they have a voice within the school, take responsibilities seriously and show high levels of commitment. For example, pupils' participation in their own Sports Council which has been responsible for the recent acquisition of playground games equipment. This has had a major impact on relationships and behaviour in the playground.
70. Most pupils are developing a strong moral sense and increasingly take responsibility for their own actions as they progress through the school. This development is clearly evident as they become involved in the School Council, the Eco Schools Club and through participation in a host of community projects.
71. Throughout the school pupils' understanding of equal opportunity issues has many good features and no important shortcomings. Most pupils recognise, understand and respect the diversity of beliefs, attitudes and culture there is within society.
72. All pupils develop a good understanding, appropriate to their age, of their role in the community and their participation in the work place.

The quality of education and training

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

Grade 2: Good with no important shortcomings

73. The inspection team agrees with the school's self-evaluation of this key question.

74. During the inspection the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	71%	29%	0%	0%

75. These figures are lower than the national figures reported by HMCI in the latest annual report 2006-07 where the national quality of teaching was graded 2 or above in 80 per cent of lessons.

76. In key stage 1 and 2 good features in teaching include:

- Effective questioning techniques that extend pupils' knowledge and understanding.
- Positive relationships between members of staff and pupils that ensure a secure learning environment.
- Purposeful use of resources to stimulate and sustain pupils' interest.
- Clear lesson objectives shared with pupils.

77. The shortcomings observed in lessons include:

- Over long introductory sessions.
- Slow pace of lessons and activities.
- Limited use of plenary sessions to consolidate learning.
- Insufficient differentiation in tasks set.

78. In key stage 1 and key stage 2, staff successfully motivate pupils through the purposeful use of a range of teaching techniques and strategies. Teachers promote positive attitudes to learning and support pupils' efforts with consistent praise and encouragement.

79. All teachers are enthusiastic about the Foundation Phase. The principles and practice of the Foundation Phase are well established in the nursery and reception classes. Teachers work hard to make meaningful adjustments to practice and to promote new ways of learning. However, the integration and implementation of these practices with older Foundation Phase children are not as yet so well embedded and effective.

80. Overall, the quality of teaching within the Foundation Phase has good features that outweigh shortcomings. Where teaching is good, adult-led activities successfully capture, sustain and extend children's knowledge. These tasks reflect a sound understanding of how to organise appropriate learning

experiences and activities through the use of a wide range of stimuli. Where teaching has shortcomings, adult-led activities are too overly-directed by practitioners and children are not appropriately guided during child-led activities. Consequently some opportunities to develop children's learning are missed.

81. The additional adult support made available for children in the Foundation Phase generally sustains children's learning effectively. In some instances however, opportunities to guide and stimulate children's learning experiences are not fully developed.
82. Careful and collaborative lesson planning ensures parity of provision, good continuity, with progression in teaching and learning. Activities, assessment opportunities, key skills and required resources are noted on short term plans. A good feature of the Foundation Phase planning is the incorporation of the children's own ideas into learning experiences. Such ideas are recorded in large "*Floor Books*."
83. Teachers have good subject knowledge and have a good awareness of recent curricular developments. They are supported by an effective professional development programme, which enhances the teaching and learning within the school.
84. The working relationships between teachers, support staff and pupils is very good and there is a high level of respect between staff and learners which helps pupils to develop their self-esteem. In key stage 2 teaching assistants provide effective support and guidance for pupils and groups. They work closely with teachers and show sensitivity in their dealing with pupils.
85. Well organised and appropriate support is provided for pupils with additional learning needs and for those pupils for whom English is an Additional Language. All members of staff are fully committed to the provision of equal opportunity and pupils are treated fairly and with respect.
86. The provision for the promotion of bilingualism is under developed. Whilst the use of incidental Welsh is a good feature in some classrooms, its use and continuity throughout the school is inconsistent. As a result, the application of pupils' bilingual skills in subjects across the curriculum is not sufficiently encouraged. The School Development Plan acknowledges this as an area for further development.
87. Planning to meet learners' individual needs, and to monitor and review their progress, has good features that outweigh shortcomings. Whilst there is good practice, in some instances, lesson evaluations and assessment are not consistently used to inform and adjust planning for future learning.
88. The school's assessment procedures meet statutory requirements for assessing and reporting on the National Curriculum.

89. The school has a detailed tracking system, accessible to all members of staff, which effectively monitors pupils' progress and identifies those in need of additional support. A wide range of information from standardised tests and statutory assessments is used to supplement teachers' assessment and assist the process of setting targets for pupils at the end of each phase and stage of their education. Whole school assessment weeks occur twice a year.
90. Effective arrangements have been established with the local secondary school to help standardise and verify teachers' assessments at the end of key stage 2. Samples of pupils' work, levelled against National Curriculum criteria, are discussed with year 6 teachers in two other primary schools, and with year 7 teachers with the aim of ensuring consistency in teachers' judgements about the levels pupils have attained in English, mathematics and science. Within the school, teachers in parallel year groups discuss, assess and agree levels attained by pupils.
91. Many lessons have clear learning objectives that are shared with pupils before they begin their tasks. In the best lessons, teachers use their observation skills well to assess pupils as they work and offer further support or challenge where necessary. Teachers also revisit learning objectives with pupils at the end of the session and encourage them to evaluate the extent to which they have achieved the objectives, thus helping learners understand how well they are progressing. However, this good practice is not consistently evident throughout the school.
92. The nursery has established an efficient system of recording observations of children's learning on 'post-it notes'. These notes inform future planning very effectively so that activities are well tailored to meet children's needs. The notes are permanently recorded in individual assessment profiles. However, the use of assessment to plan activities that are well matched to children's needs is not so effectively embedded throughout the Foundation Phase and in some classes in key stage 2. The school has identified the need to develop the use of assessment for learning as a priority in its current School Development Plan.
93. There is a good marking policy, which gives very clear guidance to teachers on how to mark the work of pupils of different ages and in all subjects. There are some excellent examples of effective marking which respond positively to pupils' efforts, whilst simultaneously giving pertinent points for improvement. For example, in responding to a pupil's sketch of a singer, a teacher gave written suggestions on how to create a greater sense of movement in the drawing, with the result that the pupil's second attempt was much better. However, this good practice is not consistently applied by all teachers and in all subjects. Some written comments in pupils' books give little, if any, indication of how the child might improve their work. In these instances, therefore, teachers' marking is ineffective in raising standards.
94. The quality of target setting for individual pupils in class is similarly inconsistent. A minority of teachers regularly agree targets for improvement, in discussion with pupils, about their strengths and weaknesses and these are

recorded on target boards. These pupils therefore know what they must do to improve the standard of their work. Where target setting is not a regular feature of the work of the class, pupils are often vague about what they need to improve and mention targets that are too general to be of any real help, such as "I must improve my reading".

95. The school holds open evening each terms for parents to discuss their children's progress with class teachers and these opportunities are much appreciated by them. Good features outweigh shortcomings in the overall quality of end of year reports to parents.
96. In nursery and reception classes, reports include clear comments on children's progress in each of the seven areas of learning in the Foundation Phase, but there is no indication of what the next steps in learning should be to help parents support their children. For pupils in years 1 to 6, reports in English and mathematics give a good, detailed overview of progress during the year. Reports on progress in science and other subjects tend to be more descriptive and give a less clear of pupils' achievements. Reports include targets for improvement but these are sometimes over long and there are some instances of the use of jargon that is not readily understandable to all parents.

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

Grade 2: Good with no important shortcomings

97. The inspection team's findings differ from the school in its self-evaluation of Grade 1 for this key question. Although there are outstanding features in the school's provision, these were not sufficient to award a grade 1 for this key question overall.
98. The school meets the needs of all pupils and is equally accessible to all, including those pupils with additional and special educational needs. This is achieved through a broad and balanced curriculum, which meets statutory requirements, including the provision for personal, social and health education and religious education.
99. The overall quality and range of learning experiences made available to pupils is good with no important shortcomings. The school ensures equality of opportunity through experiences that are planned and structured carefully. Schemes of work in the core subjects have recently been adapted to incorporate the new revised National Curriculum Subject Orders, and show continuity and progression.
100. 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 Foundation Phase outcomes.

101. Opportunities to promote and apply learners' key skills are indicated in daily lesson plans and schemes of work. During the inspection, good provision for the development of pupils' thinking skills, communication skills, and personal and social skills was evident. The provision to develop pupils' ICT and problem solving skills is under developed. The school does not, at present, have a framework that underpins the systematic tracking, planning and development of key skills across the curriculum.
102. The curriculum is supported by an outstanding range of interesting and stimulating additional experiences both within the school and off-site. Carefully planned educational visits are made. These, together with residential visits by all pupils in key stage 2 to either Glanllyn, Pentre Llyn Cymer, Nant Bwlch yr Haearn or the Millenium Centre have a positive impact on pupils' social skills, and their knowledge and understanding across the curriculum. The school makes a particular effort to ensure that all pupils are given the opportunity to take advantage of these educational experiences. Visits to the school by theatre groups and performers bring a particular relevance and stimulus to learning.
103. The school provides a wide variety of clubs both during and after the school day. These are led by enthusiastic members of staff or members of professional sports organisations. These clubs include activities involving various sports, art, cookery, music, dance and drama. Pupils were enthusiastic in their support of the clubs provided by the school.
104. The promotion of pupils' moral, and social development through a broad range of experiences is good. The school's arrangements for collective worship meet statutory requirements. Daily acts of collective worship are held but offer limited opportunities for pupils to reflect on matters that affect them and to contribute to their spiritual development.
105. The school has a caring ethos and teachers provide good role models. Pupils are encouraged to nurture respect for others, for property and to develop a sound awareness of the difference between what is acceptable and unacceptable. Classroom rules are clearly displayed. Strong emphasis is placed on Personal and Social Education within curricular planning and is an integral part of school life. Structured opportunities are provided for pupils to listen to each other and to discuss concerns or sensitive issues in a supporting, caring environment.
106. Pupils' social skills are developed through the provision of good opportunities for working together across the curriculum. Sporting links with other schools develop pupils' appreciation of the importance of working with others in a variety of situations. The school has good and effective systems for rewarding pupils. The weekly *Head teacher Award*, clearly displayed outside each classroom, is much appreciated by pupils.
107. Good opportunities are provided for pupils to take responsibility for their own school community through membership of the school council, the Eco committee and the Sports council. Consideration is given to their opinions.

Pupils are given many opportunities to take positions of responsibility within the school such as *Playground Pals* or *corridor monitors*. They undertake these tasks conscientiously and with pride. Pupils are given further opportunities to show initiative through their efforts to raise money for good causes both locally and internationally.

108. The school actively promotes pupils' cultural development. Pupils are aware of and appreciate the many characteristics of Wales as a nation and this is reflected in much of the work displayed around the school. Pupils' awareness of other cultures is very effectively promoted through well-established links and teacher exchanges with Laxmi Vidya Mandir School, Nepal. Pupils' cultural awareness is further developed through subjects such as geography and religious education.
109. The curriculum is enriched by partnerships with parents, the community and with other schools and colleges. Parents readily volunteer to assist in classrooms and support the school effectively through its *Friends of Gwynedd* group, which holds fund raising events for specific activities and resources. Parents are kept well informed of school events through regular newsletters, bulletins and the developing school website. Workshops and Family Learning Schemes held in the school, such as those to assist parents with their children's reading, and parental involvement in the devising of a revised Anti-Bullying policy, further strengthen links with parents.
110. Visitors from the local community such as local clergy and members of the police, school nurse and fire service, impact effectively on pupils' learning and provide a range of valuable experiences from the outside world. Visits to and participation in community events, such as those held by Flint library and the Mayor's Charity Concert, strengthen pupils' awareness of their role in their locality.
111. Good links have been established with other neighbouring primary schools and transition links with local comprehensive schools are effective. The school provides good training facilities for student teachers and for other students undertaking vocational qualifications.
112. The school's promotion and development of pupils' understanding of the cultural heritage of Wales through the *Cwricwlwm Cymreig* is good. Pupils' awareness and appreciation of the culture of Wales is enhanced through membership of the Urdd, and celebrations of St. David's Day. Visits to places of cultural interest, and the study of Welsh artists such as Andy Goldsworthy and Kyffin Williams, enhances pupils' learning.
113. The provision for the promotion of pupils' bilingual skill and the use of incidental Welsh during school routines is limited. Pupils' knowledge and competence in the use of the language is supported through initiatives such as *Grŵp Cymraeg yr Wythnos*, and *Helpwr Heddiw*. The school acknowledges this as an area for further development.

114. The school is committed to the promotion of equality and inclusion of all its pupils. The curriculum and all its extra-curricular activities are available to all and pupils feel that they are valued and respected. This is an outstanding feature.
115. The school's provision for work related education is good with no important shortcomings. Although there is no formal strategy to develop pupils' skills in this area, there is good range of experiences provided, appropriate to the age of pupils. These develop their understanding of the world of business and commerce well. A number of staff have benefited from placements within business and commerce.
116. Education for sustainable development and global citizenship are exceptionally well promoted. This is an outstanding area of the school's provision. Many opportunities are taken to raise awareness of environmental and sustainable issues and to prepare pupils for life as global citizens of the future. The school holds the Eco green flag award. An extensive range of initiatives and projects ensure the school acts in a sustainable manner, many of which have been suggested by the very effective Eco committee.
117. The provision to develop pupils' entrepreneurial skills is good and is progressing well. Membership of the school council and Eco committee ensure pupils contribute to the schools decision-making processes. Opportunities to help run the school's stationery shop ensure older pupils start to develop economic understanding.
118. Good attention is given to ensuring pupils develop the skills for life long learning. The school's strong emphasis on pupils' personal and social development helps to prepare them well for their next stage of learning. Links with the local secondary schools are good and ease transition to the next stage of learning.

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

Grade 2: Good with no important shortcomings

119. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report. Although a number of outstanding features were identified these were insufficient to award an overall grade 1 to the key question.
120. Ysgol Gwynedd provides an exceptionally high level of care and guidance for all its pupils including children under five. All pupils are valued as individuals; their needs are identified and dealt with sensitively. Most pupils are confident that staff will listen sympathetically to any problems encountered and help them find a solution.
121. The school works very closely with parents who are regularly consulted about care and support arrangements. At the pre-inspection meeting with parents

the majority praised the school for its care, support and guidance. The school also works very closely with a good range of specialist agencies and this helps to ensure that pupils are well cared for. Parents are encouraged to express their views on the support that their children receive.

122. The overall arrangements for supporting pupils when they join the school are outstanding. Parents and their children are provided with a high standard of written information prior to joining classes. Sessions for parents on how the curriculum is taught are organised and attended by a growing number of stakeholders. New pupils settle very quickly into school routines. A good transition plan has been introduced to ensure appropriate links are in place for pupils who transfer to the local high school.
123. The school takes its responsibility for assuring the healthy development, safety and well being of its pupils very seriously, this is an outstanding feature. Pupils are taught the importance of developing a healthy lifestyle in assemblies, science and personal and social education lessons. Pupils run a very well supported fruit tuck shop during break times, school lunches provide a healthy selection of appropriate foods and all pupils are encouraged to drink water during the day. The very wide range of extra curricular sporting activities that include lunchtime skipping sessions and keep fit sessions for staff clearly promotes the importance of regular exercise. In clear recognition of the highly successful efforts being made, the school has achieved Phase 4 of the Healthy Schools Award.
124. Regular safety audits of the buildings and grounds are very well documented and prompt action is taken to resolve matters identified. An outstanding feature of provision is reflected in the extremely detailed and thorough risk assessments undertaken related to activities within the school, educational visits and including a host of residential visits undertaken by the school.
125. The head teacher is the designated senior member of staff with responsibility for child protection and is fully trained in child protection procedures. Child protection arrangements are well documented and known to all who work in the school. Procedures are administered in accordance with Welsh Assembly Government and local education authority guidelines. Welfare routines are well established should anyone hurt themselves or become unwell at school.
126. The school council is effective and comprises of democratically elected members from each class. The council meets regularly and other pupils are aware that they can bring matters to the attention of their elected members.
127. The provision for learners with additional learning needs is good with no important shortcomings and the school fully complies with the current Code of Practice. The school welcomes pupils with a range of learning needs and disabilities. These pupils are effectively integrated into their classes and the life and work of the school community.
128. The school is committed to early identification and support for pupils with additional learning needs and uses information from the Health Visitor, play

groups and baseline assessments to establish a need and highlight potential learning problems at the start of a pupil's career.

129. Detailed information on pupils is gathered from teachers' day-to-day assessments and from a range of standardised tests. The school works very closely with Flintshire Inclusion Service and a joint planned programme of support is discussed at regular intervals and put in place by the Additional Needs Co-ordinator. There is regular support from the Educational Psychologist, inclusion teacher, behavioural support and additional learning needs team and other appropriate agencies.
130. Individual Education Plans are generally of good quality. The Additional Needs Co-ordinator, in consultation with the respective class teachers, writes the individual education plans and all interested parties keep the individual education plans close to hand during the school day for reference.
131. Targets are set and the progress pupils make towards these targets is closely monitored. Reviews of targets take place each term, ensuring good levels of progress. The school works closely with pupils and parents to involve them in reviewing progress towards their targets.
132. Support programmes are also organised for parents to give practical suggestions on how to best help their children to succeed in their learning. A variety of specific programmes are run in the school including using data from the Pupils' Attitudes to School Survey that encourage pupils' self esteem and initiatives such as Reading Recovery and Catch Up Mathematics to help pupils with literacy and numeracy. Pupils receiving such support achieve well and clearly benefit from the additional provision.
133. During withdrawal sessions that involve groups for additional support, work undertaken is successfully linked into ongoing class work. The good quality teaching of additional learning needs pupils successfully underpins good levels of progress and high levels of self-esteem. Through the school's outstanding inclusive nature, most pupils with additional learning needs are fully integrated into the life of the school.
134. The school's behaviour management programme is very good. It is effective for all pupils and is based on the positive recognition of pupils' achievements and successes and is aimed at reducing oppressive behaviour. Support for those pupils whose behaviour impedes their progress is effective. They quickly become acclimatised to the school's high expectations. This area of the school's provision is ably supported by the local education authority support agencies.
135. The quality of provision for equal opportunities is very good with no important shortcomings. The school takes careful consideration of a pupil's social, educational, ethnic and linguistic background when drawing up any individual programme for personal and academic support and guidance. This ensures such pupils receive support appropriate to their needs and are not disadvantaged in any way.

136. The school makes no differentiation amongst its pupils in terms of gender and actively discourages stereotyping through the teaching and example shown by all staff. Also, the extensive range of clubs is open to both boys and girls. Pupils questioned confirmed there was no gender discrimination within the school.
137. Although the school population reflects limited numbers of pupils from ethnic minorities, the school does much to successfully promote racial tolerance through its links with overseas schools. It also encourages the sensitive discussion of situations that are in the wider world, which receive widespread media attention. This is undertaken in assemblies and during personal and social education lessons.
138. Procedures to monitor and promote regular attendance and punctuality are good and are helping to ensure there is a steady upward trend in overall rates. External agencies are appropriately involved if there are any concerns. Systems to monitor and address any concerns related to pupils' behaviour are also good. These result in a consistent approach being taken by all teachers to manage any minor incidents of occasional inappropriate behaviour.
139. There are appropriate policies and arrangements established to eliminate bullying and any form of harassment. Pupils express confidence in the schools systems. There is a suitable disability inclusion policy. The school's accessibility plan is clear and informative. Measures are in place to ensure no one is disadvantaged because of their disability. Provision to develop pupils' knowledge of diversity within society is good and all required policies are in place.

Leadership and management

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

Grade 2: Good with no important shortcomings

140. The findings of the inspection team do not match the grade 1 judgement made by the school in the self-evaluation report. Although the attention the school pays to national and local priorities was identified as an outstanding feature, this was insufficient to award an overall grade 1 for the key question.
141. The school's mission statement and vision are clearly understood and supported by all staff and governors. There are also clear values, aims, objectives and targets, which are promoted well across the school. These successfully support equality of opportunity and a respect for all, which is evident in the life of the school.
142. The head teacher provides good leadership and a purposeful sense of direction to the school. He is well supported by the deputy head teacher, senior managers and the governing body.
143. Significant changes in the management structure have taken place since the appointment of the current head teacher. A clear staffing structure is now in place with responsibilities clearly identified. The use of team work enables staff to support each other well. Although many staff are relatively new to their leadership roles, they are enthusiastic and are beginning to provide strong leadership in the areas for which they are responsible.
144. Good systems have been established to support the setting of targets for improvement, based on the tracking of pupils' progress. Extensive use is made of the assessment of individual pupils to set challenging and realistic targets with a clear focus on raising standards. The positive impact of target setting is evident in the standards for subjects noted during the inspection and the improved results, which the school is achieving at the end of each key stage.
145. The extent of the school's involvement in national priorities is an outstanding feature. The school is totally committed to its role as an Early Start Pilot School and all staff have worked hard to establish the foundation phase within the school. The school is working closely with the LA to disseminate its experiences and support other schools as they work on implementing the new phase of learning.
146. The school is also involved in sharing other aspects of its good practice, both locally and further afield. For example, the way in which the school has used money allocated for raising standards, the RAISE grant, and the system for supporting pupils by clearly identifying their attitudes to learning, the PASS system.

147. In addition the school has achieved an extensive range of awards including the Basic Skills Quality Mark; Investor in People status; the Green Flag Eco School Award; and involvement in the Healthy Schools Award. A breakfast club within the school is very well established.
148. The school has very strong links with the Flying Start Centre adjoining the school, and good links with local primary schools and the high school. There are also well established partnerships with local teacher training colleges and institutions. The school provides highly effective training facilities for both student teachers and other students undertaking vocational qualifications.
149. Procedures in place for undertaking the performance management of teaching staff are well established and suitable arrangements are in place to monitor the performance of support staff.
150. The extent of training for both teaching and support staff is good. All staff are involved in on-going training and are very well supported by the management of the school. Many teaching staff are given good opportunities to undertake leadership responsibilities and the majority of senior managers are currently involved in training to develop their leadership skills.
151. The school has responded fully to the requirements of workforce remodelling and for reducing teachers' workload.
152. The governing body is supportive of the school and is provided with good quality information about the school's performance and activities by the head teacher. Governors meet regularly and have established an effective committee structure.
153. Governors are well aware of their roles and responsibilities. Their role in helping to set the strategic direction of the school is good. They monitor the effectiveness of the school's provision through the information provided by the head teacher and their sub committee structure. However, they do not gain first hand evidence of the school's work because no governors are linked to specific curriculum areas. The governing body fulfils all its legal and statutory requirements.

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

Grade 2: Good with no important shortcomings

154. The findings of the inspection team do not match the grade 1 judgement made by the school in the self-evaluation report. The way in which the school involves all staff in the process of self-evaluation is an outstanding feature but this was insufficient to award an overall grade 1 for the whole key question.
155. The head teacher and deputy head teacher have a good overview of performance across the school. Subject team and phase leaders are

developing their knowledge about the areas for which they are responsible. They evaluate the quality and standard of work mainly through the scrutiny of pupils' work and the monitoring of planning. Occasionally visits to other classrooms are made mainly on an informal basis. However the regular monitoring of teaching and learning, other than through the process of performance management, is under developed. Consequently leaders are not always well informed about strengths and areas for development.

156. The process of self-evaluation is well established within the school, with all staff and governors fully involved. As part of the self-evaluation process questionnaires are used to seek the views of parents, pupils and governors. The views of pupils are also sought effectively through the school council and the views of the community are voiced through the governing body. Information received as a result of these systems is well used to inform future developments within the school.
157. The efforts the school makes to fully involve all members of staff in self-evaluation are exemplary. The school pays for all staff, including the caretaker, cleaners, midday supervisors and support staff, to attend two half-day training sessions a year where issues of concern to everyone who works in the school are discussed. This is a very good feature, in a large school, in ensuring that there is a shared understanding of issues common to all.
158. The school's planning for improvement is good. The school's self-evaluation report is concise, and comprehensive. It highlights areas for improvement appropriate to the development of the school. These are prioritised and incorporated into the School Development Plan.
159. The School Development Plan is an effective document for giving strategic direction to the work of the school. Steps for action are identified, together with the expected outcomes and the proposed monitoring. Responsibilities for implementation are identified, budgetary implications are considered and resources earmarked for supporting these developments. Actions taken by the school have resulted in measurable improvement, for example, the school's programmes to accelerate pupils' reading and mathematical ability have impacted positively on pupils' development and progress.
160. Progress in addressing the priorities in the School Development Plan are reviewed annually through a self-improvement plan before determining in detail how school priorities will be dealt with in the years to come.
161. The inspection team agreed with the school's self-evaluation in two of the seven key questions. In the other key questions the school had awarded a grade 1 and the inspection team awarded a grade 2.
162. The school's progress since the last inspection has good features that outweigh shortcomings. Three of the five key issues highlighted in the last inspection report have been addressed appropriately by the school. There remains a need to improve the use of ICT by pupils in key stage 2 and also to strengthen the use made of the assessment of pupils' work.

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

Grade 2: Good with no important shortcomings

163. The inspection findings do not match the school's self-evaluation of grade 1 for this key question. This is because leaders and managers use resources very efficiently, but their use is not yet having an outstanding impact on the standards pupils achieve.
164. There are sufficient teaching and support staff to enable the curriculum to be taught effectively. Members of the teaching staff have a good mix of specialist knowledge, skills and experience. Many members of the support staff have previously worked as parent volunteers and therefore know the school very well.
165. All members of staff have clear job descriptions, roles and responsibilities that are reviewed annually. All staff benefit from opportunities to develop their knowledge and skills and are encouraged to attend relevant courses.
166. The skills of support staff are highly valued but their involvement in planning, teaching and recording pupils' progress and achievements varies considerably according to their role and partnership with different teachers.
167. In the nursery, focus activity sheets give very clear guidance for support staff and there are excellent examples of assistants supporting children's learning extremely skilfully. In some other classes throughout the school, however, their knowledge and skills are not always used so effectively to enable them to maximise opportunities for children's learning.
168. All teachers have statutory time for planning, preparation and assessment and keep a record of their activities during these periods. The quality of teaching and learning when teachers' classes are covered is not always maintained due to variations in teachers' confidence, expertise and subject knowledge.
169. The school has good quality resources to meet its needs in all curriculum areas. Resources are well matched to its priorities for improvement. For example, it has recently invested in a great deal of new ICT equipment for staff and pupils and resources for special educational needs.
170. Displays of pupils' work and other information linked to topics being studied are often used effectively to reinforce pupils' learning. For example, in a geography lesson in upper key stage 2, the teacher used a display of aspects of France to help pupils recall and use relevant geographical terminology.
171. A computerised cataloguing and access system has recently been established for the two libraries. The key stage 2 library is currently in the corridor. It contains a sufficient quantity of books although many of them are not placed in the appropriate section, making it difficult for pupils to locate texts on specific subjects.

172. The school is nearly sixty years old but the accommodation, both inside and out, is spacious and well maintained. Corridors are wide and assist the safe and orderly movement of pupils around the school. The hall has a seating capacity for six hundred people and a huge stage with sound and lighting equipment, which enhances the quality of school productions.
173. The grounds are extensive and attractive. Stimulating 'outdoor classrooms' have been developed for the foundation phase classes and are beginning to be used effectively to support and extend children's learning.
174. The school's system for ensuring the most economic and efficient procurement of resources is an outstanding feature in achieving value for money. It was selected as one of only six schools in Wales to take part in a project to spread good practice in making efficiency savings. The resulting DVD and Value Wales/Welsh Assembly Government publication, 'Improving Schools Procurement in Wales', in which the school features, has been distributed to all primary and secondary school in Wales this term.
175. An effective rolling programme of renovations and improvements ensures that the building and grounds are well maintained and provide a suitable environment for staff and pupils. Pupils' toilets are currently being refurbished at the request of the school council.
176. The school constantly keeps costs under review and has a rigorous system for managing the budget. It therefore achieves good value for money.

Standards achieved in subjects and areas of learning

Foundation Phase

177. The school is an Early Start setting for the Welsh Assembly Government's Foundation Phase. The Foundation Phase is therefore officially being implemented in the early years and year 1.
178. 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 Foundation Phase outcomes.

Personal and social development, well-being and cultural diversity

Grade 1: Good with outstanding features

Outstanding features

179. All children have a very good understanding of the routines in the foundation phase classes, and are developing an exceptional level of independence. They move quickly and quietly between activities, both indoors and outdoors, responding promptly to direction. All children show an outstanding level of independence when providing resources for themselves during child-led activities and at snack times.
180. All children in the foundation phase relate exceptionally well to each other and to adults. They show an outstanding level of care, respect and affection for their peers, playing well together and readily sharing their equipment. Older pupils wait their turn in both formal and informal situations. Many pupils are beginning to show an appreciation of the views of others.

Good features

181. All children confidently experiment with new learning opportunities. Pupils' ability to concentrate for long periods of time is good. They become very involved in the tasks which are prepared for them. This supports their learning and enables them to benefit in full from the activities they engage in. Nearly all pupils willingly take responsibility for their own equipment, tidying up quickly at the end of each session.
182. Most children are successfully developing their independence in dressing and undressing themselves for physical activities. They put on their own painting aprons and outdoor clothes when necessary, asking for help when they need it. They show a good awareness of issues related to personal hygiene.
183. All pupils in the foundation phase are beginning to develop a growing understanding of their own and other cultures, for example nearly all pupils accurately recall aspects of the festival of Divali.

Shortcomings

184. There are no important shortcomings.

Language, literacy and communication skills

Grade 2: Good with no important shortcomings

Good features

185. Nearly all children listen well to adults and to their peers, particularly during whole class times and story sessions. They respond confidently to questions and follow instructions accurately.
186. All children speak as well as they are able to. Many children speak clearly and confidently, expressing their opinions well. Many older pupils use a good range of descriptive language both in their speech and in their early writing.
187. Children's early writing skills are developing well and they confidently use emergent writing in a range of situations. All children show a good understanding of the functions of writing, particularly when writing in the role play areas. Many reception children take care with the formation of their letters. More able pupils know that they need a beginning, a middle and an end to create a good story. They write with increasing confidence and accuracy, making good use of their knowledge of letter sounds to enable them to spell simple words correctly.
188. The development of younger children's early reading skills is good. Nursery children handle books with great care, turning the pages appropriately and discussing the pictures with a good awareness of detail. Reception children make good progress in developing their skills. The vast majority show good recall of stories they are familiar with. Many successfully use the illustrations in their reading books to inform their reading of the text. They correctly read from left to right, tracking the text carefully as they do so.
189. Older children continue to develop their reading skills well. Nearly all become very confident in developing and using their knowledge of letter sounds to help them read unfamiliar words.

Shortcomings

190. There are no important shortcomings.

Mathematical development

Grade 2: Good with no important shortcomings

Good features

191. All children in the foundation phase show a good awareness of number when working independently. Nearly all nursery children count accurately and confidently to five. Most reception children accurately match numerals to 10. All younger children are successfully developing their awareness of number through a wide range of songs and rhymes.

192. Older children in the foundation phase continue to successfully develop their awareness and knowledge of numbers. Many count confidently to 50 in 10s and correctly identify 1 more and 1 less when working with larger numbers.
193. Children in nursery and reception make good progress in developing their early mathematical concepts when they work with the sand and water. Their understanding of full/empty; more/less etc. is well developed. Many older children in the foundation phase accurately use cubes to measure the distances on a map.
194. Nearly all older children have a well developed awareness of the use of money. They correctly identify and sort coins, and the most able accurately make up 6p using 2p and 1p coins.

Shortcomings

195. There are no important shortcomings.

Welsh language development

Grade 3: Good features outweigh shortcomings

Good features

196. Most children in reception and nursery listen attentively to songs and rhymes in Welsh. Reception children join in with enthusiasm.
197. Many children in the foundation phase make good progress in exploring the Welsh language. Many respond in Welsh during whole group sessions, using simple words and greetings accurately.
198. Many children show they understand a good number of instructions given in Welsh, by responding quickly and purposefully in a range of situations. They confidently count in Welsh and a few older pupils read simple Welsh phrases accurately when they undertake the role of the Helpwr Heddiw.

Shortcomings

199. A minority of older children do not understand simple instructions given in Welsh and lack confidence when responding to basic questions. Their understanding of basic phrases related to the weather is also insecure.

Knowledge and understanding of the world

Grade 2: Good with no important shortcomings

Good features

200. All children under five are developing a good knowledge of the work people do. They name a large number of people who help them, both in school and in the wider world. They talk confidently about their homes and where they live.

201. Most nursery children classify fruit and vegetables correctly, including less familiar fruits such as mangoes. They have a good understanding of where vegetables grow; they know for example that carrots grow underground.
202. All children in the foundation phase are developing a good understanding of the seasons by working in the outdoors. Nearly all children demonstrate very good observational and investigation skills when, for example, they explore a range of leaves and conkers.
203. Older children observe living things in the garden and correctly identify many of the birds and animals they see there. They accurately describe what they have seen and offer simple explanations, for example as to why mini beasts are found in certain areas of the garden. Many consider carefully the suggestions made by others.
204. Children explore and experiment in order to identify objects which provide a light source. Most classify light sources accurately and a few children have a good understanding that you need lights on a bike in order to be seen.

Shortcomings

205. There are no important shortcomings.

Physical development

Grade 2: Good with no important shortcomings

Good features

206. During physical education lessons, nursery children show a good awareness of space and other children. The majority of children move with good control and co-ordination when they perform a range of movements, including running, walking, skipping and jumping.
207. Reception children show good control and accurate aim when they throw bean bags into hoops. During outdoor activities, they skilfully manoeuvre a range of wheeled vehicles, following a chosen path and avoiding other children.
208. All children in the foundation phase handle small tools, such as paintbrushes, pencils and scissors, with good control and are developing their skills well. When working on the computer nearly all children control the mouse well and are able to 'drag and drop' items on the screen accurately.
209. Many children understand the importance of diet and rest. They are developing a good knowledge of healthy and unhealthy foods. Older children understand the need to warm up before exercising.

Shortcomings

210. There are no important shortcomings.

Creative development

Grade 2: Good with no important shortcomings

Good features

211. Children in nursery and reception join in enthusiastically with musical activities and this has a positive impact on the good progress they make. Most sing a good range of songs and rhymes tunefully. Older children explore a variety of pulse and sound, handling a range of musical instruments skilfully. Nearly all children are able to maintain a steady beat.
212. All children in the foundation phase use a good range of materials to create pictures and models. They consider carefully the materials they use to create and glue their own fireworks. Many are beginning to handle paint skilfully when painting and making patterns.
213. All younger children make good use of fruits, vegetables and fruit shapes to create effective prints. Many older children use leaves and conkers to create patterns well.
214. When using photographs to support their drawings, many older children create expressive faces with a good level of detail. They make effective use of pastels to create the background.
215. Many older children respond creatively to music in dance lessons and a few are able to evaluate the performance of others by clearly indicating the good features of the dances they have created.

Shortcomings

216. There are no important shortcomings.

English

Key stage 1: Grade 2: Good with no important shortcomings

Key stage 2: Grade 2: Good with no important shortcomings

Good features

217. In key stage 1, pupils generally listen attentively to presentations by teachers and each other. They speak confidently about their work and experiences with both adults and fellow pupils. They begin to realise the need to adapt their spoken language and intonation of voice for different situations.
218. In key stage 2, the majority of pupils listen carefully in whole class and small group contexts and pay close attention to what others say. They both ask and respond appropriately to questions and, as they progress through the key stage talk with increasing confidence. Many pupils employ well reasoned and logical arguments to sustain, justify or defend opinions, such as when discussing the rights and wrongs of killing animals for food or for clothing.

219. Most pupils in key stage 1 read with expression and understanding. They talk about aspects of the books they enjoy or dislike. Many respond well to humour in the texts and predict events confidently. When faced with unfamiliar words most less able pupils use phonic strategies effectively to attempt words and correct first attempts.
220. In key stage 2 many read a good range of books with fluency, expression and accuracy. They give comprehensive accounts of the books they are reading or have read. They name their favourite authors and identify recurring themes in their work giving good reasons for their choices. Higher order reading skills are well-developed enabling them to competently retrieve information from a variety of sources such as the Internet and non-fiction texts.
221. In key stage 1, pupils' writing is good. They develop an appropriate awareness of phonic patterns, generally spell common words correctly and make reasonable attempts at more complex spellings. Punctuation and capital letters are generally used correctly. Most pupils begin to appreciate the different styles needed for different types of writing, for example a dialogue between a *worm and bird*. Many begin to have awareness of the features of instructional texts as when writing their instructions for making a chocolate apple. Many pupils include descriptive words effectively in their work on Haiku and Acrostic poems. A few more able pupils write extendedly and creatively, showing a good awareness of the structure of a story.
222. Standards of writing are good in key stage 2. Pupils write in a variety of creative and factual styles for different audiences and gain increasing control of forms that include letters, poetry, stories, diaries and newspaper reports. Pupils have a good awareness of the features and differences between a biography and an autobiography. They understand the purpose of drafting and redrafting their efforts when compiling their own autobiographies. Most pupils organise their writing into paragraphs, use imaginative vocabulary and more complex sentence patterns. Spelling is generally accurate and punctuation is used appropriately.
223. Pupils for whom English is an additional language have good listening skills and are developing a vocabulary that enables them to take part in group discussions. They recognise basic words and are able to write words and short sentences.

Shortcomings

224. There are no important shortcomings. However, in key stage 2 pupils' presentation of work is inconsistent and handwriting is not always joined and legible.

Mathematics

Key stage 1: Grade 2: Good with no important shortcomings

Key stage 2: Grade 2: Good with no important shortcomings

Good features

225. In year 2 most pupils respond well in oral and mental sessions, displaying a good grasp of basic notation and money problems. Most pupils confidently count in twos, fives and tens up to fifty, with higher achieving pupils confidently counting to 100 and well beyond in some instances. Given a range of basic number counting equipment, most pupils identify patterns that make odd and even numbers and, using the information gained, they successfully apply it to a range of given digits up to 100.
226. Most year 2 pupils confidently recognise halves and quarters, answer simple multiplication facts quickly and accurately. They make good progress in relation to simple problems relating to money, giving the correct amount or successfully working out the correct change required from a given amount.
227. Year 2 pupils confidently create a range of graphs using appropriate systems for counting collected data before importing the data into graph form. Most pupils confidently recognise common two-dimensional shapes and describe their associated properties correctly using the correct mathematical terminology. The majority of pupils recognise and weigh everyday objects accurately using standard and non-standard measures. Most can tell the time correctly to hour and half hour intervals.
228. In key stage 2 most pupils develop an appropriate understanding of place value. They confidently understand what each digit represents in three and four digit numbers and position these numbers correctly into thousands, hundreds, tens and units. During oral and mental sessions most can apply their quick thinking skills accurately to a range of everyday problems. Most pupils tell and record time accurately in hours and minutes and generally they understand analogue time to five minutes around the hour.
229. Across the key stage, pupils make good progress in their understanding and use of fractions. They have a good understanding of negative and positive numbers when related to temperature. Throughout key stage 2 pupils make good progress in using and interpreting data in the form of different types of graphs. This work is further enhanced by the use of information and communication technology to draw a good variety of graphs and tables.
230. Most year 6 pupils develop a good knowledge of the associated properties of two- and three-dimensional shapes. Older pupils develop a good understanding of the relationship between area and perimeter when applied to regular shapes. Most pupils accurately name, make simple predictions and show a good understanding of the appropriate units of measure to use.

Shortcomings

231. There are no important shortcomings.

Geography

Key stage 1: Grade 2: Good with no important shortcomings

Key stage 2: Grade 2: Good with no important shortcomings

Good features

232. Through their walks and observations in the local area, pupils in year 2 are developing a good awareness of key features that give it its character such as the park, church and castle. They confidently express personal views about their locality and record the results of their observations in a good variety of forms.
233. Most pupils in year 2 have a good understanding that they live in Flint and that their town is in Wales. They are developing a good awareness of places beyond their locality, such as London. Their knowledge that maps help you "find where you are going" is good and they use them well in activities such as following a route around the garden. They make their own simple pictorial maps that include features of interest to them.
234. Pupils in key stage 2 build well on the geographical skills developed during key stage 1. For example, they refine their knowledge of how to interpret increasingly complex maps of the United Kingdom and the wider world. The majority of pupils competently apply their knowledge of directions and co-ordinates when finding locations on unfamiliar maps.
235. Throughout key stage 2, all pupils develop a good understanding of how people affect the environment and how they can help safeguard it for the future. They also develop an increasing knowledge of issues surrounding fair trade and the impact of their purchasing choices on the lives of people in other countries.
236. In years 3 and 4, all pupils understand why it is important to recycle as many materials as possible and know how to sort correctly and dispose of major items of household rubbish. More able pupils clearly explain the long-term implications of the over-use of landfill sites. The majority of pupils record and present their findings well in writing, diagrams, pictures and posters.
237. By years 5 and 6, many pupils use secondary sources such as books and photographs effectively to research information about France. They suggest a variety of ways to travel to places such as Saint Lucia or France and have a good understanding of significant ways in which these places contrast with Wales.
238. In upper key stage 2, pupils are very aware of the controversy surrounding the local cement works and how people's views of the industry vary according to their status as workers, residents or users of the product.

Shortcomings

239. There are no important shortcomings however a minority of pupils in upper key stage 2, have an insecure understanding of how to find places on an unfamiliar map in relation to co-ordinates and compass points. For example, they confuse south-east with south-west.

Art

Key stage 1: Grade 2: Good with no important shortcomings

Key stage 2: Grade 2: Good with no important shortcomings

Good features

240. Inspired by their own and other cultural traditions, pupils in year 2 use a good range of resources, techniques and materials to make images and artefacts in two and three dimensions. As part of their study of Divali, for example, they create intricate Mendhi hand patterns and well formed clay candle holders.
241. Pupils in year 2 make good progress in observing closely and including more detail in their drawings and paintings. For example, pupils use photographs of themselves and mirrors to scrutinise their facial features. Their painted self-portraits show good control of paint and increasing attention to detail.
242. Year 2 pupils respond imaginatively and practically to Edvard Munch's painting, 'The Scream'. The majority of them use pastels effectively to create 'surprised' portraits using different colours for the background.
243. During key stage 2, pupils use a good range of starting points such as photographs, found objects, observations of the world around them and examples of the work of a range of artists in their art and design work. They use sketchbooks and ICT occasionally, but effectively, to experiment and record their ideas.
244. In lower key stage 2, all pupils enjoy experimenting with an extensive range of media and materials to make decorative objects that include elements of pattern. Most pupils experiment well with the different visual qualities of contrasting colours, materials and textures and make plaques, window paintings, place mats and other objects of good quality.
245. Pupils' skills in weaving, painting and making collages are developing well in lower key stage 2. Many pupils evaluate and reflect on their work as it develops and consider ways of improving it using relevant vocabulary. They draw effectively on knowledge gained in other subjects. For example, the majority of year 3 and 4 pupils use the terms 'reflective' and 'rotational' symmetry appropriately in discussing the patterns they create in their decorative objects.
246. In making 2 dimensional and 3 dimensional models of people moving, most pupils in upper key stage 2 use several examples of other artists' portrayal of movement in two and three dimensions effectively to inspire their own investigations. They display a growing appreciation of body position and proportion as they manipulate and adjust pipe cleaners to make an armature for their intended paper maché figures.
247. Most pupils in upper key stage 2 show a good understanding of the techniques used by the artists they study. For example, they speak knowledgeably about how the Welsh artist, Allan Storer, uses texture in his portrayal of rugby players to help give an impression of movement.

Shortcomings

248. There are no important shortcomings.

School's response to the inspection

Ysgol Gwynedd has been involved in numerous positive changes over the last two years and we have been (and still are) fully engaged in the change management and improvement process to raise standards.

We are all very proud of our school and welcome all feedback (good or bad) in a positive vein. We will continue to work hard to provide the good and outstanding features that make our school special, while developing other areas for inclusion in the School Development Plan.

Finally the Head and Governors would like to pay tribute to the staff who not only worked extremely hard in preparation for the inspection but more importantly give of their best to the care, support and guidance of the pupils throughout the years. We would also like to thank the parents for their continued support but most importantly to commend the pupils whose behaviours, attitudes and hunger for learning, as always, did us proud during the inspection week.

Appendix 1

Basic information about the school

Name of school	Ysgol Gwynedd C.P. Primary
School type	Nursery and Primary
Age-range of pupils	3 to 11 years
Address of school	Prince Of Wales Avenue, Flint Flintshire
Postcode	CH6 5NF
Telephone number	01352 732365

Head teacher	Mr Jeremy Griffiths
Date of appointment	1 st September 2006
Chair of governors/ Appropriate authority	Mr Neil Schofield
Registered inspector	Mrs Linda Jane Williams
Dates of inspection	3 rd - 6 th November 2008

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	25.5	38	37	71	66	53	72	60	422.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	21	2	22

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	7:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	88	91	94
Spring 2008	87	92	94
Autumn 2007	88	91	95

Percentage of pupils entitled to free school meals	22%
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 2008			Number of pupils in Y2:					67
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	2	77	22	
		National	0	3	14	63	20	
En: reading	Teacher assessment	School	0	0	2	75	23	
		National	0	4	15	55	26	
En: writing	Teacher assessment	School	0	0	2	81	17	
		National	0	5	16	67	11	
En: speaking and listening	Teacher assessment	School	0	0	0	67	33	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	0	2	83	15	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	0	2	80	18	
		National	0	1	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	94%	In Wales	80%
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D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6								61
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	8	18	56	18
		National	0	0	0	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	8	15	70	7
		National	0	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	2	18	57	23
		National	0	0	0	0	0	2	12	52	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)

by teacher assessment

In the school	70%
In Wales	74%

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

Appendix 4

Evidence base of the inspection

Five inspectors spent a total of 17 inspector days in the school and met as a team before the inspection. A peer assessor also played a full role as a member of the inspection team.

These inspectors visited:

- 41 lessons or part lessons;
- all classes except one;
- acts of collective worship; and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents;
- senior managers, teachers and support staff; and
- pupil groups, including the School Council, Eco Council and Sports Council.

The team also considered:

- the school's self-evaluation report;
- 58 responses to parents' questionnaires;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work, over all year groups.

The inspection team also:

- held discussion with pupils about their work; and
- observed pupils' behaviour throughout the day.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Linda Jane Williams Registered Inspector	Context Summary and recommendations Contributions to Key Questions 1, 5 and 6. Foundation Phase
Mr Peter Clarke Team Inspector	Contributions to Key Questions 1 and 4. Mathematics
Mrs Eleri Honour Team Inspector	Contributions to Key Questions 2, 3 and 6. English
Mrs Stephanie James Team Inspector	Contributions to Key Questions 2 and 7. Geography Art
Mrs Denise Shields Lay Inspector	Contributions to Key Questions 1, 3, 4 and 5.
Mrs Sue Edgar Peer Assessor	Contributions to all questions.
Mr Jeremy Griffiths Nominee	Contributions to all questions by providing information.

Contractor

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Acknowledgement

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