

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

A Report on the Quality of Education in

**Hirael Primary School
Ffordd y Gogarth
Bangor
Gwynedd
LL57 1BA**

School Number: 6612227

Date of Inspection: 01/06/09

by

**Edward Goronwy Morris
78283**

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Ysgol Gynradd Hiracl was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Gynradd Hiracl took place between 01/06/09 and 03/06/09. An independent team of inspectors, led by Edward Goronwy Morris 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 Hirael Primary School, which is a bilingual school, is situated on the north side of the city of Bangor. The school operates in accordance with Gwynedd LA's bilingual policy. The majority of pupils come from the populated area surrounding the school, but a considerable number also come from outside the catchment area. The residential area the pupils are from is not considered prosperous or economically disadvantaged. The pupils represent the full range of ability. The school's foundation assessment results are around the county average. 28 percent of the pupils are entitled to free school meals. This is higher than the LA average of 12.8 percent and the percentage across Wales of 17.5 percent. Very few pupils come from homes where Welsh is spoken as a first language, and 15 percent come from homes where neither English nor Welsh are the main languages. The school has received the Raising Achievement and Individual Standards grant (RAISE) to target disadvantaged pupils and raise performance levels.
- 2 At this time, there are 182 pupils on the school register from reception age to year 6. Pupils are accepted to the school on a full time basis in accordance with LA policies in the September following their fourth birthday. Pupils are accepted into the nursery class on a part time basis in the September following their third birthday; at this time there are 21 children attending on a part time basis. There are 54 pupils identified as having Special Educational Needs (SEN) including 27 as 'school action plus' and five with an SEN statement. 25 pupils at the school receive learning support with English as an additional language. There are no pupils under the care of the local authority.
- 3 There are 7 full time teachers in addition to the head teacher. There are also three part time teachers. The head teacher was appointed to the post in September 1996. Pupil numbers at the school have fallen considerably since the school was last inspected in April 2003. A mobile classroom for the use of the 'Mudiad Ysgolion Meithrin' was located in the schoolyard in 2005.

The school's priorities and targets

- 4 Hirael school's main aim is to provide a balanced education which one day will enable the children to become citizens of the society they are growing up in. Every attempt is made to develop each individual's potential to its utmost and provide them with the necessary resources for the future. The school's intention is to create a happy and caring environment which enables the children to develop into confident and reliable individuals, who are completely aware of their needs and personal well-being and the needs and welfare of others, within and beyond the school community.
- 5 In the current school year, priority is given to:

- continuing to raise standards of bilingualism;
- continuing to further raise standards of writing in both languages through improving spelling;
- raising standards in mathematics specifically in the area of 'practical application';
- raising standards in Religious Education;
- adapting short term schemes of work so that they identify exactly how the school intends to develop pupils' thinking skills, foundation skills and key skills;
- planning for learning outside school hours;
- further develop the role of the School Council;
- ensure consistency regarding the general accessibility of Individual Educational Plans;
- complete Stage 3 Healthy Schools;
- further develop the RAISE plan;
- further develop methods of self evaluation to include everyone;
- develop the monitoring and appraisal role of co-ordinators new to their posts in September 2008;
- adapt staff responsibilities in the light of the September 2008 staffing cuts; and
- ensure that teachers make effective use of their specialisms.

Summary

- 6 Hirael school is a good school. There is an element of excellence in the care, leadership and support offered to learners. The special quality of the school is the feeling of family community and the companionship of the pupils. There is a happy inclusive ethos and a very positive atmosphere based on good inter-relationship and co-operation between everyone. This has a positive effect on pupils' achievement. The school has made good progress since the last inspection.
- 7 The findings of the inspection team agree with the school's judgement in five of the seven key questions. The inspection team awarded higher grades in the other two questions.

Table of grades awarded

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

- 8 Statutory teacher assessments in 2008 showed that 86.4 percent of key stage 1 pupils achieved the core subject indicator i.e. the expected level 2 in the three subjects, Welsh, mathematics and science compared to the national average of 80.7 percent. In the same year in key stage 2, 76 percent of pupils achieved the core subject indicator at level 4 or higher in Welsh or English, mathematics and science compared to the national average of 75.5 percent. In comparison with similar schools i.e. schools with similar numbers of pupils entitled to free school meals this places the school in the upper 50 percent.
- 9 On consideration of the data over a period of time of three years the NC assessment results in key stage 2 highlight that pupils' performance tends to excel the LA and national averages in English, mathematics and science and that standard in Welsh are improving. On consideration of the data over a period of three years and comparing key stage 2 assessments with the performance of the same pupils in key stage 1 their progress compares

favourably with local and national progress statistics. There is no significant difference between the performance of boys and girls.

10 Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	68%	17%	0%	0%

11 These figures compare closely with the national picture reported by Her Majesty's Chief Inspector in his annual report for 2007 to 2008.

12 The general quality of the educational provision for children less than five years is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

13 The standards in the learning areas inspected in the foundation phase are as follows:

Personal and Social development, well-being and cultural diversity	Grade 2
Language, literacy and communication skills	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 2
Creative development	Grade 2

14 In the subjects inspected in KS1 and KS2 the standards of achievement are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 3
Design and Technology	Grade 1	Grade 1
Art	Grade 2	Grade 1
Music	Grade 3	Grade 2
Physical education	Grade 2	Grade 2

15 Across the school most pupils including those with SEN make good progress towards achieving their potential. The communication skills of the majority of pupils are developing well in both languages. Not everyone is as confident in Welsh. The quality of the written work of a number of key stage 2 pupils is impaired by syntax and spelling errors. They use their mathematical, information communication technology (ICT), problem solving and creative skills effectively in a variety of subjects. The bilingual competence of the majority of pupils is good.

16 Pupils' behaviour is good. This has a positive effect on standards achieved. The school's attendance levels over the last three full terms are 93 percent.

This is lower than LA and national averages. Punctuality with a few exceptions is good.

- 17 The attitude of the majority of pupils towards learning is good. They work together happily and cheerfully. However, pupils' ability to recognise for themselves how to improve their work has not been developed sufficiently. This is acknowledged by the school.
- 18 Pupils of all ages are making good progress in their spiritual, moral, personal, social and cultural development. They show a good awareness of equal opportunity issues. They are conscious of the need to stay healthy.
- 19 Pupils' awareness of the employment world and the workplace is good. There is an element of excellence in entrepreneurship. Pupils' contribution to the life of the community is good. All this enables them to develop a very good understanding of the world around them.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29%	53%	18%	0%	0%

- 21 These figures are a significant improvement on the last inspection. They compare well with the national picture reported by Her Majesty's Chief Inspector in his annual report for 2007 to 2008.
- 22 In the lessons that were judged as excellent, there are energetic and lively presentations, challenging tasks based on direct experiences, extensive questioning skills and a variety of teaching strategies that promote independent learning. In the vast majority of lessons there is indication of thorough preparation and effective planning in response to the needs of the differing abilities within the class. There is an orderly and positive atmosphere and good time management. Good questioning skills are used with specific emphasis on improving pupils' language. In the lessons where shortcomings were noted the objectives are not clear enough and the tasks do not ensure the active participation of learners. At times there is an element of over instruction by teachers which has a detrimental effect on lesson pace.
- 23 Assessment, recording and reporting procedures are good, operational and satisfy statutory requirements. The school acknowledges the need to include pupils more in the process of self evaluating their work.
- 24 The school offers a wide range of experiences, which satisfy the learning needs and interests of pupils and meet statutory requirements. The development of key skills receives good attention. The provision to develop pupils' bilingual skills is good. Pupils' learning experiences are enriched by effective partnerships. Good attention is given to deepening pupils' knowledge of the employment world and promoting enterprise skills. The provision for developing

pupils' understanding of sustainable development and global citizenship is good. Good attention is paid to staying healthy.

- 25 The quality of care, support and guidance offered to pupils is excellent. The school has clear policies and procedures which contribute to the well being, health and safety of pupils when they are in the care of the school. The provision for pupils with additional learning needs excels and completely satisfies the requirements of the Code of Practice. The co-operation between the school and the parents is especially effective. The school's procedures regarding equal opportunity and maintaining good behaviour are operational and notably effective. This is reflected in the everyday work of the school.

Leadership and management

- 26 The head teacher offers conscientious and caring leadership. She is held in high esteem in the school community. Agreed aims and objectives are reflected well in the work and the ethos of the school. The school acknowledges the need to restructure and redefine responsibilities in the light of staff changes and the revised curriculum. The governing body is extremely supportive, active and thorough.
- 27 There is a culture of self-evaluation and planning to improve which exists within the school. The procedures are comprehensive and inclusive although they do not at this time focus sufficiently on the achievement of specific groups of pupils. The priorities noted for improvement, are on the whole appropriate for the development of the school. However, the link between these priorities and the targets set for individuals and groups of pupils is not clear enough. This is acknowledged by the school.
- 28 The school has sufficient numbers of teachers and support staff for the number of pupils. The commitment of all staff effectively promotes the school's aims. The school acknowledges the need to ensure further training to enable staff to contribute fully to the development of the foundation phase.
- 29 The space within the building and site is sufficient for the number of pupils. The exhibitions within the school are attractive and stimulating and create an environment which promotes teaching and learning.
- 30 There is a very good supply of resources for all ages and they are used effectively for teaching and learning. The school's financial management is good. The budget is monitored carefully to ensure good value for money.

Recommendations

In order to improve the school needs to:

- R1 raise standards in Welsh in key stage 2 and music in key stage 1;
- R2 further develop learners' ability to make decisions for themselves and become increasingly responsible for their own teaching;
- R3 ensure that the teaching is as effective in every class; and
- R4 refine the self-evaluation and planning process to focus on raising standards of specific groups of pupils.

These recommendations are already priorities in the self-evaluation report or the SDP.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: good features and no important shortcomings

- 31 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 32 Statutory teacher assessments in 2008 showed that 86.4 percent of key stage 1 pupils achieved the core subject indicator i.e. the expected level 2 in the three subjects, Welsh, mathematics and science compared to the national average of 80.7 percent. According to teacher assessment the achievement of pupils aged seven years compare closely with LA and national averages. They are slightly lower in Welsh.
- 33 In the same year in key stage 2, 76 percent of pupils achieved the core subject indicator at level 4 or higher in Welsh or English, mathematics and science compared to the national average of 75.5 percent. In comparison with similar schools i.e. schools with similar numbers of pupils entitled to free school meals this places the school in the upper 50 percent. The achievement of pupils aged 11 years in Welsh and science is higher than LA and national averages. In English they compare closely with national averages but slightly lower than LA averages. In mathematics they are lower than LA and national averages.
- 34 On consideration of the data over a period of time of three years the NC assessment results in key stage 2 highlight that pupils' performance tends to excel the LA and national averages in English, mathematics and science and that standard in Welsh are improving. On comparison of key stage 2 assessments with the performance of the same pupils in key stage 1 their progress shows good improvement in line with local and national progress statistics. There is no significant pattern apparent in the performance of boys and girls. The performance of girls excels throughout reflecting the national picture.
- 35 Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	68%	17%	0%	0%

- 36 These figures compare closely with the national picture reported by Her Majesty's Chief Inspector in his annual report for 2007 to 2008. Nationally, standards are good or better (Grade 1 and 2) in 84% of lessons and standards are excellent (Grade 1) in 12% of lessons.
- 37 The general quality of the educational provision for children less than five years is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

- 38 The standards in the learning areas inspected in the foundation phase are as follows:

Personal and Social development, well-being and cultural diversity	Grade 2
Language, literacy and communication skills	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 2
Creative development	Grade 2

- 39 In the subjects inspected in KS1 and KS2 the standards of achievement are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 3
Design and Technology	Grade 1	Grade 1
Art	Grade 2	Grade 1
Music	Grade 3	Grade 2
Physical education	Grade 2	Grade 2

- 40 The majority of pupils, whatever their age, sex, ability, social, ethnic or linguistic background including those with SEN, make good progress by acquiring skills, information and understanding. They achieve agreed targets and aims. When moving through the school they are gathering information and show a good understanding of their abilities and confidently and successfully use their skills in new situations.
- 41 Throughout the school the verbal communication skills of the majority of pupils with each other and with adults is good. Not everyone is as confident in Welsh. The majority of key stage 1 pupils listen well, communicate with each other and read and write in accordance with their ability and age. The majority are prepared to contribute intelligently to a conversation and class discussion. Key stage 2 pupils' speech continues to develop. The majority are very willing to discuss their work. The most able speak confidently using appropriate vocabulary. They listen attentively to the teachers and each other. Their ability to read in Welsh shows an improvement across the key stage with the best reading fluently, with expression and an understanding of the subject. The majority use their writing skills appropriately to record their work. However, the quality of the work of a number of pupils is impaired by errors in syntax and spelling. The communication skills of key stage 2 pupils are good. The majority read fluently and confidently and use their writing skills effectively when approaching a number of aspects of the curriculum.
- 42 The mathematical and problem solving skills of the majority of pupils across the school are developing well. Key stage 2 pupils make very effective use of their measuring and data analysis skills, for example, to support their work in design and technology. The majority are confident when using ICT and the older key

stage 2 pupils make excellent use of their skills to research, experiment and present information. There is an element of excellence in pupils' creative skills. This is apparent in their art and design and technology work.

- 43 Pupils' bilingual competency is good. The majority are developing to be confidently bilingual and can discuss subjects well in both languages.
- 44 The attitude of the majority of pupils towards learning is good across the school. They display an obvious interest in what they are doing, focus well and get satisfaction from their experiences. Their ability to work independently under the guidance of their teachers is good. By the end of key stage 2, some pupils start to show an awareness of their achievement levels and show an understanding of the strengths and weaknesses in their work. However, pupils' ability to recognise for themselves how to improve their work has not been developed sufficiently. This is acknowledged by the school.
- 45 Pupils' behaviour is good. They show respect for their teachers, and also towards visitors to the school. This provides them with strong foundations to develop into responsible members of the community. A characteristic of the school is the way it delights in the diversity of backgrounds and culture of the pupils. Respect and tolerance are very obvious. This wonderful comradeship is reflected in the life of the school and all its activities.
- 46 The school's attendance levels over the last three full terms are 93 percent. This is lower than the local and national average but compares closely with similar schools i.e. schools with a similar number of pupils entitled to free school meals. Punctuality with a few exceptions is good.
- 47 Pupils' spiritual, moral, social and cultural development is good. They are considerate, friendly and courteous to each other, staff and visitors. They work well together and support each other in the class and throughout the school. They have a clear understanding of honesty and fairness and they show obvious respect, care and concern for others. They are conscious of the need to stay healthy. Pupils display a good understanding of equal opportunity matters as well as respect for diversity within society.
- 48 Pupils' awareness of the employment world and the workplace is good. There is an element of excellence in entrepreneurship. This was recognised when the school was adjudged an award for their work on the school's paper. Pupils' contribution to the life of the community is good. All this enables them to develop a very good understanding of the world around them and provides them with a strong foundation in the importance of the employment world and citizenship.

The quality of education and training

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

Grade 2: good features and no important shortcomings

49 The findings of the inspection team do not agree with the school's judgement of grade 3 in its self-evaluation report. The inspectors' observations justify a higher grade.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29%	53%	18%	0%	0%

51 These figures are a significant improvement on the last inspection. They also compare well with the national picture reported by Her Majesty's Chief Inspector in his annual report for 2007 to 2008. Nationally, the quality of teaching is good or better (Grade 1 and 2) in 83 percent of lessons and the quality of teaching is excellent (Grade 1) in 16 percent of lessons. The number of lessons where excellent teaching was seen is considerably higher.

52 Teachers have good subject knowledge. Their expertise is utilised very effectively in a number of areas. They have established a very good relationship with the pupils based on two-way respect and they create an environment conducive to effective learning.

53 The teachers meet the linguistic needs of pupils in both languages and ensure equal opportunity.

54 In the lessons that were judged as excellent, there are energetic and lively presentations, challenging tasks based on direct experiences, extensive questioning skills and a variety of teaching strategies that promote independent learning.

55 In the vast majority of lessons there is indication of thorough preparation and good planning. The lessons have a clear aim, good instruction and an appropriate variety of suitable tasks which correspond with the needs of the different abilities within the classes. There is an orderly and positive atmosphere and good time management. Good questioning skills are used with specific emphasis on improving pupils' language.

56 In the lessons where shortcomings were noted the objectives are not clear enough and the tasks do not ensure the active participation of learners. At times there is an element of over instruction by teachers. This has a detrimental effect on lesson tempo.

57 Assessment, recording and reporting procedures throughout the school are good, operational and satisfy statutory requirements. Detailed records of pupils' progress in every subject are kept, and the teachers use the information effectively to identify pupils' attainment and achievement. Through teachers' continuous assessment and the regular use of standardized tests, effective use of the information is made to prepare appropriate work for individuals and to amend schemes of work if necessary. The school analyses the National

Curriculum (NC) assessment results carefully and the data is used purposefully to improve the quality of teaching and raise standards.

- 58 The current levelled subject portfolios of work improve teachers' confidence in levelling work for assessment.
- 59 The school has a marking policy which sets out principles for marking in the core and foundation subjects. Pupils' work is marked regularly throughout the school. In the best practice, constructive comments suggest how to improve the work but this practice is not consistent across the classes. This is acknowledged by the school.
- 60 Teachers in some key stage 2 classes are developing the practice of encouraging pupils to evaluate their own work in order to promote their self-evaluation skills but there is a need to disseminate this practice to the remaining classes. This is acknowledged by the school.
- 61 Reports for parents comply with statutory requirements and are of good quality. Pupils' annual progress is clearly shown. They are informative and useful. Parents are provided with suitable opportunities to comment and discuss their children's progress as well as discussing improvement targets. Parents appreciate the school's open door policy if they need to discuss any educational matters.

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

Grade 2: good features and no important shortcomings

- 62 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 63 The school responds well to the learning needs and the interests of pupils and ensures they have equal opportunities to benefit from a curriculum which is extensive and balanced. There is full compliance with statutory requirements.
- 64 The revised plans for the Foundation Phase, key stage 1 and key stage 2 offer clear guidelines for teachers. The thematic planning in key stage 2, where subjects are linked such as design and technology and linguistic work is exceptional. There is careful planning of the teaching of key skills, foundation skills and personal and social education. The development of ICT skills across the curriculum is good.
- 65 The experiences afforded to pupils are enriched by inviting visitors to the school, and through arranging educational experiences outside the confines of the school. By visiting the educational location of 'Rhyd Ddu' pupils' open-air education is enriched, as well as fostering their personal and social skills. A personal and social education programme is carefully integrated into the themes within the plans. Pupils' opinions are welcomed at the School Council

and Green School discussions. The school is working towards completing Stage 3 Healthy Schools.

- 66 The quality of provision for promoting the bilingual skills of pupils is good. Great emphasis is placed on the Welsh Curriculum and on Welsh culture in the life and work of the school.
- 67 There is good provision for promoting the moral, social and cultural development of pupils. Responsible social attitudes are fostered in the life and work of the school and emphasis is placed on the need for pupils to respect themselves and others, through working together in a caring and sensitive way. However, during periods of joint worship, although meeting the statutory requirement, pupils are not given the opportunity to reflect. There is not a great deal of spiritual feeling during these sessions.
- 68 It is evident that a very good partnership exists with parents. The school / home agreement is operational. The school's annual prospectus, as well as the school governors' report to parents meets the statutory requirements. Parents are regularly sent information regarding school activities. Parents are very appreciative of the work of the school and this was reflected in their positive responses through the questionnaires and in the pre-inspection meeting. They are very supportive of the work of the school and extremely active in raising money for the school fund.
- 69 The school has numerous contacts with the local community which has a very positive influence on the range of experiences offered to pupils through enriching curriculum provision. Effective use is made of the school's catchment area and members of the local community.
- 70 There are productive links with secondary schools in the catchment area. There are transition links where year 6 pupils begin mathematics and history projects which are then completed during their first term in year 7.
- 71 The local visits as well as the close co-operation with different agencies deepen pupils' knowledge of the employment world. There is an element of excellence in the provision to promote the enterprise and entrepreneurial skills of pupils. This is evident in the work of year 6 as they plan, create and market their newspaper 'Hanes Hiracl' successfully.
- 72 Pupils' awareness of processes which support sustainable development is being developed well. The Bronze Eco School award was achieved. Recycling and energy saving systems have been integrated into the life of the school.
- 73 Pupils' awareness of global citizenship is promoted well. Pupils regularly make contributions towards a variety of charities.
- 74 The school's activities reflect the priorities of the Wales Assembly Government (WAG) and consequently lifelong learning is promoted effectively.

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

Grade 1: good with outstanding features

- 75 The findings of the inspection team do not agree with the school's judgement of grade 2 in its self-evaluation report. The team judged that there are outstanding features in the quality of provision for additional learning needs and ensuring equal opportunities.
- 76 The care, guidance and support are outstanding features of the work of the school. It is a community where pupils are respected and appreciated. They are extremely happy at the school and they have a very good relationship with each other and with all the staff. Great emphasis is placed on the importance of friendship, tolerance, courtesy and honesty. Pupils are comfortable in the knowledge they can approach any member of staff for guidance or support as required.
- 77 Links with parents are good. Almost without exception the response to the questionnaire circulated before the inspection was extremely positive and praised highly every aspect of the school's work. If there are any concerns regarding a pupil, contact is immediately made with the home and the head teacher and staff are prepared to meet with parents to discuss the needs of pupils at any time. The percentage of parents who attend meetings and annual reviews of pupils with additional learning needs is high.
- 78 The school provides very good induction programmes for children in the nursery and reception classes. They settle in quickly and receive good support from their teachers, assistants and older pupils at the school. Latecomers to the school receive appropriate support to settle into their new environment and the Buddies System strategy is working very successfully.
- 79 There are good links and partnerships with the catchment primary schools. The procedures for the transfer of Y6 pupils to Friars School, and on occasions to Ysgol Tryfan, with visits from transition teachers are robust. Good opportunities are afforded to secondary school and local college students for work experience at the school. There are close links with the University.
- 80 Careful consideration is given to Personal and Social Education (PSE) when arranging activities. The PSE programme provides pupils with good opportunities to express their opinion and discuss problems. The School Council represents the pupils very effectively, ensuring that pupils' opinions are taken seriously. They meet regularly and discuss matters raised in a mature and responsible manner.
- 81 The policies and all the required procedures for monitoring punctuality, attendance, behaviour and learners' performance are in place. They are all comprehensive and carefully written. The registers and associated administration, with exemplary records respond to the requirements of WAG Circular 47/06. Although the monitoring is robust and proactive, there is evidence in the records of a pattern of some absences, despite the efforts of the

school. The procedures for behaviour, discipline and anti bullying are also good. Discussions with the School Council confirmed this.

- 82 All members of staff are aware of the school's arrangements for child protection matters and the implementation arrangements are well established. There are clear policies and procedures to ensure the welfare and health and safety of pupils, and matters for concern are dealt with immediately. Risk assessments receive appropriate attention. The safety of the building is also effective.
- 83 The provision for pupils with additional learning needs (ALN) is outstanding. It fully complies with the requirements of the Code of Practice. The co-operation between the school and parents is especially effective. A very useful information sheet was compiled to explain simply what is meant by additional support for pupils. This is recognised by the authority as an outstanding feature of the provision.
- 84 There are effective systems in place to identify the needs of pupils at an early stage. It is an extremely detailed process which leads to appropriate additional support to meet specific learning needs. The money devolved to finance the provision is managed very carefully. A close eye is kept on their progress by the ALN co-ordinator, the head teacher and classroom teachers.
- 85 Good quality individual learning plans are drawn up for individuals. The specific learning targets appropriately correspond with the needs of individual pupils and the tasks arranged following the ear-marked sessions relate to classroom activities. There is clear evidence of pupils' progress in response to the support.
- 86 The ALN co-ordinator is very experienced and manages the provision extremely effectively. She has extensive knowledge of the needs of pupils and works well with the teachers to ensure that every pupil has full access to all school activities. Pupils receive additional support of good quality from a support teacher who attends the school one day a week. The classroom assistants provide valuable support to pupils in the classes.
- 87 There is efficient use of support services to help pupils including pupils with ALN. There is good co-operation between the school and the LA's Support Units and the local Secondary School co-ordinators. Pupils who are learning English as an additional language receive very good support from the classroom teachers.
- 88 The school's procedures regarding maintaining good behaviour, eliminating oppressive behaviour and promoting good inter-relationship between all pupils are operational and a good feature in every class. Although there are few pupils who display behavioural problems, those cases are dealt with quickly and effectively. The staff use appropriate skills and strategies to respond effectively to any instances.
- 89 The quality of provision for equal opportunity is an outstanding feature of the school's work and is focussed upon on a daily basis. Very good attention is

paid to the variety of backgrounds of pupils and the school operates very sensitively and effectively to ensure very good support and guidance to those who require additional attention. The school promotes equality between the two sexes very effectively, with boys and girls receiving the same opportunities within the class and in extracurricular activities. Guidelines to deal with instances of racism have been adopted. There was no evidence of stereotyping seen during the inspection.

- 90 The current provision for learners with a physical disability is appropriate. There is an appropriate accessibility policy in place.

Leadership and management

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

Grade 2: good features and no important shortcomings

- 91 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 92 The head teacher has strong values and offers conscientious and caring leadership. She is highly respected by the school community and receives good support from all staff. High expectations and high values are shared regarding learning, behaviour, relationships and equal opportunities. This has a positive effect on pupils' achievement.
- 93 Appropriate aims and policies have been compiled which focus on pupils' needs and on creating the best possible conditions for every individual to develop and thrive. They are reflected well in the work and ethos of the school. The opinions of pupils of all ages are respected and through the school council, pupils are given good opportunities to influence a number of aspects of school life.
- 94 Good consideration is given to national and local priorities. The school has implemented the RAISE programme effectively. The Basic Skills Agency Quality Mark accreditation was successfully achieved for the third time in 2006. Appropriate attention is given to the Healthy Schools and Green Schools principles. The school has responded positively when preparing for the Foundation Phase and when reviewing termly schemes of work in response to the revised curriculum and assessment arrangements for key stage 2 pupils. There is good co-operation with other local schools within a cluster for example by developing aspects of Physical Education and Sport. The school has started on the work of moderating key stage 2/key stage 3 assessments.
- 95 The school has an appropriate approach to setting targets. Pupils' assessments are analysed carefully to identify strengths and weaknesses. The targets set for the whole school are achievable and realistic based on a good knowledge of the pupils. However, there is no clear link between these targets and the targets for individual pupils.
- 96 Staff shoulder a good proportion of responsibility for aspects of the curriculum. They contribute and co-operate well to the school's development. However, the monitoring role of subject leaders has not been sufficiently developed. The school acknowledges the need to restructure and redefine responsibilities in the light of staffing changes and the requirements of the revised curriculum.
- 97 Performance management arrangements have been established to improve teachers' skills and proficiency. However, the process at this time does not focus sufficiently on pupils' achievement. Staff are afforded good opportunities

- to attend relevant courses. The school is aware of the need to expand staff opportunities to share good practice within the school.
- 98 The governors are extremely supportive to the head teacher, are active and thorough. Regular meetings are arranged and detailed minutes of their discussions and decisions are kept. Through receipt of the head teacher and advisors termly reports as well as individual governor visits the governing body has a good picture of school activities.
- 99 The governing body satisfies all its legal duties and there are relevant policies in place. The Governors Annual Report to parents meets with the requirements.

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

Grade 2: good features and no important shortcomings

- 100 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 101 The head teacher and staff show full commitment to high standards and are increasingly active in the self-evaluation process. They are aware of the school's strengths and aspects for development.
- 102 Self evaluation procedures have been established which are comprehensive and based on the collection and analysis of evidence. A number of methods are used within the system including checking learning plans, discussing examples of pupils' work, teacher observation and carefully analysing formal assessment results. However, this process does not focus specifically enough on evaluating standards achieved by pupils across the school and what needs to be done to improve.
- 103 The process is inclusive and the school is active in trying to obtain the opinions of learners, staff, parents and governors. Pupils also have the opportunity to give their opinion through the school council.
- 104 The self-evaluation report written by the school prior to the inspection is comprehensive and honest and highlights strengths and aspects for development. The findings of the inspection team agree with the school's judgement in five of the seven key questions. The inspection team awarded higher grades in the other two questions.
- 105 The priorities noted in the SDP, on the whole, are appropriate to the development of the school. The implementation approaches are listed under the different priorities as well as the expected outcomes and proposed monitoring. Implementation responsibilities are also noted and resources are earmarked to support the developments. However, the priorities listed are too numerous to offer a clear focus on the development of the school and the success criteria are not specific enough in terms of the achievement of specific groups of pupils. This is acknowledged by the school.

106 The school has made good progress since the last inspection. Appropriate operational steps have been taken in response to all the key issues. The steps taken have had a positive effect on pupils' achievement standards in the subjects judged as satisfactory and unsatisfactory in the last inspection.

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

Grade 2: good features and no important shortcomings

107 The findings of the inspection team agree with the school's judgement in its self-evaluation report.

108 The teacher pupil ratio is good and despite a number of recent staffing changes, they have the appropriate experience and qualifications to teach all curriculum subjects. Where specialism is used by exchanging classes to teach music, art and physical education in key stage 2, this has a very positive effect on pupil achievement. Additional staff are utilised effectively to support individuals and specific groups of pupils. All the members of staff work well as a team.

109 The majority of teaching staff and support staff have received suitable and appropriate training to update their knowledge in teaching and learning techniques. It is ensured that the training corresponds well to the needs of the school and to the professional development of individual members of staff. The school acknowledges the need to ensure further training to enable staff to contribute fully to the development of the foundation phase.

110 In accordance with the statutory requirements there are systems in place to allow teachers non-contact time. Effective use of this time is made plan, prepare and assess. This has led to the improvement of educational provision in general.

111 The quantity of teaching and learning resources for every age group is very good. They are of good quality, at hand for pupils and teachers and correspond to the needs and requirements of the curriculum. Careful planning and budgeting ensures that resources are updated in accordance with SDP priorities.

112 The space within the building is sufficient for the number of pupils. There has been considerable investment to improve the internal and external environment of the school since the last inspection. Several rooms were adapted to create a better facility for teaching. The displays within the classrooms, the corridors are attractive and stimulating and create an exciting environment which promotes teaching and learning. They are of good quality and demonstrate that the school values the achievements of pupils. The school is maintained well and the standard of cleanliness is high.

- 113 Although slightly confined good use is made of the outside space by arranging playtimes at different times for key stage 1 and 2 pupils. The yard is a very inviting and useful environment for a variety of activities. Full and effective use is made of the playing field and the nearby hard surfaced area which is owned by Gwynedd Council. An external area for children under five years is being developed in response to Foundation Phase requirements.
- 114 Financial management is good. The head teacher and governors carefully plan the use of the school budget and regularly review their decisions to ensure good value for money.

Standards achieved in subjects and areas of learning

Foundation Phase

Personal and social development, welfare and cultural diversity

Grade 2: good features and no important shortcomings

Good features

115 The children are becoming increasingly independently responsible for their personal hygiene. They know that it's important to wash their hands before preparing food and after handling eggs and chicken. They effectively use an ICT programme on the Interactive Whiteboard to encourage them to use food which is healthy for the body.

116 They display obvious confidence as they explore and experiment within the various stimulating areas prepared for them.

117 The children display care and a liking for each other. They also show that there is a need for the constant care of the living things around them as they care for the chicks when they hatch from eggs. They can discuss their feelings on a simple level, and how they felt when they said goodbye to the chicks they had cared for.

Shortcomings

118 A minority of the children find difficulty in concentrating for a specific period of time within their focus group.

Language, Literacy and Communication skills

Grade 2: good features and no important shortcomings

Good features

119 The children are developing their listening skills and contribute increasingly confidently to conversations and discussions about their experiences in their mother tongue. The majority link their contributions to discussions with what happened in the past recalling some relevant details.

120 They show that they understand and can follow simple instructions in Welsh. They can pay attention and respond to a story or role-play situation in Welsh and they respond well to stimulation such as rhymes and simple songs. When role playing in the ice cream shop some individuals are seen to create effective dialogue when buying and selling.

- 121 They respond well to visual stimulus such as the Interactive Whiteboard, or when following a map which hides 'Cymeriadau Sannau Newydd Sali', concentrating and communicating their personal ideas. They can arrange individual letters on a clothesline, so that they create the names of the characters they discovered by following the map.
- 122 Some of the children in the reception class understand the significance of the printed word and the relationship between printed symbols and sound patterns.
- 123 The children enjoy putting marks on paper or other suitable material in different situations across the learning areas, such as writing a receipt at the shop or creating letters in shaving foam.

Shortcomings

- 124 A few of the children are reluctant to respond verbally.

Mathematical development

Grade 2: good features and no important shortcomings

Good features

- 125 Through the medium of practical activities and discussion, the children are developing a good understanding of numbers in a variety of contexts e.g. by counting how many pancakes can be tossed and caught. At the level of their development, the majority can separate, correspond and arrange objects (such as playing the game 'chicken nest bonds', or counting the leaves on Jack's beanstalk).
- 126 By role-playing in the shop, the children develop an increasingly good awareness of the value of money and the use made of it. They start adding and subtracting by using money on a simple level. When measuring, they use non-standard units for the purpose of comparison and can speak about their work.
- 127 They research recursive patterns linked with colour (when creating a bee) and come to recognise shapes such as oval, circle, sphere, cylinder, cone as they create a chick made from shapes. They create effective models and pictures and can use ICT to enrich their experiences.

Shortcomings

- 128 Not every child is confident when number challenges are set which use mental arithmetic and the mathematical actions of adding and subtracting.

Knowledge and understanding of the world

Grade 2: good features and no important shortcomings

Good features

- 129 The children are starting to understand that there are meanings to the printed symbols when studying a map of their local environment (their own playground). They can listen and follow instructions, and by following a simple map, describe what they have discovered and offer simple explanations.
- 130 By programming Bee-bot, the children note what it is they need to discover and how they are going to achieve the task. They predict effectively and begin to consider the views of others when making decisions.
- 131 The older children make observations about their local area (when journeying to a nearby shop) noting natural and man-made features.
- 132 They begin to recognise the effects of different seasons on some animals and plants.

Shortcomings

- 133 There are no important shortcomings.

Physical development

Grade 2: good features and no important shortcomings

Good features

- 134 By using the large and smaller equipment in the hall and outside, the children develop a good awareness of space, and the relationship of terms of such as behind, in front and under.
- 135 The older children have good awareness and they understand the rules and different elements of a game. They are able to skilfully practice a variety of ways to throw and catch a ball.
- 136 They develop both their fine and gross their motor skills effectively through the activities of the continuous provision both inside and outside the classroom.
- 137 The children can deal well with a range of tools such as scissors, paintbrushes, clay and the computer mouse.

Shortcomings

- 138 Not every child moves safely displaying control and co-ordination skills.

Creative development

Grade 2: good features and no important shortcomings

Good features

- 139 The majority of children make independent choices with a wide variety of different mediums to create colourful and attractive pictures, collage and prints. They notice the colours and shapes in the work of the artist Catrin Williams, using this to stimulate them to create personal patterns and pictures.
- 140 They mix, shape, arrange and combine materials to create their own objects which convey their ideas in a creative way e.g. fruit and vegetables (theme: eat healthily), or ice cream or ice lollies from the shop (theme: seaside).
- 141 The children develop their responses to different musical stimulus through listening and responding in the form of a dance with ribbons, to the music of Debussy 'La Mer'. They respond impromptu with an imaginative mind, independently and as a group, through linking movements to create a series of different paths and shapes with their bodies when responding to the music. The children show enjoyment when singing with others a range of songs, such as hymns and rhymes.

Shortcomings

- 142 There are no important shortcomings.

Welsh first language

Key stage 1: Grade 2: good features and no important shortcomings

Key stage 2: Grade 3: good features outweigh shortcomings

Good features

- 143 In key stage 1, the majority of pupils display the ability to listen attentively to teachers and each other's contributions. The majority, in accordance with their ability use appropriate vocabulary to clearly convey their ideas and experiences.
- 144 By the end of the key stage, the majority of pupils read simple text sensibly and accurately recalling relevant information. The majority successfully use appropriate strategies to create meaning. Those with higher ability are prepared to express their opinions on what they have read.
- 145 The writing skills of the majority of pupils are developing appropriately. They are beginning to convey meaning and developing ideas whilst using appropriate vocabulary. By the end of the key stage those with higher ability succeed in

linking and sequencing sentences successfully. The majority spell simple words well and have an increasing awareness of punctuation.

- 146 In key stage 2, the pupils listen with interest and the majority contribute well to classroom discussions and group activities. The top pupils make extensive remarks and explain their viewpoint. They are very prepared to speak with adults and visitors about their work.
- 147 The majority of the youngest children in key stage 2 read at levels appropriate to their age and ability. They read with increasing fluency using phonic strategies to establish meaning. They respond well to a subject and note the main facts within it. By the end of the key stage the best pupils display confidence and good expression when reading aloud. They respond sensibly to what they are reading.
- 148 The majority of the youngest pupils in key stage 2 are making progress with their writing appropriate to their ability. They write clearly and methodically. They display a grasp of sequence, vary some of their sentences and correctly spell simple words they have previously experienced. The majority punctuate fairly well. By the end of the key stage, the best pupils are writing thoughtfully in a creative and factual form on a variety of subjects. They have an increasing understanding of grammatical conventions and sentence structures and use paragraphs correctly.

Shortcomings

- 149 Syntax errors appear in the verbal language of pupils in both key stages. This has an effect on the accuracy of the written work of a number of key stage 2 pupils.
- 150 There are not enough pupils in key stage 2 reading more challenging books.
- 151 The ability of the oldest pupils in key stage 2 to write independently and extensively has not been developed sufficiently.

Design technology

Key stage 1: Grade 1: good with outstanding features

Key stage 2: Grade 1: good with outstanding features

Outstanding features

- 152 Pupils throughout the school are making excellent progress in all elements of design and technology. The majority show that they can apply research, design, idea development, manufacturing and evaluation skills and improve their work extremely effectively. By the end of key stage 2, their ability to work together using their problem solving skills and ICT when researching and displaying their work is excellent. In the two key stages pupils succeed well in creating links between the subject and other aspects of the curriculum.

- 153 Almost without exception pupils' awareness of hygiene and safety in both key stages is very good in food technology and the use of cutting and gluing tools.
- 154 In key stage 1, in their work to create a monster and bags the majority of pupils verbally suggest good ideas and handle the materials used appropriately and with confidence. They carefully research different objects before planning and manufacturing their own work which is mostly of a good standard.
- 155 Pupils in key stage 2 build very successfully on the good progress seen in key stage 1.
- 156 Most key stage 2 pupils are aware of the need to consider success criteria when responding to a task. Their ability to cut and join together a variety of materials and substances is developing well. They can explain the method of working and make rational comments on how they could improve their work.
- 157 In their work on systems and control they achieve a high standard of work. They display a very good understanding of electrical and mechanical properties and features and use the information very effectively when designing and manufacturing products.
- 158 They use hand tools and mechanical tools, and a range of equipment and processes to mix, shape, form and join materials and substances very successfully.
- 159 The work of the eldest pupils in designing a remote control vehicle is of a high standard.

Shortcomings

- 160 There are no important shortcomings.

Art

Key stage 1: Grade 2: good features and no important shortcomings

Key stage 2: Grade 1: good with outstanding features

Outstanding features

- 161 The various displays of pupils' work seen on classroom walls, along the corridors and in the hall are striking and draw attention to the excellent work produced by the pupils.
- 162 The response of key stage 2 pupils when researching, experimenting and analysing the styles of local and Welsh artists is excellent. They can discuss the characteristics of the work of these artists using appropriate vocabulary. They respond with imagination using a range of tools and techniques skilfully when emulating their styles very effectively into their own work.

Good features

- 163 In both key stages, pupils use a wide range of mediums and techniques to produce work of a good standard.
- 164 In key stage 1, the pupils make good use of an extensive variety of resources and mediums as they draw, paint and create from observations and from memory. They carefully observe portraits, and experiment creatively as they draw portraits of each other, and begin to display an awareness of visual elements such as tone and line.
- 165 In key stage 2, the pupils display a good awareness of line and tone, pattern, the texture of shapes and form. They record images and ideas effectively in many mediums on the basis of observation, experience and imagination. They carefully observe images from the natural environment and use them artistically as a stimulus for creative work. They confidently and successfully review and amend their work when they see that there is a need to do so.
- 166 They make effective use of computer equipment to experiment with different artistic techniques to create original and creative pieces. Their ability to evaluate their work and discuss good and bad features is developing well. They are enthusiastic in their work and can recall and express sensible opinions on a range of their previous work.

Shortcomings

- 167 There are no important shortcomings.

Music

Key stage 1: Grade 3: good features outweigh shortcomings

Key stage 2: Grade 2: good features and no important shortcomings

Good features

- 168 In key stage 1, pupils sing a variety of songs from memory in tune on the whole, with some breathing control, articulation and dynamics.
- 169 They can keep beat with the assistance of the teacher. They use a variety of sound sources such as their voices, bodies and nonimpact percussion instruments, and discuss the musical elements of dynamics and speed fairly well. They are able to create rhythmical patterns when playing simple games.
- 170 In key stage 2, as they learn to play the recorder, pupils use an appropriate playing technique and display increasing control of sound as they perform. They can create rhythm patterns incorporating new information to effectively improve their performances.

- 171 The oldest pupils compose to a good standard. They can experiment with different combinations as they create a 'rhythmic rap' and perform impromptu. They use ICT especially effectively. They appreciate each other's compositions.
- 172 Key stage 2 pupils can sing a variety of songs, hymns and rounds with an increasing control of expression, pronunciation, phrasing and continuity. They can keep part as a member of a group in two part performances keeping pitch fairly well.

Shortcomings

- 173 Key stage 1 pupils do not display independent experimental skills, as they explore and create sounds of their own choice. The majority do not have a grasp of control or an understanding of musical elements.
- 174 The listening skills of key stage 1 pupils when composing, performing and evaluating have not been developed sufficiently.

Physical education

Key stage 1: Grade 2: good features and no important shortcomings

Key stage 2: Grade 2: good features and no important shortcomings

Good features

- 175 In key stage 1 and 2, the majority of pupils work energetically and respond well to instruction and concentrate well when working. They show a good awareness of safety requirements when moving around the yard, field, hard surfaced playing area and hall. They are very aware that exercise is important for the benefit of health and fitness.
- 176 Many pupils in both key stages make sensible constructive comments when evaluating both their own performance and the performance of others.
- 177 In key stage 1, the majority of pupils display good control of throwing, catching and ball travelling skills. They work well in groups and show good self discipline.
- 178 In key stage 2, all work together very well, independently, in pairs and in teams. In the football lesson pupils' ball control technique was very good. They make excellent progress in their receiving and passing skills. They respect the conventions of fair play, honest competition and display good behaviour when playing.
- 179 In the gymnastic lesson, the majority of pupils showed a good understanding of the parts of the body. They create imaginative sequences and moves

displaying a variety of shapes, body tension, a sensitive response to instructions, with free flowing movements. The pupils work confidently and carefully on the apparatus.

180 Their ability to work creatively in their dance lesson is a very good feature of their work. They all effectively convey ideas, emotions and show a variety of moves when responding to music. They constantly try to evaluate and improve their own performance.

Shortcomings

181 There are no important shortcomings.

School's response to the inspection

Members of the governing body and all the school staff celebrate the inspection team's report following their visit to Ysgol Hirael. All associated with the school are proud of the contents of the report.

The school received fair and constructive comments and recommendations. The inspection process was open and honest and there was opportunity for professional dialogue and sound discussion and comments.

Initial detailed discussion on the self-evaluation process helped to determine a clear direction and agenda to the inspection.

The success of the report shows clearly the effective work and dedicated input of both teaching and support staff, the close support of the parents and members of the Governing body and the special work of all of the pupils. We are very happy that the inspection team noted the very good development within the school since the previous inspection.

The school will now incorporate the recommendations in the school development plan for 2009-2010 and work on these. A post inspection plan in response to the recommendations will be sent to all parents and subsequent developments will be reported in the annual report to parents.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Hirael
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Ffordd y Gogarth Bangor Gwynedd
Postcode	LL57 1BA
Telephone number	01248352182
Headteacher	Miss Valmai Davies
Date of appointment	September 1996
Chair of governors/ Appropriate authority	Mr George Gibbs
Registered inspector	Mr Goronwy Morris
Dates of inspection	1-3/06/09

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	11	21	24	29	24	29	22	33	193

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	3	8.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	26:1
Pupil: adult (fte) ratio in nursery classes	11:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2009	91.5	93.1	93.0
Autumn 2008	92.9	91.5	93.3
Summer 2008	94.8	88.2	92.3

Percentage of pupils entitled to free school meals	28%
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:		22		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School	0	0	14	82	5
		National	1	2	10	63	26
We: oracy	Teacher assessment	School	0	0	18	77	5
		National	1	2	10	62	25
We: reading	Teacher assessment	School	0	0	27	64	9
		National	1	2	19	66	12
We: writing	Teacher assessment	School	0	0	27	73	0
		National	0	3	19	66	12
Mathematics	Teacher assessment	School	0	0	9	77	14
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	9	91	0
		National	0	2	9	66	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	86.4	In Wales	80.1

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		25			
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	4.0	0	0	0	0	4.0	12.0	28.0	52.0	
		National	0.2	0	0	0.5	0.6	3.1	15.6	51.3	28.5	
Welsh	Teacher assessment	School	4.0	0	0	0	0	4.0	12.0	48.0	32.0	
		National	0.3	0	0	0.8	0.8	4.4	16.7	53.4	23.6	
Mathematics	Teacher assessment	School	4.0	0	0	0	0	4.0	16.0	32.0	44.0	
		National	0.2	0	0	0.5	0.6	4.0	14.7	51.4	39.9	
Science	Teacher assessment	School	0	0	0	0	0	0	14.8	66.7	18.5	
		National	0.2	0	0	0.5	0.5	1.8	11.4	53.9	31.7	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment			
In the school	76.0%	In Wales	75.5%

- 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

Four inspectors spent ten inspection days in the school. In addition a peer assessor was part of the team.

The inspectors saw:

- 38 lessons or parts of;
- every class; and
- school assemblies.

The team met at the start of the inspection and with:

- Staff, governors, parents; and
- the headteacher, teachers, the school council along with groups of pupils during the inspection.

The team also considered:

- the school self evaluation documentation;
- 49 parent/carer responses;
- extensive documentation provided by the school before and during the inspection; and
- a wide range of present and past pupils' work.

A member from the school management team was present as a nominee in all team meetings.

After the inspection a meeting was held with the staff and the governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Goronwy Morris Registered inspector	Context Summary and recommendations Key questions 1,2,5 and 6 Welsh first language Art
Mr William Owen Lay inspector	Contribution to key questions 1,3,4,5 and 7
Mr Merfyn Lloyd Jones Team inspector	Key questions 4 and 7 and contributions to key questions 1 and 2 Design and technology Physical education
Miss Iola Owen Team inspector	Key question 3 and contribution to key question 1 Foundation Phase Music
Mrs Anwen Griffiths Peer assessor	Contribution to all Key questions
Mr Iolo Rhys Evans Nominee	Contribution to all Key questions by offering information

Acknowledgement

The inspectors wish to thank the school's governors, headteacher, staff, pupils and parents for their co-operation during the inspection.

Contractor

Partneriaeth Dyfri Partnership
Awel Tywi
Llandovery
Carmarthenshire
SA20 0EX