

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

A Report on the Quality of Education in

**Ysgol Bro Cynfal
Llan Ffestiniog
Gwynedd
LL41 4NF**

School Number: 6612190

Date of Inspection: 11/05/09

by

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Ysgol Bro Cynfal 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 Bro Cynfal took place between 11/05/09 and 13/05/09. An independent team of inspectors, led by Gwilym Trebor Roberts 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. This community primary school is located in the village of Llan Ffestiniog, Gwynedd. It serves the village itself and the surrounding rural area which is recognised as being economically disadvantaged. According to the pre-inspection documentation, the school's pupils represent the full range of ability.
2. At present, there are 61 pupils between the ages of 3 and 11 on the school register including seven part time nursery-age children. Pupils are accepted into school part time in September following their third birthday and full time in September following their fourth birthday.
3. 21% of the pupils are entitled to free school meals and nine (15%) are identified as having special educational needs (SEN). Approximately 77% of the pupils come from homes where Welsh is the main spoken language. Almost all the other pupils come to speak the language fluently by the time they leave the school.
4. Since September 2006, the school has become part of a cluster arrangement with another primary school, and both schools share the same head teacher.
5. The head teacher was appointed to her post in September, 2006.
6. The school was last inspected in May, 2003. This time, the school received a standard inspection.

The school's priorities and targets

- Review the scheme of work for Mathematics with an active role for pupils in the planning;
- Further develop the assessment for learning procedures and up-date the procedures for summative assessment;
- To be part of the research project into the social use of Welsh by primary aged pupils;
- Ensure that we give attention to interesting and beneficial aspects which do not always connect directly with the curriculum;
- Continue to press the LEA to ensure a suitable outside learning area for the Foundation Phase children.

Summary

7. Ysgol Bro Cynfal is a good school. The pupils benefit from outstanding learning experiences and care. They achieve good standards.

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 fulfil the needs and interests of learners and the wider community?	1
4. How well are learners cared for, guided and supported?	1
5. How effective are leadership and strategic management?	1
6. How well do leaders and managers evaluate and improve quality and standards?	1
7. How efficient are leaders and managers in using resources?	2

8. The inspection team agreed with the school's judgements in five of the seven key questions. In questions two and seven the inspection team awarded grade two rather than the grade one awarded by the school.
9. Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	76%	0%	0%	0%

10. The above percentages are higher than the average percentages for the whole of Wales for the year 2007-08 as reported in the Annual Report of Her Majesty's Chief Inspector (HMCI), where standards of achievement are good or better (grade 1 or 2) in 84% of lessons, and outstanding (grade 1) in 12% of lessons.
11. The quality of the provision for children under five is appropriate to their needs and the children make good progress towards achieving the outcomes of the Foundation Phase.

Grades for standards in the subjects inspected

12. Standards of achievement in the subjects inspected are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh first language	2	1
English	-----	2
Design & Technology	2	2
Geography	2	2
Art and design	1	1
Physical Education	2	2

13. Pupils of all ages succeed well regardless of their social or linguistic background and they make good progress towards reaching the individual targets the school sets for them. The pupils with ALN also make good progress in accordance with their age and ability.
14. The standards of achievement of children under five and key stage 1 pupils are good in the key skills of listening and speaking, reading and writing, numeracy and the use of information and communication technology. The standards of achievement of key stage 2 pupils are good with outstanding features in the key skills of listening and speaking, reading and writing in Welsh, and are good in English. Their standards of achievement in numeracy and information and communication technology are good.
15. Pupils' progress in the bilingual skills is good.
16. Compared to other schools with a comparable number of pupils entitled to free school meals, the percentage of pupils who at the end of key stage 1 have achieved the core subject indicator, (i.e. level 2 or higher in Welsh, mathematics and science,) has been in the top 25% of schools in two of the past three years, but lower than the median in 2008.
17. Compared to other schools with a comparable number of pupils entitled to free school meals, the core subject indicator result at the end of key stage 2, (i.e. the percentage of pupils who have achieved level four or higher in Welsh or English, and mathematics and science,) has varied from the lowest 25% to the top 25% over the past three years. In 2008, it placed the school in the top 50%.
18. The pupils make good progress in their learning. They acquire and reinforce new knowledge well in the lessons. The pupils demonstrate outstanding attitudes towards their school work. They are happy and cheerful and, across the school, they use their time very effectively and derive pleasure and pride from their experiences.
19. The pupils' behaviour is an outstanding feature. They show respect towards each other, their teachers and also visitors to the school. Pupils' attendance levels and punctuality are good.
20. Pupils' ability to work independently is developing well. They solve problems well and their creative skills in subjects such as Welsh and art at key stage 2 are outstanding.
21. The spiritual, moral, social and cultural development of pupils is outstanding. Pupils have an outstanding awareness of equal opportunity issues and they show respect for diversity in society.
22. Pupils' awareness of the world of work and enterprise is good with outstanding features. The pupils are developing a very good understanding of their community and contribute well to the life of the community through a wide range of activities.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	77%	0%	0%	0%

24. The quality of teaching in lessons is better than the statistics for the whole of Wales for 2007-2008 as reported in HMCI's Annual Report, namely that the quality of the teaching is either a grade 1 or 2 in 83% of lessons and a grade 1 in 16% of lessons.
25. An outstanding working relationship exists between the teachers and their pupils. The teachers know their pupils particularly well and all pupils are treated fairly.
26. The outstanding features of the teaching include particularly stimulating and interesting practical activities that engage pupils, along with extended opportunities for pupils to explore their own ideas individually and in groups. Incisive questioning reinforces and moves the learning forwards.
27. The good features of the teaching include thoroughly planned lessons based on good subject knowledge taught at a good pace; high expectations and use of praise, along with use of a range of teaching methods and resources, including an interactive white board and good support for pupils.
28. The quality of assessment, recording and presenting reports is good. The pupils explain their own targets and the steps they need to take in order to achieve them. The pupils correct their own work. However, to date, the practice of self-assessment and peer assessment of work has is not sufficiently established to have an influence on raising standards.
29. Pupils' work is marked regularly and comments are often added at the end of pieces of work. The practice of using comments which will lead pupils to improve their work is uneven.
30. The school responds in an outstanding manner to the various needs of the pupils in the school. They have opportunity to express opinion on curricular activities of interest to them. Outstanding emphasis is placed on providing practical experiences that are interesting for pupils.
31. Practical and extra-curricular activities enrich pupils' learning experiences in an outstanding manner. The school makes outstanding use of visits to the local area and further afield.
32. The staff promote pupils' spiritual development in an outstanding manner through religious education lessons and through collective worship. The school presents an outstanding Personal and Social Education (PSE) programme which permeates naturally through the everyday life and work of the school.

33. The school's links with the community are very strong. Pride in their area and the strong sense of belonging to their community are outstanding features of the school.
34. The school's links with parents are good. The parents contribute well to the life and work of the school. The Friends of the School Association is very active.
35. Pupils are guided in an outstanding manner in a caring, close and safe environment. There is a very close relationship between them and all school staff. Also, outstanding links have been established with external agencies.
36. The school's health and safety policy is comprehensive and risk assessments are given appropriate attention. 'Child protection' procedures are in place.
37. The School Council, which meets regularly to consider matters of interest for pupils, discuss and express their opinion maturely.
38. The individual education plans (IEP) for pupils with ALN are very good and direct a practical programme of support for individuals and for small groups of pupils.
39. The school's statutory equal opportunities and racial equality policies are operational. All pupils without exception have the opportunity to take part in activities across the curriculum.

Leadership and Management

40. The head teacher has a very clear vision and has succeeded in setting a definite strategic direction for the school. A whole school ethos has been established which inspires pupils and staff and which aims for success.
41. The arrangement to work in partnership with Ysgol Edmwnd Prys through a cluster arrangement has been firmly established and is working successfully.
42. The governors know the school very well and are very supportive of the school. They work closely with the head teacher to set a strategic direction and to prepare the School's Development Plan (SDP). This is an outstanding feature. Through their monitoring visits, together with the reports they receive for discussion, the governors have very good knowledge of the quality of the educational provision and of the school's main needs.
43. The monitoring and self-evaluation arrangements are comprehensive and are based on first-hand evidence from a number of sources. The school has thorough information about its performance. The pupils have valuable opportunities to express opinions through detailed questionnaires.
44. The school makes outstanding use of the information collected through self-evaluation in order to set priorities for further development. The SDP identifies the main priorities, outlines courses of action that are likely to lead to improvement and provides details of the financial resources available to support the priorities set.

45. Very good progress has been made in responding to the key issues highlighted in the 2003 inspection.
46. The school has been generously staffed with committed and enthusiastic teachers. The teaching assistants make an excellent contribution and work diligently with the teachers to plan, teach and record pupils' progress. The ancillary staff make an effective contribution to pupils' wellbeing.
47. The buildings and classrooms, together with the indoor and outdoor areas, are good overall despite a difficult site. There is no convenient access for the under fives to a suitable area outside the school. This is a shortcoming. The amount and breadth of the learning resources is good.
48. The governors have a detailed overview of the spending plans of the school. In collaboration with the head teacher, they monitor the targets identified in the SDP.
49. The school ensures good value for money due to the good standards pupils achieve.

Recommendations

In order to further improve the school needs to:

- R1* Further develop the pupils' ability to self-assess their own work and peer assess the work of their fellow pupils;
- R2* Extend the existing good practice of providing written feedback for pupils on their work in order to improve their performance;
- R3* Work with the Local Authority to provide convenient access and a suitable outdoor area for the implementation of the Foundation Phase.

*This is already identified in 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

50. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	76%	0%	0%	0%

52. The above percentages are higher than the average percentages for the whole of Wales for the year 2007-08 as reported in the Annual Report of HMCI, where standards of achievement are good or better (grade 1 or 2) in 84% of lessons, and outstanding (grade 1) in 12% of lessons.

53. The quality of the provision for children under five is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Phase.

54. Standards of achievement in the subjects inspected are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh first language	2	1
English	-----	2
Design & Technology	2	2
Geography	2	2
Art and design	1	1
Physical Education	2	2

55. Pupils of all ages succeed well regardless of their social or linguistic background and they make good progress towards reaching the individual targets the school sets for them. The pupils with ALN also make good progress in accordance with their age and ability.

56. Children under five make good progress in the key skills of listening and speaking, reading and writing, numeracy and the use of information and communication technology.

57. At key stage 1, pupils' standards and progress in communication skills in Welsh are good. The majority listen attentively and discuss their curricular work with ease. They make appropriate use of their reading skills and write well when recording their work across the curriculum.

58. At key stage 2, pupils' Welsh communication skills are good with outstanding features. Most pupils use language naturally to communicate and to discuss their ideas and many make purposeful use of a rich vocabulary. Many of the pupils read fluently when collecting information and use extended writing for different curricular purposes.
59. The English communication skills of key stage 2 pupils are good. Many of them listen attentively. They speak, read and write well across the curriculum. They discuss and record their work confidently using purposeful vocabulary and syntaxes.
60. Pupils' progress in the bilingual skills is good.
61. Pupils in both key stages make good progress in numeracy skills across the curriculum. At key stage 1, they classify, order and count in different contexts. At key stage 2, pupils collect and present data well in a variety of tables and graphs across the curriculum.
62. At key stage 1 and key stage 2, pupils' skills in using information and communication technology are good. Key stage 1 pupils use computers confidently when using word processing programmed and suitable art packages. They control the technology well to produce the desired effects. Key stage 2 pupils use computers confidently and independently when investigating into their work and present information well in different formats.
63. In 2008, according to teacher assessments, end of key stage 1 results show that the percentage of pupils achieving level 2 or above was 75% in mathematics, 87.5% in science and 100% in Welsh. The results are substantially lower than county and national results in mathematics, are lower in science and higher in Welsh. Results in 2006 and 2007 were 100% in each one of these subjects. Compared to other schools with a comparable numbers of pupils entitled to free school meals, the percentage of pupils who have achieved the core subject indicator, (i.e. level 2 or higher in Welsh, mathematics and science,) has been in the top 25% of schools in two out of the past three years, but lower than the median in 2008.
64. End of key stage 2 results, according to teacher assessments in 2008, show that the percentage of pupils achieving level 4 or above was 77.8% in Welsh, English, mathematics and science. The results are substantially lower than county and national results in science, are lower in English and mathematics, and higher in Welsh. Compared to other schools with comparable numbers of pupils entitled to free school meals, the core subject indicator result, (i.e. the percentage of pupils who have achieved level four or higher in Welsh or English and mathematics and science,) varies from the lowest 25% to the top 25% over the past three years. In 2008, it placed the school in the top 50%.
65. There is no difference between the performance of boys and girls.

66. Pupils make good progress in their learning. They acquire and reinforce new knowledge well in their lessons. The majority of the pupils understand what they do and the targets set for them enable them to identify what they need to do to improve.
67. The pupils demonstrate outstanding attitudes towards their school work. They are happy and cheerful, and across the school they use their time very effectively and derive pleasure and pride from their experiences.
68. Pupils' behaviour is an outstanding feature. They show respect towards each other, their teachers and also visitors to the school.
69. The school's levels of attendance across the past three full terms are approximately 95%, which is good. The attendance of the nursery children is considerably lower than the rest of the school. Punctuality is good.
70. Pupils' ability to work independently is developing well. They solve problems well and their creative skills in subjects such as Welsh and art at key stage 2 are outstanding.
71. The spiritual, moral, social and cultural development of pupils is outstanding. Pupils have an outstanding awareness of equal opportunity issues and they show respect for diversity in society.
72. Pupils' awareness of the world of work and enterprise is good with outstanding features. As well as sustaining links with a number of businesses, pupils' understanding of enterprise skills is high and has been developed through hands-on experiences when producing goods to sell, and running the school's fruit shop.
73. Pupils are developing a very good understanding of their community and contribute well to the life of their community through a wide range of activities.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

74. The findings of the inspection team do not match the school's judgement in its self-evaluation report. Although there are outstanding elements in some lessons, the percentage of lessons displaying outstanding features in teaching is not sufficient to award grade 1. Grade 2 therefore best describes the quality of the teaching in the school.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	77%	0%	0%	0%

76. The quality of the teaching in the lessons is better than the statistics for the whole of Wales for 2007-2008 as reported in HMCI's Annual Report, namely that the quality of the teaching is either a grade 1 or 2 in 83% of lessons and a grade 1 in 16% of lessons.

77. An outstanding relationship exists between the teachers and their pupils. The teachers know their pupils particularly well and all pupils are treated fairly.

78. The outstanding features of the teaching include:

- Particularly stimulating and interesting practical activities that engage pupils;
- extended opportunities for pupils to explore their own ideas individually and in groups;
- incisive questioning that reinforces and moves forward the learning.

79. The good features of the teaching include:

- thoroughly planned lessons based on good subject knowledge;
- use of a range of teaching methods and resources, including an interactive white board;
- good support for pupils during lessons in terms of educational and linguistic needs;
- a good pace to lessons;
- use of praise;
- high expectations to move forward the learning.

80. The quality of assessment, recording and presenting reports is good. The school implements comprehensive and regular arrangements for assessing the progress and attainment of pupils, and for identifying the progress and needs of pupils with ALN.

81. The school meets the assessment requirements of the foundation phase and end of key stage 1 and 2 teacher assessments thoroughly. Good use is made of the information collected for planning to meet the needs of pupils.
82. The accuracy of assessments is ensured through use of portfolios, including those which have been compiled in collaboration with other primary schools and the local secondary school, for the joint standardisation of teacher assessments.
83. The pupils explain their own targets and the steps they need to take in order to achieve them. The pupils correct their own work. However, to date, the practice of self-assessment and peer assessment of work is not established sufficiently to have an influence on raising standards.
84. Pupils' work is marked regularly and comments are often added at the end of pieces of work. The comments provided do not always help pupils to improve their work.
85. Opportunities are arranged three times a year for parents to discuss their children's progress. The annual reports sent to parents meet the statutory requirements and the parents appreciate the personal comments included about their children.

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

Grade 1: Good with outstanding features

86. The grade awarded by the inspection team for this key question corresponds to the grade awarded by the school in its self-evaluation document.
87. The school responds in an outstanding manner to the needs of the range of ability and to the nature of pupils in the school. They have opportunity to express opinions about curricular activities of interest to them. Outstanding emphasis is placed on providing practical experiences that are interesting for the pupils.
88. The formal curriculum offers a wide, varied and balanced provision which promotes good progress. It complies with all the statutory requirements. The French lessons provided for Y6 pupils, as part of CILT Cymru's pilot scheme and sponsored by the Welsh Assembly Government (WAG), enrich the curriculum for these pupils.
89. Practical and extra-curricular activities enrich pupils' learning experiences in an outstanding manner. The school also makes outstanding use of visits to the local area and further afield to enrich pupils' learning.
90. Curricular planning gives due attention to developing pupils' key skills. This is reflected in the standards pupils achieve in these skills.
91. The school complies with the statutory requirement to conduct a daily act of collective worship. Staff promote the spiritual development of pupils in an outstanding manner through religious education lessons and through collective worship. The school also promotes pupils' moral, social, and cultural development in an outstanding manner.
92. The school presents its PSE programme through formal lessons, specific activities and circle time work. The school provides good experiences for pupils by arranging contributions to charities. This outstanding provision ensures that PSE permeates naturally through the everyday work and life of the school.
93. The school promotes bilingualism well. By promoting the '*Cwricwlwm Cymreig*' across a wide range of subjects, Welsh culture is given outstanding attention. The school makes specific use of the area's history, mythology and geography to make the experiences more real for pupils.
94. The school's links with the community are very strong. The school uses its community very well to promote the curriculum and to raise standards. The pupils are involved in a very good range of extra curricular, cultural and community activities such as the Urdd and concerts. All such links reinforce the pupils' educational experiences and personal development, and prepare them to be responsible members of their local community. Pride in their area and the strong sense of belonging to their community are outstanding features of the school.

95. The links with parents are good. Parents testified strongly to this in the questionnaires and in the pre-inspection meeting. The standard of communication between the school and parents, through meetings, reports and letters, is good. The parents contribute well to the life and work of the school. The Friends of the School Association is very active and is a help to the school. The Home-School Agreement, the Parents' Handbook, and the Governors' Annual Report to Parents, respond fully to the statutory requirements.
96. The school gives due attention to sustainable development and to global citizenship through links with Botswana, recycling activities, saving energy, and Fair Trade. The school operates in a sustainable manner. The Green School (Silver) accreditation was achieved in recognition of this. The pupils' understanding of their responsibilities as regards global citizenship shows great maturity.
97. A very good, linked working partnership has been established between the primary schools of the catchment area, and there is an outstanding partnership with Ysgol Edmwnd Prys in Gellilydan. The consistent nature of curricular transition, including French lessons and a link with a sports teacher, the pastoral transition and the detailed procedure for transferring pupils to Ysgol y Moelwyn, is outstanding.
98. The school welcomes pupils on work experience from the local secondary school, students from the Local Further Education College as well as prospective teachers from Bangor University.
99. As well as sustaining good links with a number of businesses and work settings, the school develops enterprise in an outstanding manner through entrepreneurship projects and by planning and producing goods to sell for profit.
100. The curriculum, and the school's response to the needs of employers and the wider community, reflect the national priorities for lifelong learning and community regeneration in an outstanding manner.

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

Grade 1: Good with outstanding features

101. The grade awarded by the inspection team for this key question corresponds to the school's judgement in its self-evaluation document.
102. Pupils are guided in an outstanding manner in a caring, tightly knit and safe environment. There is a very close relationship between them and all school staff.
103. Outstanding links have been established with external agencies. The school responds very well to professional advice from agencies and to the parents' knowledge of their children's needs. Its open door policy allows parents to make early arrangements to come and talk to teachers about any concern they may have. In the pre-inspection meeting, parents expressed that they were very happy with the standard of care the school provides for their children.
104. The family atmosphere and the close link with the nursery group ensure that the children under five settle quickly.
105. Pupils' punctuality, attendance and behaviour are monitored very effectively. Procedures for dealing with behaviour, discipline and anti-bullying are outstanding.
106. The health and safety policy is comprehensive and risk assessments receive appropriate attention. The school conducts a regular fire drill and ensures annually that fire equipment is in good condition. Two members of staff have up-to-date first aid certificates.
107. 'Child protection' arrangements are in place. The head teacher is the named person and there is a designated governor responsible for these matters. The school follows the county's procedures and guidelines carefully.
108. PSE is a particularly strong element in the life and work of the school. The school is involved in the 'Healthy School' project. Pupils are encouraged to eat healthily and to take care of their health. The School Council, who meet regularly to consider matters of interest to pupils, discuss and express opinions maturely.
109. The school has a breakfast club at the start of the day, and an "after-school" club at the end of the afternoon session which provide good care for pupils, as well as opportunities for them to socialise with each other.
110. The special needs co-ordinator fulfils her role in an outstanding manner, well-supported by the designated governor. The school fully meets the requirements of the Code of Practice.
111. The IEPs for pupils with ALN are very good and direct a practical programme of in-class support for individuals, or for small groups of pupils as required.

112. The school has appropriate procedures to identify 'more able and talented' pupils and good consideration has been given to the statutory framework for inclusive education.
113. Equal opportunities and racial equality policies are operational. They are monitored effectively and are a prominent feature of the school's ethos. Pupils feel that they are treated fairly and caringly by all staff. All pupils, without exception, have the opportunity to take part in activities across the curriculum.
114. The school has a disability policy and action plan. Reasonable modifications to the building have been completed. The site is difficult in terms of allowing full access to a wheelchair user.
115. Although the school's cohort is relatively limited in its diversity, the manner in which the school engenders the respect of pupils towards people who are different from them is outstanding.

Leadership and management

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

Grade 1: Good with outstanding features

116. The judgement of the inspection team corresponds to the school's judgement in its self-evaluation report.
117. The head teacher has a very clear vision and has been successful in setting a definite strategic direction for the school. Equality for all is ensured and the contribution of every individual is valued. Teamwork is promoted in a climate of trust and mutual understanding. A whole school ethos has been established which inspires pupils and adults and which aims for success.
118. The school is particularly successful in raising the standard of pupils' personal and social skills and its support for pupils is outstanding. Pupils of all abilities and backgrounds achieve good standards. These factors explain the difference between the grades for question 5 and questions 1 and 7.
119. The school gives outstanding attention to local and national initiatives in a good number of areas such as PSE, listening to pupils' opinions, CILT's French scheme and implementing the School Effectiveness Framework. The school has also won awards and accreditations in the areas of healthy schools, green schools and the Basic Skills Cymru quality mark.
120. The arrangement to work in partnership with Ysgol Edmwnd Prys through a cluster arrangement has been firmly established and is working successfully.
121. The school sets suitable whole school targets for performance at the end of both key stages, which are based on a range of information, including past performance.
122. Staff are very well managed by the head teacher. All members of staff have a detailed job description. Very effective arrangements are in place for staff performance review. The climate of continuous high expectations is an outstanding feature of the school's procedures.
123. The needs of staff as individuals are well-addressed, and an individual performance management programme ensures that the further development needs of the teachers are being identified and met. A developmental programme is being implemented to support a teacher who is in the early stage of her career. The impact of these programmes has a positive influence on standards.
124. The governors know the school very well and are very supportive of the school. They work closely with the head teacher in order to set a strategic direction for the school and to plan its development. This is an outstanding feature.

125. Through their monitoring visits, together with the reports they receive for discussion, the governors are very well-informed about the quality of the educational provision and about the main needs of the school.
126. The governors fulfil their statutory responsibilities thoroughly. The school prospectus and the governors' annual report to parents fully meet the requirements of the Welsh Assembly Government.

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

Grade 1: Good with outstanding features

127. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
128. The monitoring and self-evaluation arrangements are comprehensive and are based on first-hand evidence from a number of sources. The school has detailed information about its performance. The head teacher and teachers make effective and thorough use of the information to plan further improvements.
129. The head teacher and the teachers self-evaluate by analysing pupils' work in order to identify strengths and aspects to be developed. Also, through lesson observations they evaluate the teaching and learning and share good practice. In addition, they analyse schemes of work and provision in order to identify the way forward. They produce reports for discussion and to present to governors. These reports are detailed and thorough.
130. Pupils have valuable opportunities to express opinion through detailed questionnaires. Pupils take full advantage of these opportunities and express mature opinions about aspects of their education as well as about school life. The opinions of parents, governors and staff are also sought through useful questionnaires. The results are analysed and the outcomes are discussed with the staff and governors.
131. The self-evaluation report produced by the school is clear and comprehensive. It provides objective and honest opinions on the seven key questions. The inspection team agrees with the school's judgement in five out of the seven key questions. In key questions two and seven, the inspection team awarded a grade two rather than the grade one awarded by the school.
132. The school makes outstanding use of the information collected through self-evaluation in order to set priorities for further development. The SDP identifies the main priorities, outlines courses of action that are likely to lead to improvement, and provides details of the financial resources available to support the priorities. There is firm evidence that progress has been made against the priorities set.
133. Very good progress has been made in responding to the key issues highlighted in the inspection in 2003. The summative assessment arrangements are comprehensive and identify pupils' further needs. Effective procedures are in place which denote the teaching medium at key stage 2. Teachers' short term planning gives specific attention to differentiation and pupils are evidently well-supported in lessons. The SDP is a comprehensive document and there is firm evidence that its use has led to improvements in standards and provision. Teachers have a role to play in self-evaluation and the arrangements are extremely effective. The handbook for parents, and the governors' annual report to parents fully meet the requirements.

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

Grade 2: Good features and no important shortcomings

134. The grade awarded by the inspection team for this key question is different from the grade awarded by the school itself in its self-evaluation document. Although there are some outstanding features, particularly the use made of staffing, the inspection team judged that there were insufficient outstanding features to award grade 1 to this key question.
135. The school is generously staffed for the number of pupils. Teachers have the appropriate qualifications and experience to meet the needs of all pupils. They are committed and enthusiastic and have good teaching skills.
136. Teaching assistants make an excellent contribution to the life of the school and work industriously with the teachers to plan, teach and record pupils' progress.
137. Ancillary staff make an effective contribution to pupils' wellbeing. The school caretaker, cleaning staff, the cook and lollipop lady are a full-part of the school community.
138. All teachers are given appropriate time for planning, preparation and assessment and make good use of this allocated time to ensure consistency the curricular provision and assessment across the school in the subjects for which they are responsible. Co-operation with Ysgol Edmwnd Prys, Gellilydan significantly strengthens all these aspects.
139. The school is neat and tidy and the standard of cleanliness is high. The playground is suitable and adequate for the pupils. Entry for vehicles is controlled very carefully in order to ensure pupils' safety.
140. Overall, the buildings and classrooms, together with the indoor and outdoor areas, are good despite a difficult site. The teachers and pupils make good use of them. The school hall is small but has a cosy ambiance. The canteen is old, but provides a suitable place for some aspects of physical education. There is no convenient access for the under fives to a suitable outside area. This is a shortcoming.
141. The volume and breadth of the learning resources is good. Despite past financial problems, they have been renewed regularly and are of good quality. They are used very effectively to ensure formal and informal learning experiences of high quality for the pupils.
142. The workforce has been successfully remodelled in accordance with statutory requirements. The school makes outstanding use of internal and external staff professional development opportunities. The clustering arrangements with Ysgol Edmwnd Prys, Gellilydan contribute in this respect.

143. Governors maintain a thorough overview of the spending plans of the school. In collaboration with the head teacher, they monitor the targets identified in the SDP. They have also managed to repay £10,000 to the Local Authority over the past three years and clear their debts. Despite the restrictions, they have succeeded to renew resources, such as a series of new computers, and ensured some improvements to the buildings, such as a staff room.
144. Due to the good standards pupils achieve, the school provides good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

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

Key stage 2 - Grade 1: Good with outstanding features

Outstanding features

145. At key stage 2, all pupils listen attentively to adults' instructions and to each other's contributions. The majority are eager to contribute, offering interesting comments which often elicit further discussion. They speak naturally and are ready to correct their own or each other's oral work. This leads to use of rich and high quality vocabulary.
146. Many key stage 2 pupils write in a thoughtful and imaginative manner, and have a firm grasp of different forms. They express opinions and support their ideas and the most able show originality when selecting words and phrases to enrich their expression in an outstanding manner.

Good features

147. Most key stage 1 pupils listen attentively to lesson presentations and respond with comments which are often extensive. A minority of them are very confident and converse eagerly with visitors.
148. Most key stage 1 pupils read books appropriate to their age and ability with appropriate fluency. By Year 2, most of them discuss characters and events with enthusiasm.
149. The youngest pupils at key stage 1 form correct sentences. By Year 2, they write varied sentences independently, whilst ensuring appropriate progression to a story or factual piece. They show good awareness of punctuation rules, and under the supervision of an adult they correct shortcomings, such as the use of capital letters and full stops themselves.
150. The vast majority of key stage 2 pupils read with fluency and convey meaning through appropriate expression. They understand how factual books are different from fiction and Y5 and Y6 pupils discuss their choice of book meaningfully. They refer to authors of whom they are aware and enjoy reading their work.
151. Many key stage 2 pupils write extendedly for different purposes. They vary sentence patterns and use forms which are suitable for the context. They successfully sustain the interest of the reader. They are aware of oral forms and literary forms and use them effectively.

Shortcomings

There are no significant shortcomings.

English

Key Stage 1

No judgements are made on standards in English as English is not taught formally during this key stage.

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

Good features

152. Throughout the key stage, pupils of all ages listen attentively and respond well orally.
153. They discuss their ideas, favourite and least favourite things enthusiastically and there is a clear development in their vocabulary, phrases and sentence patterns as they move through the school. By Y5 and Y6, most pupils across the range of ability respond and comment in an appropriate register when talking to visitors.
154. Most pupils achieve good standards when reading aloud. All pupils, boys and girls, show interest and perseverance when reading. Most discuss characters and express sensible opinions on the books they have read, with the most able cross-referencing by referring to books which are similar or different. Most pupils make good use of their reading skills to gather information from books and other sources.
155. Pupils produce a varied range of good written work for different purposes throughout the key stage. Most can vary their sentences appropriately. By Y5 and Y6, they compose stories and descriptions that are pleasing to read in most cases. Their work is often extended and carefully structured. The most able pupils in Y5 and Y6 use high quality language in appropriate contexts.
156. With some exceptions, the standard of writing, punctuation and paragraphing is good.

Shortcomings

157. Minor spelling errors are to be seen in the work of a small number of pupils.

Design technology

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

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

158. Nearly all key stage 1 pupils have a good understanding of the process of designing, making and evaluation. They all know the difference between a drawing and a plan.
159. All pupils record their ideas meaningfully on paper about which material, resources and tools they need to use to produce the object.
160. Y1 and Y2 pupils show increasing competence when choosing a variety of materials to produce objects for projects, such as building a moving vehicle. The majority can justify their choice of materials for their product.
161. The making skills of nearly all pupils are good. They master skills in measuring, cutting and assembling when producing objects of a high standard.
162. They take good advantage of opportunities to evaluate their work, and the majority of Y2 pupils justify their opinion of their work.
163. Throughout key stage 2, pupils understand the importance of initial research as part of the planning process. All pupils undertake detailed research into appropriate ideas when interpreting their brief and match them with the demands of the real world.
164. When working together in groups, all pupils come to agreement on the criteria to be used when designing their products and test the suitability of their product for its intended purpose.
165. Nearly all pupils evaluate their work effectively.
166. Most pupils design and label their projects accurately and in detail.
167. All pupils have taken good advantage of opportunities to use a broad range of different materials as a basis for their products. Consequently, the vast majority can explain the features and usefulness of the different media.
168. The pupils practical skills, such as measuring and cutting, are good.
169. The products include a good variety of moving models.
170. In addition to their making skills, many pupils are able to disassemble their products effectively.

Shortcomings

171. The initial designs of a few pupils are untidy.

Geography

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

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

Good features

172. The mapping skills of the large majority of key stage 1 pupils are good. They work with a broad range of maps and also produce their own plans and maps. Nearly all can locate their village on a map of Wales and name a number of local villages and nearby counties.
173. All key stage 1 pupils have a very good knowledge of their local area. They differentiate well between natural and human features. Many of them, especially by the end of Y2, are very aware of man's effect on the environment.
174. Nearly all key stage 1 pupils have a good understanding of the link between the seasons and a farmer's work.
175. The vast majority of key stage 1 pupils compare in detail some of the physical and human differences and similarities between their village and a local town.
176. Key stage 2 pupils describe in detail the geographical features of their area, and display a good awareness of the relative distances between local villages and towns. Many of them identify the islands of Wales on a map and have a good knowledge of a number of countries in the world.
177. The vast majority of key stage 2 pupils, across the range of ability, have very good mapping skills, a good ability to recognise reference points and a very good understanding of ordnance survey maps.
178. When studying maps and pictures of Botswana, the vast majority of pupils come to know about a good number of the differences and similarities between that country and Wales.
179. By the end of key stage 2, the understanding of nearly all pupils of geographical processes is very good.
180. Key stage 2 pupils have a very good understanding of matters relating to protecting the environment and sustainability. They know about the importance of recycling and saving energy and also about the importance of keeping the environment tidy and not leaving rubbish in public places.
181. The majority of Y5 and Y6 pupils express their opinion and respond well to geographical issues in the news, such as famine.

Shortcomings

There are no important shortcomings.

Art and design

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

182. Key stage 1 pupils observe the work of a well-known artist in detail when emulating the work of that artist, and discuss meaningfully the use of colour, line, texture and the manner in which distance is represented in landscape paintings.
183. Key stage 2 pupils produce extremely impressive pencil drawings after observing the work of a well-known artist in detail.
184. Key stage 2 pupils investigate their own ideas in an outstanding manner by emulating the work of a well-known artist. They develop and discuss their ideas about texture maturely.

Good features

185. Y2 pupils are familiar with the styles of some well-known artists, and the most able refer to those styles by using their own vocabulary when discussing their ideas.
186. Nearly all Y2 pupils have clear thoughts about how to represent their ideas. They use pastels, choose colours and create tone, line and texture very effectively. They use scissors neatly when cutting out the shape of a building of their choice to be included in a classroom display.
187. Prior work shows that key stage 1 pupils experiment well with paint. They have an awareness of tints and the effect of mixing colours.
188. Many key stage 2 pupils make good use of sketch books to experiment with their ideas once they have observed the work of a well-known artist.
189. Y3 and Y4 pupils produce good finished work after completing a unit of work based on the work of the artist Matisse.
190. Y5 and Y6 pupils produce good work based on their own interpretations of the work of Ogwyn Davies.
191. Y5 and Y6 pupils confidently use materials and making techniques in order to convey their own ideas about Easter in 3D clay models.

Shortcomings

There are no significant shortcomings.

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

192. Key stage 1 and 2 pupils have a good awareness of safety and they use space sensibly. They know well about the effect of exercise on health and fitness. They are aware of the reasons for warming up at the beginning of a lesson. In both key stages, they appraise each other's performance collectively in an appropriate manner.
193. Key stage 1 pupils work energetically in a dance lesson. They walk, skip, and change direction with enthusiasm, keeping good control of the body.
194. The vast majority create shapes at various levels, high and low in response to the stimuli provided. They keep suitable tension when holding their shape, such as when standing on one leg.
195. Many use the shapes and movements they have practised effectively when devising a sequence of movements in response to music.
196. Key stage 2 pupils work energetically and enthusiastically in their physical education lessons.
197. Y3 and Y4 pupils collaborate well when solving problems in an adventure context. Most give their partner appropriate instructions to follow a route wearing a blindfold, and the majority are also trusting when following the instructions given. They can overcome an obstacle, such as crossing a river, by planning suitable strategies together.
198. The majority of Y3 and Y4 pupils throw a ball with certainty. When working with a partner, they send and receive a pass, considering the direction of the sending, and the importance of eye contact when receiving.
199. The majority of Y5 and Y6 pupils send and receive a pass suitably in various ways and demonstrate a good understanding of space when developing attacking strategies. The corresponding defence strategies are developing appropriately.
200. Y5 and Y6 pupils strive to improve their performance in response to the teacher's challenge in a good and enthusiastic manner.

Shortcomings

201. When playing a game, a minority of key stage 2 pupils do not apply the skills they have acquired sufficiently.

School's response to the inspection

The pupils, staff and governors of Ysgol Bro Cynfal note their thanks for the report and the positive comments made about the ethos and the continuous good work of the school.

We will further develop the attention given to assessment for learning, in line with our plans, and we will certainly continue to press the LEA to carry out the intended work to provide a suitable outside area for the Foundation Phase children.

Appendix 1

Basic information about the school

Name of school	Ysgol Bro Cynfal
School type	Primary
Age-range of pupils	3-11
Address of school	Ysgo Bro Cynfal Llan Ffestiniog Gwynedd
Postcode	LL41 4NF
Telephone number	01766 762 668

Headteacher	Mrs Gwenan L. Williams
Date of appointment	01/09/2006
Chair of governors/ Appropriate authority	Mr Anthony Evans
Registered inspector	Gwilym Trebor Roberts
Dates of inspection	11/05/09 – 13/05/09

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	28	4	7	7	8	7	9	11	55.8

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	2	3.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	14.7: 1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	18.6
Teacher (fte): class ratio	1.27:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2009	66.1	97.8	96.8
Autumn 2008	56.4	94.2	93.8
Summer 2008	88.4	96.9	96.1

Percentage of pupils entitled to free school meals	21%
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	8
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included.		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	75	In Wales	74.2

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2008	Number of pupils in Y6	9
As the number of pupils eligible for assessment at the end of key stage 2 was greater than four but fewer than 10, overall performance indicators only are included.		

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
According to teacher assessment			
In the school	77.8	In Wales	68.9

Appendix 4

Evidence base of the inspection

Three inspectors, including the school nominee, spent the equivalent of six inspection days at the school and met as a team prior to the inspection.

The inspectors visited:

- 22 lessons or part sessions;
- registration, assembly and collective worship sessions;

Members of the inspection team had meetings with:

- staff, governors and parents prior to the inspection;
- senior managers, teachers and ancillary staff; and
- the school council.

The team also considered:

- the school's self-evaluation report;
- nine responses to the parent questionnaire;
- documents prepared by the school prior to and during the inspection;
- a wide range of pupils' previous and current work, and
- samples of pupils' reports.

Following the inspection, the team held meetings with the school's staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Gwilym Trebor Roberts Registered Inspector	Context, summary, recommendations, Key Questions 1, 2, 5 and 6. Welsh, Art and Physical Education.
William Owen Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7.
Gareth Wyn Roberts Team Inspector	Key Questions 3, 4 and 7 English, Design Technology and Geography
Gwenan L. Williams	Nominee

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