

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

**A Report on the Quality of Education in**

**Ysgol Crud Y Werin  
Aberdaron  
PWLLHELI  
Gwynedd  
LL53 8BP**

**School Number: 6612039**

**Date of Inspection: 20 May 2008**

**by**

**Len Jones  
16360**

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Ysgol Crud Y Werin 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 Crud Y Werin took place between 20/05/2008 and 22/05/2008. An independent team of inspectors, led by Len Jones 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:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **standard** inspection.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

- 1 Ysgol Crud y Werin is situated in a pleasant location on the road that leads north from the seaside village of Aberdaron. The school is maintained by Gwynedd Local Education Authority (LEA).
- 2 The school serves the village and the surrounding rural area, which includes the areas of Y Rhiw, Uwchmynydd and Anelog. The area continues to be extremely Welsh. As many as 84% of the pupils come from homes where Welsh is the main language, and the school states that 96% of pupils can speak the Welsh to first language standard.
- 3 The school describes the area as one that is disadvantaged with regard to lack of access to services and is a Communities First area. Even so, no family is currently entitled to receive free school meals.
- 4 Pupils are accepted into the school on a part-time basis in the September following their third birthday and as full-time pupils in the September following their fourth birthday.
- 5 During the current inspection, there were 51 pupils on the school register, including nine children of nursery age who were attending in the mornings only. Pupils are taught in two classes, one for the children under five and pupils in key stage 1 and the other for pupils in key stage 2. Occasionally, the key stage 2 class is separated into two teaching groups.
- 6 The pupils taught represent the full ability range, even though no pupil has a 'statement' of additional learning needs (ALN). There are seven pupils on the ALN register, which is lower than the county and national averages.
- 7 The school was last inspected in April 2002, when there were 55 pupils on the register.
- 8 The current head was appointed to his post in September 2007.

### The school's priorities and targets

- 9 Amongst the priorities for development identified in the current School Development Plan (SDP) for 2007-2010 are:
  - strive to raise standards in English and mathematics in key stage 2;
  - continue to revise the schemes of work to coincide with restructuring the classes;
  - continue to prepare for the forthcoming Foundation Phase in 2008; and
  - extend the use of the Webster-Stratton and 'Ysgol Deina' behavioural strategies throughout the school.

## Summary

- 10 Ysgol Crud y Werin is a good school, which has a close relationship with the community it serves, and is in the process of developing further.
- 11 The school succeeds in providing educational and social experiences for the whole range of pupils on roll.
- 12 The school has established a number of strategies for promoting pupils' fitness and healthy eating. There is a time-tabled programme of play-time activities, arranged by the school council, the 'Dal i Fynd' strategy which has secured the pupils' keen involvement, and much importance is given to inter-school sporting competitions. In key stage 2, orienteering activities form an important part of the physical education provision.

### 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 2
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 3
7 How efficient are leaders and managers in using resources?	Grade 2

### Standards

- 13 In the lessons observed, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	77%	15%	0%	0%

- 14 The above percentages exceed Welsh Assembly Government (WAG) targets for 2010, that 98% of lessons should be Grade 3 or better.
- 15 The overall quality of the educational provision for children under five years of age is appropriate for their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

### Grades awarded in the subjects inspected

- 16 The grades for subjects inspected in key stages 1 and 2 are as follows:

Inspection area	Key Stage 1	Key Stage 2
Welsh first language	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 1
History	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

- 17 Pupils succeed well in assimilating aspects of new information, responding knowledgeably in lessons to concepts and tasks that challenge them to think. This contributes well to their ability to solve problems, to consider the opinions of others and to come to a consensus on results.
- 18 Pupils attain specific targets in lessons, together with personal targets for linguistic achievements. Even so, the quality of the presentation of work by a good number of pupils, including the standard of handwriting, is defective.
- 19 The key skills of the under-fives and pupils in key stages 1 and 2 are developing appropriately. They use Welsh creatively to collaborate on a class poem and to think of different words to describe hands. They develop numeracy skills while playing the 'number bingo' game, create a variety of graphs that emanate from their activities across the curriculum and record the times of orienteering tasks.
- 20 In information and communications technology (ICT), children under five develop mouse handling skills in using an art package and a matching activities package. The development of key stage 1 and 2 pupils' ICT skills is developing outstandingly, more specifically at the upper end of the school. They use ICT resources in subjects such as physical education to record orienteering results and in science and history to gather information on the Internet and to design graphs that show the lengths of shadows at different times.
- 21 Pupils develop effective bilingual skills through effective discussion and reasoning activities and through creating diaries based on an English novel being read in the class.
- 22 Over the last three years, key stage 1 pupils' results have been outstanding in 2005 and 2007 and good in 2006, exceeding the results of similar schools, in respect of the number of pupils entitled to free school meals. Over the same period, results of pupils in key stage 2 have been generally in the two lowest quartiles, in comparison with similar schools, with only Welsh succeeding in ensuring a place for the school in the upper quartiles. The school notes that one pupil with ALN in a small cohort can cause significant statistical differences.
- 23 Pupils display outstanding attitudes towards their learning. They work together easily, sometimes in pairs, sometimes in bigger groups. Across the school, they use their time effectively and show enthusiasm within their experiences. However, the quality of their presentation of work and the lack of awareness of the need to improve on their first efforts impairs the progress of some pupils.
- 24 They take advantage of regular opportunities to develop their personal and social skills, such as when discussing, in 'circle-time' sessions, what makes them sad or happy. Their adherence to the concept of 'good friends' promotes their care for others. They respond well to opportunities for reflection during collective worship sessions and show care for those less fortunate than themselves through readily contributing to charities, from time to time.
- 25 Pupils' behaviour is good throughout the school. They show respect and courtesy within lessons and during break-times and the lunch-hour.
- 26 Pupils have a good awareness of their community; they are proud of the village and the surrounding areas. They have a close link with elements of the community, as the Senior Citizens Club and the Nursery Group meet at the school. Through benefiting from aspects of the curriculum, such as studying a

specific English novel and through communicating with a person who has emigrated to Thailand, pupils also develop a good understanding of other communities and of cultures that are very different to their own.

- 27 Pupils' involvement with aspects of sustainability, such as studying the environment and implementing recycling practices, reinforces their understanding. The school council takes some responsibility for this activity. Even so, pupils' understanding of sustainability issues has not been sufficiently developed throughout the school.

## **The quality of education and training**

### **Grades for teaching**

- 28 In the lessons observed, the grades for teaching are as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
23%	54%	23%	0%	0%

- 29 Lessons with outstanding features are higher than the 14% identified by Her Majesty's Chief Inspector in her annual report for 2006-2007, but these statistics are slightly lower than the 80% of lessons awarded a Grade 1 and 2 for the whole of Wales.
- 30 Amongst the good and outstanding features in the teaching are:
- challenging pupils to think and reason, acknowledging different opinions; using strategies to convey information that is intelligible to pupils; providing opportunities for a good number of pupils to respond; stimulating pupils' interest and extending their knowledge through the use of ICT resources and an excellent working relationship between teachers and pupils.
- 31 Amongst the shortcomings seen in the teaching are:
- the lack of summing up and completing of sessions to reinforce the learning; over-direction of teaching leading to a lack of opportunities for pupils to arrange their own work and a lack of opportunities for pupils to develop accuracy in extended writing skills across the curriculum.
- 32 Good features outweigh shortcomings in the quality of the assessment procedures. The school has effective assessment procedures for analysing data and individual tracking files are kept for each pupil from year to year. There are good assessment and recording procedures for pupils with ALN and targets are set in their individual education plans (IEPs). However, complete and consistent records are not kept of the skills development of the children under-five and the methods of responding to pupils' work in key stages 1 and 2 are insufficiently meaningful to enable pupils to extend and refine their written work.
- 33 Parents are invited to the school to discuss their children's work twice a year and to discuss the contents of the report they receive at the end of the school year. Parents appreciate these opportunities.
- 34 Through purposeful and detailed planning, the school responds well to the needs and aspirations of learners, and offers a broad framework to include and develop skills across the subjects. The focus is on offering direct experiences and developing investigative skills and there is very good interaction between adults and pupils. Outstanding elements can be seen in these aspects at the upper end of the school.

- 35 Learners' experiences are enriched by extra-curricular, cultural and community activities that are arranged, such as fairs, concerts and a good number of visits. Advantage is taken of community activities and visitors from the community, such as a gardener, a local businessman and the minister are welcomed to the school. Advantage is also taken of the expertise of the education officer at the archives, and a visit by an author to discuss her work. Pupils in key stage 2 have benefited greatly from an extra-curricular computer club that has raised the standard of the subject in class.
- 36 Learning experiences promote pupils' moral, spiritual, social and cultural development well. They contribute to national charities and the eagerness to contribute to worthy causes within the community, such as the lifeboat, is close to their hearts. The school succeeds in realising its clear aims to promote pupils' moral development and the school's ethos and pupils' behaviour and values are testimony to this.
- 37 This is a community school and various organisations in the area use the building weekly outside school hours. Pupils display confidence in welcoming older people from the community to the school and their cultural development is extended further as they communicate via e-mail with other parts of the world. The links and experiences enrich their personal development and prepare them to be responsible members of their community.
- 38 The school's partnership with the parents is excellent. The pre-inspection questionnaires, without exception, were fully supportive and this was echoed in the pre-inspection meeting with the parents. The Parents' and Teachers' Association, which was re-established last year, is extremely active and raises useful money for the school.
- 39 The quality of the care, support and guidance provided for pupils, shows good features and no important shortcomings. Priority is given to establishing a close community, where pupils are obedient and show respect for staff and each other. The school plans and manages care arrangements very well.
- 40 The care for each learner's safety and well-being is outstanding. Security in the building and the arrangements for escorting pupils at the beginning and end of the day, including safety on the three buses that transport them, are outstanding aspects of the provision. Since the last inspection, improvements have been introduced in the way pupils and parents have access into the school. Outstanding experiences are offered to ensure the healthy development of pupils and the play-time timetable and the 'Clwb Dal i Fynd' very effectively promote fitness on the yard.
- 41 Pupils with ALN are identified and assessed at an early stage and the provision for them is good and meets the requirements of the Code of Practice. The school works closely with parents to identify needs and in preparing the Individual Education Plans (IEPs).
- 42 Efficient use is made of outside agencies, according to need, for support with specific problems, such as speech and language.
- 43 Each child, whatever his or her background, is respected and treated equally, and given equal access to the school's activities. Opportunities for challenging stereotyping are recognised and the school has guidelines for responding to any instances of racism, should they arise. The accessibility scheme prepared

facilitates access for people with disabilities. A number of lessons emphasise good awareness of diversity in different parts of the world and within other cultures and religions, an aspect that is emphasised in the school's new motto, *O'r Crud i'r Byd* (From the Cradle to the World).

### **Leadership and management**

- 44 The head, in a short space of time, has succeeded in gaining the complete trust of parents, together with their support for school activities. He has succeeded in establishing an ethos of development at the school, which will certainly contribute to its aim of promoting an education that gives esteem to pupils' skills and their role as citizens in the community. Similarly, the staff and governing body support and work with him in order to ensure an educational provision worthy of the pupils.
- 45 The governing body acts in accordance with statutory requirements, and keeps a close eye on the school's budget. However, as yet, they do not undertake the role of monitoring the provision in a structured and formal way.
- 46 A specific time-table has been established as a basis for the self-evaluation process. The time-table considers a curricular subject and a whole-school aspect each term. However, the allocation of subject responsibilities amongst the staff is uneven. In addition, the co-ordinators have not developed the practice of whole-school monitoring, based on observing the teaching and learning.
- 47 Recently, the school has established a process for gathering parents' and pupils' opinions on the school's provision. This is good practice.
- 48 The SDP for 2007-2010 is an effective document, which includes an overview of the school's statistical profile, a three-year prediction of pupil numbers, a record of attainment targets in the core areas, together with comments on performances in recent years. Priorities for development for the current year are clearly identified.
- 49 The number of teachers employed, namely two part-time and two full-time teachers, is sufficient for the number of pupils. Teachers are competent and experienced and are used effectively through the exchanging of classes for certain lessons. The assistants employed, mainly in the class for the under-fives/key stage 1, efficiently complement the work of teachers.
- 50 The building is situated in a very pleasant location and is in a good condition. The large hall, the dedicated community room, the play area being prepared for children in the Foundation Phase and the multi-purpose field, are all very valuable resources.
- 51 There is a good supply of resources for all subjects of the curriculum and the early years; the sum and quality of resources for ICT is particularly good in key stage 2. Pupils have easy access to resources during lessons and activities.
- 52 Overall, good features that outweigh shortcomings best describe the school's progress since the previous inspection. It has responded appropriately to the majority of issues identified. Even so, the reference made to the untidiness of the recording work in science is corroborated by the findings of the current inspection on the quality of presentation of pupils' work. The role of subject co-

ordinators has not been developed, and this remains a recommendation in the current inspection.

## Recommendations

In order to improve further, the school needs to:

- R1 ensure a more even allocation of responsibilities for co-ordinators and develop their role of monitoring throughout the school;
- R2 refine methods of responding to pupils' work so that assessment influences the learning and standards;
- R3 raise expectations with regard to presentation of work and the quality of handwriting;
- R4 develop the monitoring role of the governing body, through its formalising, and
- R5 extend pupils' understanding of sustainability issues.

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

- 53 The findings of the inspection team agree with the grade the school awarded itself in its self-evaluation report.

#### Grades for standards in the subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 4
8%	77%	15%	0%	0%

- 54 The above percentages exceed WAG targets for 2010, that 98% of lessons should be Grade 3 or better.
- 55 The overall quality of the educational provision for children under five years of age is appropriate for their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
- 56 Pupils succeed in learning aspects of new information well, responding knowledgeably in lessons to concepts and tasks that challenge them to think. This contributes well to their ability to solve problems, to consider the opinions of others and to come to a consensus on results.
- 57 Pupils attain specific targets in lessons, such as the '*Llew Llwyddiant*' strategy, together with personal targets for linguistic achievements. Even so, the quality of the presentation of work by a good number of pupils, including the standard of handwriting, is defective.
- 58 The key skills of the children under five are developing appropriately. They use Welsh creatively to collaborate on a class poem and to think of different words to describe hands. They develop numeracy skills while playing the 'number

- bingo' game and create a graph of favourite colours. In ICT, they develop mouse handling skills in using an art package and a matching activities package and begin to use the keyboards by becoming familiar with letters in their names.
- 59 In key stages 1 and 2, pupils' key skills are developing well. They use aspects of literacy across the curriculum, such as in creating diaries based on an English novel read in class and in predicting and recording scientific investigations. They create a variety of graphs to develop their numeracy skills, as well as using stopwatches to time and record performances in orienteering tasks within physical education lessons.
- 60 The development of key stage 1 and 2 pupils' ICT skills is outstanding, more specifically at the upper end of the school. They use ICT resources in subjects such as physical education to record orienteering results and in science and history to gather information on the Internet and to design graphs that show the lengths of shadows at different times.
- 61 Pupils' bilingual skills are developing appropriately as they gain increasing confidence in English when they discuss situations in a class novel being read and in creating sections of diaries from the perspective of characters from the novel.
- 62 In 2007, pupils' attainments at the end of key stage 1 in the subjects assessed, namely Welsh, mathematics and science, are outstanding and compare favourably with county and all-Wales results. They also exceed the performances of similar schools, in respect of the number of pupils entitled to free school meals, being in the highest quartile in each subject.
- 63 In 2007, pupils' attainment at the end of key stage 2 was higher than Welsh averages in two of the subjects assessed, namely Welsh and science, but lower in the other two subjects, namely English and mathematics. In comparing the school's performances with those of similar schools, the school was in the third quartile. The school notes that one pupil with ALN in a small cohort can cause significant statistical differences.
- 64 Over the last three years, key stage 1 pupils' results have been outstanding in 2005 and 2007 and also outstanding in two out of three subjects assessed in 2006. Over the same period, results of pupils in key stage 2 have been generally in the two lowest quartiles, with only Welsh succeeding in ensuring a place for the school in the upper quartiles.
- 65 The school looks at the performances of boys and girls at the end of key stage 2 over a period of five years in detail. Although there are variations to be seen over the period, girls perform better than boys generally at the school.
- 66 Pupils display outstanding attitudes towards their learning. They also contribute relevant comments and concentrate well in their lessons. They work together easily, sometimes in pairs, sometimes in bigger groups in order to respond to specific tasks. Across the school, they use their time effectively and show enthusiasm within their experiences. They also willingly discuss and explain aspects of their work. They can, at times, work independently, displaying study and organising skills successfully.
- 67 Overall, at both key stages, pupils succeed in making good progress towards attaining their potential. However, the quality of their presentation of work and

the lack of awareness of the need to improve on their first efforts, impair the progress of some pupils.

- 68 Pupils display good creative skills, such as when creating a dance in physical education lessons and creating complicated patterns with a modelling package on the computer.
- 69 They take advantage of regular opportunities to develop their personal and social skills, such as when discussing, during 'circle-time' sessions, what makes them sad or happy. They work together well on tasks in lessons and their adherence to the concept of 'good friends' promotes their care for others. They respond well to opportunities for reflection during collective worship sessions and show care for those less fortunate than themselves through readily contributing to charities, from time to time.
- 70 Pupils have a good awareness of their community; they are proud of the village and the surrounding areas and realise the importance of the sea as a tourist attraction and a traditional source of income. They have a close link with aspects of the community, as the Senior Citizens Club and the Nursery Group meet at the school. A good number of pupils are also members of the Urdd movement in the village.
- 71 Through benefiting from aspects of the curriculum, such as studying a specific English novel, pupils develop a good understanding of other communities and of cultures that are very different to their own. Specific links with a person who has emigrated to Thailand enable them to gain an understanding of life in a school in that country, through e-mailing that person.
- 72 Pupils' awareness of the world of work, including vocational and entrepreneurial aspects is developing auspiciously. They willingly discuss their experiences and good work was seen in a study of agriculture. They have also produced goods to be sold at the school's fairs.
- 73 Pupils' behaviour is good throughout the school. They show respect and courtesy within lessons and during break -times and the lunch-hour.
- 74 The average level of attendance at the school over the three full terms prior to the inspection was slightly above 94%. Standards of punctuality, at the beginning of the day and in arriving at lessons and other activities during the day, are good.
- 75 Pupils' involvement with aspects of sustainability, such as studying the environment and implementing recycling practices, reinforces their understanding. The school council takes some responsibility for this activity. Even so, pupils' understanding of sustainability issues has not been sufficiently developed throughout the school.

## **The quality of education and training**

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

#### **Grade 2: Good features and no important shortcomings**

- 76 The findings of the inspection team agree with the grade the school awarded itself in its self-evaluation report.

77 In the 13 lessons observed, the grades for teaching were judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
23%	54%	23%	0%	0%

78 Lessons with outstanding features are higher than the 14% identified by Her Majesty's Chief Inspector in her annual report for 2006-2007, but these statistics are slightly lower than the 80% of lessons awarded a Grade 1 and 2 for the whole of Wales. The above percentages are slightly lower than the Primary Target for 2010, for the quality of teaching to be Grade 2 or higher in 80% of classes.

79 The outstanding features of the teaching include:

- challenging pupils to think and reason, giving consideration to different opinions;
- using a variety of strategies to convey information in a way that is intelligible to pupils; and
- responding encouragingly and carefully to pupils' evaluative comments.

80 The good features of the teaching include:

- appropriate questioning and encouraging pupils to observe in detail;
- providing opportunities for a good number of pupils to respond;
- stimulating pupils' interest and extending their knowledge through the use of ICT resources;
- providing good opportunities for pupils to interact in pairs and in small groups; and
- lesson presentations that spark pupils' imagination.

81 The shortcomings in the teaching include:

- the lack of summing up and completing of sessions to reinforce the learning;
- over-direction of teaching, leading to a lack of opportunities for pupils to arrange their own work; and
- a lack of opportunities for pupils to develop accuracy in extended writing skills across the curriculum.

82 The outstanding working relationship between the teachers and pupils promotes effective learning. They create a positive working ethos in their classes and, through praise, succeed in ensuring that each pupil works effectively, including those with ALN. The system for celebrating effort in the collective worship sessions is popular with pupils and makes an important contribution to their development.

83 Overall, teachers have a good knowledge of the subjects and requirements of the curriculum and of the Desirable Outcomes of Learning for Children under five years of age. Advantage is taken of teachers' expertise in order to strengthen the teaching. A range of interesting strategies and a range of relevant resources are used in order to stimulate and enrich the teaching. Each person is treated equally, whatever their gender, race or ability, and good use is made of 'circle time' sessions in order to discuss matters further.

- 84 Teaching promotes pupils' bilingual development successfully. Teachers use a variety of methods to extend pupils' key skills, especially their communication skills.
- 85 Good features outweigh shortcomings in the quality of the assessment, although the statutory requirements for assessment and reporting are satisfied. The school has effective assessment procedures for analysing data that is available through standardised tests, and the school has developed a form for tracking progress that provides useful information on pupils' performance as they move through the school. Individual tracking files are kept for each pupil from year to year. However, complete and consistent records are not kept of the skills development of the children under five.
- 86 There are good assessment and recording procedures for pupils with ALN and targets are set in their IEPs.
- 87 Personal targets are set for pupils throughout the school and they are becoming increasingly aware of their value in order to raise standards and give a focus for their efforts.
- 88 Criteria have not been established soundly enough in monitoring pupils' work and the methods of marking do not offer clear guidelines for pupils to extend and refine their written work.
- 89 Information on pupils' progress is regularly shared with parents. They are invited into the school to discuss their children's work twice a year and to discuss the contents of the report they receive at the end of the school year. Parents appreciate these opportunities. Teachers' comments in the reports identify pupils' achievements in all the areas of learning. Even so, some of the comments made are insufficiently evaluative.

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

<b>Grade 2: Good features and no important shortcomings</b>
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- 90 The findings of the inspection team do not agree with the Grade 1 judgement awarded by the school in its self-evaluation report. Although there are outstanding features in the partnerships with parents and the community, these outstanding features do not permeate through all the learning experiences.
- 91 The school responds well to the needs and aspirations of learners, and offers a broad framework on content and skills across the subjects. An appropriate policy has been adopted and the school is in the process of adapting schemes of work for each subject of the National Curriculum (NC), religious education and the Desirable Outcomes for Children's Learning. The curriculum provided conforms to legal requirements.
- 92 The focus is on offering direct experiences and developing investigative skills and there is very good interaction between adults and pupils, which develops their speaking and listening skills and enriches their linguistic development. Outstanding elements can be seen in these aspects at the upper end of the school.

- 93 Learners' experiences are enriched by extra-curricular, cultural and community activities that are arranged, such as fairs, concerts and a good number of visits, such as to Bangor Cathedral, *Pentref Peryglon*, Porth Dinllaen and Bodwrdda. Pupils contribute during community activities and visitors from the community, such as a gardener, a local businessman and the minister are welcomed to the school. Advantage is also taken of the expertise of the education officer at the archives, and a visit by an author to discuss her work. Pupils in key stage 2 have benefited greatly from an extra-curricular computer club that has raised the standard of the subject in class.
- 94 Learning experiences promote pupils' moral, spiritual, social and cultural development well. They contribute to national charities and an eagerness to contribute to worthy causes within the community, such as the lifeboat, is close to their hearts. The school succeeds in realising its clear aims to promote pupils' moral development and the school's ethos and pupils' behaviour and values are testimony to this. Their maturity can be seen in their preparation for the weekly collective worship sessions. The collective worship sessions effectively promote pupils' spiritual development. They display confidence in welcoming older members of the community to the school and their cultural development is developed further as they communicate via e-mail with another part of the world. The links and experiences enrich their personal development and prepare them for being responsible members of their community.
- 95 This is a community school and various organisations in the area use the building weekly outside school hours. The school's partnership with the parents is excellent. The pre-inspection questionnaires, without exception, were fully supportive and this was echoed in the pre-inspection meeting with the parents. The quality of the communication is good, including the attractive termly newsletter. The Home/School Agreement is in place, whilst the Parents' Handbook fully meets the requirements. The Parents' and Teachers' Association, which was re-established last year, is extremely active in its support and raises useful money for the school. In addition, they are progressive in the work of developing a section of the outside area for the Foundation Phase.
- 96 There are good links with other primary schools in the area and also with the local nursery group that meets in the school. This ensures an effective partnership. Arrangements for transferring pupils to the local secondary school are good, with visits arranged by teachers in the transition stage. Opportunities are provided for students to visit on work experience from the secondary school or from Coleg Meirion Dwyfor.
- 97 There has been a promising start to the development of work-related education. Some local links have been made and a policeman and a safety officer have visited the school. Visitors from the community have been sharing their experiences and offering pupils ideas on entrepreneurship. There are plans in progress to develop entrepreneurial skills and work further with members of the community. One successful example was seen of pupils' involvement in promoting this as they arranged stalls for the Christmas fair. No teachers have received a placement in the world of work.
- 98 The provision for promoting pupils' bilingual skills is good. There is a sound Welsh ethos in the everyday life of the school and the motto they have chosen, namely 'From the Cradle to the World', shows their eagerness to develop and

- extend their skills, including their bilingualism. The provision meets the requirements of the *Cwricwlwm Cymreig*.
- 99 Each pupil has equal access to all the school's activities and the school deals effectively with social deprivation and stereotyping. Good use is made of 'circle-time' sessions to openly discuss experiences and feelings.
- 100 The promotion of education for sustainable development is in the process of being developed. The school recently committed itself to the Green Schools scheme but, as yet, the relevant activities are not firmly embedded. Paper is regularly recycled.
- 101 Pupils' understanding of global citizenship is promoted effectively through their contributions to charities, their study of literature in English lessons and the link with Thailand. A high profile is also given to the principles of Fair Trade.
- 102 The range of school activities reflects national priorities, for example, promoting positive attitudes towards fitness, pupils' ability to take responsibility, the school's contribution in the community and the bilingual skills that contribute to good practices for lifelong learning.

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

##### **Grade 2: Good features and no important shortcomings**

- 103 The findings of the inspection team agree with the grade the school awarded itself in its self-evaluation report.
- 104 The quality of the care, support and guidance provided for pupils, shows good features and no important shortcomings. Priority is given to establishing a close community, where pupils are obedient and show respect for staff and for each other. The school plans and manages care arrangements very well. This is echoed by the parents, and those who expressed an opinion in the pre-inspection meeting and in the responses to the questionnaire, showed strong confidence in the care and guidance given to their children.
- 105 There is an outstanding partnership with the parents and they appreciate the information they receive about school activities and feel confident in discussing any issues with the staff. It succeeds in creating a strong sense of family. Volunteers, including members of the community, help through using their skills to arrange extra-curricular activities. The school, due to its community status, is an important part of the life of the village and the surrounding area.
- 106 As the nursery group meet on the school site, the transfer to the nursery year is very smooth. Children know the staff and the building and receive experiences in the class before they start in the under-fives' class. Non-Welsh speaking late-comers receive opportunities to attend the Language Centre before settling in quickly and successfully into the school. The 'Good Friends' scheme ensures that any new pupils settle in fully. There are good links with the secondary school and the transfer arrangements are very thorough.
- 107 There is good provision for personal and social education. Good attention is paid to tolerance, fraternity and kindness. Because of this, pupils feel comfortable in their ability to turn to any member of staff for guidance and support. 'Circle-time'

and school council sessions provide an effective medium for pupils to share and discuss their opinions. Good emphasis is placed on developing pupils' understanding of the need to eat healthily and exercise the body.

- 108 Pupils' punctuality and attendance is monitored well. Records are kept of letters and telephone calls from parents. In the same way, procedures for behaviour, discipline and anti-bullying are also good.
- 109 The care for each learner's safety and well-being is outstanding. Risk assessments receive the appropriate attention. Security in the building and the arrangements for escorting children at the beginning and end of the day, including safety on the three buses that transport them, are outstanding aspects of the provision. One member of staff has a current First Aid qualification. Since the last inspection, improvements have been introduced in the way pupils and parents have access into the school. Outstanding experiences are offered to ensure the healthy development of pupils and the play-time timetable and the 'Clwb Dal i Fynd' very effectively promote fitness on the yard.
- 110 The policy and procedures for child protection are clear and known to all who work at the school. The head is the designated person and a member of the governing body also has responsibility.
- 111 Pupils with ALN are identified and assessed at an early stage and the provision for them is good and meets the requirements of the Code of Practice. The school works closely with parents to identify needs and in preparing the IEPs. Pupils receive additional attention weekly in small groups outside the classroom from the support teacher. They are given clear targets which are regularly reviewed and new targets are set every six months. The ALN policy is reviewed annually and there is a close and effective link between the school's ALN co-ordinator and the member of the governing body who has responsibility for that area.
- 112 Efficient use is made of outside agencies, according to need, for support with specific problems, such as speech and language.
- 113 The school has detailed policies and a strategy to promote positive behaviour. A member of staff has received training on how to implement the 'Webster-Stratton' principles and the rewards scheme that emanates from the scheme, succeeds in ensuring a high level of behaviour and attitudes within the school. The contribution of the school council and the 'Good Friends' scheme emphasises pupils' responsible attitudes. The suggestion box and the anti-bullying policy are operating effectively. Through the school council, pupils receive good opportunities to understand the importance of democracy, have a voice within the school, and the right to express an opinion. Representatives of the school council discussed their work in a particularly mature fashion in a meeting of the governing body. This is an outstanding arrangement and develops valuable social skills.
- 114 Each child, whatever their background, are respected and treated equally with equal access to the school's activities. Opportunities for challenging stereotyping are recognised and the school has guidelines for responding to any instances of racism, should they arise. The accessibility scheme prepared facilitates access for people with disabilities. A number of lessons emphasise good awareness of diversity in different parts of the world and within other

cultures and religions, an aspect that is emphasised in the school's new motto *O'r Crud i'r Byd* (From the Cradle to the World).

## **Leadership and management**

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

#### **Grade 2: Good features and no important shortcomings**

- 115 The findings of the inspection team agree with the grade the school awarded itself in its self-evaluation report.
- 116 The head, appointed last September, has succeeded in establishing an ethos of development at the school, and has already committed to establishing procedures and joining current projects which are certain to contribute to its aim of promoting education that gives esteem to pupils' skills and their role as citizens in the community.
- 117 In a short space of time, he has succeeded in gaining the complete trust of parents, together with their support for school activities. Similarly, the staff and governing body support and work with him in order to ensure an educational provision worthy of the pupils.
- 118 The school's policies are based on numerous policies that are reviewed and revised according to requirements.
- 119 Amongst the initiatives receiving attention at the school are the strategy for developing thinking skills, promoting pupils' bilingualism and activities to promote pupils' fitness and healthy living practices. A recent development is the involvement with the Healthy Schools and Green Schools projects. The attention given to developing pupils' entrepreneurial skills is developing.
- 120 The school operates in line with statutory requirements to set attainment targets in the core subjects for cohorts of pupils, and to analyse the previous year's results. Even so, the governing body's awareness of this procedure is insufficient.
- 121 Job descriptions have been drawn up for all staff, including the part-time workers and ancillary staff. These are relevant for the individuals' current responsibilities.
- 122 Statutory performance management procedures are effectively implemented for the development of teachers; annual objectives are set for them, emanating from the findings of personal interviews and are relevant for the developmental needs of the school.
- 123 The governing body is fully supportive of the school and appreciates the provision of experiences offered to pupils. They meet statutory requirements by meeting regularly and by preparing an effective annual report for parents.
- 124 The governing body has a number of sub committees that meet according to need and report on discussions and decisions in meetings of the full governing body.
- 125 Although a small number of members have called into the school to observe lessons, the practice of monitoring the provision in a more formal way is, as yet, insufficiently developed. Members do not receive reports from curricular co-ordinators on aspects of monitoring.

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

### **Grade 3: Good features outweigh shortcomings**

- 126 The findings of the inspection team differ from the Grade 1 the school awarded itself in its self-evaluation report. It is the finding of the inspection team that monitoring arrangements are underdeveloped across the school, and that a key issue relating to the self-evaluation process identified in the report on the 2002 inspection, has not received attention in respect of developing the role of the curricular co-ordinators.
- 127 The findings of the inspection team agreed with the school findings in its self-evaluation report in five of the seven key questions. In both instances where there was a difference of opinion, the inspection team awarded a lower grade.
- 128 A self-evaluation process has been established based on following a specific timetable, which has been revised since the beginning of the current school year. The time-table pays attention to a curricular subject and a whole-school aspect each term. The implementation of the monitoring system based on the revised time-table has only just begun and only the head has created recent monitoring reports.
- 129 The allocation of subject responsibilities amongst the staff is uneven. In addition, the co-ordinators have not developed the practice of whole-school monitoring, based on observing the teaching and learning.
- 130 The coherent self-evaluation report presented to the inspection team prior to the inspection was of a good quality and evidence of the good recognition of the school and pays good attention to aspects of standards and the provision. Even so, in evaluating the situation of the curricular areas, there is a tendency to list pupils' experiences rather than evaluate their quality and the standards achieved.
- 131 The school has recently established a process for gathering parents' and pupils' opinions on the school's provision. This is done through appropriate questionnaires and analysis of the responses has led to adaptations or developments in the provision. This is good practice and shows outstanding elements.
- 132 The SDP for 2007-2010 is an effective document. It includes an overview of the school's statistical profile, a three-year forecast of pupil numbers, a record of attainment targets in the core areas, together with comments on performances in recent years. Priorities for development for the current year are clearly identified and sufficient resources provided for them.
- 133 Overall, good features that outweigh shortcomings best describe the school's progress since the previous inspection. It has responded appropriately to issues such as repairing a section of the fence; the issue relating to the arrangement of two classes combining two key stages no longer applies; as far as can be seen, the deficiencies in the curricular areas have been eliminated, even though the reference made to the untidiness of the recording in science is corroborated in the findings of the current inspection on the quality of presentation of pupils' work. The role of subject co-ordinators has not been developed, and this remains a recommendation in the current inspection.

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

### **Grade 2: Good features and no important shortcomings**

- 134 The findings of the inspection team agree with the grade the school awarded itself in its self-evaluation report.
- 135 A sufficient number of full-time teachers is employed at the school, and the provision is reinforced through using two part-time teachers. Teachers are competent and experienced and their competency is further enhanced as they attend in-service training organised by the LEA's advisory service.
- 136 Teachers are used effectively for teaching some subjects, through exchanging for teaching certain subjects.
- 137 The assistants employed, mainly in the class for the under-fives/key stage 1, efficiently complement the work of teachers. One of them contributes well to the teaching of the nursery aged children in the mornings, whilst the other two are trainee assistants who are developing appropriately and responding well to their day-to-day responsibilities.
- 138 There is a good supply of resources for all subjects of the curriculum and the early years; the sum and quality of resources for ICT is particularly good in key stage 2. Pupils have easy access to resources during lessons and activities.
- 139 The building is situated in a very pleasant location, is in good condition and includes a large hall as well as a pleasant foyer and a room for the use of the community. The standard of cleanliness is good. The yard and playing fields are acceptable with a good surface, with a specific area being effectively developed currently for children under five. The environment is pleasant, and there are outstanding elements in the resources available. Some small gaps still remain in the perimeter fencing.
- 140 The school operates in accordance with statutory requirements to allow non-contact time for the full-time teacher. It is implemented on Friday afternoons when the pupils leave the school to attend swimming lessons. The head is of the opinion that the non-contact time is beneficial to the quality of the preparation work and influences pupils' standards of achievement.
- 141 School governors keep a close eye on the budgetary situation. They operate as 'critical friends' in setting sums for funding some developmental priorities, and succeed in keeping the amount of any annual under-spending efficiently low.
- 142 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 2 – Good features and no important shortcomings**

#### Good features

- 143 Pupils in both key stages listen intently to presentations and contribute enthusiastically in class. They speak with their peers and with adults intelligently and at length using rich language, and are confident in discussing in pairs and groups.
- 144 In key stage 1, pupils succeed to master reading skills in line with their age and ability and many read with good expression. They can discuss and respond appropriately to the contents of a book. They recite nursery rhymes confidently.
- 145 A number of key stage 1 pupils achieve good standards in writing, showing an increasing understanding of sentences, punctuation and verb forms. They show a good awareness of idioms and realise the need to include them in their creative work, such as when writing a letter to Twm Crwn or a story about a mermaid. Some pupils can develop their ideas and use the correct syntax in recording an anecdote within a history lesson.
- 146 In key stage 2, pupils' reading skills are developing well, with the more able reading fluently and meaningfully with intelligent expression. They use different sources, such as the local paper, magazines and the Internet effectively to gather information.
- 147 Pupils in key stage 2 write for different purposes and audiences, such as for the infants' class. They have opportunities to write in a variety of formats, including letter, diary, imaginative story and poems. They are aware of the spoken forms and the more formal forms of the language and some pupils display originality in their use of language. They are familiar with the features of dialogue, such as between characters from the novel '*Sais ydi o Miss!*' and use quotation marks correctly. The majority of pupils can paragraph their work confidently using idioms, adjectives and adverbs correctly, in order to improve their style.

#### Shortcomings

- 148 Pupils' ability to write at length and to develop ideas is underdeveloped.
- 149 Punctuation and spelling errors are a feature of the written work of pupils in key stage 2.

### Science

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

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

#### Good features

- 150 Pupils in key stage 1 understand the concept of magnetism and can research coherently to discover which materials are attracted or repelled. They have a good grasp of relevant terms.

- 151 They understand how to make meaningful predictions and how to check these through using appropriate resources to research and by recording results methodically.
- 152 Pupils have a good understanding of the way in which to sort objects to those that are living and non-living; they can explain some of the features of the living objects.
- 153 They understand that some creatures have specific habitats.
- 154 They succeed in showing good progress in factual information, when discussing the parts of a fish's body, together with the purpose of the different parts.
- 155 In key stage 2, pupils can draw up their own interesting questions for gleaning new information, such as when learning about the planets. When involved in new themes, they form a thinking-map that records the terms and features relevant to the subject according to the line of thinking.
- 156 When involved with factual elements, they understand well about the conditions that can change, and through this affect growth and development. They can introduce variables into their research. They can record the results of their investigation through the use of measurements in table or graph form.
- 157 When researching into mixtures, they come to understand about changes, such as dissolving.
- 158 They choose appropriate equipment for their investigations and succeed in attaining specific learning targets, such as meaningful predictions and recording results methodically.
- 159 They achieve effective work when investigating elements of electricity, such as investigating the brightness of bulbs and sorting objects that are conductors or insulators.

### **Shortcomings**

- 160 There are no important shortcomings.

### **Information technology**

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

**Key Stage 2: Grade 1 – Good with outstanding features**

#### **Outstanding features**

- 161 Pupils in key stage 2 succeed outstandingly in creating PowerPoint slide presentations that skilfully combine text and drawings.
- 162 They are familiar with setting and recording procedures for modelling, such as in creating complicated patterns with the LOGO program. They can program a computerised robot outstandingly using a handset to control a series of movements.

#### **Good features**

- 163 Pupils in key stage 1 can program a the 'bee-bot' floor roamer by setting a procedure for its journey. They can clear the memory and re-set instructions anew. They use the 2Go computerised program to set a procedure, showing a good understanding of orientation. They record effectively through the use of symbols on paper.

- 164 Pupils can use a word-processing programme to create a story, making changes when necessary in order to improve expression or correct slips.
- 165 Pupils use the digital camera confidently, taking photographs that are a record of current work in the classroom, transferring it to computer and printing it.
- 166 They use an art package effectively to make interesting pictures that are relevant to their thematic work, such as of pirates.
- 167 In key stage 2, pupils are confident and skilful in their use of computerised equipment in its various guises and their confidence and skills are outstanding.
- 168 In physical education lessons, they use appropriate spreadsheets to record the results of their orienteering work and can use the 'Information Workshop' package to display data in graphical form before analysing the data meaningfully.
- 169 Pupils in Y5/6 use e-mail effectively to communicate messages and can include the relevant attachments easily.
- 170 In science activities, they use the Eco-log package to study how much sunlight comes in through the window during the day and analyse the data effectively.
- 171 In creating a text using the word-processing package, such as WordArt, they can input pictures from the web or Clipart in order to create effective posters or leaflets.
- 172 They use the Photo-story resource confidently in history lessons to create a chronological sequence of pictures relevant to the Second World War.

### **Shortcomings**

- 173 There are no important shortcomings.

<b>History</b>
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**Key Stage 1: Grade 2 – Good features and no important shortcomings**

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

### **Good features**

- 174 Key stage 1 pupils develop historical vocabulary well in studying a number of elements that enable them to compare the past with today. They can compare farm equipment and kitchen furniture, explaining intelligently the differences between aspects of their lives with times in the past. They can compare the formality of a classroom a century ago with a classroom in a school today.
- 175 In placing the names of members of their family in order, from the youngest to the eldest, they begin to show an awareness and understanding of chronology.
- 176 They have a good awareness of historical heroes, such as Barti Ddu, Guy Fawkes and of the heroine, Grace Darling. Following their visit to Porth Dinllaen to see the lifeboat, they can empathise with her and express an opinion and feelings articulately.
- 177 In key stage 2, pupils show their knowledge of local heroes such as Dic Aberdaron and Huw Andro.
- 178 Pupils have a good awareness of the chronology of historical periods and local visits, such as to Rhiw, have sealed the local link with the Stone Age and the

work of archaeologists on the site. In the same way, when visiting Bodwrdda in the company of a historian, they understand the features of houses during the Tudor period.

- 179 Through studying and interpreting primary and secondary sources, such as a log book, handling artefacts and interviewing people from the period, pupils in key stage 2 are very knowledgeable about the effects of the Second World War. They understand that events from the past can be looked at from more than one viewpoint and show enthusiasm in looking for local evidence of the effect of the war on their community. The way in which pupils use their thinking skills to consider the evidence, reason and evaluate the historical sources, in order to come to a decision, is outstanding.

### Shortcomings

- 180 Pupils in key stage 2 do not communicate their knowledge in writing to a sufficient extent.

## Music

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

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

### Good features

- 181 Pupils throughout the school sing an increasing repertoire of one and two-part songs. The majority sing in tune and by key stage 2, show good control of breathing, articulation and phrasing, maintaining their part well in a round. They can sustain a song with a descant effectively, such as when singing the hymn '*Dod ar fy mhen*', or singing a folk song unaccompanied.
- 182 Pupils in key stage 1 are aware of rhythm and emphasise the beats in work songs such as a sea-shanty. They can create in an impromptu fashion, varying the dynamics. They work confidently to create sounds that are an effective accompaniment as they read a poem illustrating the story of Jonah.
- 183 In key stage 1, pupils research into sounds when playing percussion instruments. They work effectively in small groups to experiment, create, choose and arrange sounds in response to different stimuli, such as pictures of the quiet or stormy sea. They succeed well in maintaining their part when performing.
- 184 They can differentiate within the elements in composing and are beginning to recognise and understand the meaning of relevant vocabulary that describe the different musical elements.
- 185 Key stage 2 pupils learn to play the recorder and can play simple tunes and recognise the value of notes. They display an awareness of the use of different notation when they use a computer program to compose and arrange simple music.
- 186 They display an increasing knowledge of musical elements, such as tone and dynamics. They use the elements meaningfully in their compositions when sustaining a solo in a piece, such as conveying different winds.
- 187 In key stage 2, pupils listen carefully to a range of different types of music, such as a male voice choir and *cerdd dant* from Wales and comparing songs by David Lloyd and Shakin' Stevens in order to differentiate within the musical elements and discuss and evaluate the music.

188 They develop and extend their knowledge to recognise music from other cultures, such as Spain and Switzerland, in listening to flamenco music and yodelling. They can identify and classify instruments within an orchestra correctly.

### **Shortcomings**

189 There are no important shortcomings.

## **Physical education**

190 A dance lesson was observed in key stage 1 and an orienteering lesson in key stage 2.

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

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

### **Good features**

191 Pupils in both key stages dress suitably and maintain appropriate attitudes in lessons.

192 In key stage 1, pupils use space effectively when warming the body, stretching, curling and displaying a broad shape.

193 They use their imagination creatively to work together in response to music, displaying smooth movements.

194 Pupils perform a dance that combines shapes at a low and high level, succeeding in changing direction purposefully.

195 They observe the performances of fellow pupils and offer evaluative comments.

196 Pupils in key stage 2 have a good awareness of aspects of orienteering undertaken in previous lessons. They can effectively explain the main elements, such as reading and understanding a map, orientation, reaching 'stations' and recording steps.

197 They succeed in working physically hard, moving with control when warming the body.

198 Pupils know how to record achievements on different courses and trails, by using a stopwatch to time and a computerised spreadsheet to record.

199 They can reason effectively when discussing the value of the activity, from the viewpoint of physical and mental benefit.

### **Shortcomings**

200 There are no important shortcomings.

## **School's response to the inspection**

The inspection findings are a source of pride to all involved in the school and a reflection of the commitment, hard work and professionalism of the staff, governors, pupils and parents of Ysgol Crud y Werin.

The report recognises a good number of good features at the school as well as some outstanding features that we are proud of.

The school's relationship with parents was praised, together with the links established in the school's role as a community centre. Through this, opportunities are provided to enrich the children's experiences across the curriculum.

Attention is given to current priorities such as fitness and mental skills. In addition, it recognises that the school has succeeded to ensure that Ysgol Crud y Werin is a happy and caring community where esteem and status is given to each child's safety and well-being.

The report recognises that we are succeeding to maintain an atmosphere and ethos of development. We are happy that the judgements and recommendations set by the inspection team agree to a great extent with what we had already recognised as a means of moving the school forward.

Our processes and systems now enable us to develop further through combining the comments and recommendations of the inspection team with the vision of the head, staff and governors in order to move the school forward during the coming years.

We would like to thank the inspection team for the open, thorough and professional way the inspection was undertaken. The report will now be a basis and a 'tool' as we continue to move forward from strength to strength, with each child having the fair play and opportunities that he or she deserves.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Crud Y Werin
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Aberdaron PWLLHELI Gwynedd
Postcode	LL53 8BP
Telephone number	01758 760205

Headteacher	Mr Alan Jones
Date of appointment	September 2007
Chair of governors	Mrs Medwen Parri
Registered inspector	Len Jones
Dates of inspection	20-22 May 2008

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4.5	1	7	7	6	8	4	9	46.5

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17.5 : 1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	21
Teacher (fte): class ratio	1.2 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	90.3	92.9	95
Autumn 2007	100	97.9	94
Spring 2008	99.1	100	93.2

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

## Appendix 3

### National Curriculum Assessment Results

#### End of key stage 1:

<b>National Curriculum Assessment KS1 Results 2007</b>	Number of pupils in Y2	5
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	100%	In Wales	80.9%

### National Curriculum Assessment Results

#### End of key stage 2:

<b>National Curriculum Assessment KS2 Results 2007</b>	Number of pupils in Y6	4
As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included		

## Appendix 4

### Evidence base of the inspection

- The inspection was undertaken by a team of three inspectors, together with a peer assessor, who were present at the school for 8.5 'inspection days'.
- Pre-inspection meetings were held with the parents, which 13 parents attended, and with the governing body, to discuss the life and work of the school.
- Twenty-five parents questionnaires were returned, these were carefully analysed.
- Discussions were held with the headteacher and teachers.
- School documentation was examined.
- Thirteen lessons or parts of lessons were observed.
- Inspectors listened to a sample of children read in both languages.
- Samples of pupils' work from all age groups were examined.
- Discussions were held with pupils on aspects of the school's life and of their work.
- Pupils' behaviour was observed during play time, lunch time and at the beginning and end of the school sessions.
- Inspectors were present during collective worship sessions.
- Post-inspection meetings were held with the staff and governing body.

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Len Jones (Registered inspector)	Context, Summary, Recommendations, Appendices; Key Questions 1, 5, 6 and 7; science; information technology; physical education.
Audrey Evans (Team inspector)	Key Questions 2, 3 and 4; Welsh; history; music.
William Owen (Lay inspector)	Contributions to Key Questions 1, 3, 4 and 7.
Doris Edwards	Peer Assessor
Alan W. Jones	Nominee

### ***Acknowledgement***

***The inspection team would like to thank the governors, the headteacher, staff, pupils and parents for their co-operation and courtesy throughout the inspection***

**Contractor:** EPPC-Severn Crossing Ltd  
Suite H  
Britannic House  
Britannic Way  
Llandarcy  
Neath SA10 6JQ