

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

A Report on the Quality of Education in

**Ysgol Gynradd Brynchrug
Brynchrug
Tywyn
LL36 9PR**

School Number: 6612184

Date of Inspection: 10/03/08

by

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

The inspection of Ysgol Gynradd Brynchrug took place between 10/03/08 and 12/03/08. 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 centre of the rural village of Bryncrug in Gwynedd.
2. During the inspection there were 29 pupils on roll, including six nursery age children receiving part-time education. The school admits nursery children on a part-time basis in the September following their third birthday. The school started to admit children of this age in 2006. Children are admitted on a full-time basis in the September following their fourth birthday.
3. Pupils are taught in two classes by a full-time head and four part-time teachers.
4. The school describes the area it serves as one that is neither prosperous nor economically disadvantaged. No pupils receive free school meals. This is much lower than the county and national average.
5. About half of the pupils come from homes where Welsh is spoken and all pupils develop to speak Welsh fluently.
6. The majority of children have received early educational experiences at a nursery group before starting in school and the attainment of the majority is generally good on entry to the school. The school admits pupils from the full range of ability. Four pupils, approximately 14 per cent, are on the school's additional educational needs (AEN) register.
7. Over the past few years there has been a reduction in the number of pupils. There is only one pupil at key stage 1. It is not appropriate therefore, to report on standards of achievement at key stage 1 in this report. Full consideration is given to key stage 1 in the remainder of the report.
8. Some adaptations have been made to the building including the classrooms in 2003.
9. The head was appointed in 2001. The school was last inspected in March 2002.
10. This time the school received a standard inspection.

The school's priorities and targets

- Raise standards in physical education;
- Raise standards in music;
- Prepare for the commencement of the foundation stage and revisions to the national curriculum in September, 2008.
- Improve the provision for promoting sustainable development and global citizenship.

Summary

11. The findings of the inspection team correspond to the grades awarded by the school in its self-evaluation report in six of the seven key questions. In the question where the grade is different, the inspection team believes that there are not enough outstanding elements to justify the school's grade.

Table of grades awarded

Key Question	Grade of inspection
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences fulfil the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 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 2
7 How efficient are leaders and managers in using resources?	Grade 2

Subjects and/or areas of learning for children under five

12. The quality of the provision for Children under Five is appropriate for their needs and children make progress towards the Desirable Outcomes for children's learning.
13. Standards of achievement for children under five are as follows:

Area of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 1
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 1

Grades for standards in the subjects inspected

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

Subjects	Key Stage 1	Key Stage 2
Welsh	No judgement	Grade 2
Mathematics	No judgement	Grade 2
Information Technology	No judgement	Grade 1
Geography	No judgement	Grade 2
Music	No judgement	Grade 2

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	81%	0%	0%	0%

16. The standards of achievement in lessons are higher than the Welsh Assembly Government target for 2010 for the whole of Wales, which is that 98 per cent of standards are Grade 3 or better.
17. The standards achieved across the school in the key skills of language and communication and mathematics are good, and in information and communication technology they are good with outstanding features.
18. Pupils make good progress in their bilingual competency. Very early in the reception class, Welsh learners come to use the language. By key stage 2 they use their oral, reading and writing skills in Welsh with increasing fluency. The oral, reading and writing skills of Key Stage 2 pupils in English develop appropriately.
19. During the past three years, a comparatively small number of Y2 and Y6 pupils have been assessed in the core subjects of the National Curriculum. During this period, the performance of pupils in both key stages has varied from the fourth quartile to the highest quartile, with performance during the past two years in each of the core subjects in both key stages in the highest quartile, compared with other schools with similar numbers of pupils entitled to free school meals.
20. No pattern of difference between the performance of boys and girls can be seen.
21. Pupils with additional learning needs make good progress, both educationally and socially.
22. As they move up through school, pupils make good progress in their learning skills.

23. The personal, social and learning skills of pupils develop well. They have a positive attitude towards learning, they show interest in their work and they work hard to do their best.
24. The great majority of pupils behave well, work productively in lessons and are considerate and courteous in dealing with each other and adults. Exceptionally, one pupil was excluded for a fixed term during the past year. Appropriate procedures were followed in doing so.
25. The levels of pupils' attendance during the three terms prior to the inspection were 95 per cent, and this is good. Pupils' punctuality at the start of the school day is good.
26. Although pupils have undertaken some interesting activities as part of their studies, their knowledge and understanding of the world of work and enterprise have not developed sufficiently.

Quality of education and training

Grades for teaching

27. In the lessons observed it was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	90%	5%	0%	0%

28. The percentages above are higher than the statistics for the whole of Wales for 2006-2007 (Her Majesty's Chief Inspector's Annual Report), where grades 1 and 2 were allocated in 80% of lessons. They are also higher than the Welsh Assembly Government target by 2010 when 80% of lessons are expected to be grade 2 or above.
29. Teachers have a good knowledge of the subjects they teach and of the Desirable Outcomes for Children's Learning.
30. There is an outstanding working relationship between the teachers and pupils. Teachers know their pupils extremely well and each pupil is treated fairly.
31. The outstanding features of the teaching include particularly stimulating and interesting activities that involve pupils, consistent use of criteria for success, together with an emphasis on problem solving and fostering independence.
32. The good features of the teaching include work that is planned in detail, use of a range of teaching methods and resources, effective, purposeful questions, appropriate differentiated tasks planned according to age, good support for pupils and praise and appreciation for individuals' efforts.

33. Where there are shortcomings in lessons as well as good features, there are tasks that do not extend pupils sufficiently and sessions that are too long.
34. The progress of pupils is assessed and recorded fairly and regularly. At Key Stage 1 and Key Stage 2, teachers keep records of pupils' achievements. The personal targets set for pupils help them to understand the purpose of assessment.
35. The success criteria which are used consistently in lessons are a valuable way of ensuring continuous assessment and they influence the teaching and learning. This is an outstanding feature.
36. The standard of marking is good. Teachers' comments on pupils' work provide clear guidance on how to improve; although this is not consistent throughout the school.
37. The annual reports for parents are of very good quality and conform to the statutory requirements. Parents appreciate these comments together with the opportunities they have to discuss their children's work and the targets set for them.
38. The school provides a curriculum that is broad, balanced and relevant for pupils. Suitable policies and schemes of work are provided for all areas of learning. The basic skills and key skills are given appropriate attention in these schemes. The arrangements ensure that pupils master these skills in a co-ordinated way within the subjects across the curriculum.
39. The effective use made of the area beyond the school enhances pupils' experiences well.
40. The spiritual, moral, social and cultural development of pupils is good. The collective worship sessions held for the whole school contribute significantly to this. It is ensured that pupils are guided to respect truth and justice.
41. The bilingual competence of pupils develops successfully. Welsh and English are used as media for teaching at Key Stage 2.
42. Good opportunities are provided for pupils to study their own culture and other cultures. Good emphasis is placed on studying the heritage of Wales and Welsh culture.
43. The school promotes the fitness and health of pupils effectively.
44. The partnership with parents, the community, schools and other institutions is good. Parents appreciate the regular letters they receive to inform them of school activities and events. The active Parent/Teacher Association raises generous sums that are used to buy additional resources and to support visits.

45. Regular use is made by different societies and organisations of a part of the school designated for community use. These arrangements are an important link with the local community.
46. Appropriate educational and pastoral procedures ensure that Y6 pupils transfer smoothly to the local secondary school.
47. Recently an "Engaging with Industry and Business" policy has been adopted. There are good examples of activities that have contributed to promoting learning. However, to date the arrangements for developing education about the world of work and the enterprise skills of pupils have not been sufficiently established and therefore their influence on standards is only occasional.
48. The school follows good sustainable practices and participates to the Local Authority's Green Schools scheme. Good attention is given to promoting pupils' understanding and awareness of global citizenship.
49. The school is a happy and caring community where pupils feel they are appreciated and supported.
50. The school works in a close relationship with parents. They praise the welcome they are given when visiting school and the willingness of members of staff to listen to any concerns or suggestions which they make.
51. Children settle easily when starting in the nursery class.
52. Effective strategies promote good behaviour. Pupils respond well to these incentives. A useful booklet for parents explains the school's arrangements and expectations.
53. Appropriate attention is given to child protection procedures. A governor and senior member of staff have been designated to oversee this aspect as required.
54. The provision for pupils with ALN is good. Pupils with ALN are identified at an early stage and their development is monitored closely. These pupils are given good assistance and support by the class teacher, assistants and a support teacher from a nearby ALN unit.
55. Key Stage 2 pupils, in their turn, walk around the yard in distinctive uniform during play and lunch times, in their role as "Bydis Buarth Brynchrug" [Brynchrug Playground Buddies]. The School Council acts as a useful medium for pupils to voice any concerns they have. Pupils are happy to turn for help to their teachers and other adults in school.

Leadership and management

56. The head provides consistent, supportive leadership in effectively co-ordinating the work of teachers, support staff and governors. Members of the teaching staff work effectively as a team.

57. The school gives good consideration to national and local priorities and the teaching staff undertake a good proportion of curricular responsibilities. They give priority to improving provision in their role as curricular co-ordinators.
58. The governors are very supportive of the school and undertake their responsibilities conscientiously. Recently, some have visited the school to spend time in classes. They receive reports on self-evaluations. Their role in monitoring the quality of provision has not developed sufficiently.
59. There are some minor gaps in terms of the requirements for the school's handbook to parents and in the annual report of the governors for parents.
60. The school's findings in its self-evaluation report correspond with the view of the inspection team in six of the seven key questions. In the question where the grade is different, the inspection team believes that there are not enough outstanding elements to justify the school's grade.
61. The school's self-evaluation systems draw on a good range of direct evidence.
62. The School Council provides an opportunity for pupils to express opinions on the school's work. There are no formal systems for gathering parents' views.
63. The School Development Plan is a useful document that lists the priorities emanating from the school's evaluation system. It contains suitable financial information but does not go into sufficient detail beyond the current year.
64. The progress the school has made in implementing the four Key Issues identified in the 2002 Report is good.
65. There are sufficient teachers with appropriate qualifications to teach every aspect of the curriculum. Good advantage is taken of staff expertise through locating part-time staff effectively. The senior assistant works closely with teachers and contributes positively to the teaching. The administrative support lightens the teachers' load by undertaking some of the administrative tasks effectively.
66. The arrangements for providing time for teachers to plan, prepare and assess have a positive effect on pupils' standards of achievement and on the effectiveness of the teaching.
67. The beneficial effect of in-service training is seen in aspects of the teaching and learning and the professional development of teachers is closely related to the priorities identified in the School Development Plan and in the school's performance management procedures.
68. The school has sufficient resources for all ages and subjects, including children under five. Much of the equipment is of good quality and consistent, effective use is made of it in lessons. The extensive provision for information and communication technology and the use made of it has a positive influence on standards.

69. The school buildings and grounds are of good quality and are used effectively by teachers. They are kept clean and tidy.
70. Extensive use is made of part of the school by the community to run a nursery group and hold meetings of numerous societies. This is an effective use of the building.
71. Parking space is limited outside the school at the start and end of the school day. Governors are aware of this and have taken steps to review the situation.
72. The financial management of the school is rigorous. The school provides good value for money.

Recommendations

In order to improve the school in the areas inspected, it needs to:

- A1. maintain the outstanding features and build upon the good standards in existence;
- A2. implement a strategy to ensure that education about the world of work and enterprise skills influences standards in a co-ordinated way;
- A3. develop the monitoring role of the governing body;
- A4. formalise ways of obtaining parents' opinions as part of the school's self-evaluation process.

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.

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	81%	0%	0%	0%

75. The standards of achievement in lessons are equal to the Welsh Assembly Government target for 2010 for the whole of Wales, which is that 98 per cent of standards are Grade 3 or better.

76. The quality of provision for children under five is appropriate for their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

77. Standards of achievement for children under five are as follows:

Area of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 1
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 1

Grades for standards in the subjects inspected

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

Subject	Key Stage 1	Key Stage 2
Welsh	No judgement	Grade 2
Mathematics	No judgement	Grade 2
Information technology	No judgement	Grade 1
Geography	No judgement	Grade 2
Music	No judgement	Grade 2

79. Pupils of all ages succeed whatever their social or linguistic background, and they make good progress towards reaching the individual targets set for them by the school. Pupils with additional learning needs also make good progress according to their age and ability.
80. The standards achieved across the school in the key skills of language and communication and mathematics are good, and in information and communication technology, they are good with outstanding features.
81. Pupils of all ages listen attentively in lessons and express their ideas confidently in oral lessons. They have a sound grasp of technical terms in the different subjects. They read with increasing confidence and can write for a number of purposes.
82. By Key Stage 2, pupils use their numeracy skills with increasing accuracy, especially when gathering, recording and analysing data. They make particularly effective use of information and communication technology resources when learning in a variety of contexts across the curriculum.
83. Pupils make good progress in their bilingual competency. Very early in the Reception Class, Welsh learners come to use the language. By key stage 2 they use their oral, reading and writing skills in Welsh with increasing fluency. The oral, reading and writing skills of Key Stage 2 pupils in English develop appropriately.
84. During the past three years, a comparatively small number of Y2 and Y6 pupils have been assessed in the core subjects of the National Curriculum. During this period, the performance of pupils in both key stages has varied from the fourth quartile to the upper quartile, with performance during the last two years in each of the core subjects in both key stages in the upper quartile, compared with similar schools in terms of the number of pupils entitled to free school meals.
85. No pattern of difference between the performance of boys and girls can be seen.
86. As they move up through the school, pupils make good progress in their learning skills. They obtain and reinforce new information in lessons and develop a number of new skills. In lessons such as geography and information technology, they show a good awareness of their levels of achievement and can recognise what needs to be done to improve.
87. The personal targets set for each pupil contribute well to the progress they make towards reaching their potential. They are in a good situation to move on to the next stage of learning.
88. Pupils' personal, social and learning skills develop well. They have a positive attitude towards learning, show interest in their work and try hard to do their best.

89. The great majority of them behave well, work productively in lessons and are considerate and polite in dealing with each other and with adults. Exceptionally one pupil was temporarily excluded during the past year. Appropriate procedures were followed in doing so,
90. The levels of pupils' attendance during the three terms before the inspection were 95% and this is good. Pupils' punctuality at the start of the school day is good.
91. Pupils' ability to work independently develops appropriately. In lessons such as mathematics, they make good progress in their ability to organise their own work, to solve problems and to take some responsibility for their learning.
92. Pupils have a good awareness of equal opportunity issues and show appropriate respect and awareness towards diversity in society.
93. Although pupils have undertaken some interesting activities as part of their studies, their knowledge and understanding of the world of work and enterprise have not developed sufficiently.

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

94. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
95. In the lessons observed it was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	90%	5%	0%	0%

96. The above percentages are higher than the statistics for the whole of Wales for 2006-2007 (Her Majesty's Chief Inspector's Annual Report), where grades 1 and 2 were allocated in 80% of lessons. They are also higher than the Welsh Assembly Government target by 2010 when 80% of lessons are expected to be grade 2 or above.
97. Teachers have a good knowledge of the subjects they teach and of the Desirable Outcomes for Children's Learning.
98. There is an outstanding working relationship between teachers and pupils. Teachers know their pupils especially well and each pupil is treated fairly.
99. The senior assistant works closely with teachers and contributes positively to the teaching.
100. The outstanding features of teaching include:
- particularly stimulating and interesting activities that involve pupils;
 - effective, consistent use of criteria for success;
 - an emphasis on problem solving and fostering independence.
101. The good features of teaching include:
- work that is planned in detail;
 - use of a range of teaching methods and resources including the interactive whiteboard;
 - purposeful questions that provide structure and direction for tasks;
 - differentiated tasks planned according to age;
 - good support for pupils during lessons;
 - maintaining pupils' interest effectively;
 - clear links with previous lessons;
 - praise and appreciation for individuals' efforts.

102. Where there are shortcomings in lessons as well as good features, there are:
- tasks that do not extend pupils sufficiently;
 - sessions that are too long.
103. The progress of pupils is assessed and recorded fairly and regularly.
104. Baseline assessment is implemented accurately with children under five and suitable targets are set for further development. Detailed records are kept of the progress of children under five in the six areas of the Desirable Outcomes.
105. At Key Stage 1 and Key Stage 2, teachers keep records of pupils' achievements including their performance in tests, class tasks and standardised assessments.
106. The personal targets set for pupils help them to understand the purpose of assessment. Pupils know their targets and discuss them consistently with their teachers.
107. Key Stage 2 pupils are very familiar with assessing their peers and do so conscientiously with a sound understanding of task requirements. The criteria for success, used consistently in lessons, are a valuable method of continuous assessment and they influence teaching and learning. This is an outstanding feature.
108. The standard of marking is good. Teachers' comments on pupils' work provide clear guidance on how to improve; however this is not consistent throughout the school.
109. Annual reports for parents are of a very good quality and they conform to the statutory requirements. They outline pupils' achievements and skills in every subject together with other relevant comments. Parents appreciate these comments together with the opportunities they have to discuss their children's work and the targets set for them.

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

Grade 2: Good features and no important shortcomings.

110. The findings of the inspection team correspond with the school's view in its self-evaluation report.
111. The school provides a curriculum that is broad, balanced and relevant for pupils. Children under five receive an appropriate provision that develops their skills in the six areas of Desirable Outcomes for Children's Learning. The curricular provision for Key Stage 1 and Key Stage 2 fulfils fully the statutory requirements of the national curriculum and religious education.
112. Suitable policies and schemes of work are provided for all areas of learning. The basic skills and key skills are given appropriate attention in these schemes. These procedures ensure that pupils master these skills in a co-ordinated way within the subjects across the curriculum.
113. Short term planning is detailed and ensures suitable activities for pupils' levels of development in every class. Personal and Social Education is developed within some curricular aspects and during "circle time", but the planning for this is not sufficiently deliberate.
114. The effective use made of the area beyond the school in lessons such as history and geography enhances pupils' experiences well. Appropriate opportunities are also provided for pupils to take part in activities such as the Urdd and to compete in sports.
115. The spiritual and moral development of pupils is good. The collective worship sessions held for the whole school contribute significantly to this. Pupils contribute to planning some of the worship sessions and do so with an understanding of the requirements. The school ensures that pupils are guided to respect truth and justice.
116. The bilingual competence of pupils develops successfully. Both Welsh and English are used as media for teaching at Key Stage 2.
117. The school provides good opportunities for pupils to study their own culture and other cultures through subjects such as art, music, history and geography. Good emphasis is placed on the heritage of Wales and Welsh culture. It is ensured that the Cwricwlwm Cymreig receives good attention in the school's work and in community activities. The school is an integral part of the community.
118. The school provides well for pupils' social and cultural development. Good attention is given to aspects such as helping those who are less fortunate and the importance of sustainability. Funds are regularly raised for good causes.

119. The school promotes the fitness and health of pupils effectively. A running track has been painted on the yard and it is used enthusiastically by some pupils with an adult recording the total distance they run. The school has also joined the Local Authority's Healthy Schools scheme and plans appropriately to gain the accreditation of that scheme.
120. The partnership with parents, the community, schools and other institutions is good. Parents appreciate the regular letters they receive to inform them of school activities and events. The active Parent/Teacher Association raises generous sums that are used to buy additional resources and to support visits.
121. Regular use is made of a part of the school that has been designated for community use by different societies and organisations, during the day and evening. These arrangements are an important link with the local community.
122. There are numerous curricular and social links with other primary schools and the secondary school for the catchment area. Appropriate educational and pastoral arrangements ensure that Y6 pupils transfer smoothly to the local secondary school.
123. Recently an "Engaging with Industry and Business" policy has been adopted. The tourism booklet produced, as well as the Jumble Sale held, are good examples of activities that have contributed to promoting learning. However, to date the arrangements for developing education about the world of work and the enterprise skills of pupils have not become sufficiently established and therefore their influence on standards only occasional.
124. The school follows good sustainable practices by reducing the use of energy, recycling and composting. The school participates in the Local Authority's Green Schools scheme. Good attention is given to promoting pupils' understanding and awareness of global citizenship in curricular areas such as religious education and geography.

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

Grade 2: Good features and no important shortcomings.

125. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
126. The school is a happy and caring community where pupils feel they are appreciated and supported. Pupils have a good relationship with each other and with their teachers and other adults. Teachers know their pupils very well.
127. The school works in a close relationship with parents. They praise the welcome they are given when visiting school and the willingness of members of staff to listen to any concerns or suggestions from them.
128. The school has close links with the Nursery Group, which meets on the school site. This helps children to settle easily when starting in the nursery class. The positive ethos in the school and the care, support and guidance systems provided ensure that pupils who transfer later also have good opportunities to settle quickly.
129. Effective strategies promote good behaviour, including a sticker system, oral praise and a behaviour 'passport'. Pupils respond well to these incentives. A useful booklet for parents explains school arrangements and expectations.
130. The school conforms to the attendance registration requirements, differentiating appropriately between different kinds of absences. Parents send messages explaining nearly all absences. In rare cases of concern, the school contacts the specialist services of the county's educational welfare officer.
131. Detailed procedures and current policies ensure that pupils receive their education in a safe environment. Risk assessments have been conducted for different activities and visits. Equipment is inspected regularly and a member of staff has a current full first aid qualification.
132. Appropriate attention is given to child protection procedures. A governor and senior member of staff have been designated to oversee this aspect as required. The required arrangements are discussed in a staff meeting at the start of every school year.
133. The provision for pupils with ALN is good and conforms to the requirements of the Code of Practice. Pupils with ALN are identified at an early stage and their development is monitored in detail.
134. There are four pupils on the ALN register. These pupils receive good assistance and support from the class teachers, assistants and support teacher from a nearby ALN unit.

135. It is ensured that there are individual education plans (IEP) for each of these pupils and that they are in line with their needs. Relevant targets are set and careful records are kept on their development. Their development is monitored and reviewed regularly. Pupils make good progress according to their ability.
136. There is equal access for all to every part of the curriculum. Pupils are aware of religious, cultural and economic diversities that exist in different parts of the world. They regularly raise funds for good causes.
137. Appropriate policies are implemented to ensuring equal opportunities. A policy and plan have been prepared, confirming access for the disabled. As required, an appropriate record book is kept for any instance of a racial nature.
138. The school has effective anti-bullying strategies to ensure pupils feel happy and safe. Key Stage 2 pupils, in their turn, walk around the yard in distinctive uniform during play and lunch times, in their role as "Bydis Buarth Brynchrug" [Brynchrug Playground Buddies]. The School Council acts as a useful medium for pupils to voice any concerns they have. Pupils are happy to turn for help to their teachers and other adults in school.

Leadership and management

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

Grade 2: Good features and no important shortcomings.

139. The findings of the inspection team correspond to the school's views in its self-evaluation report.
140. The head provides consistent, supportive leadership in effectively co-ordinating the work of teachers, support staff and governors. All members of staff share the same values and aims about teaching and learning, behaviour and relationships. This is reflected well in the work and ethos of the school.
141. Members of the teaching staff work effectively as a team. They undertake a good proportion of curricular responsibilities and give priority to improving provision in their role as curricular co-ordinators.
142. The school gives good consideration to national and local priorities. It has gained the Quality Mark accreditation of the Basic Skills Agency and has renewed that accreditation. It has given attention to remodelling the workforce and the workload of teachers. It takes part in county Green Schools and Healthy Schools initiatives.
143. The targets set for individual pupils provide clear aims for them regarding the aspects on which they need to concentrate. Assessment information is used well to set realistic whole school targets.
144. An effective system has been established for managing and improving staff performance, which identifies and fulfils the continuing professional development needs of teachers and support staff well. These systems have a positive effect on the educational provision and on pupils' standards of achievement.
145. Governors are very supportive of the school and undertake their responsibilities conscientiously. They support the head in setting a strategic direction for the school's work. They have adopted a good range of relevant policies.
146. Recently some have visited the school to spend time in classes. They receive reports on self-evaluations. Their role in monitoring the quality of provision has not developed sufficiently.
147. There are some minor gaps in terms of the requirements for the school's handbook to parents and in the annual report of the governors for parents.

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

Grade 2: Good features and no important shortcomings.

148. The findings of the inspection team correspond with the school's views in its self-evaluation report.
149. The findings of the school in its self-evaluation report correspond with those of the inspection team in six of the seven key questions. In the question where the grade is different the inspection team believes that there are not enough outstanding elements to justify the school's grade.
150. The school's self-evaluation arrangements draw on a good range of direct evidence. Attention is given to observing the quality of teaching and learning in classes, and to looking at examples of pupils' books and work. Consideration is given to information emanating from the school's assessment procedures and to end of key stage comparative data at county and national level.
151. At an appropriate level, all members of staff are included in the evaluation system. Curricular co-ordinators monitor their subjects methodically within a specific timetable, observing in classes, reviewing schemes of work, undertaking a review of resources and drawing on the expertise of the Local Education Authority's advisory team as required.
152. The School Council provides an opportunity for pupils to express opinions on the school's work. There are no formal systems for gathering parents' views.
153. The self-evaluation report produced by the school before the inspection is good. It is clear, concise, evaluative and notes sources of evidence. In addition, it identifies issues that require attention for improvement.
154. The School Development Plan is a useful document that lists the priorities arising from the school's evaluation system. For the issues that are main priorities during the current year, it identifies targets and steps for action, the period of implementation and success indicators, a named individual with responsibility, an estimate of cost, together with details of how progress is reviewed and by whom. The Plan does not go into sufficient detail beyond the current year.
155. The progress made by the school in implementing the four Key Issues identified in the 2002 Report is good.
156. Of the aspects and subjects inspected this time, standards in all of them are good with outstanding features or having good features and no important shortcomings.

157. The school's self-evaluation systems include class visits by the head and subject co-ordinators to evaluate teaching and learning. The School Development Plan includes priorities emanating from its self-evaluation system. These arrangements are good.
158. The School Development Plan includes details of outcomes to be achieved and which can be monitored clearly. The Plan includes appropriate financial information.

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

Grade 2: Good features and no important shortcomings.

159. The findings of the inspection team do not correspond to the school's views in its self-evaluation report as the school has awarded grade 1 for this question. The inspection team considers that there are not enough outstanding elements to justify the school's grade.
160. There are sufficient teachers with appropriate qualifications to teach all aspects of the curriculum. Good advantage is taken of staff expertise through locating part-time staff effectively. Responsibility for aspects and subjects is shared fairly between teachers.
161. The senior assistant works closely with teachers and contributes positively to the teaching, and also provides administrative support to reduce the workload of teachers by undertaking some of the administrative tasks effectively.
162. The beneficial effect of in-service training is seen in aspects of the teaching and learning and the professional development of teachers is closely related to the priorities identified in the School Development Plan.
163. The systems for reducing teachers' work load and ensuring time for them to plan, prepare and assess have a positive effect on pupils' standards of achievement and on the effectiveness of the teaching.
164. The school has sufficient resources for all ages and subjects, including children under five. Much of the equipment is of good quality and consistent, effective use is made of it in lessons. The extensive provision for information and communication technology and the use made of it has a positive influence on standards.
165. The school buildings and grounds are of good quality and are used effectively by teachers. Full advantage is taken of the resources of a large hall, administrative offices, playing field and sufficient hard surfaced yards. The school building and grounds are kept clean and tidy.
166. Extensive use is made of a part of the school by the community to run a nursery group and to hold meetings of numerous societies. This makes for effective use of the building.
167. Parking space is limited outside the school at the start and end of the school day. Governors are aware of this and have taken steps to review the situation.
168. The financial management of the school is rigorous and it operates well, within its budget. The governing body monitor expenditure effectively. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Nursery Aged Children

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

169. The great majority of nursery children listen well and are very eager to respond in their first language. Welsh learners understand instructions in Welsh and increasingly they come to use Welsh at an appropriate level for their development. They show interest in books and enjoy putting marks on paper. A small number can write familiar letters and their names accurately.

Shortcomings

170. There are no important shortcomings.

Personal and social development

Grade 1: Good with outstanding features

Outstanding features

171. Nursery children have settled quickly in school and have established a very good relationship with their peers and with adults.

Good features

172. The nursery children share well while taking part in a variety of appropriate activities. Their ability to care for and help each other is displayed as they help with everyday tasks.

Shortcomings

173. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

174. The great majority of nursery children recognise colours well and can sort objects according to specific criteria. They demonstrate an increasing understanding of mathematical concepts. They use simple mathematical vocabulary accurately.

Shortcomings

175. There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

176. Nursery age children make effective use of the computer and can control the mouse confidently. The more able children move objects on the screen with ease.

177. Nursery children talk about themselves, their families and homes confidently. They discuss the weather appropriately.

Shortcomings

178. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

179. Nursery children handle small items of equipment with increasing control. The major physical skills of a number of them develop appropriately as they play with large toys. They make good use of space and follow instructions accurately in activities in the hall.

Shortcomings

180. There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

181. Nursery children can role play and sing suitable songs for their age. They use a variety of movements to convey meaning. They work effectively with paint and other media.

Shortcomings

182. There are no important shortcomings.

Reception Aged Children

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

183. The great majority of reception age children listen well to class presentations and to stories. Learners respond positively to Welsh and always make an effort to use Welsh. They enjoy looking at books and behave like readers. The majority recognise letters and familiar words with individuals reading simple books, suitable for their age at their level of development. They can write their names, trace accurately and the more able children write simple sentences independently.

Shortcomings

184. There are no important shortcomings.

Personal and social development

Grade 1: Good with outstanding features

Outstanding features

185. The great majority of reception children concentrate particularly well on their tasks for extensive periods. The majority spontaneously show care for others and consider their needs and feelings.

Good features

186. The great majority of reception age children co-operate effectively when playing together.

Shortcomings

187. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

188. The great majority of reception age children can count to at least 10 confidently. They demonstrate a good understanding of number values and can add a number of objects together accurately. They recognise 2D and some 3D shapes and use simple mathematical language accurately when discussing them. Through practical experiences they can measure with non standard measurements and compare and place objects in order accurately. They recognise some coins and can tell the time to the hour accurately.

Shortcomings

189. There are no important shortcomings.

Knowledge and understanding of the world

Grade 1: Good with outstanding features

Outstanding features

190. The great majority of reception age children show a very good awareness of the world around them. They observe things growing in the wild garden and discuss effectively materials for recycling and the need to do so. They produce a simple, accurate map of their journey around the village. They recreate the journey in class by directing a programmable toy. The great majority of reception age pupils demonstrate very skilful control of the mouse when using a computer. The more able children change the colour when drawing a picture. With support, they can print their work.

Good features

191. When discussing artefacts relating to washing day a long time ago, many of the reception children differentiate appropriately between things that are old and new, using appropriate vocabulary.

Shortcomings

192. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

193. Reception age children demonstrate good progress as they work with a variety of suitable equipment. In activities in the hall, they use space and move confidently, with control.

Shortcomings

194. There are no important shortcomings.

Creative development

Grade 1: Good with outstanding features

Outstanding features

195. Reception age children create a variety of imaginative work in paint, clay and when dyeing. The great majority sing a broad range of rhymes and songs appropriate for their age. They can accompany their songs with unpitched instruments, keeping a beat fairly accurately. They compose music to accompany a story, choosing appropriate instruments and experimenting with the voice and different parts of the body.

Good features

196. They role play confidently and creatively in the play house.

Shortcomings

197. There are no important shortcomings.

Welsh first language

Key Stage 1: Insufficient pupil numbers to make a judgement.

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

198. The provision allows Key Stage 1 pupils to have good opportunities in Welsh oral work to discuss their work and express opinions. There are opportunities to read a good variety of books suitable for their age. There are opportunities to practise the skills of writing accurately and writing for different purposes.

Good features

199. The great majority of Key Stage 2 pupils listen well during presentations and class discussions. They listen with interest and contribute purposefully to class discussions and during group activities. They can respond with understanding to questions, they offer extensive comments spontaneously and can express and uphold standpoints confidently.

200. Pupils read an appropriate range of books and the great majority demonstrate an appropriate understanding of the texts they read. The most able read fluently with suitable intonation to convey the meaning of what they read. They can discuss content and characters as well as express opinions on the books they read.

201. Pupils produce a broad, varied range of written work for different purposes. They create interesting pieces that are the fruit of the imagination. They demonstrate increasing command of a variety of written forms. Following a visit by a poet, they have jointly written interesting verses, demonstrating a good awareness of some of the characteristics of poetry. The standard of writing of the most able pupils is very good. The work of the great majority is presented neatly.

Shortcomings

202. At Key Stage 2 a minority of pupils do not pay sufficient attention to intonation and conveying the meaning of what they read aloud. They do not understand the meaning of some of the words they read.

203. There are spelling and mutation errors in the written work of a small minority of pupils.

Mathematics

Key Stage 1: Insufficient pupil numbers to make a judgement.

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

- 204. At Key Stage 1 the provision offers good opportunities for pupils to read, write and organise numbers and to demonstrate understanding of place value.
- 205. They use non standard and standard measurements and predict measurements.
- 206. They have good opportunities to gather data and record it in different forms such as tables and block graphs.

Good features

- 207. At Key Stage 2, the understanding of the great majority of pupils of place value, number patterns and number facts is good. They can use their knowledge and understanding confidently to solve problems in adding, subtracting, multiplying and dividing and when handling large numbers with increasing confidence. They succeed well in using their skills to solve mathematical investigations.
- 208. The great majority of Y3 and Y4 pupils can discuss their work well orally, demonstrating a good understanding of odd and even numbers as well as strategies such as doubling and halving.
- 209. The great majority of pupils discuss different kinds of data effectively. They gather and present information well, using graphs, tables and diagrams. Y3 and Y4 pupils interrogate a database and record their findings successfully.
- 210. In Y5 and Y6 they use terms such as multiple, factor and square fairly accurately as they use them in lessons.
- 211. Key Stage 2 pupils can use appropriate standard measurements in length, mass and capacity and a good number can convert measurements from one metric unit to another well. They are familiar with 2D and 3D shapes and can describe some of their features. They can calculate the perimeter and surface of a rectangle well. Previous work demonstrates their awareness of time in analogue and digital form together with their ability to change time to a twenty-four format.
- 212. The great majority of Y5 and Y6 pupils can explain their method of working well and can make good estimates in the context of everyday situations.

Shortcomings

- 213. At Key Stage 2 a small number of pupils are not sufficiently quick or sure when using mental arithmetic strategies.

Information technology

Key Stage 1: Insufficient pupil numbers to make a judgement.

Key Stage 2 - Grade 1: Good with outstanding features.

- 214. The provision provides valuable opportunities for Key Stage 1 pupils to make progress in using Information Technology equipment and software in a variety of appropriate contexts.
- 215. Pupils are given good opportunities to create pieces of written work on the screen and to use simple drawing packages to create pictures and patterns linked to their work.
- 216. They use a database program for recording and organising information and for creating graphs.
- 217. Good opportunities are provided to use a programmable toy and predict its movements, as well as control the movements of a toy on screen.

Outstanding features

- 218. At Key Stage 2 the great majority of pupils can use information technology equipment and software confidently for communicating and exchanging information in different forms including text, graphs and pictures. They work independently and persevere with their tasks for extended periods without teacher intervention.
- 219. Y5 and Y6 pupils develop outstanding modelling skills when using a spreadsheet particularly effectively.

Good features

- 220. The great majority of Y3 and Y4 pupils gather, organise and interrogate information when using a database confidently and for a purpose.
- 221. Key Stage 2 pupils model for different purposes and by the top of the school can create good procedures for controlling a screen turtle.
- 222. Many make good use of CDs and the Web to gather information to support their work across the curriculum.
- 223. They are confident in creating multimedia presentations of a good standard.
- 224. Y5 and Y6 pupils can send an email message with an attachment confidently and independently.

Shortcomings

- 225. There are no important shortcomings.

Geography

Key Stage 1: Insufficient pupil numbers to make a judgement.

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

226. The provision for Key Stage 1 pupils ensures good opportunities to study the local area and another area together with the physical and human features of those areas.
227. The provision offers interesting opportunities to develop geographical investigation skills through suitable fieldwork.

Good features

228. All Key Stage 2 pupils make effective use of a good range of geographical skills to support their studies. They draw free hand maps of the local area. They work confidently with maps on different scales, including Ordnance Survey maps. They are familiar with the eight points of the compass. The great majority use map keys and symbols confidently to interpret information. Y5 and Y6 pupils can measure distance on OS maps with appropriate detail.
229. The great majority of Key Stage 2 pupils use geographical vocabulary and terms accurately to describe physical and human features when studying photographs and aerial photographs to support their study of what is similar and what is different between their local area and another area.
230. Pupils make good use of information and communication technology to find additional information for handling, classifying and presenting evidence.
231. Key Stage 2 pupils have a good knowledge and understanding of some of the ways people try to protect the environment through sustainable developments.
232. Key Stage 2 pupils make good progress in considering the relationship between people and the environment in the context of travel and road safety through their village. They use fieldwork techniques well to promote their study.

Shortcomings

233. A small minority of Y5 and Y6 pupils are uncertain when using four figure references.
234. The atlas skills of a minority of pupils are not sufficiently developed.

Music

Key Stage 1: Insufficient pupil numbers to make a judgement.

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

- 235. The provision allows Key Stage 1 pupils to have valuable opportunities in music in the three elements of performance, composition and appraisal.
- 236. Pupils have regular opportunities to perform by singing and using the voice, body and a variety of pitched and unpitched instruments, and to perform the work composed for different purposes.
- 237. They appraise performances and compositions, recognise and differentiate broadly within the musical elements and use simple musical terms to describe.

Good features

- 238. Key Stage 2 pupils sing a suitable range of songs including cerdd dant, round songs and hymns, to an appropriate standard.
- 239. These pupils understand what rhythm is and they can follow rhythms accurately, repeat them and create their own complex rhythms.
- 240. The great majority of pupils create interesting compositions, investigating and using a range of different sound sources. They perform their work confidently.
- 241. They have a good knowledge about composers including Welsh ones. They listen to different kinds of music and discuss these with considerable understanding.
- 242. Pupils have used computer programs successfully when composing melodies to accompany a poem. The melodies were interesting and demonstrate pupils' understanding of the form of a melody.
- 243. All Key Stage 2 pupils can play the recorder. They do so with enthusiasm and demonstrate a good understanding in their recognition of notes, rhythm and timing.

Shortcomings

- 244. A very small number of pupils do not sing with accurate tonality.
- 245. A few pupils are uncertain of some elements of music.

School's response to the inspection

The findings of the inspection are a source of pride for everyone involved with Ysgol Brynchrug. It is a reflection of the hard work and professionalism of staff, governors, pupils and parents. We are very pleased that the view of the inspection team corresponds on the whole to that of the school in its self-evaluation report.

The inspection acknowledged the commitment of all members of staff to providing a happy, supportive and caring ethos in school, where pupils are appreciated and supported. Emphasis was placed on the good progress made by pupils, noting that the learning experiences promoted these developments. The perception that the provision for pupils with additional learning needs is good also pleased us.

It is gratifying to have confirmation that the general standards of the school are consistently good with some outstanding features. The school also welcomes the references made to key skills. The school appreciates that the inspectors praise the bilingual skills of pupils throughout the school. We are especially pleased that good progress has been made since the last inspection. Responding to the inspection will be a way of further developing the school and it will be ensured that the recommendations noted are included in the school development plan.

The governors, staff and pupils wish to thank the inspection team sincerely for their courtesy and the professional way the inspection was undertaken.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Brynchrug
School type	Nursery and Primary
Age-range of pupils	3 - 11
Address of school	Brynchrug Tywyn Gwynedd
Postcode	LL36 9PR
Telephone number	01654710931

Headteacher	Mrs Iona Wyn Jones
Date of appointment	September 2001
Chair of governors/ Appropriate authority	Mrs Bethan Lawton
Registered inspector	Mr Trebor Roberts
Dates of inspection	10 – 12 March 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	2.4	4	1	0	4	5	7	2	25.4

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	1	4	2.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	10.5:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	12.7
Teacher (fte): class ratio	1.1.:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	94.6	86.8	94.1
Summer 2007	96.1	100	96.3
Autumn 2007	89.1	94.3	93.8

Percentage of pupils entitled to free school meals	0
Number of pupils excluded during 12 months prior to inspection	1 (fixed term)

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2007	Number of pupils in Y2	3
As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included		

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2007	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 carried out by a team of three inspectors who were present in the school for six “inspection days”.
- Pre-inspection meetings were held with the parents, when there were seven parents present, and with the governing body, to discuss the life and work of the school
- 19 questionnaires returned by the parents were analysed.
- Discussions were held with the head and teaching staff.
- 19 lessons, or parts of lessons, were attended.
- Samples of pupils’ work in every year group were inspected.
- Pupils were heard reading in Welsh and in English.
- Pupils were questioned about aspects of school life, their work and their knowledge and understanding of the curriculum.
- A sample of the school’s documentation including its policies and schemes of work, pupil assessment records, registers and financial accounts were studied
- Two collective worship sessions were attended.
- Post-inspection meetings were held with the staff and governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Gwilym Trebor Roberts (Registered Inspector)	Context Summary and recommendations Key questions 1, 5, 6, 7 Mathematics, Information Technology and Geography.
Rhianwen Hughes Roberts (Team Inspector)	Key questions 2, 3, 4 Children under 5, Welsh and Music
R. John Roberts (Lay Inspector)	Contributions to questions 1, 3, 4 a 7.
Iona Wyn Jones	Nominee

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