

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

A Report on the Quality of Education in

**Ysgol Y Felinheli
Y Wern
Y Felinheli
Gwynedd
LL56 4TZ**

School Number: 6612127

Date of Inspection: 11 November 2008

by

**Len Jones
16360**

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Ysgol Gynradd Y Felinheli 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 Y Felinheli took place between 11/11/08 and 13/11/08. 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:

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Ysgol Y Felinheli is a naturally bilingual primary school, maintained by Gwynedd Education Authority (LEA).
2. The school is situated in a pleasant location at the upper end of the village, it mainly serves the village, although 7% of pupils come from outside the natural catchment area.
3. The school describes the area from which the pupils come as one that is neither prosperous nor economically disadvantaged. Some 70% of pupils come from Welsh speaking homes.
4. Pupils between three and eleven years of age are taught in the school and they represent the full range of ability. During the inspection, there were 150 pupils on the school's register, including 17 children of nursery age who attended in the mornings.
5. Children 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.
6. At the time of the inspection, there were 34 pupils on the school's additional learning needs (ALN) register, including four pupils with statements of ALN.
7. Approximately 10% of pupils are entitled to receive free school meals, which is lower than the percentage for Gwynedd schools and the percentage for primary schools in Wales.
8. The school was last inspected in December 2002, when there were 176 pupils on the register, which included 18 children of nursery age.
9. The current headteacher was appointed to her post in September 1994.

The school's priorities and targets

10. Amongst the development priorities identified in the current school development plan (SDP) are:
 - Developing entrepreneurship in key stages 1 and 2;
 - Extending the role of 'peer assessment';
 - Developing areas indoors for implementation of the Foundation Phase;
 - Ensuring that schemes of work respond to the requirements of the 2008 Curriculum, and
 - Establishing learning strategies to develop pupils' thinking skills.

Summary

11. Ysgol Y Felinheli is a good school, and is characterised by continuous efforts by the leadership to develop an inclusive school, which accommodates everyone's aspirations and aims to nurture independent pupils.
12. The school succeeds in providing an effective education to the whole range of pupils that attend.
13. Through a variety of strategies and activities, which include the 'Dal i Fynd' scheme and the weekly use of the leisure centre in the nearby town, the school succeeds in developing pupils' awareness and sound understanding of the importance of healthy eating and fitness.

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 1
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 2

14. In the lessons observed, in the subjects inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	76%	10%	0%	0%

15. The above percentages are higher than the percentages for primary schools in Wales published in Her Majesty's Chief Inspector's (HMCI) Annual Report for 2006-2007, which states that standards are good or better (Grades 1 and 2) in 80% of lessons, and that standards are outstanding (Grade 1) in 10% of lessons.
16. The overall quality of the educational provision for children under five years of age is appropriate for their needs and the children make good progress towards the outcomes of the Foundation Phase.

Areas of learning for children under five (nursery and reception)

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

Grades awarded in the subjects inspected

Inspection area	Key stage 1	Key stage 2
Welsh first language	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 1	Grade 1
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

17. Children under five years of age and pupils in key stages 1 and 2 develop their key skills well. Children under five years of age develop their skills in literacy, numeracy and information and communications technology (ICT) by taking advantage of the numerous opportunities planned within the Foundation Phase provision. Pupils in key stages 1 and 2 develop their key skills effectively overall, especially with regard to their literacy and ICT skills. Pupils' bilingual skills are developing well throughout the school; by the time they reach the upper end of the school, pupils are confidently bilingual.
18. The development of pupils' mathematical skills, in respect of developing concepts in cross-curricular areas, is satisfactory.
19. A significant number of pupils in both key stages do not use intonation and pauses to convey meaning when reading aloud in Welsh.
20. The results of key stage 1 pupils in the core subject assessments in 2008, and in the previous three years, place the school lower than schools in the catchment and county, and also lower than 'similar' schools in Wales, with regard to the number of pupils entitled to free school meals. However, in key stage 2 over the last three years, assessment results overall, in the four core subjects are better than results in the catchment, county and 'similar' schools in Wales.
21. Throughout the school pupils behaviour is outstanding; they display respect and courtesy in their dealings with each other and with adults. They develop independence outstandingly and use their time effectively.
22. Pupils' levels of attendance are good and, over the last three full terms, the attendance percentage was 95%. Pupils generally arrive punctually at school.
23. Pupils make outstanding progress in their personal, social and moral development. They succeed in relating easily with each other and the older pupils take care of the younger pupils in aspects of the curriculum and around the school. Pupils respond well in considering other people's circumstances, readily contributing to charities.
24. From the Foundation Phase onwards, pupils gain good knowledge and understanding of global citizenship. Younger children in the school understand the dress and eating habits that are characteristic of people in countries such as India. Pupils have an understanding of Fair Trade issues and have been collecting towards worthy causes, such as helping children in Nigeria. They also study Lesotho as a country that is developing economically, and understand the living conditions and the customs of its inhabitants.
25. Pupils have an outstanding awareness of their local community. They contribute towards the entertainment in a local residential home for the elderly and engage enthusiastically with the annual carnival activities in the village. Their

commitment to the local community is reinforced as they welcome parents to offer specific activities.

26. Pupils show a good awareness and understanding of the world of work and industrial places. They receive outstanding benefit from the opportunities arranged to visit workplaces, such as local supermarkets and a local nursery, to understand how business principles work.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	67%	14%	0%	0%

27. The quality of teaching in lessons exceeds the statistics for the whole of Wales for 2006-2007, as published in HMCI's Annual Report, which states that the quality of teaching is good or better (Grade 1 and 2) in 80% of lessons, and that the quality of teaching is outstanding (Grade 1) in 14% of lessons.
28. Teachers have outstanding knowledge of the revised curriculum, the framework for the Foundation Phase and religious education. This is a strength in the school. There is a good relationship between the teachers, the assistants and the pupils, succeeding in working together to create a positive working ethos in the classes. Teachers use a wide range of teaching techniques and appropriate resources that match the activities successfully and ensure pupils active participation.
29. The outstanding and good features of the teaching observed include: stimulating introductions that kindle pupils' enthusiasm, appropriate planning to create opportunities for pupils to use thinking skills and develop ideas, and good support whilst pupils are on task through effective use of classroom assistants.
30. The school conforms to the statutory requirements for assessment, recording and reporting on pupils' progress. There is an appropriate and clear policy and the school has good procedures for assessing pupils' achievement, which are based on tests and criteria following completion of units of work. Examples of the tests are kept in each pupil's files and are a means of tracking pupils' progress throughout the school.
31. In the Foundation Phase, the system of observing and recording the progress and achievement of individual children is an outstanding feature. Children's daily work is assessed 'on the spot', and the information transferred to the child's personal record booklet.
32. Pupils in key stage 2 are becoming increasingly involved in the process of assessment for learning, setting their own targets for improvement and developing the skills needed to assess their peers and themselves effectively.
33. Reports to parents conform to the requirements. Parents have opportunities to respond in writing to the reports. The school provides formal and informal opportunities for parents to discuss their child's progress. A detailed record is kept of the communication during these formal meetings, and any concern or opinion parents may have on their child's development is noted.
34. The school offers a broad and balanced curriculum, which meets statutory requirements and increasingly focuses on skills, in line with the requirements of the revised curriculum. The school has reviewed and adapted the curriculum

outstandingly for the needs of pupils, so that they can receive stimulating experiences and improve their learning. The quality of the educational provision for children in the Foundation Phase is good, with a number of outstanding features. Children receive a broad variety of first hand experiences in the classroom and in the open air.

35. Generally, a clear policy and appropriate procedures are implemented in order to develop the key skills of using literacy and ICT skills across the curriculum. However, sufficient time is not always given to developing numeracy skills in subjects across the curriculum.
36. Teachers' planning identifies appropriate opportunities for pupils to apply their thinking skills successfully in a range of contexts and offers good opportunities for independent learning. Regular opportunities are provided for them to solve problems, whether that is as individuals, in pairs or in groups.
37. The quality of the provision for developing pupils' bilingual proficiency is an outstanding feature. Exceptional emphasis is placed on the Cwricwlwm Cymreig in class work and in community activities, which ensures that pupils contribute fully in the life of the bilingual community to which they belong.
38. An exceptional variety of experiences of good quality are provided for pupils, including educational visits that correspond to termly themes, and residential visits to the Urdd centres at Glan-llyn and Cardiff. Staff at the school help run various clubs, such as the craft, drama, sports and folk dancing clubs held after school. These experiences are very much enjoyed by pupils and appreciated by parents.
39. Parents are particularly supportive and contribute fully to the life of the school. Very positive responses were received to the questionnaires returned to the inspectors prior to the inspection. The 'Friends of the School' is a very active body in raising substantial sums of money for the school. In addition, a good number of parents and members of the community contribute their expertise in the classroom or for extra-curricular activities.
40. Advantage is taken of all opportunities to strengthen links with the community. A number of pupils benefit from being involved in a new reading venture established in the community. Older members of the community are invited to the school to be entertained at Christmas time and pupils have an opportunity to create decorations and decorate the village Christmas tree. Links are promoted further through holding concerts in halls in the village and through taking part in the 'Felin Festival'.
41. Provision for work related education is excellent. A number of members from the workplace come to discuss their work with the pupils. Sponsorship is received from a local company and pupils visit a local boatyard. The link with a local Garden Centre has been beneficial in planning the garden and visits there have provided opportunities to create investigations and to ask questions, which improve pupils' understanding of different jobs and working conditions.
42. Increasing attention is paid to developing pupils' entrepreneurial skills. Through planting potatoes and selling them at the school gate, pupils in key stage 1 received outstanding entrepreneurial experience. The school council received the profit from a similar venture. Older pupils used their entrepreneurial skills further through their unique Business Scheme, in order to produce cards to be sold by local businesses.

43. Careful and detailed attention is paid to aspects of pupils' health, well-being and safety. The school encourages pupils to keep healthy through promoting physical activities, fitness and a healthy diet and this emphasis permeates the curriculum. The school encourages pupils to eat healthily through selling fruit at break time. Children in the Foundation Phase and pupils in key stage 2 grow vegetables and are given opportunities to taste the produce.
44. The provision for pupils with ALN is good, with outstanding features. Teaching and support staff work together very effectively as a team to provide support and guidance of a high quality, giving consideration to the needs and well-being of pupils. A substantial number of pupils have benefited from the school's 'detailed learning' strategies to raise standards in literacy and raise the confidence of individual pupils in their learning skills.
45. Positive attitudes are promoted amongst pupils on issues such as recognising and respecting diversity. Equal opportunities are offered to all pupils, ensuring that they are fully involved in the life and work of the school. Reasonable steps are taken to ensure that pupils with disabilities are not treated less favourably. There is ease of access to the building for everyone.
46. The quality of the educational provision for sustainable development is an outstanding aspect. A comprehensive action plan has been drawn up and pupils have been responding to it through classroom activities, recycling and undertaking an investigation of the environmental effect of the school, as well as through encouraging parents and the whole community to act in a sustainable way.

Leadership and management

47. The headteacher provides sound leadership for the school, and is progressive in the way she establishes an inclusive ethos and aims at developing pupils to become independent learners.
48. The management team, which includes the headteacher, the deputy and the key stage 2 co-ordinator, is an active one, and the governing body is supportive and fully interested in the school's activities.
49. The school has established a self-evaluation procedure that enables it to recognise the quality and nature of its provision well. It is based on an appropriate monitoring timetable and dependent on the activity of the curricular co-ordinators. Although a small number of the governing body have recently visited some lessons, the monitoring role of the governing body is not as yet sufficiently developed or consistent.
50. The school has established the practice of seeking parents' views on aspects of the provision. Sound evidence was gathered from appropriate questionnaires that were drawn up and of the school's analysis of the responses. The way in which pupils are included in aspects of the monitoring, and the procedures that allow them to seek the views of fellow pupils, is outstanding.
51. The SDP is an effective document for recording intentions. A good number of priorities for development have been identified for the year and there are appropriate details regarding the time for their completion. However, it is not clear enough that the vast majority of priorities identified emanate from the findings of the latest self-evaluation process.

52. A sufficient number of teachers are employed by the school; they are appropriately qualified and benefit from opportunities to attend in-service training courses to develop further. Teachers' work is reinforced by the extremely effective contribution of the assistants that the school employs. They are dedicated practitioners who support individual pupils or teach groups of children in the Foundation Phase.
53. The school building is well maintained, and the standard of hygiene is high. The yard, which has a good surface, together with the garden and outdoor area for the Foundation Phase, are suitable. The space within the building is sufficient for the pupils' education. The exhibitions in the hall and in the classrooms are tasteful, which reflect and reinforce the pupils' education. There is a sufficient supply of resources at the school.
54. The governing body keeps a close eye on the school's budget and is efficient in the way in which it manages spending.
55. The school has made good progress in responding to the key issues identified in the inspection in December 2002.

Recommendations

In order to develop further, the school needs to:

- R1 refine strategies for further raising pupils' reading standards in Welsh;
- R2 increasing the opportunities for pupils to use mathematics across the curriculum;
- R3 develop and formalise the monitoring role of the governing body; and
- R4 ensure a stronger link between findings in the self-evaluation process and the development priorities identified in the SDP.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

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

Grades for standards in the subjects inspected:

57. Pupils' standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	76%	10%	0%	0%

58. The above percentages are higher than the percentages for primary schools in Wales published in HMCI's Annual Report for 2006-2007, which states that

standards are good or better (Grades 1 and 2) in 80% of lessons, and that standards are outstanding (Grade 1) in 10% of lessons.

Areas of learning for children under five years of age (nursery and reception)

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

Grades awarded in the subjects inspected

Inspection Area	Key stage 1	Key stage 2
Welsh first language	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 1	Grade 1
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

58. The overall quality of the educational provision for children under five years of age is appropriate for their needs and the children make good progress towards the outcomes of the Foundation Phase.
59. Pupils succeed well in gaining new information in lessons, and in mastering the relevant skills. They are aware of the targets set for them as individuals and succeed in achieving them.
60. Children under five years of age develop their key skills well. They develop their skills in literacy through discussing the features of books, responding to stories and through tracing and creating their own simple sentences. They develop mathematical skills through exploring in the open air and through discussing and handling money. They foster their ICT skills by directing the Bee-bot and through using a specific art package.
61. Overall, pupils in key stages 1 and 2 develop their key skills effectively. They use language to analyse, compare and contrast in art work, or in describing the steps to build a house relating to a historical period. Their ability to glean important facts from texts and to record in a monologue style is good. They develop mathematical skills satisfactorily, such as when designing line graphs in aspects of science. Overall, they do not practice mathematical skills and concepts in a sufficient range of activities.
62. Pupils' ICT skills are developing well as they draw up sections for recording poetry or monologue. They use the Web confidently to gather information about a historical period and use 'Google earth' maps appropriately.
63. Pupils' bilingual skills are developing well throughout the school. They take advantage of the purposeful planning to use both languages in turn as a medium of learning and, by the time they reach the upper end of the school, pupils are confidently bilingual.
64. The results of key stage 1 pupils in the core subject assessments in 2008, and in the previous three years, place the school lower than schools in the catchment area and the county. They were also lower than 'similar' schools in Wales, with

regard to the number of pupils entitled to free school meals. The school's core subject indicator (CSI) percentage (which is the percentage of pupils who succeed in gaining level 2 or better in the three subjects assessed) was 77% whilst the corresponding percentage for Wales was 85%. Even so, a number of pupils succeeded in gaining level 3 in individual subjects. The school states that a significant number of this year's cohort were pupils with ALN and that others come from non-Welsh speaking homes.

65. In 2008, in the end of key stage 2 assessments in the core subjects, the school's results surpassed those of the catchment and the county. In comparison with 'similar' schools in Wales, the school's results excelled in Welsh, mathematics and science but were lower in English. The school's CSI (the percentage who succeed in gaining level 4 or better in English or Welsh, together with mathematics and science) was 86% whilst the CSI for 'similar' schools was 80%. A significant number of pupils succeeded in gaining level 5 in more than one subject.
66. Over the last three years, assessment results for key stage 1 pupils, in comparison with similar schools, place the school in the lower 50% of schools. The result in science (80%) was responsible for this situation in 2007, as pupils had gained 100% in the other two subjects. However, results in 2006 and 2008 were generally low. Over the last three years in key stage 2, pupils' results have placed the school amongst the lowest 50% of schools once and amongst the highest 50% of schools twice, when comparing them with results of 'similar' schools.
67. No definite pattern emerges in respect of the performance of boys and girls. Over recent years, in key stage 2, boys have performed better than girls.
68. Pupils make effective use of their time, and succeed in persevering with tasks for an extended period. In the best examples, they display an enthusiastic commitment to lessons.
69. A strong feature of pupils' work is the way in which they gather initial ideas for projects or themes, and record them in the form of 'thinking maps'. They are also mature in evaluating work done or performed by fellow pupils, recognising strong features or areas to be developed.
70. Pupils' creative abilities, especially in art, are outstanding. They produce some examples of striking work.
71. Pupils make outstanding progress in their personal, social and moral development. Through applying themselves actively to their tasks and responding to the challenge of the tasks, they develop to their full potential. They succeed in relating easily with each other and the older pupils take care of the younger pupils in aspects of the curriculum and around the school. Pupils respond well in considering other people's circumstances, and offer support through contributing to charities.
72. Throughout the school pupils behaviour is outstanding. They display respect and courtesy in their dealings with each other and with adults. Their ability to work together on tasks and activities is good and they also show the ability at times to work without the close supervision of adults. They develop independence outstandingly and use their time effectively.

73. Pupils' levels of attendance are good and, over the last three full terms, the attendance percentage was 95%, a figure that is higher than the national average. Overall, pupils arrive punctually at school and are also punctual to their lessons during the day.
74. Pupils have an outstanding awareness of their local community. They contribute towards entertainment in a local residential home for the elderly and engage enthusiastically with the annual carnival activities in the village. Some of them experience activities in the recently developed Felin Sgwrsio ('Chatting Mill'). Their commitment to the local community is reinforced as they welcome parents to offer specific activities.
75. Pupils show a good awareness and understanding of the world of work and industrial places. They receive outstanding benefit from the opportunities arranged to visit workplaces, such as local supermarkets and nursery, to understand how business principles work. From an early age they are involved in entrepreneurial activities, such as selling potatoes that they have grown, creating a company logo and designing and selling cards.
76. Pupils have an outstanding understanding of sustainability matters. Some are elected to be members of the school's Green Council. They are involved in aspects such as saving energy, re-cycling and reducing the use of water, as well as encouraging adults to travel wisely, in order to lessen pollution in the atmosphere. The last matter arose following a questionnaire distributed to parents regarding the parking problems in the school grounds.
77. From the Foundation Phase onwards, pupils gain good knowledge and understanding of global citizenship. Younger children in the school understand the dress and eating habits of people who live in countries such as India. Pupils have an understanding of Fair Trade issues and have been collecting towards worthy causes, such as helping children in Nigeria. They are also studying Lesotho as a country that is developing economically, and understand the living conditions and the customs of its inhabitants.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

78. The findings of the inspection team agree with the grade that the school awarded itself in its self-evaluation report.
79. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	67%	14%	0%	0%
80. The quality of teaching in lessons exceeds the statistics for the whole of Wales for 2006-2007, as published in HMCI's Annual Report, which states that the quality of teaching is good or better (Grade 1 and 2) in 80% of lessons, and that the quality of teaching is outstanding (Grade 1) in 14% of lessons.
81. Teachers have outstanding knowledge of the revised curriculum, the framework for the Foundation Phase and religious education. This is a strength in the school. This is reflected in the lessons where the teaching promotes the appropriate skills and incorporates them within the subjects. Teachers and assistants make good

use of opportunities to receive further training regarding the 'skills' and the 'range' that is relevant to the subjects taught.

82. There is a good relationship between the teachers, the assistants and the pupils, the cooperation creating a positive working ethos in the classes. Teachers use a wide range of teaching techniques and appropriate resources that successfully supplement the activities they arrange in order to ensure pupils' active participation. Effective use is made of staff expertise, such as in exchanging for the teaching of art and French in two classes.
83. Pupils' bilingual competence is promoted very well and effective advantage is taken of every opportunity to develop the Cwricwlwm Cymreig within a good number of subjects.
84. The school promotes equal opportunities effectively. Staff succeed in fulfilling pupils' needs, including those with ALN, together with the latecomers for whom Welsh is an additional language. Teachers are aware of their needs and provide effectively for them through differentiation in the level of support.
85. The outstanding features of the teaching observed include:
 - stimulating introductions that kindle pupils' enthusiasm;
 - appropriate planning that creates opportunities for pupils to discuss, use thinking skills develop ideas and make decisions;
 - ensuring that pupils are aware of the success criteria and can review them effectively at the end of a task, and
 - preparing a range of stimulating tasks that combine different aspects of the subject and fire the pupils' imagination.
86. The good features of the teaching observed include:
 - encouraging pupils to work productively and independently;
 - making effective use of resources, including the interactive whiteboard, to promote learning experiences;
 - ensuring that there is an active, practical element to lessons;
 - offering good support whilst pupils are on task, through effective use of classroom assistants, and
 - using specific strategies to manage and discipline.
87. Where grade 3 was awarded for the teaching, the work is not challenging enough for some pupils; advantage is not taken to move the learning forward nor to grasp opportunities to develop pupils' mathematical skills throughout the curriculum.
88. During lessons, teachers monitor pupils' progress carefully, and through detailed planning and effective use of resources, activities succeed in kindling and maintaining pupils' interest. The majority of teachers make good use of the plenary sessions to reinforce pupils' knowledge and understanding of the topics discussed.
89. The school conforms to the statutory requirements for assessment, recording and reporting on pupils' progress. There is an appropriate and clear policy and the school has good procedures for assessing pupils' achievement, which is

based on tests and criteria following completion of units of work. Examples of the tests are kept in each pupil's files and are a means of tracking pupils' progress throughout the school.

90. The school has created portfolios that offer aid when assessing standards and moderating work. Teachers' assessment processes are reinforced in meetings held with other schools in the catchment area and the secondary school.
91. Progress of pupils with ALN is carefully monitored and assessed according to the targets in their individual educational plans (IEPs).
92. In the Foundation Phase, the system of observing and recording the progress and achievement of individual children is an outstanding feature. Children's daily work is assessed on the spot, and the information transferred to the child's personal record booklet. The information recorded effectively guides the nature of further work in the different areas.
93. Pupils in key stage 2 are becoming increasingly involved in the process of assessment for learning, setting their own targets for improvement and developing the skills needed to assess their peers and themselves effectively. Teachers work closely with the pupils to provide constructive feedback in order to ensure that they understand how well they are progressing, through discussing learning objectives and success criteria during the lesson. This is an outstanding feature of the assessment, that positively influences pupils' self-confidence, motivation and progress.
94. Children's work is marked regularly and the next steps to move the learning forward are identified, such as through the 'three stars and a wish' strategy.
95. Reports to parents conform to the requirements. Comments underline personal qualities, subject development and the pupils' contribution in extra-curricular activities. Parents are given opportunities to respond in writing to the reports. The school provides formal and informal opportunities for parents to discuss their child's progress. A detailed record is kept of the communication during these formal meetings, and any concern or opinion parents may have on their child's development is noted. This is good practice, which ensures that agreed targets are discussed.

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

Grade 1: Good with outstanding features

96. The findings of the inspection team differ from the school's judgement in its self-evaluation report, in that the school awarded a grade 2 to this key question. The inspection team is of the opinion that there are outstanding features in the planning and presentation of the curriculum, in the variety of learning experiences, sustainable development and the successful use of partnerships that enrich the school's work.
97. The learning experiences provided meet the needs and aspirations of learners and the community well. The school offers a broad and balanced curriculum, which meets statutory requirements and increasingly focuses on skills, in line with the requirements of the revised curriculum. The school has reviewed and adapted the curriculum outstandingly for the needs of pupils, so that they can

receive stimulating experiences and improve the learning. The detailed planning ensures flexibility, continuity and progression. In updating the schemes of work the link with the Foundation Phase is promoted, giving a clear direction to the work of the school. Very good use is made of staff expertise to ensure that all the planned activities promote pupils' learning and personal development.

98. The quality of the educational provision for children in the Foundation Phase is good, with a number of outstanding features. Children receive a broad variety of first hand experiences in the classroom and in the open air, which are appropriate for their needs and develop their creativity and their imagination.
99. Generally, a clear policy and appropriate procedures are implemented in order to develop the key skills of speaking, listening, reading, writing and using literacy and ICT skills across the curriculum. However, sufficient time is not always given to developing numeracy skills in subjects across the curriculum.
100. Teachers' planning identifies appropriate opportunities for pupils to apply their thinking skills successfully in a range of contexts and offers good opportunities for independent learning. Regular opportunities are provided for them to solve problems, be that as individuals, in pairs or in groups. The opportunities provided for developing pupils' creative skills, especially in relation to art work, are of a very high quality.
101. The quality of the provision for developing pupils' bilingual proficiency is an outstanding feature. There is a sound Welsh ethos throughout the school. Sound emphasis is placed on the Cwricwlwm Cymreig in class work, in extra-curricular activities and in community activities, which ensures that pupils can benefit from and contribute fully in the everyday life of the bilingual community to which they belong.
102. An exceptional variety of experiences of good quality are provided for pupils, including educational visits that are linked to termly themes, and residential visits to the Urdd centres at Glan-Ilyn and Cardiff where the opportunity is taken to visit the Senedd and other places of historical and cultural interest.
103. Staff at the school help run various clubs, such as the craft, drama, sports and folk dancing clubs held after school. The work of the school's branch of the Urdd gives pupils the opportunity to perform publicly and to compete in creative areas. These experiences are very much enjoyed by pupils and appreciated by parents.
104. The broad learning experiences that pupils receive successfully promote their moral, social and cultural development, creating in them a clear sense of responsibility towards the school, their environment and the community. Through 'circle time' activities, successful emphasis is placed on ensuring that pupils are courteous towards each other, staff and visitors. They are aware of the need to help others and to raise pupils' awareness of people that are less fortunate. They raise money and contribute towards worthy causes regularly, such as buying malaria nets for Nigeria and for Operation Christmas Child. The school actively promotes pupils' cultural development through arranging visits by poets, artists and drama companies and in the way in which the school contributes in cultural activities in the community.
105. Pupils' spiritual development is promoted during collective worship, and these meet with the statutory requirements. Even so, during the time of the inspection, the spiritual element was not sufficiently evident in every session of collective worship, or the opportunity for pupils' personal reflection.

106. The school follows the guidelines in the national PSE framework and the elements are integrated particularly successfully to different parts of the curriculum, such as in the programme 'Pnawn i'r Brenin' in key stage 2 and through the 'Ysgol Deina' activities in key stage 1.
107. During 'circle time' sessions, good opportunities are provided for pupils to develop positive opinions and attitudes through discussing a range of issues. There is a good focus on Healthy School needs and good attention is paid to promoting health and fitness through activities such as the 'Dal i Fynd' strategy.
108. The outstanding partnerships that exist enrich the pupils' educational and personal development, and prepare them for becoming responsible members of their community. There is an effective partnership between the school and the local secondary school with thorough transition activities. There is an effective relationship with local colleges and the school receives students on initial teacher training.
109. The Friends of the School are very active in raising substantial sums of money for the school. Parents are particularly supportive and contribute fully to the life of the school. Very positive responses were received to the questionnaires returned to the inspectors prior to the inspection. There are very good procedures for raising parents' awareness of school life and the standards of communication are high. A DVD was prepared to provide information to new parents on the activities of the Foundation Phase.
110. In addition, a good number of parents and members of the community contribute their expertise in the classroom or for extra-curricular activities. There are particularly good links with the Snowdonia National Park and the Forestry Commission. Advantage is taken of all opportunities to strengthen links with the community. A number of pupils benefit from being involved in a new reading venture established in the community. Older members of the community are invited to the school to be entertained before Christmas and pupils have an opportunity to create decorations and decorate the village Christmas tree. Links are promoted further through holding concerts in halls in the village and through taking part in the Felin Festival.
111. Provision for work-related education is excellent. A number of members from the workplace come to discuss their work with the pupils. Sponsorship is received from a local company and pupils visit a local boatyard. The link with a local Garden Centre has been beneficial in planning the garden and visits there have provided opportunities to create investigations and ask questions, which improve pupils' understanding of different jobs and working conditions.
112. Increasing attention is paid to developing pupils' entrepreneurial skills. Through planting potatoes and selling them at the school gate, pupils in key stage 1 received outstanding entrepreneurial experience. The school council received the profit from a similar venture. Older pupils used their entrepreneurial skills further through their unique Business Scheme, in order to produce cards to be sold by local businesses. These provide outstanding early foundations for developing the skills essential for maintaining economic development and contributing towards pupils' problem solving skills and thinking skills.
113. The quality of the educational provision for sustainable development is an outstanding aspect. The school recently received the Green Schools Gold

Award. A comprehensive action plan has been drawn up and pupils have been responding to it through classroom activities, recycling and undertaking an investigation of the environmental effect of the school, as well as through encouraging parents and the whole community to act in a sustainable way. Their understanding of global citizenship is further enhanced as they study environmental problems in other parts of the world during geography lessons. They are aware of the way that Fair Trade helps people in countries such as St Lucia.

114. From the Foundation Phase onwards, the school lays the foundations for the types of skills required in the world of work. From a very young age, pupils are encouraged to communicate effectively, to promote sustainable development, to work independently and to make decisions, which are valuable skills for lifelong learning.

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

Grade 1: Good with outstanding features

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

116. Good features of the provision include the thorough knowledge teachers and staff have of the different needs of pupils, the particular quality of the provision for pupils with ALN, and the success with regard to developing the school's inclusive ethos.

117. The quality of the care, support and guidance provided for pupils is good with outstanding features and makes a key contribution towards their well-being. The school is a caring and friendly community, where pupils behave well and show respect towards adults and towards each other. The school plans and manages care arrangements very well. This is confirmed by the parents, and those who expressed an opinion in the pre-inspection meeting and responded to the questionnaire, show sound confidence in the care and guidance their children receive. Pupils state that they are happy due to the particular relationship between them and the staff.

118. The school ensures that each new child has the opportunity to settle quickly. Due to the location of the nursery school within the school, children are familiar with their new environment when they start in the school. A specific day is arranged for the younger children and the older pupils to move up to their new class and settle in. Parents receive a detailed introduction to the Foundation Phase and to the school's procedures. There are close links with the secondary schools in the catchment area and the procedures for transferring pupils are thorough. Pupils take part in activities at the secondary school before they transfer, which helps them to settle in quickly.

119. The quality of the personal support and guidance provided for the pupils is very good. Each pupil has full access to the school's PSE programme. Daily routines encourage pupils to take responsibility for their actions and to respect the views of others. Collective worship sessions, within classes, key stages and 'circle time', encourage pupils to consider issues such as 'children in need', showing fraternity

and tolerance towards others. Pupils are encouraged to turn to their 'Mate for Life' if anything gives them concern.

120. The school responds correctly to statutory requirements in registering pupils' attendance. High levels of attendance are emphasised and rewarded and the procedures are recorded on a computerised system, which is soundly monitored. Procedures for behaviour, discipline and anti-bullying are also sound, with detailed supervision during break times.
121. Careful and detailed attention is paid to aspects of health and safety. There are numerous current policies in place. Risk assessments are carefully undertaken for school visits and field work. The school encourages pupils to keep healthy through promoting physical activities, fitness and a healthy diet and this emphasis permeates the curriculum. The school encourages pupils to eat healthily through selling fruit at break time. Children in the Foundation Phase and pupils in key stage 2 grow vegetables and are given opportunities to taste the produce.
122. The policy and procedures for child protection are clear to all. The designated teacher and governor are very aware of the steps to be taken.
123. The provision for pupils with ALN is good, with outstanding features. Procedures conform to the current Code of Practice. There are effective systems for recognising pupils' ALN at an early stage. Teaching and support staff work together very effectively as a team to provide support and guidance of a high quality, giving consideration to the needs and well-being of pupils. Individual educational plans (IEPs) are prepared through discussions between the ALN coordinator, the class teachers and the learning support assistants. The plans include clear targets that match pupils' individual needs. The plans are reviewed regularly and discussed with parents and pupils. Pupils with ALN make good progress in relation to their needs.
124. A substantial number of pupils benefit from the specific programmes and valuable additional support through the 'detailed learning' strategies to raise standards in literacy and raise the confidence of individual pupils in their learning skills. Co-operation with parents is encouraged through the home-school diary. Some individuals take advantage of support in units within the catchment and the school receives support from outside agencies, according to need.
125. The quality of the support for pupils with ALN is carefully monitored by the coordinator, who prepares detailed reports on the support for each pupil. She ensures that the nominated governor is familiar with procedures and developments in the field. The sound processes that are in place ensure outstanding provision for ALN within the school.
126. Through the school council, pupils receive good opportunities to develop their awareness of citizenship and the importance of democracy, as well as the right to express an opinion on a number of aspects of school life. An outstanding feature that shows initiative is the role of the school council in observing certain lessons, noting pupils' response and behaviour in those situations. This shows their eagerness to discuss and act through taking responsibility and to eliminate any unfavourable behaviour in the school that would impair the progress of pupils in lessons.
127. Positive attitudes are promoted amongst pupils on issues such as recognising and respecting diversity. This aspect is an outstanding feature, which is evident

in the school's curriculum from the Foundation Phase onwards. Tolerance and friendliness towards everyone of every background, race and creed is promoted and stereotyping is challenged. Equal opportunities are offered to all pupils, ensuring that they are fully involved in the life and work of the school.

128. Reasonable steps are taken to ensure that pupils with disabilities are not treated less favourably. Although there is ease of access to the building for everyone, the school has an effective Disability Equality Plan, which states how further adaptations can be made, such as by placing a ramp in front of the door.

Leadership and management

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

Grade 2: Good features and no important shortcomings

129. The inspection team's findings differ from the grade 1 the school awarded itself in its self-evaluation report. The finding of the inspection team is that outstanding features can be found in two aspects of the key question whilst the other sections are sound. In addition, the inspection team awarded grade 2 to key question 1, as the school did.
130. The headteacher provides sound leadership for the school, and is progressive in the way she establishes an inclusive ethos and aims at developing pupils who are independent learners.
131. The management team, which includes the headteacher, the deputy and the key stage 2 co-ordinator, is an active one. Meetings are held that discuss managerial and curricular matters and detailed minutes are kept of matters discussed in these meetings.
132. The headteacher and the management team are supported in their intentions by the co-operation of the governing body, which is fully supportive of the school and interested in its life and work.
133. A good number of policies have been drawn up, managerial and curricular, and are being updated and reviewed by the headteacher and governing body, in the light of current requirements.
134. The performance management policy is implemented in accordance with statutory requirements and teachers act conscientiously to achieve annual objectives. A sub-committee of the governing body oversees the headteacher's performance management objectives appropriately.
135. A strong feature of the school is the way in which it is involved in a good number of local and national initiatives. It is one of a small group of schools in the county who are trialling 'thinking skills' strategies; Green Schools and Healthy Schools projects are given a prominent place by the school; interesting aspects of entrepreneurship are implemented; activities to promote fitness have been established; pupils are offered a voice in the school's activities and a foreign language is taught to the older pupils.
136. The school sets annual targets for pupils in the core subjects. The targets are reviewed in the light of performances at the end of the key stage.
137. The governing body meets statutory requirements through meeting regularly, formulating and adapting policies and by presenting an annual report to

parents. Although a number of members have visited lessons, and that fairly recently, the practice of monitoring the school's provision is not as yet formal enough.

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

Grade 2: Good features and no important shortcomings

138. The findings of the inspection team agree with the grade that the school awarded itself in its self-evaluation report.
139. The inspection team agreed with the school's judgement in five of the seven key questions. Where there was a difference of opinion, the inspection team awarded a lower grade than the school awarded itself for one question, whilst it awarded a higher grade than the school awarded itself for the other.
140. The school has established a self-evaluation procedure that enables it to recognise the quality and nature of its provision well. It is based on an appropriate monitoring timetable and dependent on the activity of the curricular co-ordinators. There is evidence of monitoring quality in curricular areas and of reports drawn up as a result of lesson observations.
141. The school has established the practice of seeking parents' views on aspects of the provision. Sound evidence was gathered from appropriate questionnaires that were drawn up and of the school's analysis of those responses. In addition, the school formally and conscientiously seeks the views of pupils on aspects of the provision. The way in which pupils are included in aspects of the monitoring, and the procedures that allow them to seek the views of fellow pupils, is outstanding.
142. The self-evaluation report presented to the inspection team is an effective one, showing a good recognition of the pastoral and curricular provision and paying attention to the strengths as well as aspects to be developed.
143. The SDP is an effective document for recording intentions, as well as setting the school's data in context. A good number of priorities for development have been identified for the year and there are appropriate details regarding their period of achievement, the people responsible and the financial obligations. However, it is not clear enough that the vast majority of priorities identified are linked to the findings of the latest self-evaluation process.
144. The school has made good progress overall in responding to the key issues identified in the report of the inspection in December 2002. According to its own evaluation, as well as evidence from the current inspection, it has succeeded in raising standards in geography and physical education in key stage 2. According to evidence from the current inspection, there are outstanding aspects to the provision for pupils with ALN. The school has planned appropriately to ensure sufficient time for both languages for teaching and learning. The annual reports to parents meet with statutory requirements and are appreciated by parents. The school's boundary fence is no longer a source of risk.

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

Grade 2: Good features and no important shortcomings

145. The findings of the inspection team agree with the grade that the school awarded itself in its self-evaluation report.
146. A sufficient number of teachers is employed in the school for the number of pupils on roll. They are appropriately qualified and benefit from opportunities to attend training courses to develop further. A number of teachers have attended extended courses, as well as one-day training courses.
147. Teachers' work is reinforced by the extremely effective contribution of the assistants employed by the school. They are dedicated practitioners who support individual pupils, teach groups of children in the Foundation Phase and are ready to observe and record children's progress or difficulties in the learning situation.
148. There is a good supply of resources available for teaching and learning, in all curricular areas. Over recent years, resources for the Foundation Phase have been reinforced both inside and out, as well as augmenting the current computerised equipment, the supply of Welsh books and musical equipment.
149. The school building is well maintained, and the standard of hygiene is high. The space is appropriate and sufficient for requirements. The yard, which has a good surface, is large and appropriate. Attention is given to any issues of the building which are a cause of concern. The space within the building is sufficient for the pupils' education and effective use is made of specific areas for a computer suite and to display books. The exhibitions in the hall and in the classrooms are tasteful, which reflect and reinforce the pupils' education.
150. The school has acted appropriately to re-model the workforce through restructuring the responsibilities of three teachers who hold specific responsibilities. It reduces teachers' workload through taking advantage of periods when pupils are transported to the Leisure Centre in Caernarfon to release two of the teachers for their non-contact time. Two other teachers are released when 'Pnawn i'r Brenin' activities are held in key stage 1, and a part-time supply teacher covers the teacher. The headteacher is of the opinion that these periods are used effectively and have a positive influence on standards.
151. The governing body is keeping a close eye on the school's budget. They carefully discuss the development priorities which have financial implications and consider that maintaining the current staffing level is of the utmost importance. The school succeeds in keeping any sums of under-spending within the amount recommended by the Audit Commission, with the under-spending for the preceding year being only 4%.
152. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under fives

Language, literacy and communication skills

Grade 1 – Good with outstanding features

Outstanding features

153. A good number of children have an outstanding grasp of vocabulary and syntax, which enables them to communicate effectively with each other and with adults.
154. They use speech confidently to explain work they have done during the activity, to present sentences orally and to reason, such as when discussing the importance of physical exercise.
155. They have an outstanding grasp of the meaning of words that are relevant to the world of books, such as blurb, spine and author.

Good features

156. They listen well when they are given a story and respond sensibly to questions from the practitioners. They use relevant expressions in researching locations, such as 'on top'/'behind'/'under' and to compare 'different to'/'more than'.
157. Children in the nursery year learn to form letters through practising, and record their own names. The more mature children in the reception class can form their own simple sentences, whilst the majority record through over-writing. They can draw up lists, such as a list of favourite foods and record suitable adjectives to label a picture of a giant.

Personal and social development

Grade 1 – Good with outstanding features

Outstanding features

158. All children show outstanding respect and courtesy when listening to their peers' comments. They can discuss maturely.
159. They can identify with the feelings of characters in a story, or imaginary characters, showing sympathy and empathy. They understand aspects such as tolerance and kindness, such as in the context of Ysgol Deina work.

Good features

160. They undertake aspects of hygiene effectively, such as when washing their hands before eating their morning fruit. They dress and undress easily for specific activities, such as research in the area outside or physical activities in the hall.
161. They take their turn in an orderly manner when playing a game, such as a game to match pairs or working together in a disciplined manner on physical activities. They have a good awareness of class rules, and the way in which to respond to the guidelines of the behaviour procedures that are in place.
162. They behave maturely and responsibly in choosing learning areas for activities. Overall, they undertake activities and persevere well over a period of time.

Mathematical development

Grade 2 – Good features with no important shortcomings

Good features

163. Children can recognise numbers and understand their order. They take advantage of research activities in the outside areas, and can show the ability to understand number progression in finding the missing numbers in a series of one to ten. They have a good understanding of number bonds when tallying to five.
164. From nursery age, they develop an appropriate understanding of number order in counting squares for the journey of a computerised toy. Children in the reception year can emulate number patterns effectively.
165. They develop a good understanding of elementary shapes, such as triangle, square and circle, and can differentiate and compare objects that are small, large or average in size.
166. When experimenting with earth or sand they come to understand the concept of filling and emptying and the way that containers hold things.
167. They show a good understanding of the purpose of money. They recognise the different coins and can tally totals for buying during role play.
168. They come to understand how they can record comparative information, such as their favourite breakfast food, in graph form.

Shortcomings

169. There are no important shortcomings.

Knowledge and understanding of the world

Grade 1 – Good with outstanding features

Outstanding features

170. Children use the natural environment to gather, observe, compare and touch. They can use microscopes to research the shape and form of some objects in detail.
171. They develop outstanding knowledge and understanding, through practical activity, of the way that vegetables become ready for use a result of germination, planting and harvesting.
172. Children have an outstanding knowledge of the customs of another country, such as India. They understand the different eating and dress habits and of the greetings appertaining to a foreign language. The more able know that a mosque is a building where people from that country worship.

Good features

173. Children understand the order of the day with regard to specific times and periods in their school day, and use terms such as morning and afternoon, yesterday, today and tomorrow.
174. They know how looking at a map can help them show where they visited during the summer holidays.

Physical development

Grade 2 – Good features with no important shortcomings

Good features

175. Children in the reception year reason particularly well about the importance of physical activity, and talk about the heart pumping blood around the body.
176. They all engage energetically in their work, responding well to the challenge of the task. They show increasing awareness of working space in order to ensure safety. They work together in an orderly and mature way to move equipment after an activity.
177. They can show movements to emulate specific animals, such as a fox, cat and rabbit. The more able display the ability to move smoothly from movement to movement.
178. They display suitable control in practising their aiming and throwing skills, with effective hand and eye co-ordination.
179. When performing appropriate movements on large equipment, such as a sliding on a slide, rocking on models of boats and driving vehicles, they display an adventurous spirit of experimentation. They can maintain balance skilfully when moving on tyre edges in the outside area.
180. They follow the specific paths laid out on the yard.
181. Their fine manipulative skills are good as they hold pencils, brushes or crayons with effective control.

Shortcomings

182. A small number of children hold a pencil or brush incorrectly.

Creative development

Grade 1 – Good with outstanding features

Outstanding features

183. Children display outstanding sketching skills, using a combination of tools for the work, such as charcoal, pastels and pencils.
184. They are outstanding in their observation of art patterns that belong to other cultures, and create imaginative imitations with wax and ink or felt pens.

Good features

185. They succeed well in creating leaf impressions on paper, through rolling and pressing techniques.
186. They involve themselves well in free activity, such as making a bird house with a building kit.
187. They develop the ability to handle felt pens confidently when placing a pattern on the outline of an elephant.
188. Nursery children show good malleable skills when working with clay tiles.
189. Children sing together enthusiastically, recalling words they have learnt.

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

190. Pupils' speaking skills are developing well and by the time they reach the upper end of the school, the majority can respond confidently in formal and informal situations. Many in key stage 1 can communicate clearly in correct language, using an increasing range of vocabulary when conveying their needs, during role play, when retelling experiences and offering comments. The more able in key stage 2 can express an opinion clearly and eloquently on issues that affect their school and their community, and on books they have read. They can orally evaluate discussions and their peers' work effectively, and can consider ways of making improvements.
191. In key stage 1, pupils' reading skills are developing well in line with their age and ability. They recognise and name the features of a book, such as author, blurb, spine and punctuation marks. They read familiar words correctly and extend their reading skills in a variety of situations, such as in pairs, groups or with support. The more able can read independently, meaningfully and with good inflexion.
192. By the end of key stage 1, the majority of pupils make good progress and enjoy the experiences, such as writing post-cards, posters, menus and simple poems. The more able can convey their ideas and their extended experiences, paying attention to capital letters and full stops.
193. The majority of key stage 2 pupils make good progress in their reading. The majority can read fluently and the small minority of them modulate appropriately. The more able can discuss what they have read knowledgeably - be it fiction, factual books or poetry, referring to their favourite authors and poets, such as T Llew Jones, Emily Huws, Anwen Francis and Myrddin ap Dafydd. They use appropriate terms when offering ideas for the plot and location in a review of books they have read.
194. Pupils' reading skills are developing well throughout key stage 2. They are developing to become coherent writers in a range of formats and for a range of purposes. When writing a letter, they follow the correct criteria effectively. They choose and use appropriate vocabulary when writing for a variety of purposes, such as conveying feelings in a monologue, expressing an opinion in a speech, entertaining by composing limericks and presenting information in an interview.
195. They use comparisons, metaphors and idioms effectively within their poems, in order to enrich their work.

Shortcomings

196. A significant number of pupils cannot convey the meaning of texts through using

Geography

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

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

Good features

197. Pupils in key stage 1 ask and answer questions on the kind of place India is. Through practical activities they are aware of the lifestyle there and can compare

things that are similar and different in their method of worship, their family life, their dress and their education. They succeed in creating a 'thinking map' effectively and share their ideas through discussion. They use coordinates effectively, giving specific instructions to the Bee-bot. They can note the compass direction on a map of Wales.

198. Through practical work, they research and experiment and come find answers, when gathering information about foods in countries such as India, China and Italy. They use atlases and discussion skills to identify natural and human features in these countries.
199. Younger pupils in key stage 2 observe maps well in their study of their locality and use the appropriate geographical vocabulary when dealing with the town of Rhyl. They can recognise aerial photographs and understand symbols and grid references on a map, identifying the services in the appropriate places.
200. They know the importance of the Fair Trade system and how the lives of people in less developed countries compare with the lives of people in the northern hemisphere.
201. Older pupils ask and answer questions about how climate change is affecting Wales. They use their thinking skills confidently in discussing how they can, in their everyday lives, slow down the climate change. Pupils are very aware of the different methods of caring for the environment and communicate their opinion through responding to a questionnaire. Their good understanding of the environmental changes around the world emanates from research work in their study of matters such as floods in Britain, Mexico, Bangladesh and Mozambique.
202. Previous work on a travel survey has ensured that pupils are developing ideas, and coming to conclusions on what causes pollution. The data was recorded in graph form and their opinion was expressed effectively in discussing how they could solve the problem, recording it in the format of a newspaper report.
203. Older pupils know about a contrasting locality in Lesotho and use thinking skills to solve problems very effectively to create an itinerary for a visitor to Lesotho. They can distinguish between aspects that are similar and different. Their interest is stimulated and their understanding of the features of the country further developed through looking at interesting artefacts that enrich their knowledge and encourage them to come to a balanced judgement. They use six-figure grid references confidently.

Shortcomings

204. There are no important shortcomings.

Art

Key stage 1: Grade 1 - Good with outstanding features

Key stage 2: Grade 1 - Good with outstanding features

Outstanding features

205. Pupils in key stage 1 create striking images of the Angel of the North through various methods, such as detailed sketches in charcoal and imaginative collage work, all of it paying due attention to suitable symmetry.

206. When sketching as a result of detailed observation, such as of fruit or growth in the environment, they display very skilled touches and are aware of light and shade, form and tone.
207. Pupils in key stage 2 show outstanding understanding of the features and elements of art, and give effective expression to this through discussing and evaluating together the work done. They display maturity in their approach to art work.

Good features

208. Pupils in key stage 1 show confidence in their use of different media and equipment, such as crayons, chalk and pastels.
209. Their block printing work, through using polystyrene, shows a good awareness of the process and they display practical techniques skilfully.
210. They succeed in paying good attention to fine skills, such as in designing a pattern for a tablecloth.
211. They create imaginative three-dimensional work by working together, using either soft or hard clay.
212. Pupils in key stage 2 understand well what typifies the style of different artists, such as Paul Klee, Tim Pugh and Shani Rhys James. They can compare features of their work and create their own work that displays the same sort of features. They display a good grasp of specific vocabulary to convey their opinion.
213. They develop their ability to compare the work of artists and designers with those from the past such, as William Morris or modern ones, such as Clive Burgess. They elaborate well on that which is similar and different in their work.
214. They can use computerised programs effectively to research and to create, continuing to consider the features discussed in the lesson, such as attention to tone when drawing a picture, or different types of symmetry when creating patterns.
215. Pupils display a good understanding of pottery from different cultures, such as Africa, China and Greece, as well as parts of Britain. They observe the shape and form in detail and express an opinion on that which, in their opinion, appeals to different people.

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

216. Pupils in key stage 1 develop their thinking skills in evaluating a wide range of music that belong to various genres and styles. They can identify the dynamic and the pace effectively when comparing a traditional folk song, an African song and a well-known pop group. They develop ideas and taste for music effectively.
217. They sing confidently with good control of the breathing, phrasing correctly and varying the dynamic when recalling songs.
218. Pupils use untuned instruments confidently in researching into the way in which sounds are produced, choosing sounds to match a poem, such as about the owl.

219. In key stage 2, pupils extend their understanding of the musical elements through concentrating on various music that originates from different periods and cultures, from jazz to 'cerdd dant'. Younger pupils in the key stage differentiate well within the musical elements through discussing the texture in various pieces, such as The 'Bitter Sweet Symphony' by The Verve and comparing the texture, dynamic and quality with 'International Velvet' by Catatonia.
220. The musical experiences of older pupils are being extended through evaluating music from different periods. They evaluate and communicate ideas by explaining how texture, dynamics, pitch and pace change in pieces such as 'Rhapsody in blue' by George Gershwin or 'Flight of the Bumble Bee' by Rimsky Korsakov. They develop their sensitivity towards music, by using their thinking skills effectively when describing the quality of the sound.
221. They use the pentatonic scale effectively to compose impromptu to familiar words such as 'Robin goch ar ben y rhiniog' or 'Llongau Caernarfon', before setting the notes on the staff. A number of pupils can set the notation successfully on a computerised program. They give effective consideration to the dynamic, and note the change in pace between the verse and the refrain.
222. Older pupils at the school communicate well as they investigate to find information about the instruments of the orchestra.

Shortcomings

223. There are no important shortcomings.

Physical education

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

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

Good features

224. In key stage 1, pupils display a good understanding of certain elementary shapes in gymnastics, such as the tuck shape and the straight shape. They make good efforts to create a series of movements on the floor.
225. They succeed in evaluating each other's work and to improve their movements as a result of this. They respect the efforts of their peers when observing.
226. Pupils commit themselves well to refining their movements.
227. In a dance lesson, pupils in key stage 2 can suggest a number of success criteria for their performances. They name specific elements, such as tension, energy and assertiveness of movement.
228. They succeed well in recognising what type of movement is suitable to respond to the specific beat of the music and to create and perform such movements.
229. The vast majority create a sequence of appropriate movements.
230. They observe the performances of their fellow pupils carefully and can offer evaluative comments. They can also consider what is successful in their own work and how they can improve their performances.
231. In a gymnastics lesson, pupils understand and use the relevant terms, such as tension of the body, and stretching the muscles.

232. They develop suitable movements that consider the 'body form' and create shapes such as tuck shape and straight shape, combining them in a sequence.
233. A good number of pupils are enthusiastically involved in a number of extra-curricular activities, such as orienteering, Urdd sports, cross-country running, and canoeing and sailing sessions on the Menai.

Shortcomings

234. A small number of pupils in key stage 2 have difficulty in creating a combination of strong or weak movements, according to the requirements of the task.

School's response to the inspection

As a school we are proud to have received such a positive report and that the inspection team has agreed with us that the provision has many outstanding aspects.

The success is testimony to the untiring dedication of all the teaching and support staff, the support of members of the governing body, the industriousness of the pupils and the obvious pride and support of the parents.

We believe that the inspection was positive and the governing body will use the report as a tool to draw up the action plan in response to the recommendations.

Appendix 1

Basic information about the school

Name of school	Ysgol Y Felinheli
School type	Primary (Naturally bilingual)
Age-range of pupils	3-11
Address of school	Y Wern Y Felinheli Gwynedd
Postcode	LL56 4TZ
Telephone number	01248 670748

Headteacher	Mrs Non Huws
Date of appointment	September 1994
Chair of governors	Dr Huw Williams
Registered inspector	Len Jones
Dates of inspection	11-13 November 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	8.5	16	20	17	22	18	19	21	141.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	1	7.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.7 : 1
Pupil: adult (fte) ratio in nursery classes	8.5 : 1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	22.1
Teacher (fte): class ratio	1.05 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	91.2	94.7	95.3
Spring 2008	92	95.4	94.1
Summer 2008	93.6	97.2	95.6

Percentage of pupils entitled to free school meals	9.9%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		22		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School	0	0	22.7	50	27.3
		National	0.2	1.2	10	64.3	24.2
We: oracy	Teacher assessment	School	0	0	22.7	50	27.3
		National	0.2	1.3	10.3	64.6	23.5
We: reading	Teacher assessment	School	0	0	18.2	45.5	36.4
		National	0.2	2.3	16.3	60	21.1
We: writing	Teacher assessment	School	0	0	50	40.9	9.1
		National	0.2	2.8	20	65.7	11.1
Mathematics	Teacher assessment	School	0	0	13.6	63.6	22.7
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0	0	13.6	45.5	40.9
		National	0.2	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	77.3%	In Wales	80%

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6		18						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	4.8	4.8	14.3	38.1	38.1
		National	0	0	0	0.6	0.9	4.9	19.7	50.0	23.3
Welsh	Teacher assessment	School	0	0	0	0	4.8	4.8	0	47.6	42.9
		National	0	0	0	1	0.8	6.3	24.0	48.8	17.2
Mathematics	Teacher assessment	School	0	0	0	0	0	9.5	4.8	23.8	61.9
		National	0	0	0	0	0.7	3.7	15.7	48.2	30.7
Science	Teacher assessment	School	0	0	0	0	0	9.5	0	57.1	33.3
		National	0	0	0	0	0.5	2.1	13.4	50.9	32.0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	85.7%	In Wales	74%

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

Appendix 4

Evidence base of the inspection

Three inspectors, together with a peer assessor, spent the equivalent of 10 inspection days at the school, and met as a team prior to the inspection.

These inspectors visited or observed:

- 26 lessons or parts of lessons, 21 in the six subjects inspected and five in other subjects or aspects;
- registration sessions, assembly and collective worship sessions; and
- a short period of extra-curricular activity .

Members of the inspection team met with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- the school council; and
- representatives of institutions linked with the school.

The team also considered:

- the school's self-evaluation report;
- 32 responses to the parents' questionnaire;
- documents provided by the school both before and during the inspection; a wide range of pupils' previous and current work; and
- samples of pupils' reports.

Following the inspection, the team held meetings with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Len Jones (Registered Inspector)	Context and priorities; Summary and recommendations; Key questions 1, 5, 6 and 7; Foundation Phase; art; physical education
Audrey Evans (Team Inspector)	Key questions 2, 3 and 4; Welsh, geography and music
William Owen (Lay inspector)	Contributions to key questions 1, 3, 4 and 7
Clive Williams	Peer Assessor
Mrs Non Huws	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
Llandarcy
Neath SA10 6JQ