



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Ysgol Gynradd Chwilog  
Chwilog  
Pwllheli  
Gwynedd  
LL53 6PS**

**Date of inspection: January 2013**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**



During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

**This document has been translated by Trosol (Welsh to English)**

**© Crown Copyright 2013: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

**Publication date: 19/03/13**

## Context

The school is situated in the centre of the village of Chwilog, near Pwllheli. It serves the village itself and the surrounding rural area.

There are 62 pupils on roll, including nursery age children. Numbers have increased gradually over the last five years. Welsh is the school's main language medium and the aim is to ensure that pupils are completely bilingual by the time they transfer to the secondary sector. Eighty-nine per cent of pupils speak Welsh at home. There are no pupils from ethnic minority backgrounds at the school at present.

Three per cent of pupils are entitled to free school meals, which is lower than county and national percentages. Ten per cent of pupils are on the school's additional learning needs register, which is considerably lower than the national figure (21%). No permanent or temporary exclusions were recorded in the year before the inspection.

The new headteacher has been in post since January 2013, following a comparatively long period of instability in the school's leadership.

The budget per pupil for Ysgol Gynradd Chwilog in 2012-2013 is £3,476. The maximum in terms of school budget per pupil in primary schools in Gwynedd is £9,577 and the minimum is £2,834. Ysgol Gynradd Chwilog is in 85th place out of the 102 primary schools in terms of budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

Ysgol Chwilog's current performance is adequate because:

- at the end of the Foundation Phase, and at the end of key stage 2, pupils' achievements at the expected outcome (outcome 5) and level 4+ compare very favourably with the averages for the schools of the family, the authority and Wales;
- provision for developing literacy skills is good and has a positive effect on pupils' outcomes;
- in general, teaching across the school ensures that many pupils enjoy learning and make good progress in lessons; and
- pupils' behaviour across the school is good.

However:

- pupils' achievement at the end of key stage 2 at higher levels in all core subjects has been lower than the family of schools average for an extensive period of time;
- standardised reading tests show that a majority of pupils at the end of key stage 2 read considerably below their chronological age in both languages; and
- arrangements for safeguarding pupils do not meet requirements and are a cause for concern.

### Prospects for improvement

The school's prospect for improvement is adequate because:

- strategies that have been implemented recently are beginning to have an effect on standards;
- there is stability in the school's leadership following the appointment of the new headteacher; and
- the school's self-evaluation document identifies its strengths and aspects that need to be improved appropriately.

However:

- the school does not have a clear vision that focuses sufficiently on improving pupils' learning outcomes and wellbeing;
- the governing body does not meet every one of its statutory duties; and
- the school has not responded to most of the recommendations of the last inspection.

## Recommendations

- R1 Raise standards of reading and mathematics across the school
- R2 Ensure that the whole school's schemes of work ensure development in skills and respond to the requirements of the full range of pupils
- R3 Improve the quality of assessment arrangements across the school
- R4 Ensure that all the school's documentation fulfils statutory requirements and responds fully to safeguarding issues
- R5 Improve provision for pupils who have additional learning needs
- R6 Strengthen strategic leadership procedures in order to focus on raising standards

### **What happens next?**

In line with the Education Act 2005, HMCI is of the opinion that this school needs significant improvement. The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's improvement 12 months after publishing this report.

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

Most pupils across the school listen well to their teachers and are willing to offer comments when talking about their work.

Most pupils in the Foundation Phase make good progress in their use of Welsh. The majority contribute enthusiastically in class discussions, and use suitable vocabulary within a specific context. By the end of key stage 2, most pupils communicate effectively in Welsh and English.

About half of the pupils across the school make appropriate progress in their reading skills. By the end of the Foundation Phase, the best pupils can read aloud and confidently books that are appropriate to their age and ability. However, this is not the case across the ability range.

By the end of key stage 2, many pupils are developing as independent readers in Welsh, and they respond appropriately to the text being read. The reading development of a few pupils in English is slow. A lack of confidence and understanding of the text affects the enjoyment and fluency of reading. The reading skills of a majority of pupils at the end of key stage 2 are considerably below expectations according to their chronological age in both languages.

It is not possible to give a clear picture of the progress of pupils who have additional learning needs as arrangements for identifying pupils' needs and tracking their progress are not effective enough.

In the Foundation Phase, many pupils write meaningfully and independently. The majority have a firm grasp of Welsh syntax and, in general, they punctuate their work appropriately. By the end of key stage 2, many pupils show a strong awareness of different forms of writing by using these characteristics confidently in both languages across a range of subjects. Many pupils make good progress in their extended writing in Welsh and English. However, the work of a majority of pupils at the end of key stage 2 does not reflect the expected standards in mathematics and science.

As there is a comparatively small number of pupils at the school, performance data over time must be treated carefully as the results for one pupil account for a high percentage of the cohort in each year.

At the end of the Foundation Phase, pupils' achievements at the expected outcome, namely outcome 5, compare very favourably with averages for schools in the family. In comparison with other similar schools on the basis of free school meals, the school is in the top 25% of these schools.

In 2012, all pupils at the end of key stage 2 attained the expected level (level 4+) in Welsh or English, mathematics and science in combination, namely the core subject

indicator. The picture is the same in the individual subjects. This has placed the school in the top 25% of similar schools on the basis of free school meals over the last two years. However, pupils' achievement at the higher level in all core subjects has been lower than in similar schools over an extensive period of time.

There is no significant gap between the achievements of boys and girls at the end of the Foundation Phase or at the higher levels in key stage 2.

The achievement of pupils who are entitled to free school meals compares favourably with the achievements of the remainder of pupils.

**Wellbeing: Adequate**

All pupils feel safe at school.

The majority of pupils understand the importance of eating healthily and a few can talk about the importance of physical activities. They take part enthusiastically in sports activities within the school, but there are no opportunities at present to develop this outside school hours.

Over the last four years, school attendance has been good and is consistently in the top 25% in comparison with attendance levels in similar schools.

Most pupils show pride and interest in their work, and co-operate effectively in pairs and groups. The majority of pupils have suitable independent learning skills, and they are beginning to consider the next stages in their learning.

Most pupils' behaviour is good and they show respect for visitors, staff and their peers. The majority are prepared to make a full contribution to school life by contributing effectively to community activities such as 'Ciw Paned Deg'.

The school council and the eco council have not met for some time and this has prevented them from developing their role effectively. The child's voice does not receive enough attention and they do not play an active enough role in school decisions.

Pupils are proud of their efforts to raise money in aid of charities such as Barnardos and Children in Need.

<b>Key Question 2: How good is provision?</b>	<b>Adequate</b>
---	-----------------

**Learning experiences: Adequate**

Planning arrangements for the full curriculum have not been developed fully and there is not yet a long-term plan to ensure the full development of skills, especially in numeracy and information and communication technology. However, provision for developing literacy skills is good and has a positive effect on pupils' outcomes. There is lack of consistency in planning, and provision for extending more able and talented pupils is not effective enough. The school provides a wide range of experiences. These include visits and activities away from the site that contribute effectively towards provision and pupils' experiences.

In general, there is continuous provision and appropriate planning in the Foundation Phase.

Provision for developing the Welsh language and the Welsh dimension is good and has been embedded across the school. It enables pupils to make good progress and to take pride in their Welsh identity.

Provision for sustainable development is appropriate, and the school promotes recycling and monitors the use of water and energy effectively. Pupils grow vegetables in the school garden and sell them in the school fair. This enriches pupils' experiences of entrepreneurship. There is a lack of opportunities across the school to promote and develop pupils' full understanding of global citizenship issues and very little evidence was seen in pupils' books.

### **Teaching: Adequate**

In general, teaching in the majority of lessons ensures that many pupils enjoy learning and make suitable progress in lessons.

Most teaching makes use of an appropriate range of teaching methods, which motivate pupils to contribute in lessons. On the whole, presentations are lively and effective use is made of questioning. Planning for lessons is acceptable, but the majority of pupils do not have enough opportunities to develop their skills fully across a range of subjects. Activities are not always challenging enough to respond to the needs of more able and talented pupils.

Teachers mark children's work regularly, and refer to the task's success criteria. They develop appropriate strategies that enable children to know how well they are doing and what they need to do to improve their work. However, they do not yet have enough of an effect on standards.

The school is developing more formal arrangements for assessing pupils' work. It has introduced standardised reading, spelling and mathematics tests recently to measure progress, but teachers do not yet use them effectively enough to identify pupils' specific needs.

The school has begun to work with other schools in the catchment area and the secondary school in order to moderate pupils' work but this has not been developed effectively enough in order to ensure consistency in their assessments and planning for the future.

### **Care, support and guidance: Unsatisfactory**

The school promotes pupils' spiritual, moral and social development appropriately. Pupils' behaviour across the school is good. However, advice and guidance for pupils for personal and social education is inconsistent and has not been planned purposefully enough.

The school does not have robust enough arrangements to identify learners' needs and there is no provision or intervention programme to respond to the needs of specific cohorts of pupils. This includes those who are more able and talented. As a



result, the school does not provide an appropriate level of care and support for pupils. The school receives support from the authority's specialist services in order to support a few pupils who have specific needs.

Although the school has individual education plans and appropriate targets for children who have special needs, this is recent provision. Targets are shared with parents and are evaluated appropriately, but they are not yet having enough of an effect on pupils' outcomes.

The school plays a prominent part in community activities. This is a strength and fosters a commitment to the local community and pride in it.

Arrangements for safeguarding pupils do not meet requirements and they are a cause for concern.

### **Learning environment: Adequate**

The school is a close, caring and welcoming community and there is a warm atmosphere between staff and pupils. There is an inclusive, Welsh ethos and children have equal access to all aspects of the school's education and life. There are suitable arrangements for access for disabled children.

Most of the school's policies promote equal opportunities appropriately.

The school makes good use of the building and resources. The school provides a colourful and stimulating learning environment that enriches pupils' learning experiences. All classrooms are attractive and displays show pupils' current work. Pupils show respect for their learning environment and for resources. However, the outdoor area has not been developed to respond to the principles of the Foundation Phase.

The building and the site are well maintained.

<b>Key Question 3: How good are leadership and management?</b>	<b>Unsatisfactory</b>
--	-----------------------

### **Leadership: Unsatisfactory.**

Over the last two years, the school has been through an unstable period in terms of leadership. The staff have worked effectively to maintain a positive ethos and quality of teaching for pupils over this period. However, the school does not have a clear vision, that focuses sufficiently on improving pupils' learning outcomes and wellbeing. Leaders and managers do not provide a clear direction for teachers and assistants and they do not define staff roles and responsibilities specifically enough. As a result, the school has not responded to most of the recommendations of the last inspection.

Recently, governors have had relevant training and they are beginning to understand their roles and their responsibilities better. However, the governing body is not having enough effect on the school's strategic direction and work and they do not challenge the school about its performance. The governing body does not fulfil all of its statutory duties.

The school does not respond to national and local priorities effectively enough and the Foundation Phase has not yet been developed fully.

**Improving quality: Adequate**

Self-evaluation arrangements have strengthened during the last year. Leaders have planned a suitable timetable for the work, which pays appropriate attention to a range of activities, including data analysis, monitoring lessons, scrutinising books and collecting the opinion of staff, governors, parents and pupils. As a result, the school has identified a number of the school's strengths and areas that need to be improved. However, the report is not evaluative enough, and it does not always give an accurate picture of all aspects of the school's work.

On the whole, the school development plan is of a suitable quality. It identifies appropriate priorities for improvement, and outlines specific targets and actions, an implementation timetable and success criteria. However, the link between the development plan and priorities that arise from self-evaluation is not specific enough. Outcomes and success criteria that are identified in it are too general and they do not focus specifically enough on pupils' outcomes. Nor does it identify clearly enough who is responsible for leading and monitoring targets.

Foundation Phase staff have visited other schools recently to see good practice and to develop planning. However, this has not yet had an effect on provision or on pupils' outcomes.

Recently, the school has committed to a catchment area professional learning community that aims to develop mathematics in the Foundation Phase. It is too early to evaluate the effect of this work on pupils' outcomes.

**Partnership working: Adequate**

A strong partnership exists between the school and parents. Regular newsletters and the school website promote communication and share information effectively.

The parent teacher association is very supportive of the life and work of the school. Computer resources were bought recently, but they have not yet had an effect on pupils' outcomes.

The school makes appropriate use of community resources, by taking advantage of the village hall to hold various activities and concerts.

Effective transfer plans exist between the school and the secondary school, which enable pupils to be ready for the next stage in their education. This partnership promotes suitable educational and pastoral links.

**Resource management: Adequate**

In general, the school manages its resources appropriately.

The school has enough teaching staff and support staff. However, support staff are not used effectively enough to support teaching and learning across the school.

Recent investment inside the building has created a stimulating and attractive learning environment.

The school does not respond fully to statutory requirements for performance management and teachers' workload.

The school's funding sub-committee meets regularly and the role of governors in monitoring the budget is developing appropriately.

In the context of the school's outcomes and quality of provision, the school provides adequate value for money

## Appendix 1

### **Commentary on performance data**

It is necessary to be careful when dealing with data in small schools because of the small cohorts of pupils who are assessed at the end of key stages.

At the end of the Foundation Phase, achievements at the expected outcome (outcome 5) compare very favourably with the averages for schools in the family, the authority and Wales and place the school in the top 25% in every learning area in comparison with schools in terms of entitlement to free school meals. No pupils in 2012 attained outcome 6 in any learning area. It places the school in the bottom 25% in every learning area in comparison with schools in terms of entitlement to free school meals.

All pupils at the end of key stage 2 attained the expected level (level 4 or higher) in Welsh or English, mathematics and science in combination in 4 of the last 5 years. The picture is the same in the individual subjects. It places the school in the top 25% in all learning areas, in comparison with similar schools in terms of entitlement to free school meals in three of the last four years.

However, pupils' achievement at the higher level (level 5) in Welsh, English, mathematics and science does not compare favourably with the family's figures over the last five years. In general, it has been lower than the family of schools, the authority and Wales averages over a period of time.

There is no significant gap between the achievement of boys and girls in any learning area at the end of the Foundation Phase or in the core subjects at the end of key stage 2.

The achievements of pupils who are entitled to free school meals compare favourably with the achievements of the remainder of the pupils.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Thirty-eight responses were received from pupils. The responses give a positive picture of life at the school.

All pupils feel safe at school and they know to whom to speak if they are worried. All pupils indicate that they are doing well at school.

Nearly all pupils indicate that teachers and other adults at the school help them to learn and make progress, and that they know what to do and to whom to speak if they find the work difficult.

Many indicate that the school deals well with any bullying. Many pupils believe that there are several opportunities at school to take regular physical exercise. Many also believe that homework helps them to understand their work at school and that there are enough books, equipment and computers for them to do their work.

A little over half of pupils believe that other children behave and enable them to do their work, which is lower than the national percentage for primary schools.

#### Responses to parent questionnaires

Twenty-five responses were received from parents.

Parents' responses are positive. All parents agree or agree strongly that pupils behave well at school and believe that teaching is good. Nearly all believe that their child likes school, is making good progress and feels safe there. Nearly all parents feel that their child is encouraged to be healthy and to take regular physical exercise. Most parents feel that staff treat all children fairly and with respect. Most parents feel that their child receives appropriate support in relation to any specific individual needs, while many parents agree that they receive regular information about their child's progress. Many parents feel that homework that is given builds well on what is learnt at school. Most parents feel safe about asking a question at the school, making suggestions or identifying a problem.

Many parents are satisfied with the school in general. Many indicate that the school is well-run which is a little lower than national percentages.

Many parents understand the school's system for dealing with complaints.

## Appendix 3

### The inspection team

Anwen Griffith	Reporting Inspector
Sarah Morgan	Team Inspector
Dylan Jones	Lay Inspector
Robert Gwyn Williams	Peer Inspector
Lindsey Pluming	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, 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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.



The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.