



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

Report on

**Ysgol Y Ganllwyd
Ganllwyd
Dolgellau
Gwynedd
LL40 2TG**

Date of report: March 2014

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:

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

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

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Publication date: 17/05/2014

Context

Ysgol Y Ganllwyd is situated in the centre of the village, which is a few miles from the town of Dolgellau in Gwynedd. The majority of pupils come from the village itself and the surrounding rural areas.

There are 19 pupils between the ages of four and 11 on roll, and one pupil of nursery age. Numbers have remained comparatively constant over recent years. Two mixed-age classes are taught by two full-time teachers. Pupils are admitted on a part-time basis in the September following their third birthday and full-time in the September following their fourth birthday.

Welsh is the main language of the home for about 50% of pupils. No pupils receive support to learn English as an additional language.

The school has identified that approximately 45% of pupils have additional learning needs, which is much higher than the national figure. A very small number of pupils have statements of special educational needs. About 10% of pupils are entitled to free school meals.

The headteacher was appointed in January 1992.

The school was last inspected in January 2008.

The individual school budget per pupil for Ysgol Y Ganllwyd in 2013-2014 is £9,541. The maximum per pupil in primary schools in Gwynedd is £10,616 and the minimum is £2,936. Ysgol Y Ganllwyd is in the fourth position of the 103 primary schools in Gwynedd in terms of school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's current performance is good because:

- pupils make good progress from their starting point;
- pupils are courteous and behave well;
- pupils have positive attitudes towards their learning;
- the school provides a wide variety of interesting experiences for pupils;
- teaching is good across lessons;
- there is effective provision for pupils who have additional learning needs; and
- the school is a close and caring community.

Prospects for improvement

Prospects for improvement are good because:

- all staff, including assistants, co-operate effectively as a team;
- self-evaluation procedures identify suitable areas to receive attention;
- the improvement plan offers an appropriate direction for the school's further development;
- there is good attention to a number of local and national priorities;
- there is a robust ethos of belonging within the school;
- there are strong links with external agencies; and
- parents and the governing body are very supportive of the school.

Recommendations

- R1 Improve pupils' attendance
- R2 Develop procedures to assess and track pupils' progress across the school
- R3 Strengthen planning to develop pupils' skills progressively across the curriculum
- R4 Expand opportunities to develop more able and talented pupils as independent learners
- R5 Ensure that monitoring reports are sufficiently evaluative to have a full influence on strategic planning

What happens next?

The school will produce an action plan that shows how it will address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

During their time at the school, pupils make consistent progress in their learning.

In the Foundation Phase, although there are no pupils in Year 2, the youngest pupils listen well and speak fairly confidently when discussing their work. They learn letter sounds, form them correctly, and write simple words and sentences on familiar topics. They take an interest in books and develop their basic reading skills effectively.

In key stage 2, pupils' literacy skills are developing well. Most of them respond orally with understanding and express an opinion confidently. They read fluently and meaningfully in Welsh and English. The majority write at length for various purposes in their language lessons and across aspects of the curriculum, for example in geography. They use punctuation and spelling skills with increasing accuracy.

In the Foundation Phase, most pupils' early numeracy skills show an appropriate understanding of varied number work, shape and data handling. They collect information in the form of diagrams and tables before creating purposeful graphs on topics such as favourite foods and drinks. In key stage 2, most pupils complete work that encompasses number, reasoning, measuring, shape and data handling effectively. They apply their skills through theme work, such as calculating a temperature, and evaporation and condensation rates in science. They undertake this work confidently and to the same standard as in their mathematics lessons.

Most pupils across the school make good use of their thinking and problem-solving skills in a variety of contexts.

Pupils who have additional learning needs make good progress and achieve their targets.

There is no detailed data report on pupils' achievement in the Foundation Phase or key stage 2. This is because the number of pupils who were assessed is too small to report on without identifying individual pupils.

In assessments in 2012 and 2013, the school's performance at the end of the Foundation Phase compares well with the averages for similar schools consistently. At the end of key stage 2, the school's performance over four years is more uneven but compares favourably with that of similar schools in most years.

Wellbeing: Adequate

Pupils feel happy and safe at school. Most of them have an appropriate awareness of the characteristics of eating healthily and fitness and the effect that this has on the body.

Pupils enjoy their learning and work productively with others. Their behaviour is good and they are courteous towards each other and to adults.

The school's attendance percentage has placed it in the bottom 25% of similar schools in each of the last five years. Pupils arrive at school punctually.

Members of the school council take pride in their role and represent the whole school. They contributed specifically to the decision to set up a fruit shop and influenced the choice of school uniform. Following research work, they have ensured that the school supports a wide range of charities.

Through curricular and extra-curricular activities, pupils gain a good range of social and life skills that prepare them well for life outside school. They have co-operated successfully with members of the community in the campaign to reduce the speed of cars that travel past the school. Pupils contribute regularly to a range of activities in the local area and the wider community, such as eisteddfodau and concerts.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a wide and balanced curriculum that gains pupils' interest. Provision meets statutory requirements. A good variety of extra-curricular activities and visits enrich the curriculum further.

There is an appropriate system for delivering the curriculum through a series of themes that are suitable for pupils' ages and interests. The content of themes is based on detailed schemes of work that ensure suitable attention to curricular areas and subjects.

Teachers plan effective experiences to develop pupils' literacy, numeracy and information and communication technology (ICT) skills. However, planning is not robust enough to ensure consistent progression and continuity in skills across the curriculum. The school is in the process of applying the Literacy and Numeracy Framework to their curriculum and planning.

Detailed planning ensures appropriate support for pupils who have additional learning needs. However, planning for more able and talented pupils does not ensure enough opportunities for them to develop as independent learners.

Provision of a good standard is developing pupils' Welsh literacy skills successfully across the school. A range of valuable opportunities develop pupils' knowledge of the cultural, environmental and historical characteristics of Wales successfully.

The school provides effectively for promoting pupils' understanding of sustainable development and of their role as global citizens. This is done through appropriate learning experiences across the curriculum, beneficial links with foreign countries and the opportunities for pupils to support relevant charities.

Teaching: Good

Teachers have robust subject knowledge and use it in a valid way to plan tasks that gain pupils' interest. Good use of resources, including ICT, stimulates learning and reinforces tasks. There is a clear emphasis on practical learning across the school. The good working relationship between pupils and staff creates a positive learning environment.

In most sessions, there is an appropriate focus on building on previous work, purposeful interaction between teachers and pupils and constructive opportunities for pupils to apply their skills. However, in a few sessions, long introductions affect the pace of the lesson and the opportunity to conclude purposefully.

The school has appropriate arrangements for tracking pupils' progress and teachers make constructive use of the information gathered to plan suitable tasks and to provide additional support for pupils as required. The school is strengthening its arrangements but it is too early to evaluate the effect of this work.

Teachers mark pupils' work appropriately and comments help them to know the next stage in their learning. There are suitable opportunities for pupils to assess their work and to set personal targets jointly with teachers. Standardising and moderating processes are used but they have not been developed fully within the school.

Parents receive information regularly about their children's progress and development. Annual reports meet statutory requirements.

Care, support and guidance: Good

The school is a caring and supportive community. There are suitable opportunities to promote pupils' health and fitness through activities across the curriculum and the physical education programme. The school has appropriate arrangements for promoting eating and drinking healthily.

Good quality learning experiences promote pupils' spiritual, moral, social and cultural development effectively. Collective worship sessions, circle time and a range of curricular and extra-curricular activities contribute positively to these areas.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

There is effective communication and good links with support agencies, such as the welfare service, educational psychologists, medical and social services, to support pupils, teachers and parents when needed.

The school provides effectively for pupils with additional learning needs. Pupils' needs are identified early and appropriate steps are taken to ensure suitable support. Individual education plans include clear targets and are reviewed appropriately with parents. Pupils are supported well by experienced assistants.

Learning environment: Good

An inclusive atmosphere exists at the school and pupils receive good quality support. All pupils have equal access to the curriculum and to all the school's various activities. Girls and boys have opportunities to experience each other's traditional activities, such as rugby or netball, and they benefit from this.

The school has enough learning resources, including ICT resources, of a good standard.

The school building and grounds are kept clean and tidy. There is no specific hall or playing field but staff make regular use of local facilities such as the village hall and the leisure centre. There is a suitable playground for pupils, which includes an external learning area for the Foundation Phase.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher's conscientious leadership ensures that the child is central to all the school's work. The regular communication with staff, parents and governors is a strong feature. The teaching team co-operate effectively and share the same values.

There are up-to-date job descriptions for all the school's staff that ensure a clear awareness of their responsibilities. There are robust performance management processes in place, including setting suitable targets for assistants. This leads to identifying valuable opportunities to provide further training for assistants to update and learn new skills that are beneficial for all the school's children.

The governing body is very supportive of the school's work and fulfils its role as a critical friend effectively. Members are aware of the school's priorities for improvement through interpreting data, considering national requirements and discussing with staff. They visit the school to observe lessons and scrutinise pupils' books within the monitoring programme. Governors ensure that the school has a suitable range of policies. However, not all documents are updated regularly enough to correspond with the school's current situation.

The school responds appropriately to a number of local and national priorities. Teachers are beginning to develop the use of the Literacy and Numeracy Framework in aspects of their planning. The Effectiveness Framework receives due attention in the way in which the staff co-operate with others within networks to develop their own provision.

Improving quality: Good

The headteacher has sound knowledge of the school's strengths and the main areas to be improved. Appropriate procedures are in place to evaluate aspects of provision and pupils' progress. They incorporate the viewpoints of all staff, governors and the school council. There are formal opportunities for parents to express an opinion on specific aspects such as reading, learning experiences and pupils' behaviour.

The monitoring programme uses a wide range of evidence including performance data, findings from evaluating pupils' work and observing lessons, and seeking the opinion of the local authority. The monitoring reports identify strengths and areas to be improved in terms of standards and provision. However, content is not always evaluative enough to have a full influence on strategic planning.

The self-evaluation report is a comprehensive document. There are suitable links between the self-evaluation report and the priorities in the improvement plan. The plan identifies appropriate targets along with actions, success criteria, costs and individuals' responsibilities. The plan is a working document that ensures effective attention to aspects such as developing pupils' reading and numeracy skills.

Partnership working: Good

The school co-operates effectively with a range of strategic partners that have a beneficial effect on pupils' wellbeing and progress.

There is a close partnership with parents. They are very supportive of the school and contribute towards many activities, including money-raising initiatives and supporting learning experiences such as visits.

Valuable links with the local community provide beneficial opportunities for pupils to play a prominent part in a range of activities, such as services, concerts and shows. These activities contribute effectively to expanding pupils' awareness of their community.

The school works effectively with a number of external agencies, such as the National Trust and the National Park, to develop pupils' interest and appreciation of their local environment.

There is constructive co-operation between the school and the local secondary school and the transition arrangements help pupils settle in quickly in their new environment.

Appropriate use is made of the local authority's services for developing and supporting staff in order to raise standards further.

The school co-operates well with other schools in the area to expand pupils' learning experiences. Annual sports days are an effective example of this. Co-operating on specific projects, such as the dance project, has a positive effect on provision and on pupils' standards.

Resource management: Good

The school has enough staff with suitable qualifications to undertake its work effectively. Teachers and assistants work together productively and this has a positive effect on pupils' achievement and development. All staff benefit from opportunities to receive further professional development. There are appropriate

arrangements to ensure suitable time for teachers' planning, preparation and assessment.

The school has been part of a number of professional learning networks. This has enabled staff to develop their knowledge and skills and to share good practice. The focus on the use of mathematics mats and expanding reading resources are examples of this. The school's resources are used appropriately to support learning and teaching.

The headteacher and the chair of the governing body work together well to set and monitor the budget. The budget gives a clear overview of expenditure. The school makes appropriate use of its budget to promote an effective education and to address the priorities in the improvement plan.

Considering pupils' standards and the quality of provision, the school provides good value for money.

Appendix 1

Comments on performance data

There is no detailed data report on pupils in the Foundation Phase and key stage 2 because the number of pupils assessed is too small to report on without identifying individual pupils.

Results of teachers' assessments must be treated with care because the small numbers of pupils in a year and the percentage of pupils with additional learning needs can have a significant effect on the school's performance from one year to the next.

Over a period of two years, pupils' performance at the end of the Foundation Phase at the expected outcome (outcome 5) and the higher outcome (outcome 6) has placed the school in the top 25% compared with the performance of similar schools in all assessed areas.

Over the last four years, pupils' performance at the end of key stage 2 has been uneven. Compared with similar schools, pupils' performance in science has placed the school consistently in the top 25%. In Welsh and English, it has been in the top 25% in most years. In mathematics, pupils' performance has varied, moving the school between the top 25% and the bottom 25%. The percentage of pupils achieving the higher levels (level 5 or higher) has placed the school in the top 25% in two of the four years but has been uneven in the other two years.

Pupils with additional learning needs make good progress and achieve their targets. Because of the small numbers, it is not possible to compare the achievement of girls and boys fairly. Nor is it possible to compare the achievement of pupils who are entitled to free school meals with that of their peers.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Survey (All pupils)

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	13	13 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	13	13 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	13	13 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	13	13 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	13	13 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	13	13 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	13	13 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	13	13 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	13	13 100%	0 0%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	13	13 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	13	12 92%	1 8%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	13	13 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to parent questionnaires

Fewer than 10 responses were received. No data will be shown.

Appendix 3

The inspection team

Emma Rofe	Reporting Inspector
Dylan Jones	Lay inspector
Bethan Bleddyn	Peer inspector
Ceri Parry	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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