



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Gynradd Eder
Ffordd y Rhos
Edern
Pwllheli
Gwynedd
LL53 8YW**

Date of inspection: January 2020

by

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

About Ysgol Gynradd Edern

Ysgol Gynradd Edern is situated on the outskirts of the town of Nefyn in Gwynedd local authority. There are 77 pupils between 3 and 11 years old on roll, including six part-time nursery pupils. Pupils are taught in three mixed-age classes.

Over a three-year-period, around 14% of pupils have been eligible for free school meals, which is lower than the national average of 18%. Most pupils come from Welsh-speaking homes and very few are from ethnic minority backgrounds. Welsh is the main medium of the school's life and work.

The school has identified around 16% of its pupils as having additional learning needs. This is lower than the national percentage of 21%. Very few pupils have a statement of special educational needs.

The school was last inspected in June 2014 and the headteacher was appointed to the post in September 2016.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

The school is a highly caring community, which takes great pride in its Welshness and encourages its pupils to make good progress. As a result, most make sound progress and achieve well. A particular feature of school life is the extremely high standard of behaviour from nearly all pupils. They are welcoming, very friendly towards adults and visitors, and show pride when talking enthusiastically about their school.

The headteacher has a clear vision that is based on ensuring that all pupils make continuous improvement within a respectful, Welsh environment. She shares her vision clearly with staff and governors. As a result, teamwork is one of the school's strengths, and staff are dedicated, are robust language models and promote the Welsh language naturally in the classrooms. This has a positive effect on pupils' mastery of the language and their willingness to speak Welsh naturally with their friends. The school has highly effective systems to track pupils' progress, and teachers and assistants use them successfully to provide them with successful support.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Ensure that pupils apply their numeracy skills consistently and to a standard that is appropriate for their ability across the curriculum
- R2 Ensure that there are regular opportunities for pupils to take responsibility for their own learning, by deciding on what and how they would like to learn
- R3 Improve the effectiveness of pupils' voice groups in order for them to understand their rights and have a direct influence on the school's life and work

What happens next

The school will produce an action plan to address the recommendations from the inspection.

Main findings

Standards: Good

On entry to the school, most pupils' basic skills correspond to what is expected for their age. During their time at the school, they make good progress and recall their previous learning successfully. Pupils with special educational needs make good progress against their targets.

Most pupils' literacy skills are a strength. From the outset, foundation phase pupils listen very attentively and express their views confidently. For example, when measuring the temperature every day, they discuss their findings sensibly, listen to the views of others and reason sensibly by using refined language. Most pupils at the top of the foundation phase contribute maturely to discussions, for example when explaining instructions on feeding birds during the winter.

Across key stage 2, most pupils listen well and speak confidently in both languages, by using polished patterns and rich vocabulary. For example, when discussing a legend in Years 5 and 6, pupils describe King Arthur highly effectively. A strong and consistent feature is the way in which pupils use the Welsh language naturally and masterfully with their friends.

Most pupils across the school read skilfully and enjoy reading fictional and factual books. In the foundation phase, most develop early reading skills quickly. By the end of Year 2, most develop as confident readers and apply their skills effectively. For example, they read and gather information about penguins to create a fact file. By the end of key stage 2, most pupils are fluent readers in Welsh and English. They discuss their books maturely and express an opinion clearly. When reading aloud, they change their tone of voice highly effectively to hold the audience's interest. This is one of the school's strengths.

Most pupils in the foundation phase develop writing skills of a high standard. By the end of Year 2, they write well for different purposes, and use a wide variety of suitable adjectives and patterns. For example, they write extensive and interesting pieces about their memories of Christmas celebrations.

In key stage 2, most pupils write very maturely in both languages. They use increasingly complex syntax and punctuate correctly. By the top of key stage 2, most produce creative and factual pieces highly successfully. They make effective use of relevant idioms and similes to enrich their writing. For example, they have written a very effective formal letter from the perspective of the Lord Rhys to invite the people of Wales to the first Eisteddfod in Cardigan.

Overall, across the school, most pupils' standard of numeracy is robustly good. In the foundation phase, they develop confidence by counting and identifying numbers from an early age. They count in twos, fives and tens skilfully and use their knowledge to create a pattern to decorate a flag. Most use standard units to measure length correctly, for example when creating a Christmas decoration from a tree trunk.

Most pupils in key stage 2 show a sound understanding of numeracy terms. They have a thorough understanding of mathematical operations, including addition, subtraction, multiplication and division. They gather, present and interpret information intelligently in the form of pie charts, line graphs and scatter graphs. However, they do not apply their numeracy skills to the same standard as in mathematics lessons consistently enough across the curriculum.

Most foundation phase pupils develop their information and communication technology (ICT) skills appropriately. They use a range of equipment and software confidently. For example, they create electronic pictures and use programs to reinforce their literacy and numeracy skills appropriately.

By the end of key stage 2, most pupils apply their ICT skills effectively. For example, they create a purposeful presentation to raise other pupils' awareness of the importance of eating healthily. Their understanding of how to use spreadsheets when modelling is developing appropriately.

Wellbeing and attitudes to learning: Good

Nearly all pupils behave exceptionally well. They interact with each other maturely in the classroom, during break time and when taking part in various activities around the school. Pupils are welcoming, very friendly towards adults and visitors, and show pride when speaking enthusiastically about their school. Nearly all pupils enjoy the school's life and work, and feel safe within its supportive ethos. Nearly all pupils are caring towards each other, and the 'Bydis Buarth' (Playground Buddies) take good care of others during break times and lunchtimes. Most pupils have positive attitudes towards learning and use growth mindset strategies effectively to try, persevere and succeed. They concentrate well on their tasks and persevere for extended periods. They work together effectively, either in groups, in 'parau parablu' (talking pairs) or by supporting each other. Across the school, most pupils have a sound understanding of what they need to do in order to improve their work.

Nearly all pupils understand the importance of exercise and take pride in the variety of opportunities that they are given to keep fit. They speak enthusiastically about physical activities, such as gymnastics and swimming, and use the climbing trails that are available on the school grounds regularly to develop their physical skills. Most understand the importance of eating healthily and the effect this has on their physical development. Members of the school council and eco council are beginning to contribute to the school's procedures. However, it is too early to measure their effect on the school's life and work. The school raises money for a number of charities and sponsors a child in Brazil. This raises most pupils' awareness of the needs of others. Most pupils have a good awareness of how to stay safe online. By the end of the foundation phase, pupils discuss confidently the importance of not sharing passwords and, by the end of key stage 2, they develop a sound awareness of the dangers of revealing personal information. Most pupils are developing well as moral and knowledgeable citizens.

Teaching and learning experiences: Good

Teaching is effective across the school. The range of tasks that are provided for pupils ensure that standards are consistently high, particularly in literacy. Most

lesson presentations are clear and teachers share relevant learning objectives with pupils. Most teachers use beneficial techniques to probe and extend pupils' understanding effectively. In all classes, there is a clear ethos of respect and courtesy towards others, which creates a supportive learning environment in which pupils can work productively. Throughout the school, lessons build on pupils' previous knowledge and understanding successfully. All adults are highly skilful language models. They encourage pupils to expand their vocabulary imaginatively and to use correct language patterns. As a result, most pupils speak confidently and use polished language. For example, they write poetry from the perspective of Owain Glyndŵr's chief bard. Where teaching is at its best, adults set very high expectations and challenge pupils successfully. As a result, most pupils attain high standards, particularly in their literacy work. Assistants work closely with teachers and support individuals and groups of learners very effectively.

Across the school, most teachers provide oral and written feedback, which helps pupils to know how well they are doing and how to improve their work. They provide increasing opportunities for pupils to review and make changes to their own work and that of their peers. On the whole, there is an appropriate balance between opportunities for pupils to work independently and experiences that are led by adults. However, there is a tendency, at times, for teachers to over-direct activities, and this limits opportunities for pupils to take responsibility for their own learning.

Teachers plan curricular activities carefully, which develops pupils' literacy and ICT skills effectively across all areas of learning. Cross-curricular themes and beneficial work programmes extend pupils' knowledge and understanding successfully, and strengthen their commitment to their work well. However, they do not always ensure that pupils apply their numeracy skills to the same extent to other aspects of the curriculum as they do in mathematics lessons. These learning experiences meet most pupils' needs successfully. Teachers have recently begun to adapt plans by providing more opportunities for pupils to make decisions in relation to their work. However, planning is not flexible enough to respond sufficiently to pupils' interests and ideas regularly.

Teachers plan successfully to develop the Welsh dimension, and this reinforces pupils' sense of pride towards their local area and Welsh culture. There is a strong Welsh ethos, and provision encourages pupils to take pride in their heritage and Welshness.

Care, support and guidance: Good

The quality of care, support and guidance that is provided for pupils is effective. As a result, they have a sound understanding of values such as honesty and fairness, and the school's arrangements for safeguarding pupils meet requirements and are not a cause for concern. However, there are very few opportunities for pupils to develop their understanding of Children's Rights, as identified by the United Nations. The caring and supportive ethos has a positive effect on pupils' wellbeing and behaviour. Staff know the children very well and respond effectively to their individual educational and emotional needs. As a result, most pupils feel that they are valued, and this helps to develop their self-confidence and self-respect.

The school has very thorough systems to track pupils' progress during their time at the school. Teachers use this information purposefully in order to identify all pupils' needs, including those who experience learning difficulties in literacy and numeracy. This information enables them to provide them with appropriate interventions of a high standard, where necessary, so that they make good progress towards their targets. All pupils with special educational needs have an appropriate learning plan, which focuses very well on their specific needs. Targets are suitable and are shared purposefully with staff, parents and pupils. Teachers work closely with pupils and parents to monitor these plans regularly. The school works highly effectively with the local authority's communication and interaction service. This ensures that pupils with special educational needs receive successful support and assistance.

There is a robust link between the school and parents, and the methods of sending text messages and sharing information on social media succeeds well in informing parents about the school's events and activities.

Provision to develop pupils' moral, spiritual and social skills is effective. Through plenary assemblies and links with visits and the friends of the school, pupils' moral and spiritual skills are developing well. Staff are beginning to plan opportunities for pupils to develop their awareness and knowledge of other parts of the world suitably. There are appropriate arrangements to elect members of the school council and eco committee. However, there are very few opportunities for officers to make decisions at school level and influence daily arrangements. The school has robust arrangements to promote eating and drinking healthily, and it provides regular opportunities for older pupils to create presentations for their peers to share relevant information in relation to this. The school's provision to develop pupils' cultural and creative skills is sound. The school celebrates frequent success in the Books Council of Wales' book quiz, and ensures that pupils are given regular opportunities to take part in school concerts and the Urdd Eisteddfod. Visitors are used appropriately to broaden pupils' artistic experiences, for example by welcoming a theatre company to perform a show about Owain Glyndŵr, and by inviting authors and poets. These opportunities enrich pupils' experiences suitably and raise their self-confidence effectively.

Leadership and management: Good

The headteacher has high expectations and a clear vision, which is based on ensuring that pupils make continuous improvement within a caring, Welsh environment. Teachers and assistants realise this vision successfully by acting on these values consistently. Team work is one of the school's strengths, and the dedicated staff work together successfully to maintain good standards. The school's strategic objectives and procedures are sound, and they have a clear focus on raising pupils' standards. Staff's roles and responsibilities are well-defined, and everyone fulfils their duties conscientiously and effectively.

Governors know the school and its community well. They support the school and fulfil their duties conscientiously. Many visit the school regularly, scrutinise books and listen to learners. As a result, they have a sound understanding of pupils' standards of attainment, in addition to the quality of teaching. By receiving and discussing the headteacher's thorough reports, they contribute wisely towards setting the school's strategic direction. They use their sound knowledge and understanding successfully in order to challenge the school, and to develop their role effectively as critical friends.

Under the headteacher's robust leadership, teachers contribute regularly towards the school's self-evaluation procedures by monitoring the quality of teaching, scrutinising pupils' workbooks and analysing data. As a result, they have a sound understanding of the school's strengths and areas for improvement. The methodical and purposeful evaluation procedures contribute successfully towards setting appropriate priorities to improve provision and raise standards. However, there are few opportunities for parents and pupils to contribute to the evaluation process, and set the school's strategic priorities. Leaders monitor progress against the priorities in the school development plan regularly. As a result, the school has a strong history of maintaining high standards, such as pupils' Welsh oracy, reading and writing skills. Leaders plan carefully to meet national priorities and are beginning to adapt the current schemes of work to prepare for the new curriculum for Wales and the digital competence framework.

Leaders provide good opportunities for teachers and assistants to improve their practice regularly. Staff share good practice within the school by conducting class observations and working together to create lesson plans. Staff expertise is used well to teach subjects such as physical education, music and religious education. Following visits to other school and specific courses, staff lead meetings to share information, which enriches everyone's professional learning successfully. Arrangements have already had a positive effect on provision in the outdoor areas in the foundation phase, and on developing support procedures for pupils with additional learning needs.

The school works successfully with schools in the catchment area to improve provision for pupils, such as planning activities jointly within specific themes for classes in the foundation phase and key stage 2. They also moderate pupils' work jointly, which contributes well to ensuring accuracy and consistency in assessments. The school works effectively with external agencies, such as social services, educational psychologists and medical experts. These partners support the most vulnerable pupils and their families successfully.

The headteacher and governors manage the budget carefully, and expenditure links well with plans for improvement. They keep a close eye on expenditure in order to ensure value for money. The pupil development grant is used appropriately to support those who are eligible for free school meals.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and the specialist resource base (where appropriate), and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses 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:

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