



*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 Gymuned Cwm y Glo**

**Cwm y Glo  
Caernarfon  
Gwynedd  
LL55 4DE**

**Date of inspection: November 2010**

**by**

**Prydwen Elfed-Owens**

**for**

**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.

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## Context

This school is maintained by Gwynedd Unitary Authority (UA). It serves the village of Cwm y Glo and the surrounding area, although about 25 pupils come from outside of the school's natural catchment area. There are 59 full-time pupils in the school [four to 11 years old]. This number has been relatively consistent for three years.

The school's self-evaluation statement describes the area as being neither prosperous nor economically disadvantaged. Five per cent of pupils are entitled to free school meals. This percentage has been consistent for the last 12 months. At present, there are six pupils on the special educational needs [SEN] register and one of them has a statement of SEN. Approximately 67% of pupils come from Welsh speaking homes. The school states that about 59% of the school population is fluent in Welsh, that 25% speaks Welsh but not fluently, and that 16% are unable to speak Welsh when they first come to the school.

The life and work of the school is conducted mainly through the medium of Welsh. There are no pupils from a minority ethnic background.

The school's per capita budget is £2,828, which compares with a maximum of £8,442 and a minimum of £2,717 for primary schools in Gwynedd authority. The school has the fourth lowest budget per pupil out of the 103 primary schools in Gwynedd.

The present head teacher has been in post since 2009.

The school was last inspected in November 2004.

## Summary

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

### Current performance

The school is good because of:

- an improvement in the quality of key stage 1 (KS1) and key stage 2 (KS2) results;
- the head teacher's guidance and vision;
- the robust self-evaluation system, and
- the well-being and care of pupils.

### Prospects for improvement

The school's prospects for improvement are excellent because of:

- the head teacher's commitment to and the ownership of staff and governors of the effectiveness of their self-evaluation system;
- the excellent consideration given to pupils' opinions;
- the very positive outcomes within a year following the establishment of the school's new self-evaluation system.

## Recommendations

In order to continue to improve, the school needs to:

- R1. Raise standards of extended writing in both languages;
- R2. Ensure that all pupils reach their potential;
- R3. Ensure that parents understand how the Foundation Phase promotes pupils' learning and, at the same time, become involved in setting individual targets for their children to promote progress;
- R4. Continue to develop a system of tracking pupils' progress across the school.

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations.

## Main findings

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

Good

#### Standards: Good

At KS1 and KS2, over the last three years, pupils' performance against the main indicators for the key stages compare well with similar schools as well as with their prior attainment.

In the last two years, results have been similar to or higher than those of schools in the same family<sup>1</sup>.

At KS1, in 2010, the attainment of seven year-old pupils was significantly higher than the family, the catchment area and the county in science but lower in Welsh and mathematics.

At KS2, in 2010, for 11-year-old pupils, all year 6 pupils attained level four or above in mathematics and science. In English, the percentage attaining level five is above that of the rest of the catchment area and family, and considerably higher than the county.

In mathematics, results are similar to those of the catchment area and county. In Welsh, the school's results are considerably better than the catchment area and county. The performance of those who do not speak Welsh at home affects their ability to reach a level which is one level above the expected level in this subject. Almost all pupils make good progress in acquiring skills in Welsh.

The majority of pupils apply their oral skills in both languages in an outstanding manner. Across the curriculum, the majority apply their reading, numeracy skills well and their writing skills adequately.

Almost all pupils make good progress, including pupils with SEN and those who are entitled to free school meals. Not many of the more able and talented pupils reach their full potential. At KS1 and KS2, there is consistency in boys' and girls' performance.

#### Wellbeing: Good

The wellbeing of pupils at the school is good. Most pupils feel safe at the school. Standards of behaviour are good and pupils are polite and courteous during lessons, when moving about the school and during break times.

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<sup>1</sup> 'Families' of schools have been created in order to allow schools to compare their performance with similar schools across Wales. Welsh Assembly Government (WAG) classifies schools in 'families' according to a combination of features, namely schools with similar percentages of pupils who are entitled to free school meals, percentage of pupils living in disadvantaged areas, with special educational needs and for whom English is an additional language.

Pupils have a strong awareness of what makes a healthy lifestyle, and the school council has shared the healthy eating plan with the governors and parents.

Almost all pupils contribute to the schemes of work and make choices regarding what and how they learn.

The school's attendance level is 95.9% which compares favourably with similar schools in Wales and in the UA.

KS2 pupils are well-represented by the School Council and the members understand their role well.

Sufficient opportunities are provided for most pupils to prepare for work and life outside of the school.

Pupils show respect, care and concern in their relationship with each other and get along very well with their teachers and with other members of staff.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The majority of teachers provide a good range of stimulating learning experiences to satisfy the needs of many pupils. Pupils are prepared well for becoming responsible members of their community.

Many lessons are well-planned using a range of interesting activities. The individual lesson plans of many of the teachers are clearly defined for developing literacy numeracy and ICT. The impact of revising schemes for the 2008 Curriculum and the Foundation Phase is inconsistent to date.

Very effective use is made of the local area and its people to provide rich learning experiences that enable pupils to gain good knowledge and understanding of the area's environment and history. Excellent attention is paid to Y Cwricwlwm Cymreig.

All teachers promote pupils' awareness of sustainable development and global citizenship successfully. The school has received the bronze award of the Eco-schools Initiative and promotes initiatives such as recycling, energy saving and healthy eating successfully.

### **Teaching: Good**

The overall quality of teaching is good. The majority of teachers engage pupils' interest well. The majority of teachers and support staff have good up-to-date subject knowledge. They use a good range of methods and activities to spur pupils' interest and development. Most make effective use of resources including ICT to improve learning.

Where teaching is good, staff have a good understanding of the curriculum. They explain new concepts clearly. They motivate pupils effectively and there is a good pace to lessons. In the sessions where teaching is adequate or lower, presentations

are too long and teachers' planning is not sufficiently structured to promote and challenge pupils effectively enough.

Almost all teachers set clear aims for tasks. The majority encourage pupils to produce success criteria to motivate them to evaluate and improve the quality of their work.

The school has adequate systems for assessing pupils' progress. The majority of teachers use their assessments together with pupils' self-evaluations to create good individual targets for pupils. The process is not sufficiently established in the classes where there is considerable exchanges of staff and pupils during the week.

Reports to parents are adequate. Parents and pupils are not given enough opportunities to respond to them.

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

The quality of care, support and guidance is good. The school is a well-ordered and caring community with clear expectations and rules. The use of circle time is outstanding in promoting pupils' personal and social skills.

Information for parents is good. They receive regular newsletters. Two formal evenings are arranged annually for parents and teachers and detailed reports on pupils' progress are prepared at the end of the summer term. However, insufficient information is provided for parents on how the Foundation Phase promotes pupils' learning and on how individual targets can enhance their children's progress.

Provision for pupils with additional learning needs (ALN) is good. Pupils make progress against the targets of their individual education plans (IEP). The more able and talented pupils do not receive sufficient attention to enable them to reach their full potential.

The school has an appropriate policy and systems for safeguarding pupils. There is clear guidance for all members of staff who are aware of the procedures.

The school promotes pupils' spiritual, moral, social and cultural development, and health and wellbeing well.

The school is entirely inclusive and treats all pupils equally.

### **Learning environment: Good**

The school has a homely and inclusive ethos, good behaviour and outstanding care for pupils. The school provides good equal opportunity and a fully accessible curriculum for almost every pupil. There are outstanding policies and strategies in place to deal with bullying, and the discipline policy works well. There is a clear emphasis on acknowledging and respecting diversity.

Resources are adequate and are used well overall to support pupils' learning needs. Most classrooms and the outdoor areas are good, appealing and stimulating learning environments. The curriculum is supplemented and enriched by the excellent



resources available in the local community. The buildings are of adequate quality and are well-maintained however the hall is small and there is no playing field or changing facilities. The new toilets are clean but cold.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The head teacher provides outstanding leadership to ensure good standards. He has a very clear vision. He has developed a very strong sense of teamwork and has ensured the excellent commitment of colleagues to the planning and self-evaluation system. All staff work in close collaboration to create a positive ethos. The job descriptions outline the roles and responsibilities of staff. Teachers share responsibilities for subjects and areas. The school pays good attention to Performance Management and the outcomes inform the School Development Plan [SDP]. The arrangements for professional development and training sessions for all members of staff provide good opportunities for all members of staff to acquire new skills and to reflect on good practice. Good attention is paid to meeting local and national priorities.

Governors know the school particularly well. They are well-informed about their responsibilities and they work closely with the head teacher to set an appropriate strategic direction for the school's development. They work well as critical friends and challenge decisions.

Many members of the governing body observe lessons as part of the school's monitoring system to ensure that governors receive first-hand evidence of pupils' achievement.

Pupils' opinions influence aspects of the life and work of the school very well.

### **Improving quality: Good**

The self-evaluation system is a very firm basis for further improvement and the school's commitment to it and to its outcomes is outstanding; a good range of evidence is used as part of the process. The role and contribution of most staff to the process is very clear. Good consideration is given to pupils' opinions. Listening to parents' opinions is a recent useful development. These opinions help to determine strengths and areas for improvement. They are beginning to have an impact on pupils' learning by pupils, for example, by allowing them more say in what they learn.

The school has a three year overview of the areas that it has identified for improvement. The SDP identifies the main priorities for improvement, and the cost, timetable and responsibilities of staff in responding to every priority have been clearly noted.

The head teacher, staff and governing body's continuous efforts to improve the school's previous performance succeed to a significant extent. However, the head

teacher's heavy teaching load means that it is difficult for him to supervise the implementation of every priority.

Good progress has been made since the last inspection.

The school is starting to benefit from links with two local primary schools in sharing experiences and exchanging practices. These arrangements are beginning to contribute to strengthening the culture of collaboration between the schools on professional matters.

### **Partnership working: Good**

The school has fostered a range of useful strategic partnerships. There is a very strong relationship with parents. Parents contribute to sports although they are not fully aware of how individual targets enhance their children's progress. There are also close links with the local community, which has a positive impact on the quality of education. The school is well supported by the UA's education service. Links with various charities and agencies promote the wellbeing of pupils significantly. Pupils' understanding of other cultures is promoted well through active international links and by studying other countries.

The school collaborates well with the area primary schools and secondary school to standardise assessments. Activities to moderate pupils' work in key stages 2 and 3 have started well. The school works effectively with the local secondary school to prepare older pupils appropriately for the next stage of their education.

### **Resource management: Good**

The school has adequate resources. The school has enthusiastic staff who are qualified to teach all aspects of the curriculum. Teachers use their planning, preparation and assessment (PPA) time effectively. The role of support staff is effective in the Foundation Phase and is developing well in KS2. Careful records are kept of expenditure in the SDP, as regards staffing in particular.

The school provides good value for money due to the outcomes in assessments, the quality of self-evaluation and appropriate use of the comparatively little amount of money allocated and the interim use of money in reserves.

## Appendix 1

### **Stakeholder satisfaction report**

#### **Responses to parent questionnaires**

Eight parents completed the questionnaire. Overall, they expressed positive views about the school. Almost all are satisfied with the school and say their children like school; and most feel confident that their children are safe at school. Many were of the opinion that teaching was good and that their children receive appropriate extra support. Almost all parents think the school is well run and find staff approachable if they have any questions or concerns. Many of them think that they are kept well informed about their children's progress.

#### **Responses to learner questionnaires**

All pupils in KS2 completed the questionnaires. Almost all feel that they are well taught and supported in school. Almost all think there are enough resources to enable them to learn well but a minority feel that they are not doing well at school. Most pupils feel safe. A few are of the opinion that homework does not help them to understand and improve their work. Most feel that the school encourages them to keep healthy and fit.

A minority of the boys and a few girls do not think pupils behave well at playtime and lunch time. A minority say that other pupils' behaviour occasionally prevents them from getting their work done as well as they could.

## Appendix 2

### The inspection team

Dr Prydwen Elfed-Owens	Reporting Inspector	Standards; Learning Experiences; Teaching; Context; Stakeholder satisfaction report.
Mr Gareth Wyn Roberts	Team Inspector	Leadership; Improving Quality; Partnership Working.
Mr Eifion Lloyd Jones	Lay Inspector	Learning Environment.
Mrs Tegwen Ellis	Peer Inspector	Wellbeing; Care, Support and Guidance; Resource Management.
Mr Garem Jackson	School Nominee	

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## 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 five during the academic year. Year 1 refers to the year group of pupils who reach the age of six 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 four key stages cover the following year groups:

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