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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

**A report on
Beddgelert Primary School
Caernarfon Road
Beddgelert
Gwynedd
LL55 4UY**

Date of inspection: February 2011

School Number: 6612010

Inspection Number: 1528

by

Mr Nicholas Jones

Reporting Inspector under contract to Estyn

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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Context

Beddgelert Primary School serves the local village and the surrounding rural area in Gwynedd. Welsh is the main language of the school. There are 29 pupils on roll between 3 and 11 years of age organised into one class in the Foundation Phase and one in the junior department.

Thirty nine per cent of the pupils come from homes where Welsh is the predominant language. This is less than when the school was inspected in 2005. Seven per cent of pupils come from an ethnic minority background. No significant pupil mobility relates to the school.

The area is recognised as neither privileged nor socially or economically advantaged or disadvantaged and 3% of pupils are entitled to free school meals. This is much lower than local and national averages.

Ten per cent of pupils are identified as having special educational needs. This is lower than local and national averages. No pupils have a statement of special educational needs.

The individual school budget per pupil for Beddgelert School is £5,535, which compares with a maximum of £8,442 and a minimum of £2,717 for primary schools in Gwynedd. The school has the 11th highest budget per pupil out of the 103 primary schools in Gwynedd.

The acting headteacher has been in post since June 2010 and the school was last inspected in 2005.

Summary

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

Current performance

The school is good because:

- most pupils show a consistent understanding of their own wellbeing, health and safety;
- the learning environment is used well, especially in the Foundation Phase; and
- the work with community partnerships is effective.

The school is adequate because:

- standards of most pupils are lower than the expected attainment levels;
- planning for the National Curriculum and daily lessons is inconsistent;
- on the whole, the teaching does not challenge pupils;
- pupils' safety needs to be considered regarding matters brought to the school's attention;
- the leadership does not have the appropriate impact on strategic direction in order to raise pupils' standards; and
- self appraisal does not result in strategic improvements.

Prospects for improvement

Although the school has good features such as wellbeing, the learning environment and working in partnership with others, the school's prospects for improvement are adequate because:

- the school has not addressed some of the important recommendations from the previous inspection;
- strategic planning and self appraisal have not moved the school forward sufficiently over a period of time; and
- the delegation of responsibilities has not prepared staff effectively for periods of instability within the school.

Recommendations

In order to improve, the school needs to:

- R1 raise standards in key skills, especially numeracy and extended writing across the curriculum, in order to create independent learners;
- R2 ensure that planning of the National Curriculum is consistent in every subject, and that it builds systematically on knowledge, understanding and skills;
- R3 ensure that there is consistency in marking and assessment that leads to planning lessons that have effective differentiation and purposeful challenges;
- R4 improve the strategic planning to ensure that self appraisal and specific targets from the development plan lead directly to raising pupils` standards; and
- R5 address the concerns regarding safety issues that were brought to the attention of the acting headteacher and governing body during the inspection.

What happens next?

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

The inspectorate will write a letter to the school, copied to the local authority, identifying the areas that require improvement and explaining that a small team of Estyn inspectors will visit the school to judge progress around a year later. The local authority will be invited to send an officer to join the monitoring team. If the team judges that insufficient progress has been made then the school may be judged to require significant improvement and be placed in this category as a result of the follow-up inspection.

Main findings

Key Question 1: How good are outcomes?	Adequate
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Standards: Adequate

The basic skills of the majority of pupils when starting school are similar to the expected averages. The majority reach the outcomes relevant to their age by the end of the Foundation Phase. However, this is inconsistent over a period of time.

When benchmarked against schools with the same kind of free school meal entitlement, in key stage 1 (KS1), the school tends to be either in the first quarter for

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Welsh and science and in the fourth quarter for mathematics and when subjects are combined. In key stage 2 (KS2), the benchmarking data is very inconsistent and tends to vary between the first and fourth quarter in every subject and when subjects are combined. The reason for these inconsistent trends is the small number of pupils at the end of each key stage. Therefore, teacher assessment results need to be handled with care because the results of one pupil have a great impact on the school's general performance.

Since 2007, the percentage of pupils who achieve better than the expected norm over a period in KS1 is lower than the family, LA and Wales in every core subject. At KS2, the results are higher than the family, LA and Wales in English every year except 2008, in Welsh in 2007 and 2009, in mathematics in 2009 and 2010 and science in 2010. It is not possible to compare end of key stage results over time for boys and girls and other groups of learners because of the small numbers in every cohort.

Most pupils make adequate progress and achievement during their time at school in relation to their starting points. The standards in books are not always reflective of the levels awarded by the teachers. This is especially so in mathematics, science and English in KS2, where standards in books are lower than expected. The majority of pupils are willing learners who enjoy school life. Pupils with additional learning needs make adequate progress in relation to their ability.

Most of the pupils have good oral communication skills. They listen intently, speak clearly and read with confidence. Most pupils write adequately. They do not write extensively and consistently in other subjects across the curriculum. Most pupils have adequate skills in drafting their work. The numeracy skills of most pupils are adequate and they do not use their mathematical skills purposefully across the curriculum. Nearly all pupils' computer and technology skills in the Foundation Phase are good and adequate in KS2.

Most pupils across the school develop adequate wider skills; their independence as learners and the way they evaluate their own work and that of their peers is beginning to develop. This new process is beginning to have a positive impact on their work. However, most pupils' skills in presenting their written work are inconsistent across the curriculum and therefore the presentation on paper is not always reflective of the standard of its content.

Nearly all pupils make good progress with their Welsh language skills.

Wellbeing: Good

Most pupils are aware of the importance of health and fitness and achieve well in their personal, social and cultural development. Nearly all pupils feel safe in school and know how they can keep healthy by eating sensibly and exercising their bodies in lessons and physical activities.

The majority enjoy their lessons and have recently begun to develop strategies to give sensible opinions about what they are learning. Behaviour is good and nearly all pupils are polite and respond respectfully to adults and peers. The 'Yard Buddies' scheme supports others very well on the schoolyard.

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The attendance rate, around 95%, is somewhat higher than local and national averages and nearly all pupils are punctual. Members of the school and eco councils take an active role by making some decisions. However, at the moment, the council and committee do not have enough purposeful impact on school life. Their work in the village and local community is good.

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

Curriculum planning and the planning of learning experiences is adequate. Over time, planning in the Foundation Phase is more detailed. Recent planning across the school is beginning to address the requirements of the National Curriculum in greater detail. However, there has not been sufficient detail in the school's long term plans and the curriculum provided has not been successful in engaging effectively the majority of pupils. Therefore, the planning has not allowed pupils to build systematically on knowledge, understanding and skills as they move from the Foundation Phase to KS2.

The provision for ensuring that pupils acquire appropriate literacy, numeracy, communication and information technology skills is good in the Foundation Phase and adequate at KS2. The development of numeracy across the school is adequate. The provision for developing independent learning skills is beginning to receive the necessary attention and is becoming more obvious in the daily life of the school and in the pupils' work. However, the effective co-ordination for the development of skills is not apparent. Over time, this has prevented older pupils from taking advantage of elements of the wider curriculum.

The school ensures that there is effective provision for pupils to understand global issues. It develops well nearly all pupils' understanding of entrepreneurship and of the need to care for the environment and the varied and sustainable world in which they live. Collective worship is used appropriately to highlight issues relating to respecting others and personal and social education.

Provision for Welsh language development and the Welsh dimension is developed securely throughout the school. The local authority's language unit is used to support the school's Welsh provision for latecomers who have little or no Welsh.

Teaching: Adequate

On the whole, teaching is adequate. Where the teaching is good, resources are used effectively to support the learning, as seen in the Foundation Phase. Questioning is satisfactory and seeks to extend pupils' knowledge in a positive learning environment. The pace of adequate lessons is too slow and there is not enough challenge for pupils. Therefore, most pupils are keen to follow the teacher's

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direction rather than think for themselves. Adults listen carefully to pupils' responses and there is an adequate working relationship between most adults and pupils in every class. In some subjects such as mathematics, an overdependence on worksheets and a lack of understanding of mathematical concepts on the part of the teachers restricts pupils' opportunities to extend their work and knowledge.

Pupils benefit from the fact that their teachers speak sensitively to them and praise them for the quality of their work. They give sensible verbal suggestions and encouragement to pupils as to how to improve their work. The marking of pupils' work is less consistent over a period of time. Scrutiny of previous work over a few years at KS2 shows that marking is very inconsistent and does not show clearly the way forward for pupils to improve their work. The process of setting useful targets for individual pupils is beginning to establish itself throughout the school and is starting to have some constructive impact on pupils' work. However, the differentiation for the developmental needs of more able and talented pupils is not detailed enough to challenge and move these pupils forward to achieve better.

All of the teaching staff, including support staff, use behaviour strategies effectively.

Assessment for learning strategies play an adequate role within the school. Success criteria are beginning to receive the necessary attention and are starting to focus pupils on how to develop their work. The assessment process does not give pupils enough clear and definite guidance on how to improve the quality of their work. The system of levelling and moderating work does not recognise the attainment levels of pupils with sufficient accuracy.

Reports to parents meet statutory requirements with appropriate information in place. On the whole, parents and carers feel that they receive appropriate information about their children's progress at the end of the school year.

Care, support and guidance: Adequate

The school promotes pupils' spiritual, moral, social and cultural development successfully. Good information about the life of the school is available for pupils and parents and includes the school prospectus and the annual governors' report.

The induction arrangements for new pupils are clear and there are good arrangements to transfer older pupils to secondary education. The structured provision for wellbeing and the advantages of healthy living are clearly promoted. National initiatives such as inclusion and the Foundation Phase are appropriately encouraged and supported.

The school has established policies and procedures for safeguarding and the school fully meets safeguarding regulations on paper. However, inspectors noted and drew the acting headteacher's and governors' attention to a matter that needs to be addressed in regards to safety. The school has effective systems and procedures for identifying pupils who need extra support with their work.

There is planned provision for all pupils with additional learning needs. The support is effectively co-ordinated and there are good links with specialist external agencies.

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Parents and carers are well informed and individual education plans are evaluated and updated regularly. The school's procedures for reporting on additional learning needs meet statutory requirements effectively.

Learning environment: Good

The school ensures equal access to the curriculum for all pupils and it is a fully inclusive environment. The curriculum is accessible to all whatever their gender, race or religion and the school meets its statutory requirements well.

The school uses its accommodation and grounds effectively and they are well maintained. Support staff work effectively under the class teachers' direction to introduce activities that are either good or adequate across the school. The quality of resources is good and they are used purposefully to support pupils' learning needs.

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

The acting headteacher has developed an adequate understanding of strategic planning in a short time. The acting headteacher and the rest of the staff work closely together to create a positive, whole school ethos that encourages and values team work. Performance management systems are established. The school carries out performance management and completes the legal requirement of formally monitoring and evaluating the quality of teaching in every class as part of this process.

Staff meet regularly to note areas for improvement. Regular meetings and whole training days support the professional development of staff. Staff have specific responsibilities to develop the school as a learning community. The focus of the strategic planning at present is on improving the school by raising pupils' standards further. However, staffing instability over time and shortcomings in the plan of delegating responsibilities has impacted on the school's strategic priorities. Therefore, the management structure has not directed the school strategically over time and has not addressed core matters for improving the school.

The school addresses national and local initiatives adequately. The school has won the Basic Skills Quality Mark, the bronze award of Gwynedd's Green Schools and stage 1 of the Healthy Schools' scheme. The Foundation Phase is now being implemented effectively for every pupil up to seven years of age.

Governors undertake their roles and responsibilities loyally and they have a strong interest in the day-to-day life of the school. They are developing an adequate understanding of how the school performs by listening to staff and visiting classes occasionally. The governors attend suitable training from time to time but do not challenge the school in sufficient detail as critical friends.

Improving quality: Adequate

The school plans adequately for improvement. This is based on a foundation of insecure strategic planning over time. Managers and leaders have an adequate understanding of the school's strengths and weaknesses by now and this leads to adequate standards and provision.

The school development plan, which stems from a recent self-evaluation, is beginning to have a positive effect on extending the school further. The plan is focused on targeting specific areas and adequate use is being made of data to track pupils' progress and improve standards.

Staff have been involved in a range of training and development opportunities. These include working in partnership with other schools and partners that include parents, the wider community and the LA. Adequate progress has been made since the last inspection due to the fact that the recommendation relating to developing the schemes of work has not been completed effectively in order to support the planning of learning and teaching.

Partnership working: Good

Partnerships with parents, the community and others are good and nearly all parents praise the school's 'open door' policy. Partnerships with local businesses are good with a number of them accepting visits from pupils. This has a positive effect on pupils' understanding of the world of work. Transfer arrangements between the nursery setting and the school are effective. Transfer arrangements between the school and the secondary school enable older pupils to be appropriately prepared for the next stage in their education.

Visits to the community and visitors from the community make a positive contribution to enriching pupils' experiences. Pupils' understanding of other cultures is developed well through studies of other countries such as Germany and continents such as Africa. The school supports appropriate charities and this raises pupils' awareness of the needs of others effectively.

Resource management: Adequate

Staffing, resources and the budget are managed and deployed satisfactorily to support improvements in learning. Teachers have the appropriate knowledge to deliver the curriculum adequately, although there are areas in need of improvement in relation to raising pupils' standards and curriculum planning. Support staff are deployed well and they work effectively alongside teachers in the classroom or on duties throughout the day.

Spending is clearly linked to priorities in the school development plan and managers monitor and manage spending well in order to ensure that it remains within budget. The strategy for developing the school for the future is adequate due to a lack of focus to the school's strategic direction. Therefore, the school provides adequate value for money in terms of pupils' outcomes, provision and leadership over time.

Appendix 1

National Curriculum Assessment Results

End of key stage 1:

KS1 National Curriculum Assessment Results 2010	Number of pupils in Y2	2
As the number of pupils that were eligible for assessment at the end of key stage 1 was less than five, no summary of information is included.		

National Curriculum Assessment Results

End of key stage 2:

KS2 National Curriculum Assessment Results 2010	Number of pupils in Y6	5	
As the number of pupils that were eligible for assessment at the end of key stage 2 was more than four but less than ten, only the general performance indicators are included.			
Percentage of pupils who achieve at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment.			
In the school	80%	In Wales	82%

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Fifteen parents or carers completed the questionnaire. In general, they expressed positive opinions about the school and its management. They felt that behaviour and teaching was good, that their children liked school, had enough exercise and enough additional support. They are satisfied that their children are treated fairly and with respect and that the children are safe in school. A parent expressed concern about one safety aspect. On the whole, they are comfortable to approach the school with questions and that the school helps children to become more mature and take on responsibility. They feel that children are helped to settle in well when they start school. Parents expressed less satisfaction with their children`s progress and that staff expect children to work hard and try their best. Also, with homework, regular information on children`s progress, understanding of complaints` procedures and the range of activities and preparations in place to prepare the children for moving on to the next school.

Responses to learner questionnaires

Twelve KS2 pupils completed the questionnaire. Nearly all pupils know who to talk to if they have any worries. All pupils feel safe, agree that homework helps them to understand and improve their work and that other children behave well in class and out of lessons. All pupils feels that the school deals well with any bullying, they know who to talk to if they have any worries, that the school teaches them to keep healthy and that there are many opportunities to exercise. Every pupil feels that they do well at school and that the teachers and other adults help them to make progress. All pupils feel that there are enough resources in the school.

Appendix 3

The inspection team

Mr Nick Jones	Reporting Inspector
Mrs Eleri Honour	Team Inspector
Mr Dylan Jones	Lay Inspector
Mr Kevin Williams	Peer Inspector
Mrs S Ephraim	School Nominee

Copies of the report

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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