

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Llanrug County Primary School
Caernarfon
Gwynedd
LL55 4AL**

School Number: 6612006

Date of Inspection: 19 October 2009

by

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Introduction

Llanrug County Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Llanrug County Primary School took place between 19/10/09 and 22/10/09. An independent team of inspectors, led by Edward Goronwy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **Standard** inspection.

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 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 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 National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Llanrug Primary School, a naturally Welsh school, is situated in the village of Llanrug, some five miles from the town of Caernarfon. It operates the Gwynedd Unitary Authority's (UA) language policy. The majority of pupils come from the village and the adjoining rural area. Economically, the residential area from where the pupils come is neither prosperous nor economically disadvantaged. Ten per cent of the pupils have been registered as being entitled to receive free school meals. This is lower than the local education authority's (LEA) average of 12.8% and the percentage for the whole of Wales of 17.5%. The language of the area is Welsh and Welsh is the main language spoken in the homes of 95% of the pupils. A few pupils arrive at the school who do not speak Welsh; they attend the LEA's language centre for a period in order to pick up the language quickly. Pupils represent the full range of ability. Results of baseline assessments at the school are around the county average.
- 2 Currently, there are 221 pupils from reception age to year (Y) 6 on the school's register. In line with LEA policies, pupils are accepted into the school on a full time basis in the September following their fourth birthday. Children are accepted into the nursery on a part-time basis in the September following their third birthday; currently, there are 37 children attending part time. Forty-seven pupils have been identified as having special educational needs (SEN) including 12 who are on 'school action plus' and three who hold statements of SEN. No pupil in the school receives learning support for English as an additional language, neither is there any pupil in the care of the local authority.
- 3 As well as the headteacher, there are another 10 full time teachers. There is also an additional part-time teacher. The headteacher was appointed to his post in January 1991. Numbers at the school have risen slightly since the school was last inspected in April 2003. In 2005, a 'Mudiad Ysgolion Meithrin' unit was established as part of the school and a new block was built for Y5 and Y6.

The school's priorities and targets

- 4 The school's aim is to create learning experiences where there are high standards for all pupils, giving them an opportunity to study all areas within the National Curriculum (NC). Through ensuring a lively and stimulating learning environment which is exciting for today and is also a preparation for the future, the school aims to:
 - create a caring, secure environment so that everyone who attends the school feels they are appreciated;
 - develop care towards the environment;
 - create a partnership with parents;
 - develop a positive role for the school within the community, and
 - create a 'feel good' factor, so that each individual feels good about themselves, about what they do and about the school.

- 5 The following priorities are listed in the school development plan (SDP) for 2009-2010:
- further develop the progressive work to promote the national strategies for the early years in Y1 and Y2, and move forward to incorporate elements of excellence in the scheme, in supporting children who move from Y2 to Y3 in key stage 2;
 - develop an action plan for incorporating the 2008 Curriculum changes into the school's current schemes of work;
 - continue with the Webster Stratton 'Incredible Years' training programme for teachers;
 - develop the school's personal and social education (PSE) programme to further develop some of the school's main aims such as respect, self discipline and a feeling of belonging to a cultured and civilised society;
 - continue to review and adapt the 'assessment for learning' strategy through defining good practice for teachers, and
 - further develop pupils' thinking skills.

Summary

- 6 Llanrug Primary School is a good school with many outstanding features. Its homely atmosphere is one of its main strengths. The outstanding relationship that exists between staff and pupils contributes substantially towards the quality of life at the school and the high standards of achievement. The use made of the community and the local area as a focal point for the teaching experiences together with the regular interaction between the school, the parents and the wider community are an exceptional feature of the school. The school has made outstanding progress since the previous inspection.
- 7 The findings of the inspection team agree with the school's judgement in each one of the seven key questions.

Table of grades awarded

Key Question	Inspection grade
1. How well do learners achieve?	Grade 1
2. How effective are teaching, training and assessment?	Grade 1
3. How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 1
4. How well are learners cared for, guided and supported?	Grade 1
5. How effective are leadership and strategic management?	Grade 1
6. How well do leaders and managers evaluate and improve quality and standards?	Grade 1
7. How efficient are leaders and managers in using resources?	Grade 1

- 8 Teachers' statutory assessments in 2009 show that 93.5% of pupils in key stage 1 achieve the core subject indicator (CSI) that is, the expected level 2 in the three core subjects of Welsh, mathematics and science in comparison with the national average of 81.1%. In the same year in key stage 2, 100% of pupils achieved the CSI at level 4 or higher in Welsh or English, mathematics and science in

comparison with the national percentage of 77%. Pupils' attainment in both key stages is substantially higher than the family, LEA and national averages. Attainment of pupils in key stage 2 in comparison with similar schools that is those schools with a similar number of pupils entitled to receive free school meals places the school in the highest 25%.

- 9 When considering the data over a period of three years, NC assessment results in both key stages are consistently higher than in similar schools with the CSI in the highest quartile in the last two years. There is no obvious significant pattern in the performance of boys and girls. Overall, girls' performance excels on that of the boys, reflecting the picture nationally.

- 10 Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
38%	62%	0%	0%	0%

- 11 These figures show a substantial improvement since the previous inspection. They also exceed the national picture as reported by Her Majesty's Chief Inspector (HMCI) in his annual report for 2007-2008.

- 12 The overall quality of the educational provision for children under five years of age is appropriate for their needs and the children make outstanding progress towards the results of the Foundation Phase.

- 13 Standards in the areas of learning inspected in the Foundation Phase are as follows:

Personal and social development, well-being and cultural diversity	Grade 1
Language, literacy and communication skills	Grade 1
Mathematical development	Grade 1
Knowledge and understanding of the world	Grade 1
Creative development	Grade 1
Physical development	Grade 1

- 14 In key stages 1 and 2, in the subjects inspected, standards of achievement are as follows:

Subjects	Key Stage 1	Key Stage 2
English	Not applicable	Grade 2
Design and technology	Grade 2	Grade 2
Geography	Grade 1	Grade 1
Music	Grade 2	Grade 2
Physical education	Grade 1	Grade 1

- 15 All learners, whatever their age, gender, ability, social, ethnic or linguistic background, including those with SEN, make outstanding progress towards attaining their potential.

- 16 The standards and progress of children under five and pupils throughout the school in their key skills is good with outstanding features. Throughout the school, the verbal communication skills of most pupils are outstanding. They read fluently in Welsh with good expression and understanding of the text. They write well in different linguistic formats. Even so, in key stage 2, the writing and presentation of the majority of pupils does not do their achievement justice. In key stage 2, the communication skills of most pupils in English are good. They

read fluently and confidently and use their writing skills effectively when dealing with a number of aspects of the curriculum.

- 17 Throughout the school, the mathematical, problem solving and creative skills of most pupils are developing well. They are very confident in using information and communications technology (ICT) and make wide use of their skills in researching, experimenting and presenting information. This is one of the school's strengths. Throughout the school, pupils' creative skills are good. Pupils' bilingual competence is outstanding.
- 18 Pupils' behaviour and attitudes, almost without exception, are outstanding during formal and informal occasions in the life of the school. This has a positive effect on the standards achieved. Average attendance at the school over the last three terms was 94.8%. This is higher than the local and national averages. Punctuality, with a few exceptions is good.
- 19 There are outstanding features to pupils' spiritual, moral, personal, social and cultural development. Their relationship with each other is outstanding. They are considerate, friendly and courteous to each other, staff and visitors. They work together effectively, mutually supporting each other in the classroom and around the school. They are aware of the need to keep healthy.
- 20 Pupils' awareness of the world of work and the workplace is good. There is an element of excellence in their understanding of local culture and traditions and their contribution and respect towards their community.

The quality of teaching and training

- 21 In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
42%	58%	0%	%	0%

- 22 These figures show a substantial improvement since the previous inspection. They also exceed the national picture as reported by HMCI in his annual report for 2007-2008.
- 23 There are outstanding features in the quality of the relationships between teachers, the learning support assistants and the pupils. Teachers and support staff work very closely together to create a climate that is conducive to effective learning. In the lessons judged to be outstanding, there are energetic and lively presentations, challenging tasks based on direct experiences, extended questioning skills and a variety of teaching strategies that promote independent learning. Throughout the school, there is evidence of thorough preparation and effective planning in response to the needs of different abilities within the class. There is an organised and positive atmosphere and good management at all times. Outstanding use is made of the assistants' skills.
- 24 Overall, the assessment, recording and reporting arrangements are good. They are operational and satisfy statutory requirements. Even so, insufficient regular use is made of assessment to track pupils' progress across the school. The school acknowledges this.
- 25 The school's response to the needs and interests of pupils and the wider community is outstanding. All pupils receive equal access to a broad and balanced curriculum. There is excellence in the use made of the locality as a

focal point for the learning. Learning experiences are enriched by extremely effective partnerships with the community, other schools and external agencies. Pupils' awareness and understanding of the world of work are promoted effectively by a wide range of links with businesses. From the Foundation Phase upwards, the school sets sound foundations for lifelong learning through ensuring that pupils are increasingly aware of their responsibility for their community and society globally.

- 26 The quality of the care, support and guidance offered to pupils is outstanding. The school works in outstanding partnership with the parents. The policies and all the required procedures relating to monitoring learners' punctuality, attendance, behaviour and performance are detailed and organised. The provision for pupils with SEN is outstanding and conforms fully to the statutory requirements. The school's procedures relating to equal opportunities and maintaining good behaviour are operational and extremely effective. This is reflected in the daily life and work of the school.

Leadership and management

- 27 There are several aspects of excellence in the school's leadership and management. The headteacher has a clear and challenging vision for the school based on sound values. This vision is supported by the effective and enthusiastic management team and staff. There is an element of excellence in the way in which governors fulfil their responsibilities. The governing body has been extremely involved in their effort to ensure a worthy financial allocation to the school.
- 28 The school's agreed aims and objectives are clear and focus on creating and maintaining a happy and effective learning community in order to improve learners' well-being and learning. The vision and direction set is clearly reflected in the work and ethos of the school. The school is progressive in responding to a number of national priorities and innovative in the use of ICT to extend and enrich learners' educational experiences and to share information extremely effectively.
- 29 There is a strong commitment towards continuous improvement at the school and a culture of self-evaluation exists within the school. The process is inclusive and there is an element of excellence in the way in which the school actively seeks the opinions of learners, staff, parents and governors. Procedures are comprehensive, although they do not currently focus sufficiently on the achievement of specific groups of pupils. The school acknowledges this.
- 30 Outstanding use is made of all the school's resources. The additional allocation of money from the LEA's 'size reduction grant' means that the school has a sufficient number of teachers and staff for the number of pupils. The commitment of all the staff in promoting the school's aims is extremely effective. The school has adapted the old 'Mudiad Ysgolion Meithrin' portacabin to create an additional overflow classroom for Y5 and Y6 pupils, and the governing body continues to work with the LEA to realise plans for the suitability and quality of the building in the future. Outstanding use is made of resources within and outside the school's boundary to create an environment that promotes the teaching and learning. The school has been progressive in providing ICT resources. The school's financial management is thorough. Finance is carefully supervised through taking stock of decisions. The school offers outstanding value for money.

Recommendations

In order to improve, the school needs to:

- R1 improve the quality of key stage 2 pupils' handwriting and the presentation of their work;
- R2 make better use of assessment in order to track pupils' progress throughout the school;
- R3 create more structured opportunities for staff to form an opinion on how well learners are achieving;
- R4 continue to work with the LEA to realise plans for improving the suitability and quality of the building on the site.

Recommendations R2, R3 and R4 are already priorities in either the self-evaluation report or the SDP.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

- 31 The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
- 32 Teachers' statutory assessments in 2009 show that 93.5% of pupils in key stage 1 achieve the CSI that is, the expected level 2 in the three core subjects of Welsh, mathematics and science in comparison with the national average of 81.1%. The attainments of pupils at seven years of age in the three subjects according to teacher assessments are higher than the family, LEA and national averages.
- 33 In the same year in key stage 2, 100% of pupils achieved the CSI at level 4 or higher in Welsh or English, mathematics and science in comparison with the national percentage of 77%. The percentage achieving higher levels in both key stages is also substantially higher than the LEA and national averages. Attainment of pupils in key stage 2 in comparison with similar schools that is those schools with a similar number of pupils entitled to receive free school meals places the school in the highest 25%.
- 34 When considering the data over a period of three years, NC assessment results in both key stages are consistently higher than in similar schools with the CSI in the highest quartile in the last two years. There is no obvious significant pattern in the performance of boys and girls. Overall, girls' performance excels on that of the boys, reflecting the picture nationally.
- 35 Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
38%	62%	0%	0%	0%

- 36 These figures show a substantial improvement since the previous inspection. They also exceed the national picture as reported by HMCI in his annual report for 2007-2008. Nationally, standards are good or better (Grade 1 and 2) in 84% of lessons and standards are outstanding (Grade 1) in 12% of lessons.
- 37 The overall quality of the educational provision for children under five years of age is appropriate for their needs and the children make outstanding progress towards the results of the Foundation Phase. They display positive attitudes to learning, work together well and undertake challenging activities enthusiastically, which strengthens and develops their learning.
- 38 Standards in the areas of learning inspected in the Foundation Phase are as follows:

Personal and social development, well-being and cultural diversity	Grade 1
Language, literacy and communication skills	Grade 1
Mathematical development	Grade 1
Knowledge and understanding of the world	Grade 1
Creative development	Grade 1
Physical development	Grade 1

- 39 In key stages 1 and 2, in the subjects inspected, standards of achievement are as follows:

Subjects	Key Stage 1	Key Stage 2
English	Not applicable	Grade 2
Design and technology	Grade 2	Grade 2
Geography	Grade 1	Grade 1
Music	Grade 2	Grade 2
Physical education	Grade 1	Grade 1

- 40 All learners, whatever their age, gender, ability, social, ethnic or linguistic background, including those with SEN, make good progress in gaining skills, knowledge and understanding. They achieve agreed targets and goals. As they move through the school, they ensure knowledge and show good understanding of their skills and use these skills in new situations confidently and successfully.
- 41 Throughout the school, the verbal communication skills of most pupils with each other and with adults are outstanding. Key stage 1 pupils listen well, communicate with each other and read and write according to their age and ability. They express themselves well showing an appropriate grasp of syntax and vocabulary. They speak confidently with each other and with adults. Pupils in key stage 2 express themselves effectively in formal and informal situations. They are very willing to discuss their work. They speak confidently, displaying a command of syntax and phrases. They listen intently to the teachers and to each other. Their ability to read in Welsh is good with most reading fluently, with expression and good understanding of the text. They write well in different linguistic formats. Even so, in key stage 2, the writing and presentation of the majority of pupils does not do their achievement justice.
- 42 In key stage 2, the communication skills of most pupils in English are good. They read fluently and confidently and use their writing skills effectively when dealing with a number of aspects of the curriculum.

- 43 Throughout the school, the mathematical, problem solving and creative skills of most pupils are developing well. They make very effective use of their number, measuring and data analysis skills to support their work in a number of subjects. They are very confident in using ICT and make wide use of their skills in researching, experimenting and presenting information. This is one of the school's strengths. Throughout the school, pupils' creative skills are good.
- 44 Pupils' bilingual competence is outstanding. They develop to be confidently bilingual and deal well with texts in both languages.
- 45 Pupils' behaviour and attitudes, almost without exception, are outstanding during formal and informal occasions in the life of the school. They are aware of the school's rules and respect them. They display an obvious interest in what they do, concentrate well and have clear pleasure from the broad experiences. Their ability to work independently under the direction of their teachers is good. Pupils are particularly courteous to adults, including visitors. The school has not had cause to exclude any pupil within memory. The school council operates well and maturely. Its homely atmosphere is one of the school's main strengths. This has a positive effect on pupils' progress and is praised by the parents.
- 46 Average attendance at the school over the last three terms was 94.8%. This is higher than the local and national averages. Punctuality, with a few exceptions is good.
- 47 There are outstanding features to pupils' spiritual, moral, personal, social and cultural development. Their relationship with each other is outstanding. They are considerate, friendly and courteous to each other, staff and visitors. They work together effectively, mutually supporting each other in the classroom and around the school. Their understanding of honesty and fair play are evident in all aspects of their work and they display respect, care and clear concern for others. They are aware of the need to keep healthy. Various experiences within and outside school are a natural part of the everyday life and experiences of each pupil. Visits to residential centres contribute greatly to the good social skills seen. All this contributes substantially to creating a pleasant ethos that promotes learning.
- 48 Pupils' awareness of equal opportunities is good. They respect diversity in society and respond positively and supportively to different cultures. Their understanding of being a good citizen is clear and they show sympathy for those less fortunate than themselves.
- 49 They respond very positively to religious studies that discuss the customs and traditions of other religions. They show respect and obvious interest during collective worship services.
- 50 Pupils' awareness of the world of work and the workplace is good. There is an element of excellence in their understanding of local culture and traditions and their contribution and respect towards their community. This enables them to develop a good understanding of the world around them and gives them a sound foundation on the importance of the world of work and citizenship.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 1: Good with outstanding features

51 The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.

52 In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
42%	58%	0%	%	0%

53 These figures show a substantial improvement since the previous inspection. They also exceed the national picture as reported by HMCI in his annual report for 2007-2008. Nationally, the quality of teaching is good or better (Grade 1 and 2) in 83% of lessons and the quality of teaching is outstanding (Grade 1) in 16% of lessons.

54 The quality of teaching has a positive effect on pupils' attitudes towards learning and their standards of achievement. Outstanding teaching was observed across the school.

55 Where there are outstanding features in lessons, they include:

- interesting and lively presentations and tasks that stimulate pupils' interest and motivation, including opportunities for them to develop their independent learning skills;
- extremely good questioning skills that lead to pupils making good progress in their ability to communicate;
- exceptional use of resources and especially the local environment, which stimulates pupils and enhances their learning, and
- outstanding support for learners of all abilities provided by conscientious and skilful learning assistants.

56 In all the lessons seen, the good features include:

- very careful planning and clear learning objectives for all pupils;
- good subject knowledge with suitable tasks that meet the needs of the individuals;
- good classroom organisation and appropriate use of resources by teachers, including ICT, with pupils actively involved in their learning;
- good pace to lessons with high expectations of each pupil;
- effective use of a range of strategies, including whole-class, group, pair and individual work;
- appropriate intervention by teachers in line with all pupils' age and ability, and
- effective use of praise and encouragement to motivate pupils and reward their efforts.

57 Teachers have an outstanding relationship with the pupils, based on trust and respect. They know their pupils well and are aware of their needs. There are very good transfer links from the Mudiad Ysgolion Meithrin group that enables children to settle in quickly to the routine of the nursery class.

- 58 In the Foundation Phase, teachers have a clear understanding of the needs of young children and the planning is effective. Lessons are exciting, stimulating, based on direct experiences and provide an appropriate balance between activities induced by children and those led by adults. Information gained from baseline assessments on entry and the statutory baseline is used effectively to ensure tasks given to pupils are in accordance with their needs.
- 59 Teachers use a good range of techniques to enhance pupils' bilingual skills, especially those for speaking and listening. This is particularly effective in the Foundation Phase and key stage 1 with staff sensitive to the needs and welfare of pupils who start at the school who are only able to speak English. In key stage 2, dual literacy is promoted very effectively.
- 60 Overall, the assessment, recording and reporting arrangements are good. The school meets the statutory requirements for assessment, recording and reporting. Assessment on entry is undertaken as children start in the nursery class and the statutory baseline assessment is undertaken in the reception class. Teachers continue to observe pupils closely and develop assessment in line with the Foundation Phase.
- 61 In key stages 1 and 2, the school uses a range of standardised tests as well as teacher assessments to assess pupils' progress and to set targets. The current procedures do not make full use of this information to track pupils' progress in all subjects throughout the school.
- 62 Work is marked regularly and verbal and written feedback is given. In the best examples, constructive comments are given to help pupils to understand how they can improve their work. Pupils are encouraged to assess their own work against success criteria that are set clearly at the beginning of the lesson. Targets are set in language and mathematics and placed at the beginning of pupils' books.
- 63 Arrangements are in place to standardise and moderate teachers' assessments in collaboration with other local primary schools as well as the secondary school.
- 64 Annual reports to parents meet statutory requirements and provide useful information on pupils' progress and what they have been studying. Parents and pupils respond to the reports and are encouraged to discuss them with each other.
- 65 A CD was recently distributed to all parents/carers to show the range of opportunities provided in the Foundation Phase and the skills developed by learners. It is an extremely effective tool to inform parents of recent developments within the Foundation Phase.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 1: Good with outstanding features

- 66 The findings of the inspection team agree with the judgement given by the school in its self-evaluation report.
- 67 The school's response to the needs and interests of pupils is outstanding and offers equal access to a broad and balanced curriculum. The school has paid careful attention to adapting the schemes of work in response to the

requirements of the Foundation Phase, the revised curriculum and assessment arrangements in Wales in 2008 and the skills framework. The content of the local Standing Advisory Council on Religious Education's (SACRE) syllabus is fulfilled well. The school fully conforms to the statutory requirements.

- 68 Very detailed policies and schemes of work have been prepared for all the areas of learning. The planning is very thorough and ensures stimulating and interesting activities. This ensures breadth, balance, progression and continuity.
- 69 The overall provision in the Foundation Phase is outstanding. It meets the needs of the children and encompasses all the areas of learning very effectively. It is soundly based on the principles of the Foundation Phase and has developed the ethos and the pedagogy according to WAG guidelines.
- 70 Good opportunities with some outstanding features are provided to ensure that pupils gain the basic and key skills. There are outstanding features to the way in which ICT and numeracy have been woven into several aspects of the curriculum. Outstanding attention is given to promoting pupils' problem solving skills and their ability to make choices and be creative. Good attention is paid to promoting communication skills in both English and Welsh.
- 71 There is excellence in the educational provision away from the school site and outside normal school hours. The use made of the locality as a focal point for the learning is particularly good. These experiences enhance and enrich the curriculum extremely effectively. They are numerous and promote and support aspects of the curriculum and the development of pupils' personal and social skills very successfully.
- 72 The learning experiences promote pupils' personal development which includes their spiritual, moral, social and cultural development, outstandingly. Pupils' awareness of Christian values is developed effectively. There is a particularly reverent atmosphere to the collective worship sessions. The school conforms fully to the statutory requirements. Circle time sessions contribute well to pupils' development and understanding of moral and social issues and help them to respect truth and justice. Appropriate importance is paid to the requirements of the PSE programme in the school's daily life.
- 73 Learning experiences are enriched by effective partnerships with parents. The close collaboration between the parents and the school significantly enriches pupils' learning experiences. The Parents and Teachers Association works hard and contributes well towards buying and renewing learning support resources and educational visits.
- 74 There are also strong partnerships with the community, other schools and external agencies. Outstanding use is made of the resources in the locality such as Llanberis, Caernarfon and Snowdonia. Regular visits reinforce the work in class and visitors from the community come in to talk to pupils on a number of topics.
- 75 There are good links and partnerships with primary schools in the catchment. The arrangements for the transfer of pupils to the local secondary school are good, with visits from the transition teachers.
- 76 Pupils' awareness and understanding of the world of work are promoted by a wide range of links with businesses. Many members from the workplace come

to the school to discuss their work with the pupils as part of their educational programme. Outstanding attention is paid to developing pupils' entrepreneurial skills. Through a range of activities such as selling plants, creating websites for local businesses and an entrepreneurial and global citizenship scheme, pupils receive valuable opportunities in this area.

- 77 The provision for developing pupils' bilingual skills is outstanding. Presenting aspects of subjects through the medium of English and Welsh promotes their development effectively. Good attention is paid to studying Welsh heritage. The requirements of the Cwricwlwm Cymreig are satisfied fully. These aspects of the school's work are very evident in several areas of learning.
- 78 The school has the required policies for equal opportunities, anti racism, risk assessments, child protection and access for the disabled. The policies are administered effectively and are reviewed carefully and methodically.
- 79 The attention paid to sustainable development is outstanding. The school's commitment to the Healthy Schools, Green Schools and Fair Trade schemes ensures appropriate emphasis on promoting aspects such as healthy eating, promoting fitness, sustainability and environmental responsibilities in the school's priorities.
- 80 From the Foundation Phase upwards, the school sets sound foundations for lifelong learning through ensuring that pupils are increasingly aware of their responsibility for their community and society globally.

Key Question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features

- 81 The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
- 82 The school succeeds in its aim of creating an ethos that encourages positive values and attitudes and the quality of the care, support and guidance offered to pupils is outstanding. Pupils are extremely happy at the school and there is a very good relationship between the pupils themselves and with all the members of staff. The school has a caring and inclusive ethos and pupils are appreciated and supported by all. The respect shown towards pupils, the emphasis on raising self esteem and the focus on developing an awareness of the needs of others are very strong aspects of school life. Pupils feel comfortable in their ability to turn to any member of staff for support or guidance.
- 83 The school works in outstanding partnership with the parents and great emphasis is placed on this aspect in the life and work of the school. Parents have clear confidence in the care and guidance their children receive and in the way the school responds immediately to any causes for concern.
- 84 Pupils settle in quickly following their transfer from the Cylch Meithrin. Through the close links and involvement between the school and the Cylch Meithrin, this is very successful. Pupils immediately feel secure and at home and receive good support from the teachers and assistants. There is a very effective transition programme in place for Y6 pupils before they transfer to the secondary school.
- 85 Very detailed consideration is paid to PSE when arranging activities. Pupils benefit substantially from the opportunities they receive during specific lessons,

daily collective worship and circle time sessions. The school council contributes towards this and represents the pupils very effectively ensuring that the pupils' voice is taken seriously. They meet regularly and discuss matters that arise in a mature and responsible way. There are effective arrangements for ensuring that learners are aware of the need to remain healthy.

- 86 The policies and all the required procedures relating to monitoring learners' punctuality, attendance, behaviour and performance are detailed and organised. They are all comprehensive and have been drawn up carefully. Registration and the associated administration, with good records, respond to statutory requirements.
- 87 All members of staff know the school's arrangements relating to child protection and the implementation arrangements are well established. There are clear policies and procedures to ensure the well-being, health and safety of pupils and issues that are a cause of concern receive immediate attention. Security of the building is also effective. Risk assessments receive extremely careful attention and are an outstanding feature of the school's work.
- 88 The provision for pupils with SEN is outstanding and conforms fully to the statutory requirements. The school has detailed and effective arrangements for identifying pupils who need support at an early stage. The SEN co-ordinator (SENCo) keeps current and coherent records of the work and reviews the provision regularly. She gives extremely effective support and guidance to the teachers and assistants.
- 89 The arrangement of providing support for pupils in a dedicated homely room is a means of creating confidence and improvement. Differentiated planning in the classrooms is good and appropriate for pupils' needs. Efficient use is made of support services to help the pupils.
- 90 The individual educational plans (IEPs) that are carefully prepared for pupils with SEN include specific learning targets and correspond very well to their needs. These are reviewed regularly. School records show that pupils make good progress.
- 91 The school has clear and active policies for promoting equal opportunities, racial equality and diversity. Suitable opportunities are provided for boys and girls to attend all activities in the school and extra-curricular activities. Outstanding attention is paid to tolerance, interrelationships and respect for others within circle times, collective worship assemblies and the general life of the school. Gender equality is ensured in the curriculum through challenging stereotypical opinions effectively. The few pupils of ethnic origin who attend the school integrate extremely quickly and successfully.
- 92 Behaviour is monitored and controlled effectively. The school has a number of very effective measures to eliminate oppressive behaviour such as bullying. For example, the clear guidance and the consistency of all members of staff ensure a good climate for promoting acceptable behaviour. The school monitors and responds well to instances of oppressive behaviour, and takes sensible steps to prevent unacceptable events from happening again. This was confirmed by the school council.

- 93 The school has taken all reasonable steps to ensure that disabled pupils do not suffer from being treated less favourably. Appropriate adaptations to prevent them being placed under significant disadvantage have been undertaken.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

- 94 The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
- 95 There are several aspects of excellence in the school's leadership and management. The headteacher has a clear and challenging vision for the school based on sound values. He is highly respected in the school community. The vision is supported by the effective and enthusiastic management team and staff. There is a strong commitment towards continuous improvement at the school.
- 96 The outstanding relationship between the staff has a positive effect on the personal, social and educational development of the pupils. It is emphasised that all members of staff are leaders at different levels, and that all members of staff therefore have managerial responsibility at different levels. The roles of the subject team leaders promote good collaboration and support for all teachers. The contribution of the classroom assistants is extremely effective. An effective team exists at the school, with children, parents, staff and governors working effectively towards the same aim.
- 97 The school's agreed aims and objectives are clear and focus on creating and maintaining a happy and effective learning community in order to improve learners' well-being and learning. The vision and direction set is clearly reflected in the work and ethos of the school. The use made of the community and the locality as a focus for teaching experiences is outstanding. The school website shows how far the school has developed modern technology to offer professional interactive guidance between the school, the homes and the LEA. The gallery on the school website reflects a modern and comprehensive curriculum.
- 98 The vision comes from effective awareness of the most recent developments, locally, nationally and internationally, that affect children's education and what makes a school effective. The school is progressive in responding to a number of national priorities and innovative in the use of ICT to extend and enrich learners' educational experiences and to share information extremely effectively. Appropriate emphasis is placed on the Healthy Schools and Green Schools principles. The school has responded very positively in preparing for the Foundation Phase and in reviewing the termly schemes of work in response to the revised curriculum and assessment arrangements for pupils in key stage 2. There is good collaboration with other local schools within the cluster, for example in developing aspects of Physical Education and Sport and in jointly moderating key stage 2/key stage 3 assessments. There is also effective collaboration with other agencies such as welfare and road safety.
- 99 The school has an appropriate method for target setting. Challenging but achievable targets and expectations are set for staff and pupils and there is a great emphasis on team work.

- 100 Effective performance management arrangements have been established to improve teachers' skills and proficiency. Good opportunities are provided for staff to attend appropriate local and national courses. Support and advice is given to all members of staff. Each individual's contribution and commitment is appreciated by the school.
- 101 There is an element of excellence in the way in which governors fulfil their responsibilities. They have a good knowledge of the school, understand their roles and make a particular contribution especially in relation to finance, performance management and buildings. They make an effective contribution to setting the strategic direction for the school, carefully weighing up the options presented to them by the headteacher. The governing body has been extremely involved in their effort to ensure a worthy financial allocation to the school.
- 102 The governing body fully satisfies all its legal duties. Governors are involved in the process of drawing up and adopting aims and policies, and of ensuring that parents receive full information about the school's arrangements, developments and progress through the Prospectus and the Annual Report. They take their role as critical friends seriously and through receiving information and visiting the school are effectively involved in the process of improving pupils' learning and welfare.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 1: Good with outstanding features

- 103 The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
- 104 The headteacher and staff show complete commitment to maintaining high standards and a culture of self-evaluation exists within the school. The curricular areas and aspects to receive attention over a period of three years are clearly identified. Findings from the self-evaluation programme are used to influence the priorities identified in the SDP.
- 105 A number of methods are used within the self-evaluation system, including looking at learning plans, discussing together examples of pupils' work and carefully analysing results of formal assessments. Termly reports from advisers are received for the attention of the headteacher and board of governors. Through exchanging classes, subject leaders become increasingly aware of the school's strengths and areas to be developed. Even so, current arrangements do not take sufficient advantage of direct evidence of the quality of teaching and learning throughout the school.
- 106 There is an element of excellence in the recent innovative developments of recording classroom activities. Through replaying the material, teachers have more time to analyse pupils' responses and to consider the teaching and learning methods. This method of working has been very successful in developing 'assessment for learning' in the Foundation Phase. Digital portfolios have been created that give examples of good practice in several aspects of the school's work. Effective use is made of them in some subjects as a tool to improve aspects of the teaching. Even so, overall, the self-evaluation process throughout the school does not focus specifically enough on evaluating the

standards achieved by pupils across the school and what they need to do in order to improve.

- 107 The self-evaluation process is inclusive and there is an element of excellence in the way in which the school actively seeks the opinions of learners, staff, parents and governors. Governors, parents and learners receive outstanding opportunities to offer an opinion on a wide range of the school's aspects through questionnaires and visits. A response is received from a high percentage of parents, and these are analysed carefully. The school acts appropriately on a number of the recommendations. Learners also have an opportunity to express an opinion through the school council. The practice of using technology as well as purposeful visits to include parents in the process of evaluating developments such as the Foundation Phase is extremely effective.
- 108 The self-evaluation report drawn up by the school before the inspection is comprehensive and thorough. It identifies strengths and areas for development. The findings of the inspection team agree with the school's judgements in all of the seven key questions.
- 109 The findings of the self-evaluation are used effectively as a foundation for prioritising for the future. A programme to meet the needs identified is implemented through the SDP. The priorities set in the current plan are suitable for the development of the school. Methods of action are identified under different priorities and the expected outcomes together with the proposed monitoring. Implementation responsibilities are also identified and resources are earmarked to support the developments. The operation of the programme will be monitored and evaluated against the targets and the success criteria. Even so, although aspects of learners' standards of work are included, the success criteria are not specific enough in terms of the achievement of specific groups of pupils. The school acknowledges this.
- 110 The school has made outstanding progress since the previous inspection. Appropriate steps have been taken in response to all the key issues. The steps taken have had a positive effect on pupils' standards of achievement. The school succeeded in building on the good standards of achievement and teaching identified in the previous report ensuring excellence in three of the subjects/ aspects inspected. There has been outstanding development in aspects of the self-evaluation process and in the contribution of the management team to school development. The short term planning is an effective tool for challenging pupils across the ability range. There has been substantial investment in order to solve some of the difficulties with the building. The school has responded positively to health and safety issues identified during the inspection.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features

- 111 The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
- 112 The school employs an appropriate number of experienced and qualified teachers to present the curriculum and to support pupils in their learning and their development. The quality of the staff team has an outstanding effect on standards. Support staff make a very positive contribution towards pupils'

learning. Outstanding use is made of the additional staffing available in the Foundation Phase.

- 113 Staff have been deployed well and the best use is made of their expertise throughout the school. There are effective procedures in place to develop staff in line with the priorities in the SDP and their individual professional development. The workforce has been remodelled effectively. The arrangements for teachers' planning, preparation and assessment time is well managed and are productive.
- 114 The school has a wide range of learning resources that correspond well to the learning experiences for all ages and subjects. They are of good quality and very effective use is made of them during lessons. The school has made a significant investment in ICT. This is used very effectively to involve the pupils and to develop their skills. The location of a weather station on the school's roof enables pupils to have immediate access to detailed information on the weather across the United Kingdom. Outstanding information is available to parents on the school's website. There is a very effective system in place to evaluate needs and identify resources throughout the school. The school's expenditure corresponds to the priorities in the SDP. Expenditure is prioritised in line with teaching and learning needs which ensures that resources are of benefit to pupils and have a positive effect on standards.
- 115 Good features outweigh shortcomings in respect of the school's accommodation. The school has adapted the old 'Mudiad Ysgolion Meithrin' portacabin to create an additional overflow classroom for Y5 and Y6 pupils, and the governing body continues to work with the LEA to realise plans for the suitability and quality of the building in the future. The nature of the building and the site limits access to aspects of the curriculum. The nature of the building also affects the daily routines during wet weather. Despite these shortcomings, the staff make outstanding use of the space available in the school. The site is very clean and is maintained well. The classrooms and corridors are colourful and welcoming. The displays are attractive, stimulating and create an exciting atmosphere that promotes the teaching and learning. The environment within and outside the Foundation Phase is particularly attractive and has a positive effect on the attitudes of children under five towards learning. The school recognises the need to extend this aspect in order to meet the needs of the Foundation Phase. Despite the limitations in the size of the school hall, the staff ensure that pupils have access to the full range of activities through making use of the facilities in the secondary school and the local leisure centre. Outstanding use is made of the local environment. This has a positive effect on standards throughout the curriculum.
- 116 Financial management is extremely thorough. The headteacher and governing body consider the school's budget very carefully and then budget for priorities. The governing body has been proactive in ensuring the reduction in the size of classes. They monitor and evaluate the school's needs regularly in order to ensure outstanding value for money.

Standards achieved in subjects and areas of learning

Foundation Phase

Foundation Phase: Grade 1: Good with outstanding features

117 Children in the nursery and reception classes follow the Foundation Phase.

118 The overall quality of the educational provision for children under five years of age is appropriate for their needs and children make good progress towards the Foundation Phase outcomes.

Personal and social education, well-being and cultural diversity

Grade 1: Good with outstanding features

Outstanding features

119 Children make outstanding progress in their personal and social development. They display very good social skills as they work in small groups or in pairs. Children display kindness and consideration and are friendly and courteous towards each other, staff and visitors.

120 Children have very positive attitudes towards learning and enjoy their work and play. They have high levels of motivation and interest and complete their tasks with enthusiasm and maintain their concentration well.

121 Standards of behaviour are outstanding. The 'Llond Llaw' rules are used effectively to explain the rules and expectations and to reinforce appropriate behaviour. The behaviour and attitudes reflect the school's ethos and children display consideration, courtesy and respect towards others.

122 Children receive opportunities to choose activities in the continuous provision. They do so confidently and take responsibility for their own actions. They concentrate for extended periods of time showing persistence, perseverance and self-determination.

Good features

123 Children settle in quickly to the nursery and cope confidently with routines including break time, tidying up time, self-registration, and most can cope with the toilet routine. They display a high level of self responsibility for their age. They have a good understanding of the relationships between feelings and actions and learn to take their turn and share toys.

124 Children are aware of Welsh culture and their local community and are developing an awareness of other cultures.

125 Children and their parents prepare a treasure box as a home school project and use these effectively to support the transition in respect of well-being. They are used in activities and succeed in engaging pupils in their learning.

Shortcomings

126 There are no important shortcomings.

Language, literacy and communication skills

Grade 1: Good with outstanding features

Outstanding features

- 127 Children make outstanding progress in developing their communication skills. They listen intently to adults and peers, especially during whole-class discussions and story sessions. Their ability to listen for extended periods and to speak with adults and in front of others has been developed very well.
- 128 The majority speak clearly and can express their needs and ideas very well. They acquire an increasing vocabulary and speak confidently and respond to instructions. In reception, they speak in sentences, expressing their opinions effectively and using a very good range of descriptive words. Many ask penetrating questions and make sensible comments on an activity.
- 129 They enjoy speaking about their experiences and can explain what they are doing. During role-play, individuals are particularly enthusiastic as they create dialogues in a variety of situations such as the shop and the stage of the Eisteddfod at Bala.
- 130 A very small minority start in the nursery with very little or no Welsh. Through a very effective immersion programme, they make outstanding progress in acquiring the Welsh language.
- 131 Children enjoy the stories and listen intently, showing high levels of concentration. They respond very well to stories, recall the main points, answer a range of questions and give their opinion confidently.
- 132 Children make very good progress in developing their early writing skills. They become involved in a variety of mark making activities in a range of contexts both inside and outside, using a range of methods and tools. They display a good understanding of the functions of writing.

Good features

- 133 Children take part confidently in show and say activities that form a regular part of the nursery routine. Children show enjoyment and enthusiasm as they perform a repertoire of poems, rhymes and songs.
- 134 The development of early reading skills is good. Most children in the nursery know their names and handle books with care, turning the pages appropriately and discussing pictures with a good awareness of detail; they understand that print conveys meaning. In reception, children begin to recognise and read simple texts and words.
- 135 In reception, children can recognise a number of letters from the alphabet and know their sounds and symbols and produce them using a range of media, including glitter, paint, dough and the interactive whiteboard.

Shortcomings

- 136 There are no important shortcomings.

Mathematical development

Grade 1: Good with outstanding features

Outstanding features

- 137 Children make very good progress in their mathematical development. Through a wide range of learning activities, nursery and reception children develop a very good range of mathematical skills which they use in a range of contexts.
- 138 Across the Foundation Phase, children have a developing concept of number and learn to count and apply their knowledge to real life situations such as cooking and in role play. Children respond to and join in a range of familiar number rhymes, stories and songs, activities and games. In reception, children can count aloud past 20. Most can undertake simple addition.
- 139 The use of mathematical language has been developed very well. Children understand that zero means nothing and show good understanding of 'more than' and 'less than' as well as locational language.

Good features

- 140 During role-play in the shop, children develop an increasing appreciation of the value of money and the use made of it. They recognise some coins and written symbols as prices. They begin to add, using money at a simple level.
- 141 Children in nursery and reception can sort and match a variety of objects in line with simple criteria accurately. In reception, most children can sort using more than one criterion and arrange and count familiar objects.
- 142 Children can recognise a range of basic shapes in their learning environment and know the difference between one and another. Some more able children can name two or more three-dimensional shapes. They can repeat a series of patterns.

Shortcomings

- 143 There are no important shortcomings.

Knowledge and understanding of the world

Grade 1: Good with outstanding features

Outstanding features

- 144 All children in nursery and reception experience a wide range of direct learning experiences daily, both outside and inside, which stimulate their interest and curiosity to explore the world around them. As a result, they acquire very good knowledge and understanding of their environment and develop very effective investigation skills.
- 145 Nursery and reception children develop very good thinking and problem solving skills. They ask appropriate questions and begin to appreciate the wonders of the world.
- 146 Through exciting, innovative and focussed lessons, children develop their knowledge and understanding of their own country and an awareness of life in other countries. In the reception class, through role play, children experience a journey to France. Effective use of the interactive whiteboard allows them to

look at scenery and hear the language and music. Their understanding is enriched by activities where they taste French food, undertake role-play in Euro Disney and build the Eiffel Tower in the building area. They express their opinion on the journey, the safety aspects, the food, the French flag and national anthem and the music.

147 Children develop good enquiry skills through handling a range of visual historical artefacts and resources. In reception, they look at a range of cameras and pictures from different periods up to the present. They handle objects appropriately, describe what they see and offer simple explanations.

Good features

148 Nursery children develop a concept of time through arranging the day according to routines and describing the order of events.

149 Nursery and reception children develop an awareness of the weather and seasonal changes and knowledge of animal and plant life. They know the names of common fruits and vegetables and have an increasing awareness of their senses.

150 Children can relate events and stories from the past and develop an understanding of the passing of time.

Shortcomings

151 There are no important shortcomings.

Physical development

Grade 1: Good with outstanding features

Outstanding features

152 In nursery and reception, children enjoy all types of physical activities and apply themselves very enthusiastically. Their fine and gross motor skills have been developed very well.

153 Children move very confidently around the classroom and the outdoor environment. Children display very good appreciation of personal and general space, showing very effective skills when running, jumping and digging. They are aware of what their bodies can do and show outstanding balance, control, flexibility and co-ordination. Children are competent in controlling their bikes and running around obstacles.

154 Children handle a range of items such as pins, pencils, crayons, paint brushes, gluing materials and robotic toys skilfully. They develop their manipulative skills and their hand eye co-ordination effectively through focussed tasks and through activities in the continuous provision that allows them to exercise and refine their skills.

Good features

155 Nursery and reception children become increasingly aware of the need for exercise and healthy food in order to grow and be healthy. They are also aware of the need to move safely and to consider others when involved in physical activities.

156 In the hall, reception children display awareness of health and safety issues and the importance of warming up before exercise and of warming the body down at the end. They listen and readily respond to instructions. They discuss their work in pairs and offer suggestions for improvement.

157 Children display good skills in building activities where they work with accuracy. Outside, they work together as part of a group to build large structures with cages.

Shortcomings

158 There are no important shortcomings.

Creative development

Grade 1: Good with outstanding features

Outstanding features

159 Nursery and reception children show some outstanding abilities in their creative development. The standard and range of art work is exceptional. Children explore pattern, tone, shape, colour and form using a wide range of materials. They make choices and experiment with colour, paint, glue, cough and a range of materials and textures. Children use a range of equipment confidently in various techniques.

160 They use computerised programmes to improve their artistic skills. Their self portraits display their outstanding observational skills.

161 Children speak enthusiastically about their work, explaining the stimulus and the process and expressing an opinion on the final result.

Good features

162 Children interact well in role-play situations. They play very well with each other when involved in purposeful dialogue and undertake the different roles and characters with imagination.

163 In nursery and reception, children enjoy music and know a range of songs, rhymes and hymns and sing them confidently and enthusiastically. Most clap and can keep the beat and each one joins in the movements. They receive opportunities to investigate a range of sound sources and experiment in producing sounds of different qualities.

Shortcomings

164 There are no important shortcomings.

English

English is not formally introduced in Key Stage 1.

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

165 The majority of pupils throughout key stage 2 make good progress in their speaking, listening, reading and writing skills.

166 They listen well and express themselves confidently orally and use appropriate vocabulary to convey their ideas and experiences clearly. By the end of the key stage, many can discuss a variety of topics at length.

- 167 The majority of key stage 2 pupils read independently at a level appropriate to their age and ability. The less able use a number of strategies to help them when needed for example, through building words phonetically or using the context of the story.
- 168 By the end of the key stage, many read fluently. They refer confidently to the features of a book and discuss main events and characters with confidence and understanding. Pupils in the upper ability tier read with expression and intonation basing their interpretation on grammatical features such as commas, full stops, question and exclamation marks. They can display a keen awareness for the content of what they are reading.
- 169 The majority of pupils know the difference between fiction and factual text and give good reasons for selecting their books. By the end of key stage 2, they speak confidently about a range of literature and their favourite authors. They use a range of sources successfully in order to recall and gather information, including the internet, in their studies across the curriculum.
- 170 At the beginning of key stage 2, the majority of pupils use suitable vocabulary and syntax in their work and succeed in linking and sequencing sentences. They display an increasing understanding of sentences when writing independently for different purposes.
- 171 By the end of the key stage, varied work in respect of range and purpose can be seen. The majority of pupils write confidently using a range of different styles for different purposes and audiences. They have a good understanding of grammatical conventions and sentence structures. Overall, the spelling of the majority is correct. More talented pupils begin to use paragraphs well.

Shortcomings

- 172 Although there are no important shortcomings, the handwriting of many pupils is inconsistent in quality.

Design and technology

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

- 173 Most pupils are increasingly aware of the design process. They convey their ideas through drawings, identifying the materials needed and listing the steps taken during the making process. They display increasing understanding of how to use tools and equipment safely. Their awareness of the importance of hygiene and safety when they are involved in food technology is good. In both key stages, pupils succeed well in creating links between the subject and other aspects of the curriculum.
- 174 In key stage 1, pupils respond to their tasks in a manner appropriate to their age and ability. Their ability to cut and join a range of materials is developing appropriately. They are aware of the need to consider success criteria when responding to a task. They carefully observe for example, the construction of a brick wall before beginning to build their own little house. The majority can explain the method and make sensible comments on how they can improve their work.

- 175 Most key stage 2 pupils are aware of the design process and can discuss the basic elements of research, planning, designing and making sensibly. They are aware of the need to consider success criteria when responding to a task. They use a range of products and materials confidently. The ability of most to use simple techniques and equipment to cut, shape, join and mix materials and ingredients is developing appropriately.
- 176 They are aware of the need to undertake detailed research for example, on lighthouses before beginning to make their own models. They record their ideas through using pictures and sketches to show details of their designs. They can explain the method and make sensible comments on how they can improve their work. By the end of key stage 2, most are aware of how their technology work can support their work in other fields, for example, when examining and making a cart to carry slates.
- 177 Their ability to work together, using their problem solving and ICT skills when researching is developing well.

Shortcomings

- 178 In key stage 2, pupils' awareness of how to use technology to control different types of movement is limited.

Geography

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Good and outstanding features

- 179 The geographical vocabulary of most pupils is developing well throughout both key stages. They use a range of secondary sources in order to develop geographical skills and record their work in a variety of suitable methods. In key stage 2, most pupils make outstanding use of their ICT skills to glean information and present their findings.
- 180 Throughout the school, all pupils know and describe weather features coherently and carefully. They are very confident in describing what is similar and different from month to month and from area to area. They describe causes and results of change in places and the influence it has on the environment very successfully. Their interpretation of the information and their talent in describing and recording patterns is outstanding.
- 181 The understanding of all pupils of the need to protect the environment is good and they understand the effect of erosion and pollution. They display a clear awareness of the importance of recycling.
- 182 Many key stage 1 pupils show good knowledge and understanding of simple plans and maps including aerial photographs and recognise the features of their locality very well. They confidently and successfully follow a journey around the village on a sketch map, noting the physical and human features and identifying well those that give character to their village. They display very good skills in using simple grid references to locate features on a map. They understand the need for a key and a grid when using a map.

- 183 Most key stage 2 pupils have a good knowledge of the names and locations of countries in Europe and the rest of the world and correctly identify and name the continents and oceans.
- 184 Most pupils in key stage 1 know the features and properties of different local areas well, for example, the country code, mountainous area, and the influence of tourists. They express a wise opinion on the attractive and unattractive features of their community's environment. In their studies on Kenya, they understand clearly the differences between aspects of the inhabitants' lives and their own lives in Wales.
- 185 In key stage 2, many pupils show an increasingly sound and developmental knowledge and understanding of the location, features and character of places they are studying. They use their geographical investigation skills very well as they compare human and physiological features between places. For example, they develop a better and fuller understanding of their own neighbourhood together with, for example, Italy and Lesotho.
- 186 In key stage 2, most pupils extend their mapping skills outstandingly. They become familiar with following instructions, guessing distances, using coordinates and understanding scale. They interpret symbols and keys well. Many pupils offer good reasons for some of their observations and their judgement of places as they study ordnance survey maps, aerial photographs, an atlas and a globe.

Shortcomings

- 187 There are no important shortcomings.

Music

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

- 188 In both key stages, most pupils have a balanced range of skills in composing, performing and evaluating music.
- 189 Pupils in key stage 1 sing a range of songs and hymns enthusiastically with clear articulation, good phrasing and sound intonation.
- 190 Most can maintain a steady beat to accompany their singing through clapping and using untuned percussion instruments. They are aware of beat and rhythm, copy simple rhythms correctly and are aware of the value of a note. They play simple patterns on percussion instruments, using a limited range of notes.
- 191 Most pupils have good evaluative skills. They discuss their own work and offer suggestions for improvement. They listen carefully to music of other composers and respond appropriately, discussing some of the musical elements well and expressing their feelings.
- 192 In key stage 2, most pupils develop their performing skills well. They sing an increasing repertoire with confidence and enjoyment and with an increasing control of musical elements. Key stage 2 pupils' appreciation of musical elements is good.

193 They use their knowledge effectively to evaluate music, discussing rhythm, tone, texture, dynamics, repetitive patterns and pitch confidently. Most compose simple songs and can undertake an instrumental part with untuned instruments. Under the direction of a teacher, they can maintain several parts, using different repeating rhythms to accompany their compositions. Most evaluate their performances against success criteria well.

194 Pupils' skills are enhanced through a range of exciting opportunities to develop composing alongside musicians and using ICT programmes and musical technology. Through sound partnerships with the local community, more able pupils improve their musical skills through performing with local orchestras and bands.

Shortcomings

195 There are no important shortcomings.

Physical education

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

196 Throughout the school all pupils work physically hard throughout their lessons. They almost without exception develop skills such as finding space, changing direction and speed and applying their throwing, receiving and hitting of a ball extremely successfully. They form an opinion on their own performance and the performance of others, using this information to plan how to improve.

197 Most key stage 1 pupils make outstanding use of limited space in the hall and work together very effectively in pairs and groups.

198 Younger key stage 2 pupils work together in pairs and in groups extremely effectively when developing their tennis skills. Outstanding development is evident in the hockey skills of older pupils as they defend and attack in a game situation.

199 Most key stage 2 pupils highlight their mature problem solving, communication and team working skills as they respond confidently in regular open air activities that increase their awareness of the natural environment around them. Their ability to work with others and respect the conventions of fair play and appropriate behaviour in individual and team activities is outstanding.

Good features

200 Throughout the school, learners are increasingly aware of the effect of exercise on the body and that exercise is important for the benefit of health and fitness. They work energetically, responding well to instructions. They concentrate well as they work. They display a good awareness of safety requirements and understand the need to warm up and down when exercising. The ability of learners throughout both key stages to make constructive comments when evaluating their own performance is developing well.

201 Most key stage 1 pupils display a command of basic gymnastic shapes and maintain their balance extremely effectively. They display good control when creating various shapes with tension in the body and movements flowing easily.

They are beginning to evaluate their own performance and that of others, using the appropriate vocabulary.

202 All key stage 2 pupils take part enthusiastically in a wide variety of physical activities that have a positive effect on their health, fitness and self-confidence. Their efforts are rewarded in several competitions both locally and nationally.

203 Most younger pupils in key stage 2 are confident in the water and by the end of the key stage they can swim up to 25 metres unaided.

Shortcomings

204 There are no important shortcomings.

School's response to the inspection

The staff and governors have considered the result of the inspection and read the outstanding report carefully and have come to the conclusion that it is a fair reflection of the school's life and work.

The findings of the inspection team agree with the judgement of the staff and governors in the self-evaluation report.

The inspection team also included the opinions of parents and pupils that came from 75 questionnaires and interviews with pupils and the officers of the school council.

The report conveys the school's role as a very important part of the local community very well, and that the homely atmosphere is one of the school's main strengths.

It also includes a clear description of the outstanding relationship that exists in the school between pupils and staff, staff and parents and the professional commitment of the governors to their work.

Further development and improvement is sure to follow as we implement the recommendations in the report.

The inspection was thorough with a broad scope over four days, and the team's attitude was thoroughly professional. They were careful to form very balanced and agreed judgements, taking time to ask for further evidence, evaluating it and confirming judgements where there was a need. In his role as nominee, the headteacher felt that the process was very open and honest.

Action Plan

The governors have already responded to the report through adapting the 2010 SDP to incorporate all the inspectors' recommendations as the main priorities for the next three terms.

The headteacher/governors intend to report back to parents on the priorities during the summer term 2010 and include it as a special heading within the 2010 annual report.

The LEA's quality officer has received a copy of the action plan.

We would like to thank the inspection team for their clear guidance throughout this inspection, and for the support of the officers and staff at Cynnal and Gwynedd LEA.

Robin Williams: Headteacher

Guto Edwards: Chairman of Governors

Appendix 1

Basic information about the school

Name of school	Llanrug County Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3 - 11
Address of school	Llanrug Caernarfon Gwynedd
Postcode	LL55 4AL
Telephone number	01286 674905

Headteacher	Mr Robin Williams
Date of appointment	January 1991
Chair of governors	Mr Guto Edwards
Registered inspector	Mr Goronwy Morris
Dates of inspection	19-22 October 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	18.5	29	27	35	31	29	34	36	239.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	1	11.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil: adult (fte) ratio in nursery classes	9:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	91.6	91.8	94.4
Spring 2009	93.1	94.3	95.5
Summer 2009	92.3	92.2	94.5

Percentage of pupils entitled to free school meals	10%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

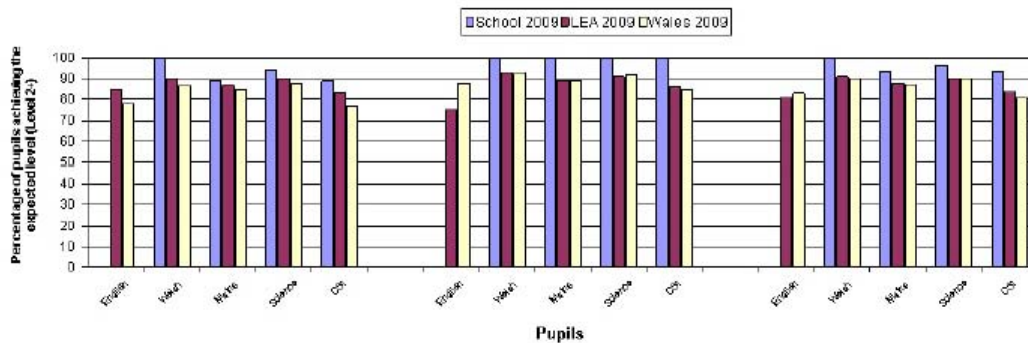
Ysgol Llanrug
Gwynedd

LEA/School no: 661/2006

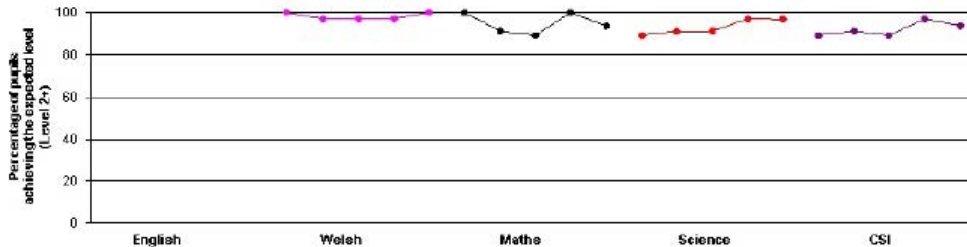
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	-	85	78	-	75	88	-	81	83
Welsh	100	90	87	100	93	93	100	91	90
Maths	89	87	85	100	89	89	94	88	87
Science	94	90	88	100	91	92	97	90	90
CSI	89	83	77	100	86	85	94	84	81



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Less than 8 percent eligible for FSM

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		86		92		100	
Welsh		85		100		100	
Maths		88	94	96		100	
Science		92	97	100		100	
CSI		82		90	94	100	

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Report created by DEWi on 15/09/2009

Page 1 of 1

This report uses data for 2009 for LEA and Wales comparative information

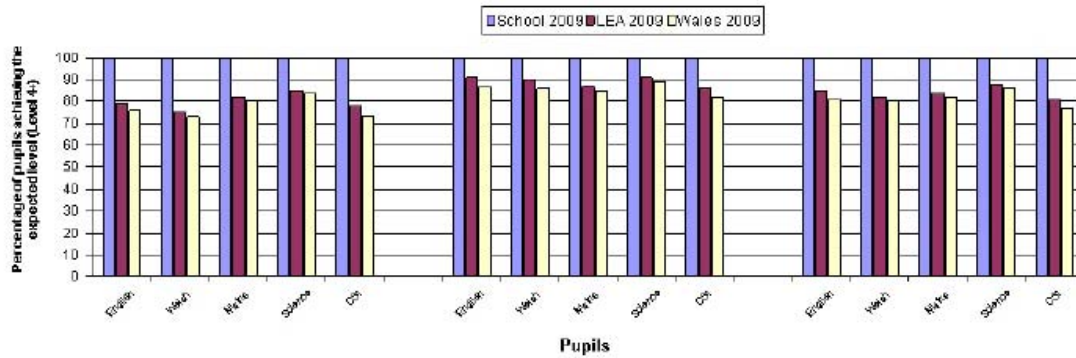
Ysgol Llanrug
Gwynedd

LEA/School no: 661/2006

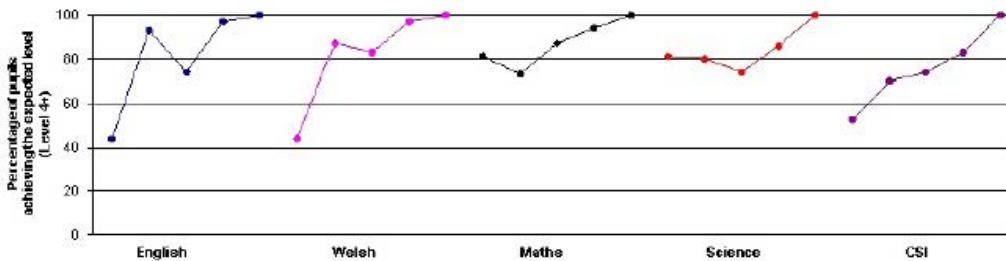
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	100	79	76	100	91	87	100	85	81
Welsh	100	75	73	100	90	86	100	82	80
Maths	100	82	80	100	87	85	100	84	82
Science	100	85	84	100	91	89	100	88	86
CSI	100	78	73	100	86	82	100	81	77



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

- Quartile 1 School is in the top 25 per cent. Free School Meal Group
- Quartile 2 School is in the top 50 per cent but not the top 25 per cent.
- Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent. Less than 8 percent eligible for FSM
- Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		84		90		100	
Welsh		75		88		100	
Maths		84		92		100	
Science		89		97		100	
CSI		80		88		96	100

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Appendix 4

Evidence base of the inspection

Four inspectors spent the equivalent of 12 inspector days at the school. In addition, a peer assessor was part of the inspection team.

Inspectors visited:

- 33 lessons or parts of lessons;
- all classes, and
- collective worship.

Members of the inspection team met as a team at the beginning of the inspection and with:

- staff, governors and parents, and
- with the headteacher, teachers, the school council together with groups of pupils during the inspection.

The team also considered

- the school's self-evaluation report;
- 75 responses to the parents' questionnaire;
- comprehensive documentation provided by the school both before and during the inspection, and
- a wide range of pupils' current and previous work.

The headteacher in his role as nominee was involved in each team meeting.

After the inspection, meetings were held with the staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team Member	Responsibilities
Mr Goronwy Morris Registered Inspector	Context, Summary and Recommendations Key Questions 1, 5 and 6 Design technology, physical education
Mr Dylan Jones Lay Inspector	Contributions to Key Questions 1, 3, 4, 5 and 7
Mr Merfyn Lloyd Jones Team Inspector	Key Questions 3 and 4 Contributions to Key Question 1 English, geography
Mrs Irene DeLloyd Team Inspector	Key Questions 2 and 7 Contributions to Key Question 1 Foundation Phase, music
Mrs Pat Rowlands Peer Assessor	Contributions to all questions
Mr Robin Williams Headteacher	Nominee

Acknowledgement

The inspectors would like to thank the governors, headteacher, staff, pupils and parents at the school for their co-operation during the inspection.

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