



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

**A report on**

**Ysgol Gynradd Cwm-y-Glo  
Cwm-y-Glo  
Caernarfon  
Gwynedd  
LL55 4DE**

**Date of inspection: November 2017**

**by**

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

## About Ysgol Gynradd Cwm-y-Glo

The school is situated in the village of Cwm-y-Glo in Gwynedd. Welsh is the main medium of the school's life and work, and pupils are divided into two classes. There are 17 pupils between three and eleven years old on roll, and there are no nursery age children. Many pupils live outside the school's catchment area.

Approximately 8.9% of pupils are eligible for free school meals. This is much lower than the national percentage. A minority of pupils come from Welsh-speaking homes and there are no pupils from ethnic minority backgrounds. The school has identified 5% of its pupils as having additional learning needs.

The school has recently been accepted as a lead creative school and is beginning to work with the Welsh Government and other schools to proceed with developments relating to the curriculum and/or professional learning.

The school was last inspected in November 2010 and the headteacher was appointed to the post permanently in 2014.

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

## Summary

The headteacher has led the school through a period of considerable instability in terms of staffing, and has ensured stability very recently. She has a vision that has led to creating a happy, safe and caring environment very successfully. She has ensured very robust standards and provision in the foundation phase. However, the recent changes have not had enough time to ensure education of the highest quality across the school, and teaching in key stage 2 needs to be improved. The pupil's voice and rights are developing purposefully, and standards of wellbeing and pupils' attitudes towards learning are sound.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Adequate and needs improvement</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Adequate and needs improvement</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Adequate and needs improvement</b>

## **Recommendations**

- R1 Ensure that planning for the curriculum and to develop pupils' skills provides continuity and progression in pupils' experiences in key stage 2
- R2 Strengthen standards in Welsh in key stage 2 so that pupils come to speak and read more confidently and write more independently
- R3 Raise the standards of pupils' extended writing across the curriculum in both languages in key stage 2
- R4 Ensure that more able pupils achieve as well as they could
- R5 Strengthen the self-evaluation and quality improvement processes so that they better identify areas for improvement and are less dependent on the headteacher

## **What happens next**

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

## Main findings

### Standards: Adequate and needs improvement

On entry to the school, a majority of pupils have skills, knowledge and understanding that are below the expected level for their age. By the end of their time at the school, most pupils make valuable progress and achieve well from their starting points, including the very few pupils who have additional learning needs. Pupils across the school work purposefully in the classrooms and make strong progress against lesson aims. However, more able pupils in key stage 2 do not always achieve as well as they could.

Considering their linguistic background, nearly all foundation phase pupils' oracy skills are developing well. They make sound and consistent progress in their use of the Welsh language and, at the end of the phase, pupils communicate clearly by using effective and correct vocabulary. A good example of this is pupils discussing and describing autumn leaves as "red dragons". By the end of key stage 2, many pupils listen effectively to lesson presentations and other pupils' contributions. They discuss their work and answer questions in the classroom by using appropriate vocabulary and language patterns, on the whole. However, they do not speak confidently enough and their responses are not extensive enough. In English, many pupils discuss their learning intelligently and explain their knowledge and ideas clearly and confidently. They are able to express themselves very effectively and respond to speakers correctly and at length.

Most foundation phase pupils make very good progress in developing their reading skills. At the end of the phase, they read confidently and respond enthusiastically to questions about what they have read. They use a purposeful range of strategies to address unfamiliar words successfully. At the end of key stage 2, many pupils read a range of Welsh texts appropriately and a majority pronounce and use intonation purposefully. However, there is a tendency for reading to be mechanical and a majority of pupils do not respond at length when discussing content. Many pupils read English books with increasing accuracy and expression, and discuss the content maturely. They are able to gather information about specific subjects in both languages from more than one source effectively, for example when researching information about Anne Frank during the Second World War.

Most pupils in the foundation phase make good progress in their writing skills. By the end of the phase, most write independently, punctuate correctly and use adjectives and similes effectively to enrich work. A good example of this is their writing to describe a character's hair in a story as "spiky like a hedgehog". In key stage 2, many pupils make appropriate progress in their Welsh writing skills. By the end of the stage, they write purposefully for different purposes. A successful example of this is the letters that they write from an evacuee during the Second World War, and expressing an opinion about the flooding of Tryweryn. However, many pupils are too dependent on writing scaffolds in Welsh and, as a result, their independent writing shows errors in terms of syntax and expression. Many pupils in key stage 2 develop their written work successfully in English. By the end of the stage, they use a varied range of sentence patterns correctly and display a good grasp of relevant vocabulary and terminology, for example when writing a newspaper article about the journey of

the first man to the moon. However, there are few examples of pupils writing at length across the curriculum in both languages.

In the foundation phase, nearly all pupils make very good progress in their mathematical development. These pupils are able to build on previous learning of sorting animals very effectively in order to sort leaves, then create a series of graphs and label them correctly. They are able to interpret information from lists, tables, diagrams and graphs well. They handle money correctly, develop a good understanding of measuring and apply a range of numeracy skills purposefully across all areas of learning.

By the end of key stage 2, most pupils' standards in mathematics lessons are good. Most pupils use a good range of mental calculation strategies to solve increasingly difficult number problems. They are able to work systematically to find the best deal in a supermarket when completing mathematical puzzles. Most undertake useful work when preparing various graphs in order to present information following scientific investigations. However, they do not use their numeracy skills consistently enough or to the expected level across the curriculum.

In the foundation phase, most pupils develop their information and communication technology (ICT) skills successfully in language and data-handling activities and when solving problems. They are beginning to program toys to move purposefully along a number mat or an obstacle course. In key stage 2, many pupils use a word processor successfully, search for information on the internet and create pictures. By the end of key stage 2, many are beginning to interrogate databases and create multimedia presentations, and develop their thinking skills purposefully. However, pupils at the top of key stage 2 do not develop their modelling skills well enough.

### **Wellbeing and attitudes to learning: Good**

The sense of a caring family is disseminated throughout the school, and everyone treats others with care, with older pupils taking care of the younger ones very naturally. Nearly all pupils' behaviour is an obvious strength. Pupils are very courteous to each other, staff and visitors. Nearly all pupils feel safe at school and know exactly who to approach for advice or support if they are worried about something. Their understanding of the importance of staying safe online is developing.

Through a variety of charity work, pupils are aware of the needs of other who are less fortunate than themselves both locally and abroad. They raise money and contribute towards the local food bank, national health charities and the needs of others who are less fortunate in Nepal. They learn successfully about the need to recycle, and collect clothing for a local charity.

Almost without exception, pupils stay on task and strive diligently in their work. They have a positive attitude towards learning in nearly all subjects. They concentrate and persevere for extended periods and complete their work successfully. In general, they are willing to suggest different ways of solving mathematical problems and when conducting scientific experiments.

Nearly all pupils understand the importance of eating and drinking healthily and the importance of the effect of regular exercise on their health. This is reinforced by

conducting scientific experiments on the effect of exercise on the heart rate and taking part in a daily running exercise around the school. Pupils run a fruit shop each day and benefit from learning about gardening from time to time through an activity that is led by parents.

Pupils take responsibility and express their opinions on issues relating to the school through the activity of the school council. With the profit from the fruit shop's sales, the school council has succeeded in purchasing more sports equipment for their fellow pupils to enjoy during the lunch hour. This promotes their fitness at the same time.

Most parents and pupils respond positively to the regular efforts of the school and the welfare officer to increase attendance percentages. As a result, pupils' attendance percentages are increasing appropriately.

### **Teaching and learning experiences: Adequate and needs improvement**

The quality of teaching is adequate and needs improvement. This is mainly as a result of the instability in terms of staffing in key stage 2 over the last year.

The current teachers forge and maintain a very good working relationship with pupils and create a supportive learning environment in lessons. Teachers present skilfully and enthusiastically and provide a beneficial variety of activities that engage pupils' interest well. All staff model robust language and try to enrich pupils' language and encourage them to use Welsh regularly, both formally and informally. Teachers and staff work together effectively and provide purposeful support in line with pupils' needs. This enables pupils to complete their tasks successfully.

Teachers share lesson aims with pupils regularly and provide purposeful opportunities for pupils to review and evaluate their work. They explain tasks clearly and question purposefully in order to ensure that all pupils have a sound understanding. They provide pupils with beneficial feedback on how to improve their work further and give them purposeful opportunities to respond to comments in writing. However, this has not had enough of an effect on standards of writing in Welsh.

The foundation phase principles have been established very successfully at the school. Planning ensures a good balance between independent activities and those that are led by adults. There is continuous access to the outdoor area and pupils benefit from interesting activities both inside and outside the classroom. As a result, by the end of the phase, pupils are confident independent learners.

In key stage 2, the school provides interesting learning activities that engage pupils' interest effectively. However, the school does not have a clear enough overview of what is planned over a period of time. As a result, planning does not ensure that the breadth of the curriculum is delivered in full. Challenge for more able pupils is not effective enough. The school has identified this and is acting purposefully to improve it. However, it is too early to see the effect of this work.

In the foundation phase, pupils are given regular and rich opportunities to apply their literacy, numeracy and ICT skills effectively across the areas of learning. However,

in key stage 2, planning for skills does not ensure continuity and progression in pupils' experiences. As a result, pupils are not given enough opportunities to reinforce and develop their numeracy or extended writing skills across the curriculum in both languages regularly enough.

Teachers provide contemporary activities and experiences that reflect the nature and context of the school and its community successfully. A range of varied visits are provided to places of interest within the area and beyond, for example to the local slate museum and Beaumaris lifeboat station. This develops pupils' awareness and understanding of their community and Welsh culture appropriately.

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

The school is a friendly and familial community that promotes diversity, anti-racism, fairness and equal opportunities successfully. Regular visits from members of nearby churches to lead assemblies and singing sessions make a beneficial contribution towards pupils' moral and spiritual development.

The school promotes pupils' health and wellbeing effectively and there are successful arrangements for promoting eating and drinking healthily. Pupils are given valuable opportunities to run on the track around the school during break time and this promotes their fitness well. The school also works effectively with external agencies to provide activities outside school hours that promote pupils' fitness further. For example, a local football club holds an after-school club from time to time, and pupils complete in the Urdd sports day and competitions each year. However, in sports, there are limited opportunities for pupils to be part of a team with peers of the same age.

Teachers plan successful activities to develop pupils' awareness and appreciation of Welsh history and heritage; for example, they present the life of Prince Llywelyn and the history of Dolbadarn Castle. As a result, most pupils have an understanding of the history of their community and Welsh culture. Provision to develop pupils' art and creative skills is effective and there are beneficial opportunities to study the work of local artists and emulate their work. By taking part in the Urdd Eisteddfod and the village Eisteddfod, most pupils are given valuable opportunities to become involved in the creative arts. The school has recently been accepted as a creative pioneer school, but it is too early as yet to see the effect of this.

Pupils are given appropriate opportunities to influence elements of the school's work, for example by offering ideas to the school council in the ideas box. They are given suitable opportunities to offer ideas at the beginning of themes or at the beginning of each story in the foundation phase.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern. By working in partnership with the local police officer, the school provides effective activities on developing pupils' knowledge of how to keep themselves safe in different situations. The school's arrangements for developing pupils' understanding of staying safe on the internet are developing appropriately.

The school has suitable assessment procedures to track pupils' progress. Teachers have begun to use this information appropriately in order to identify pupils who need



additional support with literacy or numeracy. When pupils with additional learning needs are identified, there are robust arrangements in place to support them to make appropriate progress against their personal targets.

The school operates successfully with external agencies to receive advice and support on how to respond effectively to pupils' additional needs. For example, the school has received support from the education psychologist on how to respond to any instances of conflict between pupils. This has a positive influence on strategies to manage pupils' behaviour and contributes successfully to the school's friendly ethos.

### **Leadership and management: Adequate and needs improvement**

The headteacher is developing purposeful leadership skills and she has appropriate knowledge of the school's standards and provision. She has a vision that is shared clearly with all of the school's stakeholders. She has created a happy, safe and caring environment very successfully and continues to try to provide the best quality education. In general, she prioritises effectively in order to set a clear strategic direction for the school.

The headteacher has recently led the school through a period of instability in terms of staffing. Over a period of time, there has been significant variation in provision in key stage 2, and four different teachers have taught the class. The headteacher has now ensured stability by appointing an experienced teacher. The current teachers have a good understanding of the school's performance data and pupils' attainment. They are beginning to use this information to target individuals and challenge specific groups of pupils.

Staff meetings are not held regularly enough and are too informal. The agenda for the few informal meetings that have been held is clear and focuses appropriately on improving attainment and provision. However, as there are no consistent minutes, it is not clear who is responsible for activities and timescales are not specific enough.

The governing body is supportive of the school's work and is developing the ability to support and set a strategic direction for the school appropriately. Its meetings focus clearly on provision and ensuring the necessary standards. In general, governors have good knowledge of the school's performance, but they do not challenge the school purposefully enough as a critical friend. Approximately half the governors have visited the school to take part in monitoring activities and have come to understand, through first-hand experiences, the strengths and the areas that are in need of attention.

Governors use the national teaching standards document for schools effectively to ensure good provision and make difficult decisions, where necessary. They have worked with the headteacher to ensure that the performance management process and monitoring provision have addressed underperformance robustly. The governing body has ensured that the school council is given opportunities to present information and has given a place to the pupil's voice in the process of selecting teachers.

In general, the school has not responded comprehensively enough to local and national priorities; for example, numeracy skills are not developed regularly enough across the curriculum.

The school has an appropriate programme for monitoring and evaluating a range of aspects of its work over a specific period of time. Self-evaluation procedures make appropriate use of first-hand evidence, such as lesson observations, book scrutiny, discussing work with pupils and seeking the views of pupils and parents. Leaders also analyse and use data from teachers' end-of-key-stage assessments competently. Monitoring reports and book scrutiny are evaluative and identify clearly the strengths in addition to what needs attention. However, the process is too dependent on the headteacher as there has been no stability in the staffing during the academic year.

The school's self-evaluation report is evaluative and uses quantitative language purposefully. It identifies the school's strengths well and many of the important issues that are in need of attention, particularly in key stage 2 in relation to standards in Welsh and planning provision. Leaders discuss areas for improvement and include the most prominent ones as sensible priorities in the school development plan. Development plans are appropriate, include purposeful targets, clear accountability and a practical timescale. However, the plan is too lengthy and includes too much outline information before coming to the main priorities.

The school work successfully with other schools. There are valuable opportunities for all members of staff to share experiences and good practice with others outside the school. This has helped to develop elements of consistent assessment for learning strategies across the school.

Leaders use resources efficiently to enrich the curriculum and raise pupils' standards. They link expenditure appropriate with priorities in the development plan and monitor funding carefully to ensure its best use. The school uses the pupil development grant purposefully to raise the standards of the very few pupils who are eligible for free school meals. As a result, all attain the expected outcome or level.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

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

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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