



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

A report on

**Ysgol Gynradd Nebo
Nebo
Caernarfon
Gwynedd
LL54 6EE**

Date of inspection: October 2017

by

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

About Ysgol Gynradd Nebo

Ysgol Gynradd Nebo is situated around three miles from Penygroes in Gwynedd. Welsh is the main medium of the school's life and work. There are 23 pupils between three and eleven years old on roll, including three part-time nursery pupils. They are divided into two mixed-age classes.

Very few pupils are eligible for free school meals. This is significantly lower than the national percentage. Approximately 58% of pupils come from Welsh-speaking homes and there are no pupils for ethnic minority backgrounds. The school has identified 28% of its pupils as having additional learning needs, which is higher than the national percentage. Very few pupils have a statement of special educational needs.

The headteacher was appointed to the post in September 2009 and the school was last inspected in March 2012.

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

As pupils move through the school, nearly all, including those with additional learning needs, make sound progress and achieve well by Year 6. Nearly all pupils behave exceptionally well both indoors and outdoors. They show a very positive attitude towards their work and they persevere with their tasks particularly well.

Staff have established a particularly good working relationship with pupils, which fosters successful learning, and they plan interesting activities that stimulate pupils to work hard. The quality of intervention and support is very effective and all pupils make good progress towards their targets.

The headteacher provide robust leadership, which ensures a clear strategic direction for the school. All staff are dedicated and enthusiastic, and work together closely as a team. Governors have a detailed understanding of the school's strengths and areas that need to be developed further. They use their knowledge purposefully to challenge the school and hold it to account for its performance.

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

Recommendations

- R1 Ensure better opportunities for pupils to develop their English writing skills across the curriculum
- R2 Develop the foundation phase's outdoor area further

What happens next

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

Main findings

Standards: Good

On entry to the school, most pupils' basic skills at least correspond to what is expected for their age. As they move through the school, nearly all pupils, including those with additional learning needs, make sound progress and achieve well by Year 6. They recall previous learning well and use and apply their literacy, numeracy and information and communication technology (ICT) skills successfully in a variety of situations.

Most pupils' oral skills in the foundation phase are developing well. They listen attentively and communicate clearly through the medium of Welsh. By the end of the phase, they talk confidently about their work and experiences; for example, when discussing and explaining how to cure a sick hedgehog. Most pupils in key stage 2 communicate clearly and confidently in both languages and are keen to offer answers or comments when talking about their work, for example as they discuss their enjoyable visit to a local vineyard. Most have natural and rich language in Welsh. They show pride in the Welsh language and choose to use it to socialise during playtime and in their lessons. At the top of the school, most achieve a good standard of bilingualism and change freely from one language to the other when discussing their work.

Most pupils in the foundation phase make good progress in learning to read. By Year 2, many read fluently and discuss their favourite books and characters confidently. In key stage 2, nearly all pupils read with accuracy and fluency in Welsh and English, and discuss their favourite books maturely. They use their skills appropriately when gathering information in their investigative work.

In the foundation phase, most pupils write an increasing range of simple sentences, spell correctly and punctuate purposefully. By the end of the phase, most make good progress in their proficiency in using varied vocabulary and language to write interesting pieces, for example to convey factual and personal information about their summer holidays and a birthday party. Nearly all pupils in key stage 2 write intelligently for different purposes in Welsh and English, and show a sound awareness of different forms of writing. By the top of the school, most choose interesting vocabulary and spell, punctuate and paragraph correctly. They write good quality extended pieces for a variety of purposes and audiences; for example, the portrayal of a ten-year-old girl shows a good understanding of writing in the first and third person, and effective use of adjectives, similes and idioms. However, pupils do not develop their English writing skills consistently enough across the curriculum.

In the foundation phase, many pupils develop their numeracy skills well. By the end of the phase, nearly all use the rules of addition and subtraction effectively, for example when organising a party and baking a birthday cake for a teddy, recording sales of Diva lamps and recording different types of houses in Nebo. Nearly all pupils tell the time correctly by using quarter and half hours on the clock. They measure and use standard units and solve simple problems by using measuring equipment skilfully.

In key stage 2, nearly all pupils make very good progress in numeracy. Nearly all can estimate, measure angles and calculate percentages, and express these correctly as fractions. They apply their skills well across the curriculum, for example when using a grid method to multiply following a visit to a local vineyard, and shape and space activities in the local chapel. Skills that are introduced in mathematics lessons are practiced successfully in cross-curricular activities, such as creating a balance-sheet for the 'Clwb Smwddis' ('Smoothies Club') that is recorded on a spreadsheet accurately and in detail.

Most pupils in the foundation phase use ICT confidently and independently for different purposes. They use word processing programs effectively to record information about a trip to the beach. They use software confidently to create block graphs, for example to record the height of bean sprouts that are growing in the classroom. Most have a good level of competence in using a keyboard.

In key stage 2, nearly all pupils develop their knowledge, understanding and ICT skills well. They present information in interesting ways by using a good variety of programs; for example, by the end of the stage, most use software to draw correct angles by using programs effectively. They use a word processor skilfully when writing thank you letters following a visit to a local mansion. Nearly all pupils search the internet confidently for information that is linked to the themes, and they succeed in creating QR codes in order to have quick access to the work. Pupils' understanding of the importance of e-safety across the school is sound.

Wellbeing and attitudes to learning: Good

Nearly all pupils across the school have positive attitudes towards learning and a healthy attitude towards their peers, adults and their local area. They are polite and foster strong relationships with members of staff and follow instructions enthusiastically. This contributes well to their success in their tasks. Most pupils have a sound understanding of what they need to do to improve their work and they contribute positively to supporting and improving each other's learning. Nearly all pupils feel safe at school and enjoy attending.

Nearly all pupils show a high level of respect. They show a good awareness of tolerance, sustainability and children's rights. Pupils are welcoming and courteous towards visitors, and are willing to share their experiences of the school and the community. This is a strong feature of the school's life and work, and contributes significantly to the very effective learning environment.

Nearly all pupils behave exceptionally both indoors and outdoors. They show a very positive attitude towards their work and persevere with tasks particularly well. Older pupils, when organising and administering the smoothie and fruit kebabs club each Friday, succeed in encouraging pupils to eat healthily. Regular opportunities to take part in physical education lessons, 'Dal i Fynd' activities and energetic walks ensure that pupils have a sound understanding of the importance of keeping fit.

Nearly all pupils take full advantage of the valuable opportunities that are provided for them to express their opinions on important aspects of the school's work, and to contribute to their own wellbeing and that of their peers. They do so effectively through the various council, which include the 'Grŵp Gwyrdd' (Green Group) to

protect the environment and save energy, and the school council, which has created a termly programme to support charities and create job descriptions for the playground buddies.

Teaching and learning experiences: Good

The quality of teaching is good. Staff establish an exceptional working relationship with pupils, which fosters successful learning. Teachers have high expectations and all pupils understand this. As a result, they achieve good standards. Teachers plan interesting activities that prompt pupils to work hard.

Schemes of work incorporate the statutory requirements of the National Curriculum and the literacy and numeracy framework appropriately. The principles of the foundation phase are embedded firmly and provide rich opportunities for pupils to develop their skills. Provision to ensure that pupils are given rich and regular experiences in order to develop an understanding of their area and Welsh culture is rigorous. A good example of this is the regular visits to historical centres and local walks.

Provision for skills includes valuable opportunities for pupils to develop their Welsh literacy, numeracy and ICT skills in a variety of curricular areas. However, there are few opportunities to develop pupils' English writing skills across the curriculum.

Lesson presentations are lively and activities flow well. Teachers explain new ideas in a meaningful and relevant way, and extend learning through practical experiences. Tasks are planned carefully for the range of ages and abilities in the classes. Teachers ask probing questions in order to broaden pupils' understanding and encourage them to use their thinking skills throughout the lesson. Support staff make a significant contribution to the quality of pupils' learning, and all members of staff model language very effectively.

Teachers make skilful use of a range of assessment strategies. They provide useful oral feedback during lessons. There are good examples of purposeful written feedback, and teachers' comments respond to individual targets and often refer to improving pupils' skills. Pupils are encouraged to take advantage of the opportunity to improve their work by responding to teachers' comments. There are regular opportunities for pupils to evaluate their own work and that of others. This ensures that pupils, at a very early stage, understand how well they are doing and what they need to do to improve their work.

Care, support and guidance: Good

The headteacher and teachers use a progress-tracking system very effectively. They analyse teachers' assessments and national test outcomes well to measure pupils' progress in order to plan the next steps in their learning. All pupils with additional learning needs have a detailed learning plan in the form of an individual profile sheet. The quality of intervention and support is very effective and all pupils make good progress towards their targets.

The school has robust strategies that succeed in supporting pupils' emotional and social needs successfully, and this contributes well to the caring and familial ethos

within the school. Provision helps parents to support their children effectively through regular open evenings and training sessions on online safety. The school has fostered a very productive relationship with parents. The school has very effective communication methods that enable parents to support their children well and raise any issues that may affect their child's learning.

The school provides skilfully to develop pupils' spiritual and cultural attitudes. Staff organise rich opportunities for them to reflect in collective worship sessions, which are often based on stories from the Bible or moral themes, where they are given opportunities to appreciate and celebrate the differences between themselves and their peers.

Through a variety of valuable activities to promote health and wellbeing, the school provides well to ensure that pupils are aware of the importance of eating healthily and keeping fit.

The school provides useful opportunities for all pupils to express their opinions and influence elements of the school's life and work, for example by suggesting ideas to the school council in the listening boxes and idea boxes.

Respecting multiculturalism, promoting aspects of diversity, anti-racism and developing fairness and equal opportunities are strong elements of the school's culture. There is a clear emphasis on promoting the school's agreed values, namely 'working together', and this has a positive influence on pupils' behaviour.

Provision to develop pupils' creative arts and performance skills is good. This includes artwork in the style of Kyffin Williams and opportunities to compete in the Urdd Eisteddfod.

Arrangements for managing the site and safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Good

The headteacher provides robust leadership, which ensures a clear strategic direction for the school. She has high expectations and a sound vision that she shares successfully with all staff, governors, parents and pupils. She distributes responsibilities effectively and promotes the staff's professional development very successfully. She has a key role in promote purposeful co-operation and sharing good practice both inside the school and beyond; for example, the school is working with local schools to revise schemes of work in response to the new curriculum. This has a positive effect on planning, teaching and maintaining valuable partnerships.

All members of staff are very aware of their roles and responsibilities, and they fulfil these very effectively and conscientiously. They are dedicated and enthusiastic, and work together closely as a team. They meet regularly to discuss, plan and track pupils' progress. This has a very positive effect on the broad, stimulating experiences that are provided in order to address the specific needs of individuals and raise all pupils' standard of work.

All members of staff have a sound understanding of the school's strengths and areas for improvement. They use information from the rigorous and extensive self-

evaluation processes, such as scrutiny of books, lesson observations and data analysis, in order to identify priorities for improvement to be included in the school development plan. The school gather the views of parents and pupils regularly to ensure that all stakeholders are given a clear opportunity to make comments and offer suggestions in terms of improving provision and raising standards. There is a good link between the findings of the self-evaluation process and the school development plan, which ensures that it is a useful and effective tool. Staff monitor progress carefully and present a rigorous review in relation to the school's priorities. This ensures that the school continues to give due attention to improving pupils' standards and wellbeing.

Governors have a detailed understanding of the school's strengths and areas that need to be developed further. They meet with the headteacher to analyse data jointly before submitting a report to the rest of the governors. They have received valuable training to develop their skills in evaluating pupils' work by looking at their books. They use their knowledge purposefully to contribute towards setting a clear strategic direction for the school. Their understanding of how the school is performing in comparison with similar schools is sound. This enables them to challenge the school and hold it to account for its performance effectively and successfully.

The school has a good range of resources and they are managed well in order to ensure that pupils have full access to all aspects of the curriculum. However, the outdoor area for the foundation phase has not been developed to its full potential.

Expenditure links well with the school's objectives, targets and improvement plans. The headteacher and governors monitor and manage expenditure carefully, and ensure that financial resources are used in full to support priorities for improvement. Effective use of the pupil development grant to support the very few pupils who are eligible for free school meals has led to a significant increase in pupils' standards, particularly in improving their reading skills.

Copies of the report

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

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

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

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

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

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