

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

**YSGOL EIFION WYN
PORTHMADOG
GWYNEDD
LL49 9NU**

SCHOOL NUMBER: 661 / 2104

DATE OF INSPECTION: May 24th – 27th 2004

BY

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REGISTERED INSPECTOR: W005 15682

DATE: 27th July 2004

UNDER ESTYN CONTRACT NUMBER: C/T/239/03P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

| | | | | | | | | | | | | | | |
|-------|-----|-----|-----|-----|-----|------|-------|-------|-------|-------|-------|-------|-------|-------|
| | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 |
| Years | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

| | | |
|-------|---|---|
| ACCAC | - | Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales) |
| CoP | - | Code of Practice |
| GB- | | Governing Body |
| ICT | - | Information and Communications Technology |
| IEP | - | Individual Education Plan |
| INSET | - | In-Service Education and Training |
| KS | - | Key Stage |
| NC | - | National Curriculum |
| PSE | - | Personal and Social Education |
| SDP | - | School Development Plan |
| SEN | - | Special Educational Needs |
| SENCO | - | Special Educational Needs Co-ordinator |
| Y | - | Year |

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Ysgol Eifion Wyn, Porthmadog is a bilingual community primary school maintained by Gwynedd Unitary Authority (UA). In 2003, the school moved to a new building on the outskirts of the town near Glaslyn Leisure Centre. Almost all the pupils come from the town itself. At present, there are 215 full-time pupils and 20 part-time nursery children on roll compared with 207 full-time pupils and 30 part-time nursery pupils at the time of the last inspection in June 1998. Two units are located at the school, one for pupils with special educational needs (SEN) and the other for pupils with language difficulties.

According to the school, the pupils come from a residential area which is mainly neither prosperous nor economically disadvantaged with a minority coming from an economically disadvantaged area. Some nine per cent of the pupils are registered as being entitled to free school meals. According to the school, there are many able pupils at the school and a few less able pupils. Twelve pupils have a statement of SEN, and there are 54 others on the special educational needs register.

Some 72 per cent of pupils come from homes where Welsh is the main language spoken, but 97 per cent of them can speak Welsh as a first language or to an equivalent standard.

The school's objectives and philosophy is clearly outlined in all the school's documentation. It aims to create a happy and kindly atmosphere where parents and the community can work with the school to ensure the best education for the children so that they succeed in achieving their distinctive potential in the curricular and extra-curricular areas. Specific targets are included in the School Development Plan (SDP) to seek to achieve these aims and objectives.

2. MAIN FINDINGS

The main findings of the report

Ysgol Eifion Wyn is a very good school. The children and the pupils' standards of achievement in the subjects and areas of learning are at least good, and often very good. It is a happy and caring school in which sound values are fostered and an awareness of the heritage and culture of Wales are successfully promoted. The school is very well led and managed.

Educational standards achieved by pupils

Under-fives

- The general standard of educational provision for under-fives is appropriate to their needs.

Standards in the six areas of learning are as follows:

| | Nursery | Reception |
|---|----------------|------------------|
| Language, literacy and communication Skills | Good | Very good |
| Mathematical development | Very good | Very good |
| Personal and social development | Very good | Very good |
| Knowledge and understanding of the world | Very good | Very good |
| Physical development | Very good | Very good |
| Creative development | Very good | Very good |

KS1 and KS2 pupils

In Key Stage 1 (KS1) and KS2, pupils' standards of achievement in the different NC subjects and religious education are as follows:

| Subject | KS1 | KS2 |
|------------------------|----------------|------------|
| Welsh | Very good | Good |
| English | Not applicable | Good |
| Mathematics | Very good | Very good |
| Science | Very good | Very good |
| Design and Technology | Very good | Very good |
| Information Technology | Very good | Very good |
| History | Very good | Very good |
| Geography | Very good | Good |
| Art | Very good | Very good |
| Music | Very good | Very good |
| Physical Education | Good | Good |
| Religious Education | Good | Good |

Standards achieved in key skills across the curriculum

- Under-five children make good progress as they use their key skills across the curriculum and attain very good standards in language, numeracy and ICT. In KS1, pupils attain very good standards in Welsh in listening, speaking, reading and writing. In KS2, in English and Welsh, standards are very good in listening and speaking, and good in reading and writing. Standards are very good in numeracy and good in ICT throughout the school.

The standard of the education provided

- The quality of teaching is a particular strength of the school. In the lessons observed across the school during the inspection, the quality of teaching was very good in 47 per cent of the total, good in 43 per cent and satisfactory in the remainder (10 per cent). The quality of teaching for under-five children is very good in half the lessons and good in the remainder. Good and very good teaching is characterised by detailed and thorough planning, the use of high quality language by teachers, work which is well differentiated for pupils of different ages and abilities and a very good relationship between teachers and pupils. At times, in a few lessons, insufficient attention is given to the development of skills in a

small minority of subjects and teachers' expectations are insufficiently high, especially with regard to pupils of higher ability.

- The quality of assessment, recording and reporting is very good. Orderly and purposeful systems are in place to ensure that children's and pupils' progress is regularly assessed and recorded. Very good use is made of internal and national tests to scrutinise standards and to set targets. The pupils themselves take an active part in the process of setting personal targets in order to make progress. Two evenings a year are arranged for parents to see their children's work and to discuss the progress they are making. The reports give parents clear information about their children's progress and achievements.
- The curriculum for under-five children and KS1 and KS2 pupils is very good. Subject schemes of work are of a high standard and give teachers clear and correct guidance. Teachers' short term planning is detailed and thorough and the evaluation procedures are used effectively for further planning and to raise standards. The school has effective arrangements to promote the use of key skills across the curriculum and for the pupils' personal and social education. The curriculum is significantly supported by a wide variety of extra-curricular activities, visits to places outside the school and visitors to the school. Very good emphasis is placed on the development of the Cwricwlwm Cymreig.
- The personal and educational guidance provided for the pupils is very good and the procedures for promoting their health, welfare and safety are very effective. Teachers know their pupils very well. Teachers are caring and support the school's work well and they promote sound values and attitudes. The school operates very effective supervision arrangements and takes exceptionally good steps to ensure pupils' safety whilst they are at school.
- Provision for pupils with SEN is very good. Pupils with SEN are identified early and their progress is regularly assessed. Provision in the SEN Unit, that is located in the school, is very good. Within the classes, pupils with SEN, together with others who need additional help, receive exceedingly effective help from diligent teachers, assistants and teachers' aides. The pupils have full access to all areas of the NC and they are fully integrated into the life and work of the school.
- The partnership with parents, the community and other institutions is very good. Parents are very supportive of all the school's activities. The comments made by parents who were present in the pre-inspection meeting and their responses in the questionnaires were very supportive of the school's work. Very provided information is provided for them in the handbook and regular circulars. The school makes good use of the community and the local area as a teaching resource. Relationships with industry are satisfactory.

Pupils' spiritual, moral, social and cultural development

- Pupils' spiritual, moral, social and cultural development is very good. The sessions of collective worship, where there is appropriate emphasis on Christian values, contribute very well to pupils' spiritual development. The whole staff of the school promote sound moral attitudes and pupils are diligent in their efforts to support good causes and humanitarian institutions. Pupils' behaviour and attitudes are very good; their attendance is satisfactory. Pupils display respect towards one another and their environment. The school plays an important part in the community by taking part in a variety of activities in the

area. The pupils learn much about the culture and heritage of Wales and they take pride in their heritage and the traditions associated with their area. The pupils enjoy regular successes in the Urdd eisteddfodau. By means of their studies, pupils have a good knowledge of other creeds and cultures.

School management and effectiveness

- The headteacher gives the school unique and noteworthy leadership. His vision and enthusiasm is at the core of the school's success. He receives the full support of the deputy headteacher and all the staff of the school, and everyone co-operates successfully with the aim of ensuring the best possible provision for all the pupils. The members of the governing body play a prominent part in the work of managing and reviewing the work of the school. They are regular visitors to the school and are very aware of their responsibilities. The budget is effectively administered and managed, and full and purposeful use is made of the very good resources, buildings and facilities at the school.
- The quality of self-evaluation and planning for improvement is very good. There is a clearly defined structure for monitoring standards across the school by means of observation in the classroom, using standardised tests, examining pupils' work and revising and re-writing schemes of work. Reports, which include observations with regard to how provision can be improved and standards raised, are regularly presented to the governing body. The SDP includes all the planning stages and is central to the school's means of setting priorities and planning for improvement.

Effectiveness of dealing with matters noted in the previous inspection

- The school has successfully dealt with each of the key issues noted in the last report.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

- Pupils' standards of achievement across the school are high. In the lessons observed across the school during the inspection, standards were very good in 60 percent, and good in the remainder (40 per cent).
- Under-five children make very good progress in each one of six areas of experience. In the nursery, they achieve very good standards in their mathematical, physical, creative, personal and social development and in their knowledge and understanding of the world; they achieve good standards in their language, literacy and communication skills. In reception, they achieve very good standards in each one of the six areas.
- In KS1, standards are very good in each one of the core subjects, namely Welsh, mathematics and science. Standards are also very good in design and technology, information technology, history, geography, art and music, and good in physical and religious education.
- In KS2, standards are good in Welsh and English and very good in mathematics and

science. Pupils achieve very good standards in design and technology, information technology, history, art and music and good standards in geography, physical education and religious education.

- In the NC assessment tests in 2003, the percentage of seven-year-old pupils who succeeded in attaining at least level 2 (the expected level) by means of teacher assessment corresponded broadly with the national percentage in Welsh, and slightly less than the national percentage in mathematics and science. A high percentage of them attained level 3. In KS2, the percentage of pupils who succeeded in attaining at least level 4 (the expected level) in mathematics, science and English or Welsh, as a combination, was higher than the national percentage. In each one of the core subjects, national results were surpassed.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards are very good in listening and speaking and good in reading and writing. In numeracy, standards are very good and they are good in information and communications technology.

- Under-five children make very good progress as they apply their early literacy and numeracy skills across the six areas of learning. They make good use of their developing ICT skills.
- In KS1 and KS2, listening skills are very good. Pupils listen intently to the teachers and their fellow pupils during whole class activities and as they work in groups.
- Speaking skills are very good. In KS1, pupils speak clearly as they talk with their peers, teachers and adults; they display good development in their grasp of Welsh terms and expressions in their science and history work, for example. Key Stage 2 pupils contribute confidently in Welsh and English to a whole class discussion and as members of a group. In their conversations they use the local dialect naturally, and in formal situations they are able to adapt their language appropriately. They use technical terms appropriately in subjects such as geography, science, design and technology and history.
- Reading standards are very good in KS1 and are good in KS2. Pupils use a range of books including reference books, appropriately. Key Stage 2 pupils read extensively in Welsh and English. They use a variety of sources, including taking a range of information from the screen.
- Writing standards are very good in KS1 and good in KS2. Pupils write well for a number of purposes. They can adapt their style and their presentations in order to relate to different contexts and audiences. They make good use of ICT in this context. Handwriting and the quality of the presentation of work is generally of a high standard. They record their work well in their tasks across the curriculum.
- Throughout KS1 and KS2, pupils use their developing numeracy skills very well in an appropriate range of contexts. Data handling and interpretation is very effective in geography and science. Pupils measure well in their work in design and technology and science and they apply number effectively in history and geography.

- Standards in ICT are good. Pupils use their skills effectively in Welsh, English, mathematics, science, art, music, design and technology, geography and history. They make increasing use of e-mail and the internet in their studies. Although the pupils have very good opportunities to foster and develop their ICT skills by attending the computer room, the use made of computers and the interactive whiteboard by pupils themselves during the inspection was rather limited.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' spiritual, moral, social and cultural development is very good.

- The school succeeds in creating an exceedingly welcoming and caring community, where happiness, kindness and being loyal to one another are given a prominent place. Positive attitudes are fostered exceedingly well, and pupils have a very good awareness of the difference between right and wrong. Pupils are encouraged to appreciate the efforts of their peers. Teachers give sound moral examples and they display respect for the pupils.
- Collective worship sessions place appropriate emphasis on Christian values and contribute very well to pupils' spiritual development. A devotional atmosphere is successfully generated in the class service, departmental collective worship and whole-school assemblies. There are opportunities for pupils to meditate and take an active part, and a number of pupils recite personal prayers spontaneously and very sincerely. Pupils respond sensitively to music and the work of artists and litterateurs, and the experiences they gain in these areas are a means of intensifying the feeling of wonderment, and contributes very well to their spiritual development.
- Pupils' values and moral aspects are promoted by raising their awareness of the needs of the less fortunate, and by giving them an opportunity to contribute to good causes. They have a very good knowledge of the *raison d'être* of a number of humanitarian societies. Pupils delight in the numerous opportunities they have to exercise initiative as they undertake duties, such as looking after the distribution of milk to classes. They work very well together in the classrooms, and the daily life of the school reflects the PSE framework recommended by the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC).
- The school plays an important part in the community, with pupils performing publicly in services, *eisteddfodau* and concerts, for example; they also entertain the aged. Visitors, who come to the school with specialisms in various areas, together with educational visits to the local community and beyond, enrich the pupils' curricular experiences.
- A prominent place is given to Welsh aspects across the curriculum, and the school enjoys regular successes in the *Urdd eisteddfodau*. The pupils have an exceptionally good knowledge of the culture and heritage of Wales. Also they have a very good knowledge of various religions and the customs of other cultures. Teachers are totally aware of their duty to ensure that pupils respect racial equality, and they take advantage of every opportunity

that arises naturally to foster positive attitudes. Pupils' awareness of diversity is very good.

4.2 Behaviour and Attitudes

Pupils behaviour and attitudes are very good.

- The school has high expectations with regard to pupils' behaviour. The effective implementation of its policies ensures that these high expectations are realised.
- The interest the pupils show in their work, and the manner in which they concentrate on their tasks, is having a very positive effect on the standards they achieve and on the progress they make.
- On less formal occasions and during play, pupils behave in a happy and friendly manner and display respect for adults and one another.
- The evidence collected in the pre-inspection meeting with parents and the questionnaires completed by them confirms the standard of behaviour seen during the inspection.

4.3 Attendance

Attendance rates are generally satisfactory across the school; they are good in some classes.

- Pupils' attendance rate for the three terms prior to the inspection was 94 per cent.
- The school makes a good effort to ensure that pupils attend school regularly, and individuals with a regular absence pattern are targeted.
- Unauthorised absences at the school are low.
- The school's registers are correct and complete and completed in line with statutory requirements.
- The vast majority of pupils arrive at school punctually. The day's timetable runs smoothly and promptly.

5. QUALITY OF EDUCATION

5.1 Teaching

In the lessons observed across the school during the inspection, the quality of teaching was very good in 47 per cent of the total, good in 43 per cent and satisfactory in the remainder (10 per cent). The quality of teaching for under-fives was very good in half the lessons and good in the remainder.

- Teachers set clear aims and objectives for the lessons, share them with pupils and plan the activities in detail and thoroughly.

- Teachers use language of high quality and this ensures that pupils' communication skills develop very effectively.
- By means of purposeful planning, a good blend of knowledge and cross-subject skills is presented to the pupils. Key skills are promoted very effectively.
- Teachers have a sound knowledge of the subjects and they make appropriate use of a variety of teaching techniques and resources to extend pupils' information and knowledge.
- By means of insightful questioning, teachers investigate that which has already been taught. They give pupils good assistance as they work individually or in groups.
- There is a close relationship between teachers and pupils. Teachers make good use of praise and commendation in the lessons and in the extra-curricular activities.
- Work is differentiated appropriately to correspond to pupils' ages and abilities. The teachers' aides and the assistants make a valuable contribution to the learning and teaching.
- At times, in a few lessons, insufficient attention is given to continuity and progression in the skills associated with individual subjects.
- Sometimes, the teaching lacks tempo, and expectations, especially in relation to pupils of higher ability, are not high enough.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is very good.

- The school's assessment policy provides clear guidance for teachers, and methodical and purposeful systems ensure that pupils' progress is regularly assessed and recorded. The assessments are accurate and meet with statutory requirements, including those for pupils with SEN.
- Teachers know the pupils very well and are aware of their abilities.
- Baseline assessments of under-fives are undertaken effectively. Teachers use the information very well to plan the curriculum, for setting targets and early identification of pupils with SEN.
- The school has a very effective whole-school procedure for assessment and recording of pupils' progress. Unitary Authority booklets are used to record progress in core subjects every term. Progress in foundation subjects is recorded once a year. The assessments are effectively used to plan further work.
- Very good use is made of SAT results to examine standards and set targets.
- Pupils have personal targets in language, science and mathematics. Pupils play an active part in the process of setting personal targets in order to encourage them to improve their standards of achievement. Also, pupils self-evaluate their progress very effectively in

some areas, such as art and music, and their observations are taken into account in further planning.

- Portfolios of core subject work, which has been levelled, are kept in order to standardise assessments.
- Teachers pay attention to regular marking, and generally, the comments are constructive and give directions for further improvement, and there is consistency in the marking from class to class.
- Two open evenings a year are held for parents to see their children's work and to discuss progress. Annual reports to parents comply fully with statutory requirements. They provide clear information about pupils' attainments, and generally, they suggest the way forward.

5.3 Curriculum

The school provides a curriculum which is appropriate, broad and balanced and which is of very high quality.

- Under-five pupils receive a range of stimulating experiences in the six areas of learning and all the activities are planned carefully and in an orderly manner.
- The curriculum in KS1 and KS2 offers a wide range of rich experiences which encompass all the requirements of the NC and religious education.
- Sufficient time is allocated to each of the NC subjects and religious education in KS1 and KS2.
- The policies and schemes of work for each of the subjects are of a very high standard. They offer correct and clear guidance to teachers. Short and medium term planning is very good. These aspects contribute directly to the high standards achieved by the pupils.
- The school has effective arrangements for promoting pupils' personal and social education. The Cwricwlwm Cymreig has a prominent place in the school's work.
- The homework that is arranged promotes pupils' learning effectively.
- The school's method of planning for the development of key skills is of very good quality.
- A wide range of curricular and extra-curricular activities is organised and they enrich pupils' learning experiences greatly. The school's success in Urdd activities locally and nationally is very notable. Pupils benefit greatly from educational visits and from the contributions of visitors to the school as part of their studies on different themes.
- The school's provision is socially inclusive and this is a strength of the school. Every pupil is offered equal opportunities.

5.4 Support, Guidance and Pupils' Welfare

The support and guidance offered to pupils is very good.

- The pupils are very happy at the school and there is an exceedingly good relationship between teachers and pupils. Pupils have trust in their teachers.
- Pupils are regularly praised and rewarded for good efforts, and this boosts their confidence, and reinforces their personal development.
- Constant attention is paid to pupils' personal welfare and to health and safety matters. For example, there are several water dispensers at the school, and according to the evidence of staff and pupils, the availability of water helps pupils to concentrate.
- The good relationship between the school and institutions such as the police and the fire brigade promotes the pupils' health and safety in a positive manner, and contributes well in the field of PSE.
- Supervision arrangements for pupils are clearly noted in the documentation, and they are very effectively implemented.
- Staff display a very good knowledge of the detailed guidelines provided for them in the field of child protection. Extensive use is made of UA guidelines, and the implementation arrangements have been very well established.
- The school operates a sex education policy and there are special arrangements for the oldest children when the nurse visits to conduct suitable lessons.
- The school's equal opportunities policy ensures that no pupil suffers prejudice on the grounds of race, faith, language, educational ability, social status nor disability. Social inclusion is good.
- The school provides clear information about alcohol and drug abuse to pupils and helps them to understand the effects and consequences of misusing them.
- Exceptionally good practical steps are taken to ensure pupils' safety whilst they are at school, including securing the entrances with digital locks, use of safety cameras, and locking some of the school's gates.
- Electrical and fire equipment is appropriately inspected.
- Pupils' work is regularly marked and educational provision is good.

5.5 Provision for Pupils with SEN

The standard of provision for pupils with SEN is very good.

- The school, as well the SEN Unit located there, comply fully with the requirements of the Code of Practice, 2002.

- Procedures for the 54 pupils, including 12 statemented pupils, are very good. All pupils with SEN make progress which is at least good, consistent with their ages and abilities.
- Pupils with SEN have full access to all NC curriculum areas, and they are fully integrated into the school's work and activities. This reflects good social inclusion.
- Very appropriate use is made of standardised tests to make early identification of needs. Pupils' progress is regularly and continually assessed, and the register is regularly revised.
- The co-ordinator and the class teachers provide very suitable individual education plans for pupils, and they set clear and achievable targets. Pupils make good progress towards achieving their targets.
- There is exceptionally good provision for twelve pupils from the catchment area, including eight from Ysgol Eifion Wyn, in the SEN Unit. The pupils receive help of a very high standard in language and mathematics every morning. The homely atmosphere, the effective rewards system and the teacher's enthusiasm promotes the improvement in pupils' skills very well, in line with their ability. A very detailed record is kept of pupils' progress. The specialist teacher in charge of the Unit spends the afternoons giving individual attention to the Unit's pupils in their own schools.
- Class teachers set suitable differentiated work within the classrooms in order to make appropriate provision for pupils of different abilities.
- In classes, exceedingly effective help is given to pupils with SEN, and other children who need help in mathematics or language, by diligent teachers who do not have charge of a class, assistants and teachers' aides.
- Pupils who suffer from various difficulties benefit greatly from one-to-one help given by dedicated assistants, and they make good progress in the classes.
- There is regular consultation with parents of pupils with SEN, and they are invited to visit the school three times during the year to discuss their children's progress. There is an improvement in standards where there is close liaison between home and school.
- Beneficial use is made of outside agencies, such as the education psychologist and a specialist Braille teacher, and good support is received from the governor who has responsibility for SEN.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Throughout, the partnership with parents, the community, schools and other institutions is very good.

- The school prepares a very good range of information for parents about their child's development and about life and events at the school by means of the handbook, booklets, open evening, circulars and the reports.

- As well as the formal arrangements, parents appreciate the way they can contact the headteacher and the staff at any time with regard to matters appertaining to their children.
- Parents are very supportive of the school. They help in the classrooms and with a variety of extra-curricular activities. A goodly number of parents have joined the Family Literacy scheme which is effectively co-ordinated by the deputy headteacher.
- A variety of activities is organised by *Cymdeithas Ffrindiau Eifion Wyn* and through them, a substantial sum of money is raised every year for the school's use.
- The school plays a prominent and important part in the life of its community. The school's pupils join in town celebrations and entertaining members of the community by means of activities such as dancing and singing. The Vicar visits the school, and the pupils in their turn visit the church. During Christmas time, pupils visit an old people's home to sing and entertain. The pupils join in humanitarian campaigns in the community.
- The school co-operates closely with Clwb Chwaraeon Madog.
- There are good links between the school and the local secondary school to which the pupils transfer. Transfer arrangements are effective and the curricular links are being strengthened. The partnership with primary schools in the area is good.
- Pupils from the University and the training colleges come to the school annually and pupils from the secondary school come to the school on work experience.
- The school makes full use of all the pertinent services offered by the UA and it receives regular visits from its advisers and officers.
- Officers from a number of establishments and agencies such as the police, the National Park and the Festiniog Railway come to speak to the pupils.
- Pupils visit places such as Penrhyn Castle, the Lloyd George Museum and the Porthmadog Maritime Museum as part of their curricular studies.

5.7 Partnership with Industry

Generally, the quality of this partnership is satisfactory.

- School staff and members of the governing body are attempting to forge links with local businesses and companies and some of these links are beginning to bear fruit.
- There are good links with a local bank and the manager comes to school to show pupils what are the essentials of running a business.
- Financial contributions are received from a local shop and a local company.
- A representative of the local Railway Company comes to the school to talk about the

importance of the tourism industry to the area. A nearby supermarket works with the school and contributes to pupils' knowledge of the world of work.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is very good.

- A culture of self-evaluation is long established at the school and it is central to the school's development and the way it plans for improvement. The work achieved in this field contributes directly to improving pupils' performance.
- The school has got to grips with the key issues raised in the last inspection and as a result it has succeeded in dealing effectively with the weaknesses noted.
- Staff and governors monitor the school's performance regularly and evaluate the quality of educational provision thoroughly. Targets are set for improvement and the school is working appropriately on the findings of the monitoring process.
- The co-ordinators undertake their self-evaluation role effectively and conscientiously. During the monitoring process, attention is paid to the quality of teaching and learning, pupils' work, revising and re-writing schemes of work, and to the range and quality of resources in the subjects for which they are responsible.
- The school makes good use of the county's officers and advisers in the process of monitoring and self-evaluation.
- The governors have a clear commitment to the school's success. They approve all the policies, they look at the school's results in the assessments and the national tests and they receive detailed and regular reports from the headteacher about pupils' progress and achievements and the quality of the educational provision.
- The SDP is central to the school's way of planning for improvement. An honest analysis is made of the previous year's priorities in order to identify any matters that will need further attention.

6.2 Leadership and Efficiency

The quality of the school's leadership and efficiency is very good.

- There is a very good ethos in the school and a feeling of purpose in every aspect of the school's life and work. It is a happy and caring school where sound values are promoted and an awareness of the heritage and culture of Wales are being successfully fostered.
- The headteacher gives unique and notable leadership to the school. His caring and warm personality permeates through all the life and work of the school. His vision and

enthusiasm are at the core of the school's success.

- The deputy headteacher undertakes his duties in an orderly and conscientious manner. The other members who have co-ordination and management responsibilities undertake their duties in a diligent and committed manner.
- The whole staff of the school, the teachers and non-teaching staff, work together effectively with the aim of ensuring the best provision for every pupil.
- The governors are assiduous and undertake their responsibilities conscientiously. They are very knowledgeable about their roles and responsibilities with regard to matters appertaining to the school's curriculum, finance and management. The members visit the school regularly and as a result, they have a very good awareness of the life and work of the school.
- All budgetary matters are organised and managed effectively. The work is supervised by the headteacher in consultation with the governors' finance sub-committee. A clear structure has been developed for making decisions on spending and there are appropriate means of evaluating them.
- The school's developments are very effectively led through the SDP. They include those priorities which derive from the school's self-evaluation programme and all the appropriate steps have been included in the planning.
- The administrative procedures and the day-to-day arrangements are very effective. Full and purposeful use is made of all the very good resources, buildings and the facilities which are available at the school.

6.3 Staffing, Accommodation and Learning Resources

The quality of staffing, buildings and learning resources is very good.

- There are ten permanent, full-time teachers, including the headteacher. There are two temporary, full-time teachers, who are new to the school since last September, as well as one full-time permanent teacher who is also new to the school. There is a part-time teacher, teaching the nursery class children. The staff's initial qualifications are mainly in language and the arts. However, the majority of the staff have attended INSET courses to develop expertise in various fields, and there is a good foundation for presenting a broad and balanced curriculum to the pupils. The commitment to the staff's professional development has been very closely linked to the priorities specified in the SDP.
- Effective use is made of staff specialisms to present music, ICT and physical education to some classes.
- A full-time nursery assistant helps in the nursery and reception class. Also six nursery assistants or teachers' aides work with under-fives, supporting pupils with SEN, giving one-to-one attention to children with difficulties, or offering general support in classes. Very good use is made of these ancillary members of staff, and they are of obvious assistance to the pupils, and they promote progress.

- A full-time clerk assists the headteacher very effectively with administrative work.
- Three peripatetic music teachers come to school to offer woodwind, strings and harp lessons. Some of the provision was inspected and it was judged that the quality of the teaching was good, with pupils making good progress.
- Since the last inspection, the school has established a self-evaluation process, and has established a very effective system of monitoring teaching and whole school aspects. The honest evaluations of strengths and weaknesses, and the positive written comments, for example when monitoring teaching, are evidence of very good practice.
- The supervisory staff, as well as the kitchen and cleaning staff, all contribute effectively to the smooth day-to-day running of the school.
- The quality of the accommodation and the available facilities are very good. The classrooms and other areas are exceedingly colourful and welcoming, with displays of a high standard, with an attractive and stimulating environment.
- There is an exceptionally good collection of resources which is sufficient to meet the needs of the CC in every class. The availability of resources is good and regular use is made of them during the lessons.
- The school has a suitable play area for under-five children, use of the Leisure Centre tennis courts as a play area for KS2 pupils and a playground in front of the school as a play area for KS1. All these places are safe, and appropriate use is made of them. Although the school has grassed areas, these cannot be used until the grass is established. The school's boundaries are secure and entrances are kept locked during the day.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The provision for under-fives is suitable and promotes the desirable outcomes in the six areas of learning. The quality of the provision is very good and the children have a wide variety of interesting and purposeful activities which are consistent with their level of development.

In the nursery class, standards are very good in personal and social development, mathematics, knowledge and understanding of the world, physical development and creative development. Standards are good in language, literacy and communication. In the reception class, standards are very good in the six areas.

Language, literacy and communication skills

Standards are good in nursery and very good in reception.

Good features

- Nursery children listen intently and speak enthusiastically about events at school and at home, such as objects which float or sink. They retell, in their own words, the story of Hansel and Gretel in the right order. They succeed in recognising a good number of letters and they hold books correctly. The majority can write their names. The children who do not speak Welsh at home make good progress in a short time.
- In the reception class, children listen well to one another and to adults and ask sensible questions. They chat enthusiastically about materials in the house and about the experience of tasting fruits, and they follow instructions very well. They recognise a number of letters and they form them properly and the best build their own sentences. The majority read familiar words, and a small number read some familiar words very well with good understanding.

Personal and social development

Standards are very good in nursery and reception.

Good features

- In the nursery, children play together very well, and respond effectively to the organisation of activities. They display good self-control and they are aware of the need for cleanliness. They wait their turn patiently as they play a game. They speak courteously and the majority of them display a good measure of independence.
- Reception children understand the importance of class rules and they are very willing to share resources. They form a very good relationship with other children and adults, and they display sensitivity towards others. They listen courteously and they wait their turn patiently, as necessary. They are very independent children.

Mathematical development

Mathematical development is very good in the nursery and the reception class.

Good features

- In the nursery class, children count to five easily, and a number count to ten. They have a good understanding of large and small numbers. They succeed in sorting objects according to colour and they recognise two-dimensional shapes. They create and complete patterns extremely well.
- Reception children count to fifty verbally and work very effectively with numbers up to ten. They use appropriate mathematical vocabulary as they put numbers in order and they have a very good knowledge of two-dimensional shapes. They understand that they need money if they wish to spend in a shop, and the majority can tell the time on the hour.

Knowledge and understanding of the world

Standards are very good in nursery and reception.

Good features

- Nursery children know about creatures that live under the water and they have an exceedingly good knowledge of different types of houses. They talk enthusiastically about animals, and they know which hat is best for keeping dry in the rain. They record objects which float and sink, and they succeed in explaining the meaning of the word 'transparent' effectively. They know that they live in Porthmadog, and as a result of their visit to a supermarket and the church, they name some of the town's buildings confidently.
- Reception children succeed very well in handling materials used to build a house, and they have very good knowledge of different houses, parts of a house, and houses around the world. They know about people who help them and they locate Porthmadog correctly on a map of Wales. They have exceedingly good knowledge of the differences between night and day, and they know how people used to wash clothes year ago. They retell Bible stories, such as the story of the Good Samaritan and the story of Joseph, very well.

Physical development

Standards are very good in the nursery and the reception class.

Good features

- Nursery children use small equipment such as writing equipment, water play apparatus and building blocks very well. While playing with large toys on the playground, they display good control, and make effective use of space.
- Reception children use small equipment such as a paintbrush, gluing equipment and writing equipment confidently and independently. They use scissors safely to cut along lines in order to create patterns and they display very good hand-eye co-ordination. They succeed in using a computer mouse with good control. On the playground, they handle small balls, bean bags and hoops with very good control and they display a good awareness of safety.

Creative development

Standards are very good in nursery and reception.

Good features

- Nursery children work confidently with different media to create attractive pictures of houses, and delightful models of houses and trains. They use *papier mâché* to create shoes and to construct large models of sea creatures. They sing melodiously, and keep very good rhythm as they play percussion instruments, and they role-play in a lively manner in the house corner.
- Reception children mix paint exceptionally well and use the computer effectively to

create attractive pictures of houses. They handle clay confidently and create lively collage work. They make attractive patterns on tiles and they succeed in designing and creating a rain hat for Teddy. They name percussion instruments, connect them with the weather, and create a very good graphic score. They sing in tune and succeed in beating rhythms accurately.

Shortcomings

- There are no significant weaknesses in any areas in the nursery or reception.

Welsh

Standards of achievement are very good in KS1 and good in KS2.

Good features

- Pupils' listening skills are developing very well in both key stages. Pupils listen intently to teachers' presentations and to their fellow pupils' contributions when they report back to the whole class.
- The majority of pupils speak confidently in formal and informal situations. They contribute well to whole class discussions and they are eager to share their experiences with teachers and visitors.
- Key Stage 1 pupils discuss the visit of an authoress to the school enthusiastically, and they discuss what they will include in a letter thanking her for her visit. Year 3 pupils display lively imagination as they present their ideas for planning the sequence of a story they have heard. Year 5 pupils display considerable maturity as they express opinions on the content and the format of a variety of publicity pamphlets.
- Pupils' reading skills are developing soundly in KS1. Pupils enjoy books and are keen to discuss their content with teachers and other adults.
- In KS2, pupils read and discuss a wide variety of different subjects ably. Their higher reading skills are developing well as they discuss a class novel.
- Key Stage 1 pupils make good progress in their writing skills; they write in a variety of forms and many display much lively imaginative work and writing skills of a high standard.
- Year 3 and Y4 pupils respond creatively to a class story and novel, with the best achieving very good standards. Year 5 pupils succeed in discriminating well between opinion and fact as they evaluate an information pamphlet and the best in Y6 create descriptive extracts and portrayals of a good standard.

Shortcomings

- Although pupils in KS2 make good progress with regard to the style and content of their writing, a minority of pupils only make satisfactory progress with their spelling and their

use of syntax.

- Generally, pupils at the top end of the key stage do not write in a sufficiently extended manner or in a sufficiently wide range of forms.

English

English is not introduced formally at KS1. However, several good examples were seen of oral work, reading and writing by Y2 pupils. In KS2, standards are very good in speaking and good in reading and writing.

Good features

- Pupils listen well and respond enthusiastically. They discuss their work intelligently and they speak with considerable confidence and fluency with adults. They role-play confidently; for example, Y6 pupils play the role of characters in a class novel, and in Y3, pupils take turns to wear an owl mask and speak extremely effectively about their feelings of fear in the dark. Year 4 pupils explain and describe characters in a book, well, and Y5 pupils discuss enthusiastically the work they did on the 'Iron Man', and express opinions very effectively.
- The majority of KS2 pupils read correctly and with meaning. They use appropriate strategies to cope with unfamiliar words, and they read a variety of books fluently, and with considerable enjoyment. Year 3 and Y4 pupils discuss plot and characters effectively and the best in Y5 and Y6 compare the style of authors well. Pupils across the key stage discover information from books and electronic sources effectively. The majority use dictionaries, tables of content and indexes well.
- At the bottom end of the key stage, pupils know the demands of tasks and the majority of them succeed in achieving good work. As they write dialogues and poems based on the story of 'Red Riding Hood', Y3 pupils display a good use of imagination and a good measure of accuracy, and much of the work is of a high standard. Year 3 and Y4 pupils write in a good variety of forms, including a diary, a newspaper article, a book review, a poster, a creative story and factual and imaginative descriptions. In Y5, pupils produce extended writing and vary sentences as they write in a variety of forms. They complete challenging tasks, such as discussing the witches in the play, 'Macbeth' and re-tell a part of the story very effectively. Year 6 pupils' work displays appropriate punctuation and spelling, and pupils recognise basic parts of speech well, They write in a satisfactory range of forms, with the best presenting very good extended work.

Shortcomings

- There are no significant weaknesses.

Mathematics

Standards of achievement are very good in KS1 and KS2.

Good features

- Year 1 pupils have a very good knowledge of number bonds and they are skilled in designing patterns. Their knowledge of place value within tens and units is good and they use the concepts of odd and even numbers correctly. They have a very good grasp of simple tables and they halve shapes correctly.
- Year 2 pupils can remember addition, subtraction, multiplication and division facts very well and they use suitable strategies in doing mental work, and they answer quickly. They deal with money sharing problems confidently and they know that 100 pennies make a pound. They succeed extremely effectively in explaining their strategies. They measure time well, and use an analogue and digital clock. They know simple fractions and they use a scale and a ruler correctly.
- In KS1, the work on shapes is very good, with pupils recognising a wide range of shapes, and explaining their features and the differences between them, intelligently. Within the work on shape, they display a good awareness of simple symmetry. They collect data carefully and they present their work in the form of a variety of graphs. They interpret their results exceedingly well.
- In KS2, numeracy standards are very good. Pupils use the full range of multiplication tables up to 10 quickly to solve number problems as they do mental work. They have a good understanding of a number of suitable strategies for problem-solving, and they explain these effectively as they discuss their work. The majority of pupils explain the relationship between percentages, decimals and fractions confidently. Pupils can prove hypotheses and discover patterns in their work, and they succeed in solving problems by using more than one operation.
- In Y3 and Y4, pupils have a good knowledge of two and three dimensional shapes and angles, and at the top end of the school, pupils are discovering perimeters and the area of shapes easily. Pupils across KS2 use standard metric units intelligently, and they discuss time and money effectively.
- Across KS2, pupils create and interpret a suitable range of graphs. They use different ways of collecting and recording data, and the quality of the work is consistently good.

Shortcomings

- There are no significant weaknesses.

Science

Standards of achievement are very good in both key stages.

Good features

- KS1 pupils develop very good observation and investigation skills and this is giving them a sound foundation for understanding scientific terms and concepts in the future.
- They can name the main external parts of the body correctly and explain the function of parts such as the skull and ribs. They also know the functions of organs such as the heart, lungs and the stomach.
- They understand that physical exercise and eating the right types of food help human beings to keep fit. They investigate the effect of different exercises on the heart rate.
- Pupils record their work correctly and in an orderly manner, and their scientific vocabulary is developing very well.
- As a result of planning and conducting a scientific investigation into forces and motion and then interpreting the results correctly, Y3 pupils have a very good understanding of the way friction, as a force between surfaces, slows down moving objects.
- Year 4 and Y5 pupils collect scientific information from a wide range of sources such as subjects and investigations and they present their work clearly and in an organised manner using relevant scientific vocabulary.
- Year 6 pupils have good knowledge across the programme of study. They work successfully in a scientific manner as they investigate the way switches can be used to control electrical devices in series and parallel arrangements.

Shortcomings

- There are no significant weaknesses.

Design and technology

Standards of achievement are very good in KS1 and KS2.

Good features

- In both key stages, pupils' work carefully through the process of investigating products to see how they work and how they have been created. They use purposeful vocabulary to discuss texture, the feel and the appearance of the products, their strength and their ability to do that for which they were designed.
- In KS1, they spend time collecting ideas before creating their own simple designs,

implementing them and then evaluating them orally.

- In their work of designing and making hand puppets, KS1 pupils display cutting, shaping and stitching skills of a very high standard. They use extremely effective finishing techniques.
- Across KS2, pupils use a wide range of information sources, including websites to find ideas for their products.
- In Y3, the pupils thought about construction and structure as they investigate products, in order to refine their skills before setting about making bags for every occasion. The final products are of a very good standard.
- Before setting about creating jewellery to decorate the body, Y4 pupils developed their ideas by sketching and investigating with clay and considering their suitability for their finished product.
- Year 5 pupils demonstrate very good design skills as they create a moving toy. They understand different aspects of mechanisms and they use appropriate finishes for their product in order to complete work of the best possible standard.
- Year 6 pupils use a computer program very capably to design their ideas for making a vehicle to lift objects. They evaluate their design ideas as they develop, keeping in mind how the product is to be used.

Shortcomings

- There are no significant shortcomings.

Information technology

Standards of achievement are very good in KS1 and KS2.

Good features

- Key Stage 1 and KS2 pupils are learning the basic skills very well. They have frequent opportunities to practise their skills as the school has invested well in information technology equipment including the provision of a computer room.
- They use ICT to investigate and solve problems in the context of work across a variety of subjects.
- Key Stage 1 pupils use computer programs appropriately to reinforce their work in language and number. Their word-processing skills are developing well. They create graphs to process and display stored information.
- By the end of the key stage, they can open and start a program. They can create a simple piece of music, choose timing and instruments, and save and print their work. They can

control movements on the screen and create real and imagined situations.

- Key Stage 2 pupils use ICT equipment and software confidently to communicate, share and exchange ideas and information in different forms, including text, pictures and graphs, as appropriate.
- They make effective use of the internet to research and gather information. They import text and pictures from different sources such as a scanner and a digital camera, competently.
- Pupils can send and receive e-mail messages confidently. They can access messages in folders and they know how to attach an e-mail file.
- Pupils' modelling skills are developing very well. By Y6, they can investigate the effects of changing the variables in a computer model.

Shortcomings

- There are no significant weaknesses.

History

Standards of achievement are very good in both key stages.

Good features

- Key Stage 1 pupils have a very good awareness of the passage of time. They look at pictures and artefacts from the past and compare them with that which is familiar to them in their own lives.
- Year 2 pupils' awareness of chronology is being very effectively fostered by having the opportunity to feel and handle equipment for boiling water over the centuries, and using knowledge they gained earlier in stories and accounts to arrange them in their correct chronological order.
- They learn how to find information about the past from various sources. They read about characters from Welsh history such as Prince Llywelyn and Jayne Pritchard. They visit historical places such as the Lloyd George Museum in Llanystumdwy and they speak enthusiastically about the experiences they have had.
- In KS2, the direct experiences presented to the pupils are extended and developed. Pupils across the key stage ask and answer questions about the past confidently.
- Pupils' awareness of chronology is developed very effectively through the use of the inventive timeline which stretches from the Stone Age to the time of the Second World War.
- Pupils make very good use of a wide range of historical sources to investigate historical

projects such as the Tudor period, the reign of Victoria and the Second World War. They know the difference between primary and secondary sources. They come to meaningful conclusions as they deal with sources.

- Key Stage 2 pupils' work displays an increasing depth of knowledge and understanding of aspects of the history of Wales and Britain and of other areas. Their work is very greatly enriched by the visits made to historical places such as the recent one to Penrhyn Castle.
- Across both key stages, pupils convey and present their information in a variety of ways including visual, oral and written presentations and the use of ICT.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement are very good in KS1 and good in KS2.

Good features

- In KS1, pupils' geographical skills are developing very well. They have a good knowledge of their local area. They can name and describe simply, the main features of the area such as buildings, the roads, the fields and the farmhouses. They know about some of the differences between rural and urban areas.
- They use maps and plans and they make good use of secondary sources to collect information and use it to create their own maps. Their geographical vocabulary is developing very well.
- They come to understand that fruits and vegetables come from different parts of the world and they begin to recognise some of the countries that grow them by locating them on a map of the world.
- KS2 pupils recognise some of the ways people affect the environment. They are aware of what pollutes the atmosphere and the importance of recycling and dealing properly with waste. They devise posters, pamphlets and letters in their efforts to convince the public of the importance of recycling.
- They develop their geographical skills well in their work and they compare contrasting areas. They ask and answer geographical questions such as what the locality is like, how it compares with other areas and their similarities and differences. There are very good examples of work in Y5 when pupils compare St Lucia and Wales.
- By means of their studies, Y6 pupils gain an understanding of what happens in their own environment and how people can enhance or harm it.
- Pupils in both key stages interpret and use symbols, keys and co-ordinates at a level

which corresponds with their age and ability.

Shortcomings

- In KS2 generally, pupils do not extend their geographical skills sufficiently by means of observation and collecting information in the field, and by investigating, organising and recording their work independently.

Art

Standards in art are very good in KS1 and KS2.

Good features

- Pupils experiment with a wide variety of media and techniques to produce exceptionally good work. They understand very well the purpose of mixing colours. For example, Y2 pupils mix paint extremely effectively to create delightful wallpaper patterns.
- In KS1, pupils display very good observation skills, for example as they use pencils and crayons to draw fruits.
- Modelling work in KS1 is of a high standard, with Y1 pupils creating striking large monsters made of boxes and bottles, and Y2 pupils making lively clay models of teddies.
- Key Stage 2 pupils' make detailed investigations of artistic elements, including, tone, texture, line and shadow. They can discuss the method they use in their work, confidently, such as pictures of boats in Y3, the sketches of World War Two artefacts in Y6, and the sketches of fruits in Y4.
- Pupils produce interesting three-dimensional and textile work in KS2, such as the *papier mâché* bowls in B3, and the stylish weaving in Y5.
- In KS2, several classes undertake some striking investigative work into the art of other cultures. In Y5, pupils compare Stone Age art with the art of the Aborigine very effectively, and Y3 pupils' bowls imitate Brazilian pottery very effectively.
- Across the school, pupils study the art of the world's great artists, and they display a detailed knowledge of the various techniques and the ability to adapt them to their own work. In KS1, Cézanne's still life paintings are successfully imitated, and Y5 pupils use William Morris' printing techniques to produce some exceedingly tasteful prints. In Y6, pupils imitate the work of Picasso and Monet successfully.
- Pupils across the school know about Welsh artists, such as Josef Herman, Kyffin Williams and Rob Piercy. They express opinions about their work very effectively, using appropriate technical language.
- The exhibitions in the school's entrance and in other areas are striking and stimulating.

Shortcomings

There are no significant weaknesses.

Music

Standards of achievement are very good in KS1 and KS2.

Good features

- The standard of singing is very good in KS1. Pupils pronounce words clearly and sing rhythmically, with the majority maintaining pitch successfully.
- In KS2, pupils maintain pitch soundly as they sing, with careful breathing to add good meaning to their interpretation of the words, At the top end of the school, they undertake challenging two-part singing and cerdd dant, and their performances are thrilling.
- In KS1, pupils choose and select the sounds of different instruments as an accompaniment to stories and songs. In their composition work, they develop a simple graphic score to record their ideas, and they explain the work intelligently. Whilst performing, they succeed in maintaining a steady beat.
- In KS2, pupils compose an accompaniment to poetry, and the work displays good understanding of concepts such as pitch and rhythm. Their understanding of musical notation is very good. They evaluate their work sensibly, and offer estimable suggestions as to how it could be improved.
- At the top end of the school, instruments and voices are used to experiment with interpreting a specific situation. Pupils display confidence and creativity as they convey in an extremely effective manner, the sounds and the atmosphere of the fairground, and they realise how important a conductor is when performing this type of work.
- KS2 pupils listen critically to music and evaluate it in detail. They discuss a number of aspects such as pitch, tempo, dynamics and texture confidently and intelligently. They know the name of the instruments of the orchestra, and they recognise the sounds of different instruments very well.
- Pupils across the school benefit from listening to a wide range of music, including examples of the western classical tradition, pop and jazz, Welsh music and examples from other cultures. Y5's understanding of style is evident as they discuss the work of Glenn Miller and the music of the Tudor Age. Pupils across the school understand that the feelings conveyed in music vary widely.
- KS1 and KS2 pupils use music terminology appropriately, and they make effective use of computer programs as they compose.

Shortcomings

- There are no significant weaknesses.

Physical education

During the inspection, one gymnastics lesson was seen in KS1, one gymnastics lesson in KS2, and one athletics lesson in KS2. A session of Dragon Sports was seen after school hours, dance work and sports on a video tape, and discussions were held with teachers and pupils. It was judged that standards are good in both key stages.

Good features

- In the gymnastics lessons, KS1 and KS2 pupils create interesting shapes with their bodies, and use them within sequences of movements. They control their bodies well, and they plan, perform and evaluate the work effectively.
- In the dance lessons, KS1 and KS2 pupils move sensitively and they respond enthusiastically to music. They display considerable control and creativity as they dance.
- In the athletics lesson, KS2 pupils display good skills as they throw a discus and a javelin, and when jumping and running. They transfer their weight satisfactorily as they throw, and they work energetically.
- Key Stage 2 pupils' skills are developing well as they take part in a range of games and activities in the clubs held after school hours, such as Dragon Sports. Pupils benefit from the expertise of volunteers who train them in some of the sessions.
- The school teams succeed well in competitive games with other schools.
- Pupils across the school have a good understanding of the beneficial effect of physical exercise on health, and they are aware of safety requirements in their work.
- Pupils make good progress in their swimming skills.
- The availability of the very good resources, either owned by, or in close proximity to the school, such as an all-weather field, the tennis courts, the school hall, the gymnasium and the swimming pool in the Leisure Centre, and the school's regular and effective use of them, are a means of raising standards in physical education.

Shortcomings

- There are no significant weaknesses.

Religious education

Standards of achievement are good in KS1 and KS2.

The subject is taught in conformity with the requirements of the Unitary Authority's Agreed Syllabus.

Good features

- In both key stages, the pupils study Christianity mainly, with some aspects of other religions and creeds such as Judaism and Islam, for example. Their knowledge and understanding of aspects of these religions are good and corresponds to their age and ability.
- Pupils in both key stages are familiar with stories from the Bible and they can retell them confidently. They understand the religious significance of some of the parables.
- They understand the importance and significance of prayer. They write and present their own prayers sensibly and sincerely.
- They know about the work and the contribution of benefactors such as William Morgan, Louis Braille and Dr Barnardo, and the life and work of saints such as St David and St Christopher.
- In both key stages, pupils have a good understanding of different faiths and creeds, and the features and the purpose of places of worship.
- They have a good knowledge of Christian celebrations and festivals and they can refer to some of the festivals and symbols that belong to other religions.
- Pupils' knowledge and understanding is extended by work undertaken in other areas such as art, music and personal and social education.

Shortcomings

- Although pupils' knowledge is good, a minority of them do not develop their own ideas by responding as individuals to that which they learn, and linking it with personal experiences.
- They do not respond adequately to religious artefacts which belong to Christianity and other religions.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

- 1. Maintain good standards, and raise standards in those subjects and aspects which are satisfactory at present by eliminating the shortcomings noted.**

By now, English is taught earlier in KS1 and attention is given to all the language skills. The language scheme was rewritten and the teachers have been on a variety of courses and have adopted new strategies in literacy such as group work, and collective reading and writing. Pupils' progress and achievements are reviewed by the co-ordinator as part of the school's monitoring programme. In this inspection, it was judged that standards are good across the key stage, with very good aspects in oral work. In religious education, the scheme of work has been revised, teachers have attended in-service training courses and the co-ordinator monitors the development of the subject across the school. It was judged in this inspection that standards are good in both key stages.

- 2. Extend the monitoring role of curriculum leaders and ensure that they concentrate more specifically on the quality of teaching and learning and pupils' standards of work in order to ensure that good practice is extended throughout the school.**

The monitoring scheme was revised following the last inspection. Self-evaluation is now central to the work of the school and it contributes specifically to raising pupils' standards of achievement. Every co-ordinator monitors, within the designated timetable, the area for which he/she is responsible.

- 3. Ensure that strangers cannot enter the school site over a fence, which backs on to a nearby supermarket, or gain admission to the school's buildings through unlocked doors.**

By now, the school is in a new building on a new site and so this matter is no longer relevant.

8.2 Key Issues for Action

In order to maintain and build on the school's strengths and the good and very good standards which already exist, the school needs to do the following:

- pay attention to the few weaknesses in a small minority of subjects and aim at excellence in every area;
- develop the school's links with business, industry and the world of work, further.

APPENDIX

A. Basic Information About the School

| | |
|---------------------|-----------------------|
| Name of School | Ysgol Eifion Wyn |
| School Type | Community |
| Age-Range of Pupils | 3 –11 |
| Address of School | Porthmadog Gwynedd |
| Post Code | LL49 9UN |
| Telephone Number | 01766 513286 |

| | |
|-----------------------|----------------------|
| Headteacher | Mr Ken Hughes |
| Date of Appointment | September 1990 |
| Chairman of Governors | Mrs Bethan Nixon |
| Registered Inspector | Mr. D Gwynfor Evans |
| Dates of Inspection | 24-05-04 to 27-05-04 |

B. School Data and Indicators

| <i>Number of Pupils in Each Year Group</i> | | | | | | | | | |
|--|---------|----|----|----|----|----|----|----|-------|
| Year Group | N (fte) | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils | 10 | 30 | 32 | 32 | 30 | 31 | 32 | 27 | 215 |

| <i>Number of Teachers</i> | | | |
|---------------------------|-----------|-----------|----------------------------|
| | Full time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 12 | 1 | 12.5 |

| <i>Staffing information</i> | |
|--|--------|
| Pupil:teacher ratio, excluding nursery and special classes | 23.8:1 |
| Child:adult ratio (fte), nursery only | 10:1 |
| Child:adult ratio (FTE), in special classes | 6.3:1 |
| Average class size, excluding nursery and special classes | 30 |
| Teacher:class ratio | 1.2:1 |

| <i>Percentage Attendance for Three Complete Terms Prior to the Inspection</i> | | | | |
|---|------|-------|-------|--------------|
| Term | M | KS1 | KS2 | Whole school |
| 1Summer 2003 | 93.8 | 94.3 | 94.2 | 94.14 |
| 2Autumn 2003 | 91.8 | 94.95 | 94.5 | 94.18 |
| 3Spring 2004 | 91.4 | 94.85 | 94.07 | 93.8 |

| | |
|---|---|
| Number of Pupils Excluded during Twelve Months prior to Inspection. | 0 |
|---|---|

C. Results of National Curriculum Assessments and Public Examinations

End of KS1

| National Curriculum Assessment KS 1 Results: 2003 | | | Number of Pupils in Y2: 32 | | | | | |
|---|--------------------|----------|----------------------------|---|----|----|----|----|
| Percentage of Pupils at Each Level | | | | | | | | |
| | | | D | W | 1 | 2 | 3 | 2+ |
| WELSH | Teacher Assessment | School | | 3 | 10 | 34 | 52 | 86 |
| | | National | | 2 | 11 | 63 | 24 | 87 |
| MATHEMATICS | Teacher Assessment | School | | 0 | 24 | 41 | 34 | 75 |
| | | National | | 2 | 9 | 61 | 26 | 88 |
| SCIENCE | Teacher Assessment | School | | 0 | 17 | 48 | 34 | 83 |
| | | National | | 2 | 10 | 68 | 20 | 88 |

| Percentage of Pupils Attaining at least Level 2 in Mathematics, Science and English (or Welsh as a First Language) according to Teacher Assessment | | | |
|--|----|-----------|----|
| In the school: | 72 | In Wales: | 79 |

END OF KS2

| National Curriculum Assessment KS 2 Results: 2002 | | | | | | | | | | Number of Pupils in Y6: 30 | | |
|---|--------------------|----------|---|---|---|---|---|---|----|-------------------------------|----|---|
| Percentage of pupils at each level | | | | | | | | | | | | |
| | | | D | A | F | W | 1 | 2 | 3 | 4 | 5 | 6 |
| English | Teacher Assessment | School | 0 | 0 | 0 | 0 | 0 | 3 | 23 | 67 | 7 | 0 |
| | | National | 1 | 0 | 0 | 1 | 1 | 7 | 20 | 45 | 25 | 0 |
| | Test/Task | School | 0 | 0 | 0 | 7 | 0 | 0 | 13 | 53 | 23 | 0 |
| | | National | 1 | 1 | 2 | 0 | 0 | 6 | 14 | 41 | 33 | 0 |
| Welsh | Teacher Assessment | School | 0 | 0 | 0 | 0 | 0 | 3 | 20 | 70 | 7 | 0 |
| | | National | 1 | 0 | 0 | 1 | 1 | 4 | 22 | 51 | 19 | 0 |
| | Test/Task | School | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 80 | 7 | 0 |
| | | National | 1 | 2 | 0 | 0 | 0 | 3 | 19 | 51 | 21 | 0 |
| Mathematics | Teacher Assessment | School | 0 | 0 | 0 | 0 | 0 | 3 | 20 | 67 | 10 | 0 |
| | | National | 1 | 0 | 0 | 0 | 1 | 4 | 19 | 44 | 30 | 0 |
| | Test/Task | School | 0 | 0 | 0 | 3 | 0 | 7 | 10 | 57 | 23 | 0 |
| | | National | 0 | 2 | 1 | 0 | 0 | 4 | 18 | 41 | 34 | 0 |
| Science | Teacher Assessment | School | 0 | 0 | 0 | 0 | 0 | 3 | 20 | 70 | 7 | 0 |
| | | National | 1 | 0 | 0 | 0 | 0 | 2 | 14 | 48 | 35 | 0 |
| | Test/Task | School | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 63 | 27 | 0 |
| | | National | 1 | 2 | 0 | 0 | 0 | 1 | 10 | 48 | 39 | 0 |

| Percentage of Pupils Attaining at least Level 4 in Mathematics, Science and either Welsh (First Language) or English | | | |
|--|----|----------------|----|
| by Teacher Assessment | | by Test | |
| In the school: | 77 | In the school: | 80 |
| In Wales: | 70 | In Wales: | 71 |

- D Pupils who have been exempted under statutory arrangements from part or the whole of the National Curriculum
 A Pupils who have failed to register a level owing to absence
 F Pupils who have failed to register a level for reasons other than absence
 W Pupils who are working towards level 1

D. The Evidence Base of the Inspection

- The school was inspected by a team of three inspectors who were present for 10 inspection days.
- 55 lessons or parts of lessons were inspected.
- A sample of pupils in both key stages were heard reading. Discussions were held with a number of pupils and they were questioned about aspects of their work in NC subjects and religious education.
- A sample of their written and practical work was examined in each subject.
- School policies and documentation were studied before the inspection.
- The inspectors held meetings with teachers during inspection period on a wide variety of matters appertaining to their responsibilities and the work of the school. School planning documents were studied together with the schools various files and records.
- Attendance registers were examined.
- The inspectors were present during morning services and collective worship sessions.
- Twenty two parents attended the pre-inspection meeting and 12 questionnaires were completed.
- The Registered Inspector met Governors before and after the inspection.
- A pre-inspection meeting was held with staff and they were given feed-back after the inspection.

E. Composition and Responsibilities of the Inspection Team

| Inspector | Designation | Aspect Responsibilities | Subject Responsibilities |
|------------------|----------------------|--|--|
| Mr D G Evans | Registered Inspector | 1, 2, 3.1, 3.2, 5.1, 5.3, 6.1, 6.2, 8.1, 8.2 | Welsh, science, design and technology, information technology, history, geography, religious education |
| Mrs Z Evans | Team Inspector | 4.1, 5.2, 5.4, 5.5, 6.3 | English, mathematics, art, music, physical education, under-fives |
| Mr G Morris | Lay Inspector | 4.2, 4.3, 5.6, 5.7 | |

The inspectors who visited the school would like to thank the governors, the headteacher and the staff for the courtesy and co-operation they received during the inspection.