

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

A Report on the Quality of Education in

**Ysgol Bodfeurig
Tregarth
Gwynedd
LL57 4RH**

School Number: 6612013

Date of Inspection: 26/04/10

by

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Introduction

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

The inspection of Ysgol Bodfeurig took place between 26/04/10 and 28/04/10. An independent team of inspectors, led by Gareth Wyn-Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

- 1 Ysgol Bodfeurig is situated on high ground, on the periphery of the villages of Mynydd Llandegai and Sling in the Ogwen Valley. The school is administered by Gwynedd Local Authority (LA).
- 2 The school serves learners between three and eleven years old. At the time of the inspection, there were 33 learners on roll, and three part-time pupils who attend in the mornings. A third of pupils come from Welsh language homes and the remainder from homes where English is the main language.
- 3 According to the school, pupils come from a cross section of backgrounds, some disadvantaged and some very privileged. The area is not economically prosperous. Approximately 12% of pupils are entitled to free school meals.
- 4 Children under five are admitted to the nursery part time in the September which follows their third birthday, which leads to full-time attendance on the September following their fourth birthday.
- 5 Learners represent the full range of ability. Only one learner appears on the SEN register and one other on school action and school action plus stages. No learners cared for by the LA are on the register. The school is organised into two classes, one for learners in key stage 1(KS1) including the Foundation Phase, and the other for learners in key stage 2(KS2).
- 6 The head in charge has had part-time responsibility for the school since September 2003. She is also responsible for Ysgol Tregarth under an informal cluster system operated by the LA. The school was last inspected in the summer term of 2004, since when there have been changes in staffing. There are two full-time teachers.
- 7 The LA has a programme for reviewing schools according to catchment areas. It foresees commencing a full review of provision within the Ogwen Valley catchment, which includes Ysgol Bodfeurig, during summer term 2011.

The school's priorities and targets

- 8 The school has aims and objectives which encompass all of its work. The school development plan (SDP) includes short and long term priorities. The school also sets targets in relation to standards of achievement at the end of KS 1 and KS2.
- 9 The aims of the school includes:
 - enabling each learners to achieve full potential;
 - establishing a secure professional learning community;
 - offering an inclusive curriculum to learners which motivates them to learn;
 - promoting a culture of social inclusion and respect for diversity;

- providing a learning community for everybody who plays a part in school life, and
- being a key player with other service providers.

10 During the current year, priority is given to:

- continuing to raise standards in writing;
- raising standards in physical education (out-door education)
- developing further the principles of Assessment for Learning;
- continuing to develop provision and resources for the Foundation Phase;
- continuing to develop and record Thinking Skills within the schemes of work;
- developing the monitoring roles of teachers and ensuring action plans following evaluation; and
- purchasing resources across the subjects, including information and communications technology (ICT).

Summary

- 11 Bodfeurig Primary School is a good school with outstanding features. There are many outstanding features in the quality of education provided. The school is a supportive and caring community where learners make very good progress and achieve good standards. The environment is safe and happy and learners are keen to learn within a very special ethos. Relationships are good with outstanding features on every level.
- 12 The head gives outstanding leadership to the school and both she and the staff are committed and very hard working. Standards of learning and the quality of provision have improved substantially since the last inspection.
- 13 The inspection team agreed with the judgement of the school in six out of the seven key questions. The team did not agree with the judgement of the school in one of the key questions and awarded a higher grade for key question 5.

Table of grades awarded

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

- 14 Numbers are very small within a specific school year. In 2009, four learners were assessed at the end of key stage 1 and three at the end of key stage 2. Because of this, care is needed when trying to come to a fair comparison of data with other schools, and also the family of schools across Wales.
- 15 In KS1, learner attainment according to national teacher assessment for 2009 for children aged seven in Welsh and science was higher than local and national averages and the family of schools, with similar free school meals (between 8% and 16%), and lower in mathematics. English is not taught in KS1.
- 16 In KS2 in 2009, learner attainment according to national teacher assessment for children aged eleven in Welsh, English, science and mathematics was higher than local and national averages, and the family of schools with similar fee school meals.
- 17 In KS1 and KS2 the schools` results in the majority of core subjects have been in the higher quartile over the last three years, and there is no significant difference between the results of boys compared to girls.

Areas of Learning for children under 5

- 18 Taken overall, the education provision for children under 5 is appropriate to their needs and learners make good progress towards the results of the Foundation Phase.
- 19 Grades awarded for the areas of learning are as follows:

Area of Learning	Inspection Grade	
	Nursery	Reception
Personal and social development, wellbeing and cultural development	Grade 1	Grade 1
Language, literacy and communication skills	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 1	Grade 1
Creative development	Grade 1	Grade 1

Grades for standards in the subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	76%	0%	0%	0%

- 20 Learners` standards of achievement compare well with percentages noted for lessons which are good or better in the Annual Report 2008-2009 of Her Majesty`s Chief Inspector (HMCI), namely Grade 2 or Grade 1 in 85% of lessons and Grade 1 in 12%. There has been significant improvement in the number of learners who achieve standards well in excess of the national average since the last inspection.

Grades for standards in subjects inspected in key stage 1 and key stage 2

Subject	Key Stage 1	Key Stage 2
Welsh first language	Grade 2	Grade 2
English		Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information and Communications Technology	Grade 1	Grade 1
Design Technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 1	Grade 2
Art and Design	Grade 2	Grade 2
Music	Grade 2	Grade 1
Physical Education	Grade 1	Grade 1
Religious Education	Grade 2	Grade 2

- 21 The above grades for standards in the subjects inspected are not always a reflection of the standards of achievement inspected in lessons. No lessons were inspected in ICT and history in KS1 and art in KS2. However, evidence, including learners' work over the previous two terms was seen.
- 22 Overall, the majority of learners, including children under 5 in the Foundation Phase, and those with additional learning needs (ALN) achieve good standards in their knowledge, understanding and skills. They achieve their aims and agreed targets.
- 23 Every learner makes good progress in the core subjects, namely Welsh mathematics and science in both key stages and English in key stage 2 and also the foundation subjects.
- 24 Standards in the core subjects in both key stages are good. Standards in the foundation subjects in KS1 and KS2 are good with outstanding features in ICT and physical education. They are also good with outstanding features in geography in KS1 and music in KS2. Standards in the remaining foundation subjects are good in both key stages.
- 25 The basic and key skills of children under 5 and learners in KS 1 and 2 are good on the whole. Their listening and writing skills are good across the curriculum and their reading skills are very good with outstanding features. Numeracy skills and their ability to solve problems are good. There are good features to learners' creative skills. Their bilingual competencies and IT skills are good with outstanding features.
- 26 All learners show very good attitudes towards their work. They make good use of their time and cooperate effectively with peers, showing perseverance and the ability to work independently for increasing periods. They all promote their own learning effectively by self-evaluating their work. Their skills in improving their own work are good. Their knowledge of the National Curriculum is good.

- 27 Learners' standard of behaviour is outstanding in every aspect of the life of the school. Attendance was 95.6% for the year preceding the inspection. This is better than the average levels of the LA and Wales and the level of unauthorised absence is very low.
- 28 Punctuality is good and registration meets statutory requirements. The school has good strategies to help pupils who are absent for a long period of time. No learner was suspended in the year before the inspection.
- 29 Learners understand the principles of equal opportunities and support each other well in all aspects of the work and play of the school. The local community supports the school very well.

The quality of education and training

- 30 The quality of education, training and assessment is good with outstanding features.

Grades for teaching

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

- 31 The quality of teaching in the lessons observed compares well with the most recent percentages from Estyn where the quality of teaching is Grade 2 or better in 85% of lessons and Grade 1 in 17%.
- 32 The outstanding features of the teaching include outstanding work relations between teachers, support staff and pupils. Everybody is treated fairly and there are high expectations regarding self-discipline. There is outstanding support for individuals to complete their tasks and there is purposeful intervention by teachers to move learning forward.
- 33 Teachers have very high expectations regarding learners' achievement and they present lively and exciting lessons which gain learners' interest and fire their imagination. Tasks and activities are carefully planned in order to meet the needs of every individual.
- 34 Often, teachers encourage learners to experiment on their own and encourage independence purposefully taking every opportunity to promote cross curricular skills. They ensure learners have opportunity to take an active part in teaching by having them explain to the rest of the class or leading an activity.
- 35 Teachers have appropriate knowledge of all the subjects they teach. Advantage is taken of the specialisms of staff at Ysgol Tregarth to deepen the experiences of learners in subjects such as music and physical education.
- 36 Assessment arrangements are comprehensive and a basis for all school targets. Effective use is made of tests to identify needs and develop learners. However there is no whole school system to track pupils assessments.

- 37 The school has commenced on the work of standardising and moderating teacher assessments by cooperating with other primary schools. Learners' work is marked regularly and positive comments which note steps for improvement are appended. The annual reports to parents are of good quality.
- 38 The school ensures equal access to a broad and balanced curriculum which meets all statutory requirements and religious education. KS2 plans have been adapted to the requirements of Curriculum 2008 noting assessment opportunities and the Skills Framework.
- 39 The plans of the Foundation Phase meet the Foundation Phase Framework and the Skills Framework, ensuring that the requirements of National Curriculum 2000 are implemented for Years 1 and 2.
- 40 Provision for all key skills is outstanding across the school. The school plans purposefully for developing learners' reading skills. Much emphasis is placed on using a broad range of activities. The school's effort to provide and plan purposefully for learners' bilingual skills is outstanding.
- 41 Learning experiences are enhanced by providing opportunities for learners to visit places of educational interest. They also take part in a number of after school activities including local and national cultural activities.
- 42 A number of educational visits and experiences which correspond to curricular work are arranged to interesting venues. The experiences enrich a number of curricular aspects in an outstanding fashion as well as personal and social education (PSE), the Cwricwlwm Cymreig and bilingualism.
- 43 Learners' spiritual and moral development is promoted through whole school assemblies which meet statutory requirements, and lessons in religious education.
- 44 The school council ensures that learners' contributions are appreciated and that they have a voice in the work of running the school. Wide opportunities are provided for them to work with local businesses and the link is used to enrich their experiences.
- 45 The school deals with those who are socially disadvantaged and challenges stereotypes very effectively. Boys and girls are afforded equal opportunity in every activity.
- 46 One of the evident successes of the school is the attention paid to promoting education for sustainable development. Great emphasis is paid to caring for the environment and keeping healthy. They have achieved the Green Flag of the Eco Schools, the Gold award of the Green Schools and three leaves of the Healthy Schools Project over the last two years. The school coordinator has won a UK wide national award for promoting Worldwide International Citizenship.
- 47 The quality of care, support and guidance offered to pupils is outstanding. Effective use is made of the support services of the LA and they work closely with parents in cases concerning the welfare and care of their children.

- 48 Provision for PSE is planned carefully and this has a positive effect on the emotional and general welfare of pupils.
- 49 Good arrangements have been made to care for the health, safety and welfare of learners. Risk assessments are systematic and every member of staff is aware of matters which concern learners' welfare.
- 50 Effective routines have been established for monitoring attendance and punctuality. The school meets statutory requirements and differentiates appropriately between different kinds of absences.
- 51 There is a clear policy and sound routines for child protection and all staff are aware of their responsibility to monitor learners consistently and to report immediately if there is any cause for concern. There is a policy and appropriate arrangements for dealing with appeals and complaints.
- 52 The quality of provision for learners with ALN is outstanding and meets in full the requirements of the Code of Practice. The detailed assessment arrangements of the school ensure that individual educational needs are recognised early and that staff intervene where needed.
- 53 The quality of provision for equal opportunities, racial equality and bullying are good. Although instances of unacceptable behaviour are rare, the school has effective strategies in order to ensure that learners do not mistreat each other.
- 54 There is no disabled pupil in the school and the site has not been adapted specifically for disablement. There is an agreement to consult with the LA to discuss what adaptations will be possible if required.

Leadership and management

- 55 The head in charge, has responsibility for Ysgol Bodfeurig for 0.5 of her time, according to the informal clustering process of the LA between Ysgol Bodfeurig and Ysgol Tregarth. She provides outstanding leadership and direction to Ysgol Bodfeurig.
- 56 The aims and values of the school are expressed clearly and understood by staff, governors, parents and learners and there are outstanding features to the manner in which they achieve their duties in supporting learning and teaching. These values promote equality for all.
- 57 The head and subject specialists use benchmark data, test results and teacher assessments to set challenging targets and realistic goals for learners. Challenging statutory targets are set for core subjects and an ethos of challenge is set at Ysgol Bodfeurig.
- 58 Performance Management routines are used effectively in order to promote the professional development of staff. This process is used effectively to identify the in-service training needs of staff.

- 59 The governing body is effective in its work, and undertakes its responsibilities well, including monitoring and evaluating standards and the quality of provision. The documentation and statutory policies of the school meet requirements. Appropriate consideration is given to the priorities of the Welsh Assembly Government (WAG). There are strong partnerships between the school and other providers.
- 60 The process of self-evaluation is comprehensive and is good with outstanding features. The self-evaluation report is very good. The SDP contains appropriate targets which are used to measure learners' educational progress and resources are earmarked well in order to achieve them. The school has made good progress with outstanding features in addressing the recommendations of the 2004 report.
- 61 There are a sufficient number of teachers and they have the qualifications, expertise and experience to undertake their responsibilities very well. Teachers and assistants plan and work together very effectively. This partnership has outstanding features.
- 62 Learners have access to appropriate and sufficient learning resources which meet their needs. Space within the building and site are of good quality on the whole and sufficient for the number of pupils. Standards of cleanliness are very high and attractive displays of learners' work on the walls contribute to creating an outstanding learning environment. Good use is made of the school yard and field in organising activities which promote the health and fitness of learners within the Healthy Schools Scheme.
- 63 Resources are used economically, efficiently and effectively on the whole. ICT equipment is very well used, and there is an attractive library which contains a range of books in Welsh and English for learners of all ages and ability.
- 64 Staff attend relevant in-service training courses and every member of staff receives appropriate time to plan and prepare work. The school provides good value for money.

Recommendations

In order to continue to move the school forward, the school needs to do the following:

- R1 maintain and develop the good standards and aim for excellence in the relevant subjects and areas;
- R2 develop and introduce a whole-school assessment tracking system;
- R3 maintain excellence in bilingual standards and ICT; and
- R4 stabilise the management of the school in line with the plans of Gwynedd Education Authority for the cluster of schools.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 65 The findings of the inspection team match the judgement of the school in its self-evaluation report. Learners' standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	76%	0%	0%	0%

- 66 Learners' standards of achievement compare well with percentages noted for lessons which are good or better in the Annual Report 2008-2009 of Her Majesty's Chief Inspector (HMCI), namely Grade 2 or Grade 1 in 85% of lessons and Grade 1 in 12%. There has been significant improvement in the number of learners who achieve standards well in excess of the national average since the last inspection.
- 67 In KS1, learner attainment according to national teacher assessment for 2009 for children aged seven in Welsh and science was higher than local and national averages and the family of schools with similar free school meals (between 8% and 16%), and lower in mathematics. English is not taught in KS1.
- 68 In KS2 in 2009, learner attainment according to national teacher assessment for children aged eleven in Welsh, English, science and mathematics was higher than local and national averages and the family of schools with similar fee school meals.
- 69 In KS1 and KS2 the schools' results in the majority of core subjects have been in the higher quartile over the last three years and there is no significant difference between the results of boys compared to girls.
- 70 Numbers are very small within a specific school year. In 2009, four learners were assessed at the end of key stage 1 and three at the end of key stage 2. Because of this, care is needed when trying to come to a fair comparison of data with other schools, and also the family of schools across Wales.

Grades for standards in the areas of learning inspected

Area of Learning	Inspection Grade	
	Nursery	Reception
Personal and social development, wellbeing and cultural development	Grade 1	Grade 1
Language, literacy and communication skills	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 1	Grade 1
Creative development	Grade 1	Grade 1

- 71 Taken overall, the education provision for children under 5 is appropriate to their needs and learners make good progress towards the results of the Foundation Phase.

Grades for standards in subjects inspected in key stage 1 and key stage 2

Subject	Key Stage 1	Key Stage 2
Welsh first language	Grade 2	Grade 2
English		Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information and Communications Technology	Grade 1	Grade 1
Design Technology	Grade 2	Grade 2
Geography	Grade 1	Grade 2
History	Grade 2	Grade 2
Art and Design	Grade 2	Grade 2
Music	Grade 2	Grade 1
Physical Education	Grade 1	Grade 1
Religious Education	Grade 2	Grade 2

- 72 The above grades for standards in the subjects inspected are not always a reflection of the standards of achievement inspected in lessons. No lessons were inspected in ICT and history in KS1 and art in KS2. However, evidence, including learners' work over the previous two terms was seen.
- 73 Overall, the majority of learners, including children under 5 in the Foundation Phase, and those with additional learning needs (ALN) achieve good standards in their knowledge, understanding and skills. They achieve their aims and agreed targets.
- 74 Every learner makes good progress in the core subjects, namely Welsh mathematics and science in both key stages and English in key stage 2 and also the foundation subjects.
- 75 Standards in the core subjects in both key stages are good. Standards in the foundation subjects in KS1 and KS2 are good with outstanding features in ICT and physical education. They are also good with outstanding features in geography in KS1 and music in KS2. Standards in the remaining foundation subjects are good in both key stages.
- 76 Learners with ALN make good progress in relation to their previous attainment and basic ability, no matter what their social, ethnic or linguistic background. The vast majority of learners make good progress from the time they start in school, towards fulfilling their potential.
- 77 The basic and key skills of children under 5 are good on the whole. Their speaking skills in both languages are good and they develop good competency in writing. They read well with outstanding features and their number skills are good.

- 78 All learners show very good attitudes towards their work. They make good use of their time and cooperate effectively with peers, showing perseverance and the ability to work independently for increasing periods. The personal, social and moral development of children in the early years develops very well.
- 79 There are good features and no important shortcomings in relation to learners' competencies in the basic and key skills in KS1 and KS2. There are outstanding features to their bilingual competencies and ICT skills. Their listening and writing skills are good across the curriculum and their reading skills very good with outstanding features. They have a very good understanding of what they read.
- 80 Numeracy skills and their ability to solve problems are good. They make effective of these skills across the curriculum. There are good features to learners' creative skills and they work well in pairs or groups, supporting each other effectively.
- 81 Their skills in improving their own work are good. They all promote their own learning effectively by self-evaluating their work and often using the aims and objectives of the lesson as criteria. Their knowledge of the Cwricwlwm Cymreig is very good and based on knowledge of historical and geographical events of the local community.
- 82 Learners' standard of behaviour is good with outstanding features in every aspect of the life of the school. They are polite to adults and each other, and very welcoming towards visitors.
- 83 Attendance was 95.6% for the year preceding the inspection. This is better than the average levels of the LA and Wales and the level of unauthorised absence is very low.
- 84 Punctuality is good and registration meets statutory requirements. Attendance data is analysed weekly by means of computer software.
- 85 The school has good strategies to help pupils who are absent for a long period of time. No learner was suspended in the year before the inspection.
- 86 Learners understand the principles of equal opportunities and support each other well in all aspects of the work and play of the school. They study Christianity and a number of other faiths and learn about several world cultures through very good links with other countries.
- 87 Learners show good knowledge of the world of work and also of the history and culture of the local area. This is promoted through many special opportunities provided for them to visit a number of special venues and by means of the visitors who come to school. The local community supports the school very well.

The quality of education and training

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

Grade 1: Good with outstanding features

88 The findings of the inspection team match the judgement of the school in its self-evaluation report.

89 The quality of teaching was judged as follows:

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

90 The quality of teaching in the lessons observed compares well with the most recent percentages from Estyn where the quality of teaching is Grade 2 or better in 85% of lessons and Grade 1 in 17%.

91 The outstanding features of the teaching include outstanding work relations between teachers, support staff and pupils. Everybody is treated fairly and there are high expectations regarding self-discipline. There is outstanding support for individuals to complete their tasks and there is purposeful intervention by teachers to move learning forward.

92 Teachers have very high expectations regarding learners' achievement and they present lively and exciting lessons which gain learners' interest and fire their imagination. Tasks and activities are carefully planned in order to meet the needs of every individual.

93 Often, teachers encourage learners to experiment on their own and encourage independence, purposefully taking every opportunity to promote cross curricular skills. They ensure learners have opportunity to take an active part in teaching by having them explain to the rest of the class or leading an activity.

94 Teachers and support staff succeed in capturing and maintaining the interest of all learners across the whole school. They contribute outstandingly as members of the teaching team and make every effort to develop their skills and understanding.

95 Teachers have appropriate knowledge of all the subjects they teach. Advantage is taken of the specialisms of staff at Ysgol Tregarth to deepen the understanding of learners in subjects such as music and physical education.

96 Lessons are thoroughly planned for all ages and abilities. Aims and success indicators are shared with pupils in order for them to be aware of what they are expected to learn and achieve during the period. Learners are encouraged to be part of the process of identifying success criteria and to evaluate their achievements.

97 Lessons are introduced in a knowledgeable, skilful and imaginative manner and a broad range of teaching and learning strategies are used, including group work, paired work, individual and whole class. Equal opportunities are promoted and promoting learners' bilingual competencies is given a high priority. They use a broad range of

resources effectively including interactive whiteboards, in order to promote learning and teaching.

- 98 Assessment arrangements are comprehensive and a basis for all school targets. Teachers know learners very well and plan a range of appropriate means to assess their progress. Regular opportunities are given to learners to self-assess and to celebrate successes including communication through the medium of Welsh.
- 99 The progress of each learner in every subject of the NC is recorded in detail, and the next steps for improvement clearly noted. Effective use is made of tests to identify needs and development of learners.
- 100 Assessment work ensures that there are individual targets for every individual and that learners play a part in the process by setting challenging targets for themselves. Evidence is mainly kept in learners' individual files. However there is no whole school assessment tracking systems in place.
- 101 The school has commenced on the work of standardising and moderating teacher assessments by cooperating with other primary schools and a local secondary school to create subject portfolios.
- 102 Learners' work is marked regularly and positive comments which note steps for improvement are appended. Learners self-assess their work alongside teachers as they mark their work.
- 103 The annual reports to parents are of good quality and provide useful information on the progress of their children as well as useful comments on their personal and social development.

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

Grade 1: Good with outstanding features

- 104 The findings of the inspection team match the judgement of the school in its self-evaluation report.
- 105 The school offers a broad range of experiences on a thematic basis which is cross-referenced to the skills and range of NC subjects. The school ensures equal access to a broad and balanced curriculum which meets all statutory requirements and religious education. The curriculum provided reflects the needs of the broad range of learners. KS2 plans have been adapted to the requirements of Curriculum 2008 noting assessment opportunities and the Skills Framework.
- 106 The plans of the Foundation Phase meet the Foundation Phase Framework and the Skills Framework, ensuring that the requirements of National Curriculum 2000 are implemented for Years 1 and 2. The school ensures that subjects have an appropriate time allocation over the term and that there is appropriate progression in learners' experiences.

- 107 Provision for all key skills is outstanding across the school. The school plans purposefully for developing learners' reading skills including weekly sessions of sharing the learning between key stages. Much emphasis is placed on using a broad range of activities including language games, researching information, groups reading, discussing books, individual reading and reading to an audience. This has contributed positively to developing the reading and spelling of learners from the youngest to the oldest.
- 108 The school's effort to provide and plan purposefully for learners' bilingual skills is outstanding. This is an integral part of the ethos of the school. Welsh is the main medium of teaching and life of the school and good opportunities to develop learners' English skills are planned.
- 109 Learners' learning experiences are enhanced by providing opportunities for learners to visit places of educational interest. They also take part in a number of after school activities such as the Busy Hands club, rehearsing for eisteddfodau and other activities such as canoeing, walking, practising on the climbing wall and swimming.
- 110 A number of educational visits and experiences which correspond to curricular work are arranged to venues such as Penrhyn Castle, Llanberis Slate Museum, Blaen y Nant Farm, The Forestry Commission and Galeri in Caernarfon. . The experiences enrich curricular aspects in an outstanding including PSE, the Cwricwlwm Cymreig and bilingualism.
- 111 Learners' spiritual and moral development is promoted through whole school assemblies which meet statutory requirements, and lessons in religious education. Much emphasis is placed on developing learners' awareness of their role in the local community. Links with parents are very strong. The school plays a prominent part in local and national cultural events and promotes lifelong learning very effectively.
- 112 The meetings of the school council provide an opportunity for learners to share ideas on charitable aspects and arrangements for fundraising. The council plays an evident part in business and enterprise decisions, including prioritising expenditure.
- 113 Wide opportunities are provided for learners to work with local businesses. Children in the Foundation Phase foster experiences by role-play. Learners were given opportunity to work with builders to create a sand pit and use bricks and cement, and create bird boxes and a table from the trees they saw being cut in the forest. Learners' enterprise skills are outstanding by means of the fruit shop, Christmas goods and selling plants. Yard equipment was purchased with the profit at the request of the school council.
- 114 The school deals with those who are socially disadvantaged and challenges stereotypes very effectively. Boys and girls are afforded equal opportunity in every activity, including boys and girls football teams in physical education, art work and in PSE activities.
- 115 The school deals with the priorities of the WAG successfully. One of the evident successes of the school is the attention paid to promoting education for sustainable

development. Great emphasis is paid to caring for the environment and keeping healthy.

- 116 They have achieved the Green Flag of the Eco Schools, the Gold award of the Green Schools and three leaves of the Healthy Schools Project over the last two years. The school coordinator has won a UK award to promote Worldwide International Citizenship.
- 117 Learners and staff pay good attention to the importance of conserving water and energy within provision and the school is very successful in using partnerships to enrich the curriculum.

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

Grade 1: Good with outstanding features

- 118 The findings of the inspection team match the judgement of the school in its self-evaluation report.
- 119 The quality of care, support and guidance offered to pupils is outstanding. All staff is aware of their responsibilities and is very caring of them, and they turn naturally to them for help.
- 120 The school plans and managements care and support arrangements in an outstanding fashion. They recognise needs early and plan purposefully to meet individual needs. Effective use is made of the support services of the LA and they work closely with parents in cases concerning the welfare and care of their children.
- 121 Parents report that they are very satisfied with the support and guidance provided and their children are very happy in school. New children in the nursery and those who come to school during the year settle quickly and feel safe.
- 122 Provision for PSE is planned carefully and this has a positive effect on the emotional and general welfare of pupils. Staff are good role models and much emphasis is placed on differentiating between good and bad values to promote confidence and self-respect.
- 123 The school council ensures that learners' contributions are appreciated and that they have a voice in the work of running the school.
- 124 Good arrangements have been made to care for health, safety and welfare. Risk assessments are systematic and every member of staff is aware of matters which concern learners' welfare. Every effort is made to ensure the safety of individuals and there are clear routines for transferring them to the care of their parents at the end of the day.
- 125 Effective routines have been established for monitoring attendance and punctuality. Good behaviour and attendance are rewarded with stickers and termly prizes and the school also recognises good behaviour and success outside the school. Full

attendance results in certificates and small prizes each term, and a substantial prize for full attendance for the whole year.

- 126 The school meets statutory requirements and differentiates appropriately between different kinds of absences. A secure system is in place to phone the homes of learners on the first morning they are absent without explanation.
- 127 There is a clear policy and sound routines for child protection and all staff are aware of their responsibility to monitor learners consistently and to report immediately if there is any cause for concern. There is a policy and appropriate arrangements for dealing with appeals and complaints.
- 128 The quality of provision for learners with ALN is outstanding and meets in full the requirements of the Code of Practice. The detailed assessment arrangements of the school ensure that individual educational needs are recognised early and that staff intervene where needed. The individual education plans are prepared and they include appropriate improvement targets for learners. They are reviewed regularly and parents are included in the process.
- 129 Learning assistants are very effective members of the Learning Team and receive secure leadership and guidelines from class teachers.
- 130 The quality of provision for equal opportunities, racial equality and the prevention of bullying are good. This situation has improved significantly since the last inspection.
- 131 The school recognises the variety of its learners' backgrounds and treats every situation in a firm and fair manner.
- 132 The school promotes good relationships by creating a number of outstanding links between schools and foreign countries and through activities within lessons.
- 133 Although instances of unacceptable behaviour are rare, the school has effective strategies in order to ensure that learners do not mistreat each other. They use a concern box in order to request a confidential chat with teachers.
- 134 There is no disabled pupil in the school and the site has not been adapted specifically for disability. There is an agreement to consult with the LA to discuss what adaptations will be possible if required.

Leadership and management

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

Grade 1: Good with outstanding features

- 135 The findings of the inspection team are different to the Grade 2 judgement of the school to this question. There are outstanding features in Key Question 5 in aspects of management and leadership to which the school has not given full consideration.
- 136 The team is of the opinion that the school has not given full consideration to the influence of managers and leaders on the substantial improvements in standards, from a very low benchmark in the last inspection.
- 137 These include the outstanding leadership of the head in charge, and the subject specialists, and the effective management routines which have contributed towards outstanding progress since the last inspection.
- 138 She gives outstanding leadership and direction to Ysgol Bodfeurig. The head in charge has, as part of an informal clustering arrangement of the Education Authority between Ysgol Bodfeurig and Ysgol Tregarth, responsibility for Bodfeurig for 0.5 of her time.
- 139 The aims and objectives of the school are clearly expressed and understood by staff, governors, parents and learners. These values promote equality for all.
- 140 Staff undertake their leadership and management responsibilities very well. There are outstanding features to the manner in which they undertake their responsibilities to support learning and teaching. They use benchmark data, test results and teacher assessments to work with the head to set challenging and realistic targets and goals.
- 141 There are appropriate job descriptions for all members of staff. Performance Management routines are used effectively in order to promote the professional development of staff. This process is used very well to identify the in-service training needs of individuals. Specific aims for each member of staff are agreed which are linked to their professional development and the priorities of the SDP.
- 142 Challenging statutory targets are set for the core subjects and every learner receives individual targets for improving standards. An ethos of challenge is evident in the school.
- 143 Managers promote strong links between the school and other providers, including schools of the cluster to moderate and assess as well as producing transfer packages. The good links with the further education college nearby expands the experiences and horizons of staff and pupils.
- 144 The governing body is effective in its work, and undertakes its responsibilities, including monitoring and evaluating standards and the quality of provision, well.

145 The documentation and statutory policies of the school meet requirements, and include the school prospectus and the most recent report of the governors to parents. Appropriate consideration is given to the priorities of the Welsh Assembly Government (WAG).

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

Grade 1: Good with outstanding features

146 The findings of the inspection team match the judgement of the school in its self-evaluation report.

147 A very good number of self-evaluation strategies have been established in the school, including analysing data, observing lessons, evaluating plans, book scrutiny and discussing with learners. The process is comprehensive and very effective.

148 The head and subject specialists, teachers and classroom assistants contribute effectively to the process and use the information very well as they plan for improvements. Aspects of the self-evaluation process are outstanding.

149 The self evaluation report is very good. It reveals a clear judgement concerning every aspect of the life of the school on the basis of specific and reliable evidence. Questionnaires are used very well to seek the opinion of learners, teachers and parents, and governors contribute to the process. The report is clear with appropriate recommendations for improvement.

150 Everybody who contributes to the process of self-evaluation understands the arrangements and contributes fully to them. Self-evaluation is a secure basis on which to identify the priorities of the SDP. It also contributes evidence to be used by school managers when they seek to identify the in-service training needs of staff.

151 Governors receive appropriate reports on the performance of the school by the head, and use them to set appropriate targets and priorities. The performance of the school is monitored regularly and governors, the head and staff are committed to maintaining and improving standards.

152 The school use supportive reports from the LA. They are based on evaluating the performance of the school, analytical reports based on first hand evidence and effective use of data. They are very useful to the school.

153 The SDP contains appropriate targets which are used to measure the educational progress of learners. Resources are earmarked well in order to achieve the priorities of the SDP.

154 Very good progress has been made in fully addressing all the recommendations of the 2004 inspection.

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

Grade 1: Good with outstanding features

- 155 The findings of the inspection team match the judgement of the school in its self-evaluation report.
- 156 There are a sufficient number of teachers and they have the qualifications, expertise and experience to undertake their responsibilities very well. Classroom assistants have appropriate qualifications and are very effective in their work. Teachers and assistants plan and work together very effectively in order to present rich educational experiences to learners. This partnership has outstanding features.
- 157 Learners have access to appropriate and sufficient learning resources which meet their needs. The school has provided a comprehensive programme of external visits to the community. Very good use is made of the resources of the local environment to enrich the educational experiences of pupils.
- 158 Space within the building and site is of good quality on the whole and sufficient for the number of pupils. Standards of cleanliness are very high and attractive displays of learners' work on the walls contribute to creating an outstanding learning environment. The school yard and field are fit for purpose and good use is made of them in organising activities which promote the health and fitness of learners within the Healthy Schools Scheme.
- 159 Available resources, including financial resources are used economically, efficiently and effectively on the whole. ICT equipment is very well used to enrich learners' experiences and the staff make consistent use of the interactive whiteboard and computers to enrich the learning and teaching.
- 160 There is an attractive library which contains a range of books in Welsh and English for learners of all ages and ability.
- 161 Teaching and support staff are placed, managed and developed very well. The expertise of the school is added to by using staff from Ysgol Tregarth to provide a lead and support to aspects of the curriculum. Cooperation between the staff of the two schools is good.
- 162 Staff attend relevant in-service training courses. A number are arranged by the LA on current developments in the education work and the evidence of the effect of some of these courses is evident in the high quality of teaching.
- 163 Every member of staff receives appropriate time to plan and prepare work. As a result, the planning is of very good quality and this has a specific effect on standards.
- 164 The school sets appropriate priorities and provide suitable resources to achieve them. The use of resources is reviewed regularly by the head, governors and LA. The school provides good value for money.

Standards achieved in subjects and areas of learning

Foundation phase for under 5s

Personal and social development, wellbeing and cultural development

Grade 1: Good with outstanding features

Outstanding features

- 165 Children make outstanding progress in their social development, wellbeing and cultural development.
- 166 Children cooperate outstandingly together and with the classroom assistant, confidently asking for help from their peers and adults.
- 167 They enjoy cooperating on tasks and play together and with older learners happily.
- 168 They show patience and respect towards others and the playing environment and they wait their turn and share resources.

Good features

- 169 They undertake responsibility readily and show high levels of concentration and independence.
- 170 They show concern towards others and are very ready to help each other.
- 171 They are aware of the importance of hygiene and dress and take off wellingtons, a warm coat and an apron independently.

Shortcomings

- 172 There are no important shortcomings.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

- 173 All the children enjoy listening to stories and join in enthusiastically by using familiar phrases. The majority communicate confidently in Welsh, although it is a second language to the majority and they use new vocabulary confidently and correctly.
- 174 They show great interest in books and their reading skills develop well. The majority recognise letters and try to read simple words and phrases.
- 175 They have a good grasp of early writing skills with individuals writing short sentences with help.
- 176 They use a variety of equipment to make marks on paper. They link the sound and symbol of a number of letters.
- 177 They are able to name a number of things which start with the same letter confidently, including double letters.

Shortcomings

178 There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

179 Children make good progress in their mathematical development. Children's calculation skills are secure and they succeed in counting mentally and on paper.

180 They are able to name coins and use them to make simple amounts well.

181 Their measuring and volume skills develop well and they are able to name the units of centimetres and millimetres well.

182 They recognise two and three dimensional shapes confidently and note the differences between them.

183 They begin to understand and use terms such as 'more' and 'less' correctly as they compare different sets. They use a range of mathematical materials confidently and correctly.

Shortcomings

184 There are no important shortcomings.

Knowledge and understanding of the world

Grade 1: Good with outstanding features

Outstanding features

185 Children make outstanding progress in a broad range of elements relating to knowledge and understanding of the world.

186 They develop outstanding enquiry and research skills showing great interest in the world around them.

187 They enjoy investigating and using objects in the discovery area and using a broad range of IT programs, the digital camera and BeeBot very confidently.

Good features

188 They use a range of resources effectively to create an alien with the slimy clay.

189 They experiment enthusiastically with reflective light in the dark, dark corner.

190 They make effective use of play corners to deepen their understanding of life in space. They show respect towards other religions as they create a 'yad' and listen carefully to religious stories.

Shortcomings

191 There are no important shortcomings.

Physical development

Grade 1: Good with outstanding features

Outstanding features

- 192 Children make outstanding progress in their physical development.
- 193 Their manipulative skills develop well as the use pencils, brushes, crayons and the computer mouse.

Good features

- 194 They follow instructions confidently as they undertake physical exercise.
- 195 They use a good range of large and small equipment with increasing confidence and they show appropriate control as they walk, run, skip, jump and hop forwards and backwards.
- 196 They show good pedalling and steering skills as they use large scale toys in the outdoor area.

Shortcomings

- 197 There are no important shortcomings.

Creative Development

Grade 1: Good with outstanding features

Outstanding features

- 198 Children make outstanding progress in their creative development.
- 199 They use paint confidently and are ready to create skilful paintings as they make creative pictures.

Good features

- 200 They observe in detail the properties of objects in order to draw correctly.
- 201 They show an understanding of which colours create other colours. They use painting and gluing equipment and scissors carefully and skilfully.
- 202 They sing a number of songs well and perform them enthusiastically.
- 203 They move well to physical stimulus and enjoy controlling the parachute as they play together.

Shortcomings

- 204 There are no important shortcomings.

Welsh first language

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

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

Good features

- 205 The ability of all learners in both key stages to listen closely to teacher introductions and to the contribution of others is outstanding.
- 206 All learners in both key stages make very good progress in their oracy skills. This is seen in a range of cross curricular activities when learners voice opinions, come to conclusions, express viewpoints and present to others. Usually, the responses include appropriate vocabulary, in their second language.
- 207 In KS1, all learners, according to their ability, make outstanding progress in reading. They read with expression and use phonic knowledge in order to construct unfamiliar words, which, for the most part, they do correctly. Almost all KS2 learners are outstanding readers who read with fluency and high levels of expression. They become familiar with a broader range of factual and imaginative text in KS2 and they have good higher-order reading skills.
- 208 Learners across the school work very effectively during the whole-school reading period. The most able develop their reading skills by helping others and the less able benefit from the help and leading of the best ones. Through these experiences, they become aware of different print sources and enjoy reading.
- 209 The majority speak very well indeed about what they have read. They give good reasons for enjoying a story. At the end of KS2 all learners discuss their books to a good standard.
- 210 Learners in KS1 develop their writing skills well using several media to achieve this. They make very effective use of ICT programs and their handwriting, for the most part, is neat and legible.
- 211 The majority across both key stages learn about the conventions of writing including punctuation. Their use of syntax in order to write for personal, factual and creative reasons is very good. They use a number of strategies in order to ensure that they spell familiar and unfamiliar words correctly. Their written work across both key stages in a broad range of cross curricular aspects has very few spelling errors.
- 212 KS2 learners especially choose different styles to present their written work within termly topics including expressing opinion, pieces of poetry, letters, dialogues, short stories, descriptions and lists.

Shortcomings

- 213 There are no important shortcomings but in order to achieve excellence across the range of language work, the school needs to extend further challenge to individual learners.

English

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

Good features

- 214 Learners do not follow formal programs of study in English until they reach KS2.
- 215 In KS2, learners' listening skills are an outstanding feature. Learners' speaking ability develops well and the majority speak with considerable confidence in formal and informal situations. They speak clearly and confidently with adults and other peers about their work and experiences. They use vocabulary correctly to express their ideas and viewpoints as they take part in groups, paired and whole-class discussions.
- 216 All readers read a variety of appropriate books and show positive attitudes towards reading. The best readers read fluently and correctly and have a good understanding of the texts they read. All learners have favourite authors and are able to discuss the features of a book written by them. They provide good information on the books that they read.
- 217 Almost all learners have good higher-order reading skills, which enable them to search for information from a variety of sources such as the internet and factual texts.
- 218 All learners write in a variety of forms for different purposes according to their age and ability. They show good understanding of language forms. They compose good creative and factual work. They organise their written work in paragraphs, using a variety of sentence patterns. Older learners use correct verbs and adjectives and develop good mastery of syntax.
- 219 The spelling and punctuation of all learners are very good and they use a number of strategies to help them, including using dictionaries, responding to the comments of the teacher and self-correcting.

Shortcomings

- 220 There are no important shortcomings.

Mathematics

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

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

Good features

- 221 Learners in KS1 have good information about basic numbers and they know number bonds and patterns up to 20. They read, write and organise numbers correctly and recognise odd and even numbers correctly. They add and subtract correctly and older learners have good information regarding place value. They estimate effectively.
- 222 KS1 learners recognise coins of different values and weigh and measure using different non-standard units. They are familiar with simple fractions and are able to describe simple time patterns and the months of the year.

- 223 In KS1 they name and match shapes correctly and describe the properties of different shapes using correct mathematical vocabulary. They confidently name the shapes of everyday objects.
- 224 Many KS1 learners apply their knowledge to solve simple problems correctly. They present the information they gather well in graph and table form. They respond appropriately to mental arithmetic tasks.
- 225 In KS2, the majority of learners use the four rules correctly. The majority have a good grasp of multiplication tables up to ten, and they respond correctly to mental arithmetic tasks. All learners use wider mathematical language and terms well and become increasingly accurate as they estimate measurements and sizes.
- 226 Most learners collect a range of data, present it in tables and graphs and come to correct conclusions based on their work. All learners are able to read a digital clock correctly. This information is used well.
- 227 The majority of learners in Y3 and Y4 are able to read and interpret a school timetable correctly and create their own timetable very effectively. The majority of learners in Y5 and Y6 read bus times well and use this information to solve correctly problems to do with distance and time.
- 228 In KS2, all learners' knowledge of more complex two and three dimensional shapes is good. The majority of older learners measure the length, perimeter and area of regular and irregular shapes correctly.

Shortcomings

- 229 There are no important shortcomings but at times in KS1 learners do not investigate at a higher level in order to extend their understanding of concepts.

Science

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

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

Good features

- 230 Almost all learners in both key stages have good knowledge and understanding of life processes and living creatures, of materials and physical processes. All learners show appreciation, concern, care and responsibility for all living creatures and the environment.
- 231 Learners in KS1 and KS2 place plants in the school garden and take part in a number of environmental activities which strengthen their skills, knowledge and understanding of science.
- 232 In KS1, learners study materials, organisms and parts of the body. They also use scientific terms and language such as 'living things, senses, growing, smelling, seeing, listening' as they develop knowledge and understanding about features of the body.
- 233 Learners in KS1 research the properties of materials to a good standard and come to informed judgements as to the best materials to use in a relevant context. They use the appropriate scientific process and ask questions such as when? what? how? And where? to investigate. They explain and record their work to a good standard through simple pictures or graphs.

- 234 All learners in KS1 undertake an investigation to taste a range of different foods well. All learners investigate in order to sort objects into sets of light or those which do not give light, and then compare two light sources and their features well. Learners are able to use the interactive whiteboard correctly to record their responses to a problem.
- 235 In KS2, learners' investigative skills are good. As they experiment fairly, they use equipment correctly and make correct measurements and observations and record these to a good standard. Almost all learners have good knowledge of healthy eating.
- 236 In KS2 learners take their heartbeat daily after running around the yard in order to measure their fitness. The information is recorded on a computer program in order to measure progress in class fitness over time. The standard of this work is good and part of the Healthy Schools plan. They are also very aware of the effects of smoking on the body.
- 237 All learners have a very good knowledge of electrical symbols. The majority are able to draw a diagram of an electrical circuit and interpret it correctly. Their practical skills are good and they experiment to create different electrical circuits. They use equipment correctly and record and interpret the patterns very well. They complete an experimental task effectively. Learners in Y5/6 use internet research to produce a good quality presentation to their peers on conserving energy.

Shortcomings

- 238 There are no important shortcomings.

Information and communications technology

Key stage 1: Grade 1: Good with outstanding features

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

- 239 In both key stages, learners' confidence as they use a range of ICT hardware and software develops well with outstanding features.
- 240 In KS1 learners use the mouse confidently as they make choices from the menu of specific programs, including the interactive whiteboard. They make very good progress as they use the keyboard and their ability to load, save and print independently is outstanding by the end of the key stage.
- 241 KS1 learners develop presentation, sharing and exchanging information skills well, with a substantial proportion succeeding in making a choice regarding the most appropriate software for the task by the end of the key stage. They make effective use of a drawing program to create images of some detail, and succeed in creating colourful pictures, linking these with text.
- 242 In KS2, learners are very effective as they use data base packages to collect and store information in order to create and produce graphs for a variety of purposes. The majority understand how spreadsheets can be used to control information and a good number of them are successful as they ask and answer questions such as 'What if...?' using formulas to come to decisions. This is one of the outstanding features of the subject. They understand, and develop modelling skills as they use Logo packages to create shapes.

Good features

- 243 By the end of KS1, the majority of learners are very confident as they import pictures from the web and combine these with text and sound by using 'Photostory'. They succeed in collecting information and presenting it in the form of simple data in order to create graphs. They are able to program a series of instructions in order to make a roamer follow a planned route and they understand the importance of being absolutely accurate in verifying instructions.
- 244 In KS2 the majority of learners show good independence skills as they develop their ability to deal with equipment and software, including video cameras, digital cameras and the interactive whiteboard. Across the key stage, their ability to open and close programs, to create files for storing, recalling, revising and printing their work is developing very well. They are very effective as they communicate, share and exchange ideas in a variety of forms including graphs, spreadsheets and pictures.
- 245 Younger learners in KS2 use their word processing skills appropriately to present their information. Most can set a picture appropriately and link it to text. They succeed in drawing effectively using art packages well for instance as they study the work of William Morris. They make confident use of a data base in order to collect and store information, and use it to create graphs.
- 246 In KS2, the skills of older learners as they communicate information in a variety of situations, choosing from a range of software packages, are good. They make effective use of commercial packages to present and link a picture, text and sound effectively. They succeed in using a drawing package to produce pieces of work which support their art work.
- 247 Learners across both key stages develop increasing skills as they surf the web to collect information across the curriculum. They understand the need to use the web safely.

Shortcomings

- 248 There are no important shortcomings.

Design and technology

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

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

Good features

- 249 The majority of learners in KS1 produce work of a good standard in the whole. The finished work is fit for purpose and they use an appropriate range of information sources to generate ideas.
- 250 In KS1, they discuss the properties of the material confidently and develop planning options. They use appropriate vocabulary to describe the properties of materials, for example, 'fragile', 'unsteady', 'transparent', 'hard' and 'soft'.
- 251 In KS1 they all research a variety of materials well in order to develop knowledge of their properties. They look at the materials which have been used to build houses in the locality. They experiment well with different materials for decorating a rocket and crating a mural. Their design and making skills develop to a good standard.

- 252 In KS2 the majority of learners are able to plan work by producing a mind map on the basis of group discussion. They think creatively well and record any problems. They self-evaluate their work effectively. They are also able to explain well what factors will influence their choice to foods for making different kinds of sandwiches.
- 253 Learners in KS2 cooperate and share ideas very well on the whole. They cooperate well in groups to chronicle their draft of factors to consider regarding space travel and the appropriate materials for creating a model of a rocket. They are able to set simple low-voltage electrical circuits well within their products.
- 254 In KS2, learners display good standards in their skill as they design and build models of rockets using commercial packages of materials. Their knowledge and understanding is strengthened by the effective use of research skills. They use a range of information sources including the internet as they investigate and plan their work.
- 255 On the basis of this, learners in Y3 and Y4 produce good quality pamphlets which include pictures and descriptive written work about astronauts. The pamphlets are of good quality. Learners use high standard translation skills from English to Welsh as they discuss and plan their work. These skills are very good across the class. Learners self-evaluate well and consider ways of extending their work further.

Shortcomings

- 256 There are no important shortcomings.

History

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

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

No lesson was observed in key stage 1.

Good features

- 257 In both key stages, all learners deepen their knowledge through educational visits to places of historical interest and enrich their experience of the Cwricwlwm Cymreig.
- 258 All learners in KS1 discuss their work well and deepen their knowledge of chronology by comparing ways of life in the past with their lives today. They all succeed in sequencing a picture of a baby, children of different ages and adults in age order over time. They use the vocabulary of the passing of time and are able to place simple events concerning their own lives in the correct order.
- 259 Learners in KS1 use old artefacts from the home, such as a scouring brush, and iron to explain the difference in living standards in the past and comparing them with modern life. They discuss the differences well and develop appropriate historical vocabulary. They have good knowledge of historical characters such as Mari Jones.
- 260 In KS2, learners' research and use of evidence skills are good. Their knowledge of the different historical periods, including knowledge about the Romans and the chronological events of that period, is good. Learners' work regarding the great strike of the northern quarries is very good and they are very aware of the social unrest that happened during this period.

- 261 KS2 learners have good knowledge of the main features of the Second World War and they develop good appreciation of the life of evacuees and their experiences. The internet is used well to investigate and all learners record their work in many interesting ways.
- 262 Learners' ability to interpret information and to express opinion has developed well by Y6.

Shortcomings

- 263 There are no important shortcomings but at times, learners do not show sufficient background knowledge of the reasons for some historical events.

Geography

Key stage 1: Grade 1: Good with outstanding features

Key stage 2: Grade 2: Good features with no important shortcomings

Outstanding features

- 264 In KS1, children's knowledge of the local area and other countries is good with outstanding features. The majority show good knowledge of map skills such as direction, distance and simple map symbols. Pupils succeed in reading a post card from Teddy who had travelled to a far county, namely Ghana.
- 265 They guess successfully what sort of county Teddy has gone to and use their thinking skills effectively. They use their knowledge of weather in Ghana to reason what kind of clothes and materials to pack when visiting that country.
- 266 Learners in Y2 discuss which countries are seen during a journey from Wales to Ghana and succeed in recognising the shapes of different countries and naming them in an excellent manner. Their knowledge of geographical terminology develops very well.

Good features

- 267 In both key stages learners display very good knowledge and attitudes about the physical features of places, environmental change and sustainable development. Their knowledge of global citizenship is good because of the links between the school and schools in China and Ghana.
- 268 They all ask good research questions. All learners show increasingly good knowledge of how different places are linked together.
- 269 In KS2, all learners show good knowledge of countries including Wales and the countries of Britain, China and Ghana. They use good research skills to find information on these countries.
- 270 All learners use well the primary evidence of teachers who have visited China and Ghana effectively. Additionally they use sources such as an atlas, books artefacts and the internet to develop good knowledge of the weather and the way of life of the inhabitants of these countries.
- 271 They present their work to other learners in the class by producing good quality posters which show the main features of countries like Ghana. They also use ICT

effectively to produce interesting presentations as they share what they have learnt with their peers.

272 Their thinking and research skills are very good. Their understanding of geographical terminology is good.

Shortcomings

273 There are no important shortcomings.

Art and design

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

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

No lesson was observed in key stage 2.

Good features

274 Learners in both key stages take advantage of a broad range of experiences to develop their knowledge and understanding of artists, craftsmen and designers, working on a variety of media.

275 Learners in KS1 speak authoritatively about Van Gogh, Cezanne and Sir Kyffin Williams and create paintings with emulate their work. The majority investigate a range of material and techniques as they decorate a rocket and create a mural of Teddy in space. They work with others to choose which colours create the best effects and are very ready to express and opinion before coming to an agreement.

276 KS1 learners use computer programs very effectively to create pictures of space and discuss their creations in a very detailed and skilful manner. A small number use appropriate vocabulary as they discuss their work. They draw very expressive pictures from their memory. They also use their feelings and imagination to create individual two and three dimensional work of a good standard.

277 KS2 learners are confident as they discuss their work using appropriate vocabulary to do so. They develop their knowledge and understanding of artists such as William Morris, Peter Prendergast and Luned Parry and emulate their techniques. For example, as they create portraits of quarrymen using a variety of media such as charcoal, paint and pencil.

278 KS2 learners produced of a high standard under the leadership of a local artist in the Galeri in Caernarfon. They use good vocabulary to describe the technique of water on the broader landscape.

279 Learners in both key stages show good control of different media including crayons, pastels, paint and coloured pencils to create a variety of effective two and three dimensional work. In both key stages, learners use ICT programs effectively to create imaginative and interesting pictures.

Shortcomings

280 There are no important shortcomings.

Music

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

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

281 In KS2 learners discuss and create together in an outstanding manner as they present finished performances. They complete these tasks confidently and independently and show considerable pride in the finished work. They are willing to attempt and experiment with pitched instruments, receiving the ideas and comments of others constructively as they refine their work.

Good features

282 Most learners throughout the school show technical competence and accuracy appropriate to their development in vocal and instrumental performances. They sing a range of songs in plenary sessions and show an awareness of correct phrasing, pace and pitch.

283 Learners in KS1 perform confidently using voice and gesture to convey meaning. As they perform, they keep rhythms correctly for the most part and understand the purpose of strengthening and accelerating to create effect. They are able to explore sound sources and select pitched instruments effectively and creatively in order to produce simple compositions. They perform these to convey meaning and atmosphere in a picture.

284 The majority of learners in KS1 understand the importance of listening to each other and revise their ideas as a result of this.

285 Learners in KS2 display very mature musical skills. They listen to each others as they perform in small groups, following musical guidelines and evaluate and suggest ideas constructively using appropriate musical vocabulary.

286 In KS2 all learners enjoy conducting and following beats during the lesson and in assemblies. They succeed in following musical directions on paper correctly as they sing and keep the beat to an African song.

Shortcomings

287 There are no important shortcomings.

Physical education

Key stage 1: Good with outstanding features

Key stage 2: Good with outstanding features

Outstanding features

288 Learners across KS1 and KS2 display outstanding skills as they respond to musical stimulus in dance, control of the body, perseverance as individuals and cooperating with a partner. They refine skills, appraise their performances and improve small shortcomings throughout their performances. They also show considerable personal maturity as they help each other and appreciate the efforts of others.

Good features

- 289 All learners in KS1 develop and strengthen their skills and techniques in dance and show increasing control of the body as they perform movements. They use every part of their body appropriately moving lightly and creatively on different levels and creating a sequence of movements to create very imaginative and sensitive performances to convey a puppeteer at work. They are also aware of space and consider the needs of others as well as their own.
- 290 Learners in both key stages dress appropriately in lessons and work energetically over an extended period of time. They follow the instructions of the teacher in detail and show good understanding of the demands of the activities in hand and of the expectations in terms of the quality of their performance.
- 291 Learners in both key stages have a very good appreciation of the beneficial effects of exercise. They also understand the importance of warming the body before commencing energetic work.
- 292 The learners in KS2 enjoy a broad physical education programme including outdoor activities at Plas Menai, Glan Llyn camp, swimming, gymnastics and athletics and develop good skills. They consider the area as an integral part of their daily lives and take part enthusiastically as they practise for local activities and competitions.

Shortcomings

- 293 There are no important shortcomings.

Religious education

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

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

Good features

- 294 Across both key stages, learners' skills in expressing opinion are very good. Their recognition of religious artefacts is also a very good feature. They show a strong feeling of respect and love towards others and this is incorporated fully into their daily life.
- 295 In KS1, learners name artefacts outstandingly and the majority of older ones use their thinking skills in a very good fashion to guess to which religion the artefacts belong, and explaining clearly to others. The majority across the key stage show a strong awareness of respect towards other faiths.
- 296 As they visit places of worship in the area, all learners develop a good understanding of the significance of the main features of religious buildings. They display a good awareness of some of the special ceremonies held in such places, such as baptism and weddings. They have very good knowledge of some of the main Bible stories.
- 297 In KS2, learners develop reasoning and learning skills by means of their further study of world faiths, and they are open minded and positive towards people who have different beliefs. They think well about religious matters and general matters which arise from day to day. They show very good reasoning skills within groups.
- 298 Learners display very secure attitudes towards the importance of caring for the world and the care of God. They all realise the importance of looking after the environment.

Shortcomings

299 There are no important shortcomings.

School's response to the inspection

300 The staff and governors of Ysgol Bodfeurig rejoice in the very positive report received following the inspection. The contents of the report are the subject of pride to all concerned with the school.

301 The inspection was an open and honest process and a professional dialogue, comments and recommendations were received from inspectors.

302 The school greatly appreciates the judgement that outstanding progress has been made in responding to the 2004 inspection. To achieve a situation where learners of every age attain good or better standards in every subject is very heartening, but, of course, this also sets new challenges for the school as it aims to maintain and improve further upon these standards.

303 The school rejoices in the high praise given to the high quality of teaching, the curricular provision and the broad experiences presented to pupils. The expertise and specialisms of teachers are acknowledged and the school has received confirmation that there is a high level of professionalism and cooperation within the school.

304 The staff and governors of the school are very glad that education for sustainable development, care for the environment and keeping healthy are evident outstanding features, as is the quality of care, support and guidance offered to pupils.

305 The inspection gave the school an opportunity to look in detail at every aspect of its life and work and preparing the self-evaluation report was of great benefit. The report indicates that the school had not given sufficient consideration to the outstanding features in coming to a judgment about key question 5, and the willingness of the team to award a higher grade in this instance was much appreciated.

306 An action plan will be drawn up to respond to the recommendations of the inspection and these aspects will be included in the School Development Plan.

Appendix 1

Basic information about the school

Name of school	Ysgol Bodfeurig
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Tregarth, Gwynedd,
Postcode	LL57 4RH
Telephone number	01248 600760

Headteacher (in charge)	Mrs Meriel Parry
Date of appointment	September 2003
Chair of governors / Appropriate authority	Mrs Mary Hughes
Registered inspector	Mr Gareth Wyn Jones
Dates of inspection	27/04/10 to 29/04/10

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	1.5	7	7	6	4	1	3	5	34.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1 (head) 0.5	2.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	16
Teacher (fte): class ratio	1:16

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2010	100%	95.3%	96.9%
Autumn 2009	99.3%	96.4%	96%
Summer 2009	99.6%	95.9%	94%

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

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2009	Number of pupils in Y2	4
As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	75	In Wales	81

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2009	Number of pupils in Y6	3
As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	100	In the school	
In Wales	77	In Wales	

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Two inspectors spent an equivalent of six inspection days in the school, meeting as a team before the inspection. A peer assessor joined the team for three days. The head was the nominee.

These inspectors visited the following:

twenty two lessons or part lessons;
registration sessions, and assemblies; and also

Team members held meetings with:

staff, governors and parents before the inspection;
senior managers, teachers, support and administrative staff;
groups of learners which represented every age group;
the school council; and also
representatives from establishments linked to the school.

The team also considered:

the school's self-evaluation report;
seven responses to a parental questionnaire with 100% positive;
documentation provided by the school before and during the inspection;
a broad range of learners' current and previous work; and also
samples of learners' reports.

Following the inspection, the team held meetings with teaching staff, senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Gareth Wyn Jones Registered Inspector	Context, summary, recommendations and appendices. Key Questions 1,5 6 and 7. Science, mathematics, design and technology, ICT, History and geography.
Owenna Davies Team Inspector	Key Questions 2, 3, and 4 Children Under five, Welsh first language English (KS2) art and design music physical education religious education
Dylan Jones Lay Inspector	Contributions to Key Questions 1, 3 and 4.
Delyth Jones Peer Assessor	Observing lessons and contributions to team meetings
Meriel Parry (Head in Charge)	Nominee

Acknowledgement

The inspectors would like to thank the governors, head, staff and learners for the cooperation and courtesy during the inspection.

Contractor:

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