



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Edmwnd Prys
Gellilydan
Blaenau Ffestiniog
Gwynedd
LL41 4DY**

**Date of inspection: June 2013
by**

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



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

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Context

Ysgol Edmwnd Prys is a small rural school, which is situated in the centre of the village of Gellilydan about six miles to the south of Blaenau Ffestiniog. It serves the village itself and the surrounding rural area. The school is maintained by Gwynedd education authority.

The school provides education for pupils aged between three and 11 years. Pupils are admitted to the school part-time in the September following their third birthday and full-time in the September following their fourth birthday. During the inspection, there were 35 pupils on roll, including two children who attend part-time. Most teaching is through the medium of Welsh. Pupil numbers have fallen somewhat since the last inspection in June 2007.

The area is described as one that is economically disadvantaged and pupils' attainment varies when they start at the school. Most pupils come from homes where Welsh is spoken. There are no pupils from ethnic backgrounds at the school. No pupils are entitled to free school meals. This is significantly lower than the percentage for the county and the percentage for Wales. Twenty per cent of pupils are on the school's additional learning needs register, which is higher than the national figure.

The headteacher has been in post since January 2013. She is also responsible for another local school and divides her time between both schools. In addition to the headteacher, there is one full-time teacher and two part-time teachers.

The individual school budget per pupil for Ysgol Edmwnd Prys in 2012-2013 is £5,400. The maximum per pupil in primary schools in Gwynedd is £9,577 and the minimum is £2,839. Ysgol Edmwnd Prys is in 23rd place out of the 102 primary school pupils in Gwynedd in terms of the school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

Ysgol Edmwnd Prys's performance is good because:

- most pupils are making good progress and the achievements of 11-year-old pupils compare well over time with those of pupils in similar schools;
- levels of attendance and behaviour are high and nearly all pupils are enthusiastic and keen to learn;
- rich learning experiences are planned for pupils, the quality of teaching is consistently good and ancillary staff support learning effectively; and
- there is effective provision to promote wellbeing and an inclusive, homely ethos where pupils feel happy and safe.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher offers effective and purposeful leadership for the school;
- all members of staff are clear about their roles and work as a team;
- the school knows its performance well and implements clear plans for improvement that focus on improving standards and pupils' wellbeing;
- there is a good range of partnerships that have a positive effect on pupils' achievement.

Recommendations

- R1 Improve the standard of writing in English in key stage 2
- R2 Ensure consistency in the practice of assessment for learning in order to ensure that pupils are more aware of what needs to be done in order to improve their own work
- R3 Develop further governors' ability to challenge the school's performance effectively
- R4 Extend opportunities for teachers to co-operate in professional learning communities and to share good practice beyond the local area

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Results of Ysgol Edmwnd Prys' pupils' baseline assessments on entry to the school show that most of them have a good level of ability in basic skills. Most of them, including those who receive additional support and those of higher ability, make good progress during their period at the school. Nearly all pupils in the Foundation Phase make good progress in all learning areas. They participate fully in class activities. In key stage 2, most pupils build well on their previous learning experiences. Most of them use their skills confidently across a range of subjects.

Nearly all pupils across the school listen attentively to their teachers during lessons. Most are keen to offer answers or comments when speaking about their work. The oral skills of the few pupils who come from non-Welsh-speaking homes are developing very quickly. All pupils make good progress in their use of the Welsh language from the time they start at the school. They develop a wide range of appropriate vocabulary and syntax and most use them correctly when speaking about their work. All pupils across the school use the Welsh language regularly in formal and informal situations. The English oral skills of most pupils in key stage 2 are good. By the end of their period at the school, they are confident in both languages.

Most of them make good progress in their reading skills in Welsh, take an interest in books and develop into independent learners. In the Foundation Phase, most pupils read meaningfully and with appropriate fluency and expression. By the end of key stage 2, most pupils read a full range of texts fluently and respond meaningfully to the text. They use their reading skills in Welsh effectively to glean information and present it in an interesting way. Most pupils in key stage 2 use their reading skills in English appropriately across a range of subjects. Many older pupils use their reading skills in English effectively to glean information and use their translanguaging skills skilfully to present it.

In the Foundation Phase, most pupils write meaningfully and independently. They use suitable and interesting vocabulary, and are beginning to vary sentences and punctuate accurately. By the end of key stage 2, most show a sound awareness of various forms of writing and use these characteristics confidently for a variety of purposes. The work of most pupils in key stage 2 shows good standards of language accuracy in Welsh. The standard of the best pupils' extended written work is of high quality. By the end of key stage 2, the quality of the majority of pupils' written work in English is good, although spelling mistakes are apparent in the work of a minority. However, pupils' ability to write at length in English across the curriculum has not been developed sufficiently.

There is no data report for 2012 in the report as the number of pupils who were assessed is too small to report upon without revealing the identity of individual pupils.

As this is the first year for Foundation Phase data to be published, there is no information about trends available.

Over the last four years, the percentage of 11-year-old pupils who reached the expected level (level 4) at the end of key stage 2 in the four subjects was consistently higher than the averages for schools in the family and Wales. In comparison with that of schools with similar levels of free school meals, the school's performance was among the top 25% over this period. The percentage of pupils who attained the higher level (level 5) is also higher than the percentages for the family of schools and Wales in three of these four years.

There has been no significant difference between the achievement of girls and boys or in the performance of pupils who are entitled to free school meals over recent years.

Wellbeing: Good

Ysgol Edmwnd Prys' pupils have very positive attitudes towards eating healthily and they take part energetically in various physical activity. Pupils feel safe at school and are confident that they can turn to anyone for help if it is needed.

Nearly all pupils are enthusiastic and keen to learn. They co-operate effectively together in their lessons and their activities. However, their skills for improving their own learning are only just beginning to develop.

All pupils get along well together and standards of behaviour are high. Pupils of all ages play together happily at break time and lunch time. They treat everyone with respect and courtesy at all times.

The school's attendance percentage over the last four years has been consistently high in comparison with that of similar schools and has placed the school in the top 25% in three of these years. Punctuality is good.

Members of the school council and the eco council enjoy their responsibilities. Members have an opportunity to express an opinion, to develop ideas and to discuss maturely and openly when contributing to decisions about the school. A good example of this is their contribution to improving the community area in the school's grounds.

By taking part in and contributing to a range of social events and activities, pupils have a strong awareness of their area and of the local community.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a wide range of rich learning experiences that gain pupils' interest and meet the requirements of the Foundation Phase, the National Curriculum and religious education fully. Purposeful planning ensures a wide range of

experiences that develop pupils' knowledge, understanding and skills successfully as they move through the school.

Teachers plan thoroughly for developing communication skills in Welsh, numeracy and information and communication technology (ICT) and ensure that there is co-ordination in pupils' experience across the curriculum. However, there are not enough opportunities for key stage 2 pupils to use the English language to record their activities across the curriculum.

Provision for developing the Welsh dimension is successful. The school makes good use of authors and visits to the local area to enrich pupils' understanding of their traditions and heritage.

Provision for developing pupils' awareness of sustainability and protecting the environment is effective. The eco council has been successful in encouraging the school's green systems. Provision to enable pupils to learn about global citizenship through studying foreign countries is good. Through their work on projects such as Fair Trade, pupils have valuable opportunities to understand ideas such as justice, fairness and care for less fortunate people.

Teaching: Good

A caring relationship between adults and pupils creates an industrious ethos and offers effective support to them. All staff have high expectations of all pupils. Teachers have good subject knowledge and they use a range of subjects skilfully to ensure that class activities respond effectively to the wide range of ability within classes. They make good use of resources. All members of staff provide a good linguistic model and promote positive behaviour and classroom management effectively.

In lessons, teachers offer effective oral feedback to pupils. They mark pupils' work thoroughly and, in the best examples, constructive comments are given on how to improve work that is linked to success criteria. Pupils' role in the process of setting targets and improving their work has not been established consistently throughout the school.

An effective progress tracking system is in place across the school. Beneficial use of standard assessments is made to identify the needs of individual pupils. Systems for levelling and moderating pupils' work over time ensure that teachers' assessments are robust.

Reports to parents are thorough and meet statutory requirements in a concise way.

Care, support and guidance: Good

The school is a homely and caring community and all staff promote high values among pupils across the school. Provision for promoting social, moral, cultural and spiritual development, and for promoting health and wellbeing, is good. The school provides effective individual support for pupils' educational, social and personal issues. This is a school where pupils feel safe. There are good opportunities for

them to express an opinion or share a concern and to receive support from their friends, teachers and staff.

There is an effective operational relationship between the school and specialist agencies and all staff are aware of their responsibilities for guiding and supporting pupils from day to day.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Provision for pupils who have additional learning needs is good. Teachers identify very quickly pupils who would benefit from early intervention and ensure beneficial provision for them. Individual education plans are produced and reviewed effectively in co-operation with pupils and their parents.

Learning environment: Good

The school has a familial atmosphere and a very homely feel. It is a happy and welcoming community and there is a friendly atmosphere among staff and pupils. The inclusive ethos ensures that all pupils have an equal entitlement to all the school's provision. Clear emphasis is placed on recognising, respecting and celebrating diversity.

The building and the site offer an appropriate learning environment to pupils. The whole site is not accessible to disabled people. Staff make good use of the space that is available and displays create a colourful and stimulating learning atmosphere. Facilities are clean and suitable and the quality and condition of the site and the building are good. Staff have developed the outdoor area recently in order to ensure better use for the needs of the Foundation Phase. The school benefits from using the community fields and astroturf pitch.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher offers the school effective and purposeful leadership. Her expectations are high and she has created an inclusive ethos that focuses on improving pupils' standards and wellbeing.

The school is an orderly community and it has clear structures and policies. Staff's job descriptions are clear and they work closely as a team and fulfil their roles and responsibilities effectively. By analysing a wide range of performance data, teachers have a clear understanding of strengths and areas to be developed.

The governing body supports the school well. Governors receive regular reports on the performance of pupils and their attainment. They become more aware of how the school is performing in comparison with other similar schools. However, governors' ability to challenge the school effectively is only just beginning to develop.

The school responds positively to a number of local and national priorities. The principles of the School Effectiveness Framework are reflected in the effective professional co-operation that exists in the school and locally. Promoting the skills curriculum is developing well and is having a positive effect on pupils' standards of literacy, especially in Welsh. The principles of the Foundation Phase are being implemented fully.

Improving quality: Good

The practice of self-evaluation has been well established at the school. It uses a wide range of systems when evaluating its work, and gives good consideration to the opinions of parents, governors and pupils.

The self-evaluation process is thorough, valid and based clearly on evidence from monitoring lessons, scrutinising pupils' work and detailed data analysis. The report gives a clear picture of strengths but areas to be improved are not as obvious. All members of staff understand the reasons that are a basis for the priorities and are aware of their responsibility in implementing them.

The school development plan identifies appropriate priorities and focuses clearly on improving standards. The plan has been costed carefully and the implementation timetable and staff responsibilities are clear. It also includes success indicators and suitable timetables for completing them. Suitable arrangements are in place for evaluating improvement.

The school works well to reinforce its commitment to professional networks with schools within the catchment area. Staff are involved with a range of training opportunities and this has strengthened aspects of provision, such as sharing schemes of work, joint assessment and development of pupils' thinking skills. However, the school has not taken advantage of opportunities to share good practice with schools beyond the local area.

Partnership working: Good

The school has established a number of effective partnerships. There is a strong partnership with parents and they are very supportive of the school. The school's Friends Association is very active and raises considerable money to buy additional resources that enrich provision for pupils. A good example of this is the investment that has been made recently to improve ICT equipment, and to improve the range and quality of Welsh and English reading books. This has had a positive effect on pupils' attitudes.

Regular use is made of visits to the community and visitors to the school to enrich pupils' experiences and to improve their awareness of their local area. A valuable range of external agencies and organisations, such as health and social services and the local church, contribute their expertise well to support the school's work.

A close relationship with the nursery group, which meets at the school, ensures that pupils settle in well to the Foundation Phase. Transfer arrangements to the secondary school prepare older pupils well for the next stage in their education.

There is constructive co-operation with other primary schools in the catchment area to discuss planning for improvement, joint training and standardising pupils' work. These activities have ensured better quality and consistency of practice.

Resource management: Good

The school manages its resources effectively. It is staffed appropriately in order to teach the curriculum successfully. Full advantage is taken of staff expertise within and outside the school in order to offer interesting and challenging learning experiences. A good example of this is the use that is made of teachers' expertise to teach music and physical education, which has a positive effect on the good standards that are seen. Support staff are used effectively to assist teaching and to care for and support pupils across the school.

Good emphasis is placed on all staff's continuous professional development and performance management processes support this further. Teachers make good use of their non-contact time for planning, preparation and assessment.

Full and effective use is made of all parts of the school's building and grounds. The supply and effect of resources on teaching and learning are reviewed regularly and plans are made for the future if necessary.

Expenditure is managed carefully by the headteacher and the governing body. This ensures a good supply of resources that meet the school's needs. Considering the good outcomes, the school provides good value for money.

Appendix 1

Commentary on performance data

The trends in the school's performance data should be considered carefully as the number of pupils at the end of both key stages is small.

There is no data report on pupils in the Foundation Phase or key stage 2 for 2012 in the report as the number of pupils who were assessed is too small to report upon without revealing the identity of individual pupils. As this is the first year of reporting Foundation Phase data, there is no information about trends available.

Over the last four years, the percentage of 11-year-old pupils who attain the expected level (level 4) at the end of key stage 2 in Welsh, English, mathematics and science is consistently higher than the averages for the schools in the family and in Wales. In comparison with that of schools with similar levels of entitlement to free school meals, the school's performance was among the top 25% over this period. The percentage of pupils attaining the higher level (level 5) in the four subjects was also higher than the percentages for the family of schools and Wales in three of these four years.

Considering the small numbers, there are no significant differences between the achievements of boys and girls or between the achievement of pupils who are entitled to free school meals and the remainder over time.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

There is no commentary on parent questionnaires because of the small number of responses that were received.

Responses to learner questionnaires

The learner questionnaires were completed by 19 key stage 2 pupils. The responses are positive and are similar to the national average for primary schools.

All pupils agree that they feel safe and that the school deals well with any bullying. Nearly all know to whom to turn in the case of anxiety or to ask for advice. Most agree that the school teaches them how to stay healthy and they say that there are many opportunities to take regular physical exercise. Nearly all feel that they are doing well at school and all are of the opinion that teachers help them to learn and make progress. Nearly are of the opinion that there are enough books, equipment and computers and that homework helps them to understand and do their work. Many are of the opinion that other children behave well and that they can do their work, although a few do not agree that children behave well at play time and lunchtime.

Appendix 3

The inspection team

Goronwy Morris	Reporting Inspector
Merfyn Lloyd Jones	Team Inspector
Glenda Jones	Lay Inspector
Gwyn Jones	Peer Inspector
Iona Jones	School Nominee

Copies of the report

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

Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, 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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science.

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.