



*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 Gynradd Felinwnda  
Llanwnda  
Caernarfon  
Gwynedd  
LL54 5UG**

**Date of inspection: June 2012**

**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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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 Gynradd Felinwnda is situated in the rural village of Llanwnda, on the outskirts of Caernarfon in Gwynedd. It serves a comparatively privileged area. There are 29 pupils between the ages of three and 11 on roll, including five of nursery age. Welsh is the school's main language medium and the aim is to ensure that pupils are completely bilingual by the time they transfer to the secondary sector. The school admits pupils from the whole ability range. At present, two pupils have been identified by the school as having special educational needs.

About 8% of current pupils are entitled to receive free school meals, which is lower than the average for the local authority and Wales. The vast majority of pupils come from homes where Welsh is spoken.

The school was last inspected in May 2006.

The individual school budget in 2011-2012 per pupil for Ysgol Gynradd Felinwnda is £5,276. The maximum per pupil in primary schools in Gwynedd is £7,732 and the minimum is £2,745. Ysgol Gynradd Felinwnda is 13th out of the 102 primary schools in Gwynedd in terms of school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

Ysgol Felinwnda's current performance is good because:

- nearly all pupils are making strong progress in their learning;
- there is a homely ethos in the school that promotes a feeling of belonging, respect for one another and equality;
- pupils are polite and courteous;
- most pupils use the Welsh language fluently and effectively in and outside the classroom;
- the school plans appropriate and stimulating learning experiences that capture pupils' interest across the school; and
- the standard of teaching is generally good in many lessons.

However:

- the school does not always ensure that the provision allows all pupils to achieve their potential.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision that she conveys effectively;
- all members of staff work as a team and understand their role in implementing the school's plans;
- the school has good knowledge of its own performance;
- it has good quality development plans that include appropriate priorities;
- partnerships with parents, the community and other schools are strong and contribute effectively to fulfilling the school's aims; and
- leaders and managers manage resources that are allocated to the school effectively.

However:

- the role of the governors is not central enough to the self-evaluation process.

## **Recommendations**

In order to improve the school needs to:

R1 raise the standards of extended writing in key stage 2;

R2 ensure that the provision allows all pupils to achieve their potential;

R3 refine short-term planning methods in order to put a better focus on developing key skills in sessions;

R4 ensure better consistency in assessment for learning procedures; and

R5 strengthen the role of governors in the self-evaluation process.

### **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

During their time at the school, nearly all pupils make good progress in their learning.

Most pupils use the Welsh language fluently and effectively on all kinds of occasions in and outside the classroom. In the Foundation Phase, pupils are making strong progress in their Welsh literacy skills. The majority read their own work and their reading books to a standard that is appropriate to their age and ability. Pupils' ability to write independently is beginning to develop appropriately. By the end of the Foundation Phase, seven-year-old pupils can write reasonably sensible sentences for different purposes, showing some grasp of basic punctuation.

Most pupils in key stage 2 are able to talk about their work with increasing confidence. The majority can express an opinion in a mature manner, on different issues that are important to them. The majority read appropriate materials aloud reasonably meaningfully in Welsh and English. Most can write appropriately in their own words for a range of purposes in both languages. They punctuate fairly accurately and arrange their work into paragraphs. However, there is not enough progress in prose work in Years 5 and 6 in terms of range and quality, and standards of presentation and handwriting are inconsistent.

Pupils with special educational needs are making good progress, but pupils of higher ability do not always achieve as well as they could. It is not possible to compare the achievement of pupils who are entitled to receive free school meals with the remainder over time because there were no such pupils in a number of year groups over the last few years. As the number of pupils is so small, it is not sensible to compare boys' achievement with that of girls.

Trends in pupils' achievement at the end of the school's Foundation Phase in the core subject indicator (the percentage of pupils who achieve level 2 in a combination of Welsh, mathematics and science) are consistently high over four years and are higher than the average for the family of similar schools and the average for the whole of Wales. The trend is also consistently high in the percentage of pupils who achieved level 2 or higher in Welsh, mathematics and science separately, and all pupils have achieved the expected level every year for the last four years.

When comparing the school's achievement at the end of the Foundation Phase with that of similar schools in terms of the proportion of pupils entitled to free school meals, the school's achievement has been consistently in the top 25% over four years in every core subject.

Trends in pupils' achievement at the end of the school's key stage 2 in the core subject indicator (the percentage of pupils who attain level 4 in a combination of Welsh or English, mathematics and science) have been uneven over a period of four years and were lower than the average for the family of similar schools and the average for the whole of Wales in 2011. The pattern has also been uneven over time

for the individual subjects. In 2011, 100% of the school's pupils achieved the expected level (level 4) in Welsh and English, but their achievement in mathematics and science was considerably lower than the averages for the family and the whole of Wales.

When comparing the school's achievement at the end of key stage 2 with that of similar schools in terms of the proportion of pupils entitled to free school meals, the school's achievement has varied between the top 25% and the bottom 25% over five years in every core subject.

The percentage attaining higher levels than expected has been considerably lower in comparison with the average for the family and for the whole of Wales over a period of five years in the Foundation Phase and in key stage 2.

### **Wellbeing: Good**

Standards of pupils' wellbeing are a strength at the school. Nearly all pupils understand the importance of eating healthily and taking regular physical exercise. Most take part in a wide range of physical activities such as sports and games.

Behaviour is good. The school has not had cause to exclude any pupils for a number of years. Pupils are polite and courteous, show respect and care for their peers, and work together conscientiously. Nearly all pupils enjoy school and feel that they are valued and supported. They respond well to motivation and show positive attitudes to learning.

The attendance percentage over the last year is a little over 94.5%, which is higher than the average for the family of similar schools and for the whole of Wales. Punctuality is good.

Members of the School Council and the Green School Group are enthusiastic and understand that they are representing the viewpoints of other pupils in the school community.

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

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The school plans appropriate and stimulating learning experiences that capture pupils' interest across the school. Teachers co-operate purposefully to plan detailed work programmes. However, planning does not identify consistently enough opportunities to challenge more able and talented pupils.

Provision to ensure that pupils develop independent learning skills is robust and manifests itself well in the daily life of the school. Opportunities to develop pupils' communication, numeracy and information technology skills have been identified appropriately in the long and medium-term plans. However, they are not highlighted clearly enough in the short-term plans. Not enough opportunities are provided for pupils to write at length in Welsh and English in key stage 2.

There is effective provision for developing pupils' understanding of the need to look after the environment and the diverse and sustainable world in which they live. Joint worship is used appropriately to highlight issues relating to fairness and inequality.

Provision for developing the Welsh language and the Welsh dimension is developed very strongly throughout the school. The intervention groups that have been established to raise pupils' linguistic standards are beginning to have the appropriate effect.

### **Teaching: Good**

The standard of teaching throughout the school is good in many lessons. There is a very effective working relationship between adults and pupils across the school.

Among the good elements in the teaching, a wide range of strategies and lively, enthusiastic presentations are used. Questioning is appropriate and probing in order to move the learning forward. Objectives and success criteria are shared with pupils and this fosters their ability to become independent learners effectively.

In lessons where teaching is not as good, the pace is a little slow and tasks are not always challenging enough. At times, the use of work sheets limits opportunities for the most able pupils to extend their extended writing skills.

All teaching staff, including support staff, use behaviour management strategies very effectively.

Assessment for learning strategies are in place throughout the school. However, there is inconsistency in procedures between classes. Some good aspects can be seen in the marking and there are examples of comments that show clearly the way forward for pupils to improve their work. The process of setting targets for individual pupils is beginning to develop throughout the school.

The progress tracking system is effective and procedures to level and moderate pupils' work over time are accurate. Reports to parents are thorough and meet statutory requirements.

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

The school promotes pupils' spiritual, moral, social and cultural development very successfully. The school provides comprehensive information for parents about school life, which includes regular newsletters, a prospectus and the governors' annual report.

Induction arrangements for new pupils and pupils with special needs are clear and there are good arrangements in place to transfer these pupils to the secondary school. An orderly provision for wellbeing and the advantages of living healthily is promoted effectively. National initiatives such as those on inclusion and equality are encouraged and supported effectively.

The school has an appropriate policy and has procedures for safeguarding.

There are effective systems for identifying pupils who need additional support with their work. The school plans purposefully for these pupils. The support is



co-ordinated in an orderly way and there are good links with specialist external agencies. Parents and carers are informed regularly of their children's progress and individual education plans are evaluated and updated regularly.

### **Learning environment: Good**

There is a homely ethos in the school, which promotes the feeling of belonging, respect for one another and equality. The school values and celebrates diversity well and teachers provide various opportunities in order to reinforce this attitude across the curriculum. The school is an inclusive community where all pupils are treated as individuals.

The school has a wide range of resources of appropriate quality, which are used well. The building meets pupils' needs appropriately and the high standard of the class displays help to create a stimulating and rich learning environment. The Foundation Phase's outdoor area, the school garden and the playing area were developed fairly recently in order to expand the opportunities for pupils to work outdoors.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher has high expectations of herself, of staff and of pupils. She has a clear vision and she conveys it effectively. This ensures that all members of staff work as members of a team and understand their roles in implementing the school's plans.

Members of the governing body are very supportive of the school and shoulder their responsibilities conscientiously. Recently, the body received the Governors Wales Bronze Award. Governors visit the school regularly, discuss with teachers, and receive reports on its performance before reporting back formally to the full body. They receive data regularly, and have begun to analyse it, considering any trends in performance. However, they need to develop their role further in the self-evaluation procedures.

Appropriate attention is paid to national and local priorities. Foundation Phase provision and Curriculum 2008 have been established successfully. The School Council and the principles of Healthy School and Green School have been embedded well into the school's activities and have a positive effect on pupils' attitudes.

### **Improving quality: Good**

The school has good knowledge of its own performance through arrangements that have been established firmly for a number of years. Managers have an appropriate procedure that pays specific attention to every subject or aspect over a period of four years, following a specific template. Consideration is given to a range of information that includes analysing data on standards and considering trends over time. Consistent attention is given to evidence about the quality of teaching and learning through class observations and appropriate arrangements have been established in order to discover the opinions of parents and pupils through questionnaires. However, the role of governors has not yet been developed fully within the process. The headteacher makes effective use of the local authority's monitoring reports.

There is an appropriate link between the outcomes of the self-evaluation procedure, outcomes of staff performance management and priorities of the school development plan. The annual development plans are of good quality and include appropriate priorities that identify tasks to be completed within suitable periods. Responsibilities for co-ordinating the strategies that are identified have been allocated appropriately to different staff members and have led to specific improvements in standards.

The headteacher provides valuable opportunities for staff to develop professionally. Procedures include an evaluation cycle that leads to setting agreed goals and includes individual development needs along with priorities for improving the school. The school co-operates with nearby schools and has developed effective networks of professional practice. This has led to improvements in provision in individual subjects and also in planning and assessment.

### **Partnership working: Good**

Partnerships with parents, the community and other schools are strong and contribute effectively to fulfilling the school's objectives. The school plays a prominent part in the local community. Pupils visit different places in the village regularly, and often welcome individuals from the community to speak to them at school. This makes a positive contribution to enriching their learning experiences and their awareness of their local area.

There is a strong link between the school, the local authority and the advisory service, which has led to improvements in provision across the school.

There is a close link between the school and the Cylch Meithrin that is held in the nearby centre, which facilitates the procedures for admitting pupils. Similarly, the arrangements for transferring pupils to secondary schools prepare older pupils well. The school co-operates effectively with other primary schools along with secondary schools in order to plan resources, ensure the quality of pupils' work and share good practice.

There are strong links with further education colleges and the school welcomes students regularly.

### **Resource management: Good**

Leaders manage the resources that are allocated to the school well, and ensure that appropriate staffing arrangements are in place in order to teach the curriculum. There is a specific link between the school's priorities and decisions on expenditure. Processes for monitoring the budget are effective. Although over 5% of the money that has been allocated annually to the school has remained unspent over the last three years, there are very purposeful plans in place to spend it efficiently.

There are effective arrangements in place for evaluating and managing the performance of the whole staff. Effective use is made of planning, preparation and assessment time by using specialist music, physical education and art teachers, who have a positive effect on standards in these areas. The school makes very effective use of classroom assistants and their contribution to pupils' education is very valuable.

Considering pupils' outcomes and the use made of finances, the school provides good value for money.

## Appendix 1

### Commentary on performance data

Trends in the school's performance data are unreliable as the number of pupils at the end of both key stages is very low.

Trends in pupils' achievement at the end of the school's Foundation Phase in the core subject indicator (the percentage of pupils who achieve level 2 in a combination of Welsh, mathematics and science) have been consistently high over four years and higher than the average for the family of similar schools and the average for the whole of Wales. In addition, the trend has been consistently high in the percentage of pupils achieving level 2 or higher in Welsh, mathematics and science individually, and all pupils have achieved the expected level every year for four years. The percentage of pupils who achieved a higher level than expected (level 3) has been inconsistent over the last four years in Welsh, and generally lower than the average for the family and for the whole of Wales. The percentage achieving higher than expected in mathematics and science has been considerably lower than the average for the family and the whole of Wales every year for four years. An exception to this is science in 2011 when it was higher than the averages for the family and for the whole of Wales.

When comparing the school's achievement at the end of the Foundation Phase with that of similar schools in terms of the proportion of pupils entitled to free school meals, the school's achievement has been consistently in the top 25% over four years in every core subject.

Trends in pupils' achievement at the end of the school's key stage 2 in the core subject indicator (the percentage of pupils who attain level 4 in a combination of Welsh or English, mathematics and science) have been uneven over a period of four years and were lower than the average for the family of similar schools and the average for the whole of Wales in 2011. The pattern has also been uneven over time for the individual subjects. In 2011, 100% of the school's pupils achieved the expected level (level 4) in Welsh and English, but their achievement in mathematics and science was considerably lower than the averages for family and the whole of Wales. The percentage attaining a higher level than expected (level 5) has been considerably lower in comparison with the average for the family and the whole of Wales over a period of five years.

When comparing the school's achievement at the end of key stage 2 with similar schools in terms of the proportion of pupils entitled to free school meals, the school's achievement has varied between the top 25% and the bottom 25% in every core subject.

It is not possible to compare the achievement of pupils who are entitled to receive free school meals with the remainder over time as there have been no such pupils in a number of the year groups over the last five years. As the number of pupils is so small, it is not fair to compare the achievement of boys with that of girls. Pupils who have additional learning needs make appropriate progress in every school year.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to pupil questionnaires

The nine responses that were received from pupils are very positive.

All are of the opinion:

- that the school teaches them how to keep healthy;
- that there are many opportunities in the school for them to take regular physical exercise;
- that teachers and other adults at the school help them to learn and make progress,
- that they know what to do and to whom to speak if they find their work difficult;
- that their homework helps them to improve their work at school;
- that there are enough books, equipment and computers for them to do their work; and
- that all children behave well at playtime and lunchtime.

Most are of the opinion:

- that they feel safe at school;
- that the school deals well with any bullying;
- that they know to whom to speak if they are worried or anxious;
- that they are doing well at school; and
- that other children behave well and they can do their work.

All though the number of responses is very small, the responses of the pupils at Ysgol Felinwnda compare favourably with the average responses of pupils across Wales in the majority of statements.

#### Responses to parent questionnaires

From the 11 responses that were received from parents, all are of the opinion:

- that they are satisfied with the school in general;
- that their child likes this school;
- that their child received support to settle in well when he/she started at the school;
- that their child is making good progress at school;
- that pupils behave well at school;
- that teaching is good;
- that staff expect their child to work hard and do his/her best;
- that homework that is given builds well on what children learn at school;
- that staff treat all children fairly and with respect;
- that their children feel safe at school;

- that their child receives appropriate additional support in relation to any specific individual needs;
- that they receive regular information on their child's progress;
- that they feel comfortable about asking the school a question, making suggestions or identifying a problem;
- that they understand the system for dealing with complaints;
- that the school helps their child to become more mature and shoulder responsibility;
- that their child is prepared well for moving on to the next school; and
- that the school is well run.

Most are of the opinion;

- that their child is encouraged to be healthy and to take regular physical exercise; and
- that there is a good variety of activities available, including trips or visits.

The responses of the parents of Ysgol Felinwnda compare favourably with the average responses of parents across Wales in all statements but two.

### Appendix 3

#### The inspection team

Huw Watkins	Reporting Inspector
Jeremy Turner	Lay Inspector
Carolyn Thomas	Peer Inspector
Carys Thomas (Headteacher)	School Nominee

## Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority. If it is available, the data report can be seen on our website alongside this report.

### 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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FPYear 1 refers to the year group of pupils who reach the age of six 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	FPR	FPY1	FPY2	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 four key stages cover the following year groups:

Foundation Phase	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**

### **National Curriculum**

#### **Expected National Curriculum levels**

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

#### **Core subject indicator in all key stages**

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

#### **All-Wales Core Data sets**

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.