



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 Bro Hedd Wyn
Trawsfynydd
Blaenau Ffestiniog
Gwynedd
LL41 4SE**

Date of inspection: November 2011

by

Mr M Lloyd Jones

for

**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 Bro Hedd Wyn is situated in the village of Trawsfynydd, Meirion, South Gwynedd. It provides education for pupils aged 3-11 years. There were 63 full-time pupils and thirteen part-time nursery children on the school roll during the inspection. Numbers have decreased by approximately 20% since the last inspection.

The school serves a rural area that is Welsh in its language and culture. Welsh is the main language spoken in the home by about 93% of the pupils but all pupils are expected to be proficient in Welsh and English before transferring to the secondary school.

Children are accepted into school on a full-time basis at the beginning of the September following their fourth birthday. The school has pupils of the full range of ability. The natural catchment area of the school is neither advantaged nor disadvantaged and the percentage of pupils entitled to free school meals, 5%, is lower than the county and national average.

5% of the pupils have special educational needs, which is substantially lower than the county and national average.

The school was last inspected in October 2005. The head was appointed in September 2000.

The 2011 – 2012 individual school budget per pupil for Ysgol Bro Hedd Wyn is £3,207 which compares with a maximum of £7731 and a minimum of £2674 for primary schools in Gwynedd. The school has the 65th highest budget per pupil out of the 103 primary schools in Gwynedd

Summary

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

Current performance

Current performance

The school is good because:

- most pupils achieve well;
- the teaching is of good quality and the pupils benefit from an interesting and varied curriculum; and
- the school's inclusive ethos creates the best possible conditions for every individual to develop and flourish

Prospects for improvement

Prospects for improvement

The school has good prospects for improvement because:

- the head teacher offers conscientious and clear leadership; and
- all members of staff display complete commitment to improve standards

Recommendations

In order to improve further the school needs to:

R1 continue to improve writing skills in English in key stage 2:

R2 ensure better consistency in pupils' presentation and hand writing in key stage 2;
and

R3 ensure that there is a clear link between self – evaluation, school priorities and
pupils' individual targets.

What happens next?

The school will draw up an action plan which shows how it is going to address the
recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The school's performance in both key stages is good compared with local and national averages and the performance of similar schools. Over the last four years, nearly all pupils at key stage 1 attained the expected level in all core subjects.

The numbers attaining a level above that expected in key stage 1, that is level 3 or better, in Welsh, is consistently higher than similar schools and in the top 25% in Wales in each of the last four years.

In key stage 2, over the same period the school's performance in relation with the expected level for eleven year old pupils has improved and in 2011 was the highest in the family.

In 2011 the percentage of pupils attaining higher than the expected level (level 5 or above) was amongst the highest in the family in all core subjects. Overall the numbers attaining the higher levels is the same or higher than the family and Wales average over the previous three years.

Pupils entitled to receive free school meals, the ones with special educational needs and the most able pupils are achieving well commensurate with their age and ability. There is no significant pattern that indicates any differences between boys' and girls' attainment.

In the Foundation Phase, most children make consistent and evident progress across all learning areas. Their confidence develops quickly as they choose their learning activities and they apply themselves enthusiastically to them. Most children develop good oral skills and develop appropriate reading and writing skills.

As they move on through key stage 2, most pupils make good progress in the different subjects. They recall previous learning well and show knowledge and understanding of what they have learnt in many subjects.

Most pupils' bilingual skills are good. When they start in school, only very few pupils have a mastery of English, nevertheless their oral skills develop very quickly. The Welsh skills of the few pupils who come from non Welsh speaking homes also develop very quickly and effectively.

In key stage 2, most pupils listen attentively and concentrate well. They communicate confidently in the lessons and a very high quality presentation was seen by some when using technology.

Most pupils read a good variety of texts commensurate with their age and ability. By the end of key stage 2, most read with fluency and enjoyment in Welsh and English. The best change intonation effectively showing evident maturity, and the less able

pupils use reading strategies very successfully to gain meaning. The majority use their skills confidently when researching and recording their work in many subjects.

Most pupils writing skills in Welsh are good or better but they are not as good in English because the spelling skills of many of them are not sound enough.

By the end of the key stage, good examples of extended work are seen from some pupils especially in Welsh. Overall, many pupils tidiness and handwriting standards is varied in the different subjects.

Many pupils' creative skills across the school are of a very good standard.

Most pupils use their information and communication technology (ITC) skills effectively to access information and to present work in many subjects. Their ability to analyse data is not as good. They use numeracy to successfully strengthen their understanding in many areas.

Wellbeing: Good

Pupils' personal, social and life skills are developing well and prepare them well for life and work outside the school.

Most have good awareness of health and safety issues. Every one of them understands the need to take part in regular exercise and to eat healthily. They feel that they are appreciated which has a very positive impact on the standards they attain. They are all polite and respect each other.

Most pupils show interest and motivation and they show pride and confidence when undertaking their activities. Many work well independently under the guidance of members of staff and contribute effectively to what they are learning.

The behaviour of nearly all pupils is very good within classes and during break times and lunch times. All pupils feel safe in school.

Members of the school council are hard working and represent pupils' views well. They have had a positive effect on aspects such as the school environment, resources and deciding which charities to support.

Most pupils in school understand how well they are progressing; nevertheless, they are not always clear about what they need to do to improve.

Attendance rates of nearly 95% are good and higher than similar schools, the local authority (LA) and national averages. Nearly all pupils arrive in school punctually.

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

The school provides a wide and balanced range of good learning experiences to all pupils that enriches their education and fully complies with the Foundation Phase, the National Curriculum and religious education requirements. Rich and stimulating provision is provided for the Foundation Phase in a variety of situations within and outside the classroom. This is built upon successfully in key stage 2. Pupils have good opportunities for independent collaboration under adult guidance.

Overall, the provision for developing pupils' communication, numeracy and ITC skills has been appropriately planned. There are effective plans for developing literacy skills in Welsh; however, plans to develop pupils' spelling skills in English are not as effective. Good attention is given to creative skills and thinking skills across the curriculum.

The provision for developing the Welsh dimension is developed very effectively throughout the school. Very good attention is given to promoting Welshness by developing an understanding of the local environment, the area's history and folk lore in the context of the culture of Wales.

The school promotes well pupils' awareness of sustainable development and global citizenship.

Teaching: Good

The quality of the teaching is consistently good. Teachers have good subject knowledge and plan interesting lessons and activities which engage pupils' involvement effectively.

Members of staff understand their pupils' needs well and use a range of varied methods to respond to different abilities within the classes.

Teachers make appropriate use of resources. The support of all adults ensures good focus for activities and significantly contributes to pupils' quality of learning.

Supporting feedback is provided for pupils, which promotes a sound learning environment. Teachers mark pupils' work regularly, however, written feedback does not always ensure that pupils understand what they need to do to improve. In the best examples constructive comments are offered which develop pupils' ability to improve their own performance.

Good examples are seen of peer members marking and giving feedback on each others' work.

Assessment outcomes are analyzed effectively and clear and useful records are kept on each pupil.

Parents/ carers receive good information on their children's achievements, personal qualities and development. However, there is no outline of areas to improve in the reports.

Care, support and guidance: Good

There are effective arrangements in place to support pupils' health and welfare as well as to encourage their involvement in their school and the wider community. These arrangements contribute well to pupils' attainment and welfare and successfully support their learning. Learning experiences promote pupils' personal development very well, including their spiritual, moral, social and cultural development.

The school collaborates well with external agencies to support pupils and this support has been targeted effectively for individuals.

The school has procedures and an appropriate policy for safeguarding.

The provision for pupils with additional learning needs is good. The school succeeds in responding promptly to concerns. Individual education plans are evaluated and updated effectively and regularly and there is a very high level of consulting with parents /carers.

Learning environment: Good

Prominent attention and emphasis is given to creating a safe and caring environment and this is seen in the school's close and social nature.

The school succeeds to operate as a very inclusive community where everyone is well respected. Clear emphasis is given to recognising and celebrating diversity. Equal opportunity is promoted well.

There are enough good resources which match pupils' needs well, and effective use is made of them. The learning environment in all classes is attractive with colourful displays which show respect for pupils' work. These add greatly to their experiences. The school building and grounds are used effectively and are well maintained.

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

Managers and leaders realize their vision and values. A clear direction is given to the school which is acknowledged by the whole staff. A supporting and encouraging ethos is successfully promoted which has a positive impact on school standards and provision.

The head teacher provides conscientious leadership which ensures very effective communication systems and a strong sense of team work.

Members of staff's roles and responsibilities, that have been revised lately, are clear and effective arrangements are implemented to manage performance. As a result, the school provides appropriate opportunities for staff professional development.

Governors undertake their roles and responsibilities conscientiously and they have a good knowledge of the school's performance. They attend appropriate training and challenge the school effectively as critical friends.

The school succeeds in paying due attention to national and local priorities. The Foundation Phase has been developed very successfully and due attention is paid to developing pupils' thinking skills across the school. Pupils are given a clear voice when deciding upon aspects of the school's work.

Improving quality: Good

Self-evaluation and planning for improvement arrangements are good. The process is robust and a regular part of the life and work of the school. A number of methods are used within the system including scrutinising examples of pupils' work and a careful analysis of formal assessment results. The process is inclusive and the school actively attempts to gain pupils', staff, parents' and governors' opinions.

The priorities specified in the school development plan (SDP) are appropriate for the development of the school. The implementation methods are noted under the different priorities and expected outcomes. Implementation responsibilities are also identified and resources are allocated to support the developments. The plan is carefully monitored and evaluated by members of staff and governors. Nevertheless, the link between the findings of the priorities self – evaluation report in the SDP and pupil's individual targets is not always clear.

The school is a professional learning community which enables staff to share knowledge and expertise. There are effective collaborative networks with other schools and partners. This has led to improvements, for example in the factual writing of pupils in Welsh.

Since the last inspection the school has made good progress. The steps taken have had a positive impact on pupils' attainment standards. However, not all the recommendations have been fully implemented regarding pupils' tidiness of work and spelling in English.

Partnership working: Good

The school is working effectively with a range of partners which has a beneficial impact on pupils' welfare and attainment. There is a very strong partnership with parents and the local community. They are very supportive of the school and contribute towards a number of activities, including raising money to improve the educational provision. There are examples of links with local businesses which promote pupils' awareness of the world of work.

The good collaboration with the nursery group in the village has ensured all day care for parents and prepares children well for their time in school.

There is a good partnership with an appropriate range of external agencies and organisations such as health and social services to meet individual's specific needs

when required. This has a positive impact on the development of those pupils' welfare and attainment.

The school has a good strategic partnership with schools in the catchment and the local secondary school. These arrangements are effective, for example, to standardise and moderate end of key stage teacher assessments and to ensure a smooth transition to the secondary school.

Resource management: Good

Staffing and financial resources are managed and used well. There are an appropriate number of experienced teachers with the knowledge and expertise to present the curriculum effectively.

Non- contact time is managed in a way that ensures that staff can collaborate on planning, preparing and assessing.

Conscientious support staff provide very effective support to teachers. They work purposefully side by side with teachers in the classrooms or on duties throughout the day. This has a positive impact on pupils' attainment.

Managers monitor and manage expenditure effectively. Money is allocated appropriately for school priorities. Recently, some of the reserve money has been used to employ additional support staff. This has a positive impact on extending learning experiences in the Foundation Phase.

In view of pupil outcomes, provision and in its use of finance the school gives good value for money.

Appendix 1

Comments on performance data

Teacher assessments at the end of Year 2, in key stage 1, and at the end of Year 6, in key stage 2 have to be treated with care because the small numbers of children in a year group can have a significant impact on school performance from one year to the next.

Over the last four years, the school's performance in relation to the expected level in Welsh, mathematics and science for seven year old pupils (the core subject indicator (CSI)), is higher than the averages of schools in the same family and higher than national averages. Nearly all pupils attained the expected level, that is, level 2, over the last four years in the three subjects.

In each of the last four years the school's performance in the core subject indicator was amongst the top 50% of schools that have similar free school meals numbers and in the top 25% in two of those years.

The numbers attaining higher than the expected level, that is level 3 or better, in Welsh, is consistently higher than the family and Wales averages and in the top 25% in Wales in each of the last four years. The school's performance was more varied in mathematics and science but tended to be as good if not higher than the family average over that period.

In key stage 2, over the last four years the school's performance in relation to the expected level for eleven year old pupils (the CSI) has improved and in 2011 was the highest in the family. Generally, over the last four years the performance in the four subjects has tended to be as good if not higher than the family average.

Results, when compared over the same period with schools with similar free school meals numbers are more varied. In Welsh, it has been in the top 25% of similar schools in two of those years.

In 2001 the percentage of pupils attaining higher than the expected level at the end of key stage 2 (level 5 or higher) is amongst the highest in the family in all core subjects. Overall the numbers attaining higher levels are higher than the family and Wales averages over the previous three years.

Atodiad 2

Stakeholder satisfaction report

Responses to parent questionnaires

Number of responses: 22

Nearly all parents /carers strongly agree that the school is:

- well run;
- provides a good variety of activities;
- helps their child to become more mature and to accept responsibilities ; and
- gives appropriate additional support.

Most agree that their child:

- likes school;
- has help in settling in well when they start school;
- is making good progress;
- is encouraged to be healthy and to take regular exercise;
- is safe in school; and
- is prepared well for moving on to the next school.

Most agree that:

- the teaching is good;
- the pupils behave well;
- staff expect their child to work hard and to do his/her best;
- homework that is given builds well on what their child has learnt at school; and
- staff treat every child fairly and with respect.

Most agree that they:

- receive regular information on their child's progress;
- feel comfortable regarding asking questions to the school, making suggestions or noting a problem; and
- understand the school's procedure for dealing with complaints.

Responses to learner questionnaires

Number of responses: 34

Nearly all pupils agree that the school:

- deals well with any bullying; and
- gives many opportunities to have regular exercise.

Nearly all pupils agree that:

- teachers and other adults in school help them to learn and make progress;
- homework helps them to understand and improve their work;
- they have enough books, equipment and computers to do their work;
- other pupils behave well and that they are able to do their work; and

- that nearly all pupils behave well during play times and lunch times.

Nearly all pupils agree that they:

- are doing well at school;
- know to whom to talk if they are worried or upset, or if they are finding the work difficult;
- learn how to keep healthy; and
- feel safe in school

Appendix 3

The inspection team

Mr M Lloyd Jones	Reporting Inspector
Mr G Morris	Team Inspector
Mr D Jones	Lay Inspector
Olwen Corben	Peer Inspector

Copies of the report

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

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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 five during the academic year. Year 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	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 four key stages cover the following year groups:

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