



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 Tudweiliog
Tudweiliog
Pwllheli
Gwynedd
LL53 8ND**

Date of inspection: January 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:

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 Tudweiliog is located in the village of Tudweiliog, which is approximately four miles from Nefyn in Gwynedd. In addition to the children in the village, children from the village of Llangwnnadl attend the school.

There are 43 pupils on roll, including seven part-time, nursery age pupils. Eighty-one per cent of pupils come from Welsh-speaking homes. There are no pupils from ethnic minority backgrounds.

Five per cent of pupils are entitled to free school meals, which is much lower than the Wales average. Ten per cent of pupils are on the additional learning needs register, which is lower than the national average. No-one has a statement of special educational needs.

The headteacher has been in post since September 1996.

The school budget per pupil for Ysgol Tudweiliog in 2011-2012 is £4,163. The maximum in terms of schools' budgets per pupil in Gwynedd's primary schools is £7,732 and the minimum is £2,674. Ysgol Tudweiliog is 28th out of the 102 primary schools in Gwynedd in terms of its school budget per pupil.

Summary

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

Current performance

The school's performance is good because:

- all of the school's pupils are developing as confident and independent learners and they achieve good standards;
- pupils' oral skills in Welsh are good and are having a clear effect on standards;
- the school provides a wide range of experiences for pupils in order to enrich teaching and learning;
- teaching is consistently good throughout the school, and there is effective use of classroom assistants; and
- the school is a happy and caring community.

Prospects for improvement

Prospects for improvement are good because of:

- the headteacher's robust vision that sets a clear strategy for the school;
- the effective use of data to track pupils' progress and raise standards; and
- the close link between self-evaluation and the school development plan, which identifies clear priorities for improvement.

Recommendations

In order to improve, the school needs to:

- R1 improve standards of written English across the curriculum;
- R2 ensure consistency in marking pupils' work effectively and subsequent responses from pupils;
- R3 develop global citizenship further across the school; and
- R4 develop the role of governors to contribute more effectively to the self-evaluation process and provide more of a challenge to the school.

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

Ysgol Tudweiliog's pupils are making good progress and are developing across the school to be confident and independent learners.

In the Foundation Phase, pupils are making good progress in their Welsh literacy skills. Oral skills are strong, and pupils communicate completely naturally in polished spoken language that reflects the local area's phraseology. Pupils use Welsh naturally when conversing with one another and when discussing their work. The reading skills of most pupils in the Foundation Phase are good and some of them are developing into confident readers to a standard appropriate to their age and ability. Most pupils have a firm understanding of phrasing and punctuation. By the end of the Foundation Phase, the majority write independently and appropriately for different purposes.

By the end of key stage 2, most pupils are making good progress in their reading. They show a fondness for books and are developing into confident readers in Welsh. The majority of pupils use advanced reading skills confidently in order to collect information in both languages. Pupils who receive additional support with reading are making good progress. Most key stage 2 pupils are making appropriate progress in their written work in Welsh. However, pupils are not redrafting their work in order to improve their first attempts. Pupils' writing standards in English have not sufficiently developed. A minority of pupils use awkward syntax and spell phonetically.

Pupils with additional learning needs are making appropriate progress according to their individual targets.

Care is needed when responding to the school's performance data at the end of key stage 1 and key stage 2 because pupil numbers are small. The percentage of Foundation Phase pupils attaining the expected level (level 2) compares favourably with the family of schools' averages over the last four years. The percentage reaching level 3 or higher in Welsh and mathematics has been significantly higher than the family of schools' averages over a period of three out of the last four years. There are no obvious trends between the performance of boys and girls who reach the expected level in a combination of Welsh, mathematics and science

Pupils' achievements at the end of key stage 2 in the core subject indicator (namely level 4 in a combination of Welsh or English, mathematics and science) have been higher than the family's averages and the all-Wales averages in three out of the last four years. The pattern for the separate subjects has been uneven over a period of four years. The trends in pupils' achievements at level 5 or higher are uneven in Welsh, mathematics and science. Pupils' achievements at level 5 and higher in English are considerably lower than the family's averages and the all-Wales averages.

In both key stages, achievements have varied between the top 25% and the bottom 25% over the last four years in comparison with those of similar schools in terms of the percentage of pupils who are entitled to free school meals.

Wellbeing: Good

Most pupils have a firm understanding of the importance of eating healthily. All of the school's full-time pupils take part in the 'Dal i fynd' club twice a week, which contributes to their good understanding of the importance of a healthy body and mind.

All of the school's pupils enjoy their learning activities and show high levels of motivation and enthusiasm. All of the school's pupils work independently and work together well. Standards of behaviour are very good, and pupils are polite and show respect and care for adults and for their peers.

Attendance at the school is good.

Members of the school council and the 'Green Group' are developing their role effectively and are having a positive influence on the school's work. They contribute to decisions by organising activities and raising money for charities.

There is a close link between the school and the local community and, through visits and activities, pupils develop good awareness of their local community.

Most pupils have very strong interpersonal skills across the school and this is reflected in their confidence in working together and problem-solving.

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

The school provides a wide and balanced variety of learning experiences that respond fully to the requirements of the Foundation Phase, the National Curriculum and religious education. Those experiences stimulate pupils' interest and meet their needs in full, as well as those of employers and the community. Visitors come to the school to share their experiences and various activities and visits are arranged to places of interest in order to reinforce learning.

The opportunities for pupils to develop and build on their key skills are planned well across the range of subjects. Valuable opportunities in Welsh are provided for pupils to develop their communication skills and this provision enables pupils to discuss and express an opinion confidently.

The Welsh dimension has a central place in the school's programme of work and the Welsh nature of the community is reflected effectively in activities. This develops pupils' understanding of their culture and their environment effectively.

The school has developed a productive garden and the produce is sold in the fruit shop. A 'Green Panel' that has been established recently develops pupils'

understanding of sustainability and encourages the whole school community to recycle and save energy. Some international projects are being undertaken. However, global citizenship has not been developed fully throughout the school.

Teaching: Good

Teaching is consistently good across the school. There is a very good relationship between staff and pupils, and teachers and assistants create an active and supportive ethos. Teachers make effective use of assistants in order to support groups of pupils within the classes.

Teachers use a variety of effective teaching strategies that stimulate pupils' interest. The guidance and appropriate activities that are offered to pupils in the Foundation Phase develop their skills so that they become independent learners. The teaching gives appropriate consideration to the age range in key stage 2, but tasks are not always challenging enough.

The school has a clear assessment procedure and appropriate use is made of catchment profiles in order to standardise assessments. Teachers include pupils well when setting realistic targets for improvement and development. Some assessment for learning strategies are used effectively, although they have not been developed fully.

Pupils' work is marked regularly. However, there is some inconsistency in the quality of marking. Where marking is good, constructive comments are given, to enable further development. In the minority of cases where the marking is not as good, comments are scarce and guidance on how to improve their work is not always clear to pupils.

Annual reports for parents give a clear picture of pupils' achievement and development.

Care, support and guidance: Good

The school is a caring and welcoming community, in which pupils feel happy and safe. Learning experiences as well as daily periods of joint worship promote pupils' personal, spiritual, moral, social and cultural development very effectively.

The school's Fruit Shop, which is run by older pupils, promotes the importance of eating healthily among all pupils effectively. Pupils take part regularly in keep fit activities through the 'Dal i Fynd' scheme. School teams compete regularly in sports competitions.

The school works effectively with a range of services such as the police and local authority services. These provide appropriate information, guidance and support to pupils and staff.

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

The provision for pupils with additional learning needs is good. Pupils' needs are identified early, and appropriate individual education plans are in place. Very effective use is made of classroom assistants in order to give pupils specific and consistent support according to their individual needs.

Learning environment: Good

The school is a happy, warm and inclusive community. All pupils have an equal right to all educational and social provision. Respect for diversity and racial equality are promoted in the school's work.

The school has a range of appropriate resources that are used effectively.

The school provides plenty of room and appropriate facilities and makes full use of them. The building is kept neat and tidy. Good and extensive outside play facilities offer pupils varied experiences. The attractive displays around the school create a colourful and stimulating learning environment.

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

The headteacher has a clear vision and an effective strategy in order to achieve the school's aims and objectives. She leads the staff and works with them to develop an active and caring community that has a positive influence on pupils' achievement. Leadership is shared effectively within the school. The staff are a close, supportive community, and meet frequently to discuss, work together and plan purposefully for the school's development. Data on pupils' performance is used effectively to monitor the school's performance.

A wide range of relevant policies exists and they are reviewed as needed in order to respond to statutory recommendations and pupils' requirements.

The governing body fulfils its duties conscientiously. Governors meet regularly and a minority of them have visited classes recently in order to develop a better awareness of the school's performance. Governors receive and discuss the authority's monitoring reports, as well as data on the school's performance. However, they have not developed their role as critical friends sufficiently to offer challenge and move the school forward.

The school pays close attention to local and national priorities by promoting bilingualism, establishing the Foundation Phase and developing a successful professional learning community. The staff also work well with schools in the catchment area to assess and standardise pupils' work. This has a good influence on standards.

Improving quality: Good

The school's self-evaluation report is a comprehensive document that makes appropriate use of data analyses. Appropriate consideration is also given to the

viewpoints of staff, pupils, parents and governors in the self-evaluation process. This process is an important part of the school's work in drawing up priorities for improvement.

The school has an effective monitoring system. The headteacher and teachers monitor the quality of learning and teaching and pupils' standards appropriately. Use is made of observations in order to prioritise areas for development. These are linked to the school development plan in order to set a clear direction for the school.

The school development plan is a clear, comprehensive document and is based on the school's evaluation. The main priorities are shared with parents.

The school has made good progress in responding to the recommendations of the last inspection.

Teachers and assistants belong to a network of professional practice with three other schools to improve standards of mathematics based on an analysis of pupils' performance in the subject. Although this innovation is fairly recent, the network has already produced useful mathematical resources. The Foundation Phase teachers in the catchment area meet regularly to share good practice, and this has had a positive effect on standards.

Partnership working: Good

The school works well with parents and carers. They support the school and enrich pupils' experiences through activities such as the Urdd, computer work, the Gardening Club and the Theatrical Club.

Parents contribute effectively to the school's work through the activities of the Parent Teacher Association.

There are close links between the school and the local community and good efforts are made to develop the partnership with the business world in this rural area. Pupils' understanding of the world of work is developing through visits from local employers.

There are good partnerships between staff and schools in the catchment area. Successful transfer arrangements have been established with the secondary school, and there are good links between the school and primary schools in the catchment area in order to moderate and jointly standardise work.

Resource management: Good

The school has an appropriate supply of staff to teach the curriculum and they are managed effectively. Their interests and expertise are used to enrich pupils' experiences well. The assistants are a strength in the school and have a positive effect on pupils' achievement.

The school meets the statutory requirements of the National Agreement on 'Raising Standards and Tackling Workload', and the arrangements for teachers' planning and

preparation sessions have a good influence on provision. A performance management system is implemented regularly. The process is used well to set personal targets and when responding to the requirements of the school development plan.

The headteacher and governors monitor the budget appropriately and allocate funding effectively. They manage resources in line with the priorities of the school development plan.

The school provides good value for money.

Appendix 1

Commentary on performance data

In key stage 1, the proportion of pupils who achieve level 2 in Welsh, mathematics and science in combination has been higher than the family's averages and those of Wales as a whole in three of the last four years. The proportion of pupils attaining level 2 in science has been uneven over the last four years.

The proportion of pupils reaching level 3 in Welsh, mathematics and science in combination has been consistently higher than the family's average and that of Wales as a whole over the last four years.

When comparing achievements at the end of key stage 1 with those of similar schools in terms of the proportion of pupils entitled to free school meals, pupils' achievement has varied between the top 25% and the bottom 25% in Welsh and in science. The school's achievement has placed it in the top 25% of schools in relation to mathematics over the last four years.

Pupils' achievement at the end of key stage 2 in the core subject indicator (namely level 4 in a combination of Welsh or English, mathematics and science) has been higher than the family and all-Wales averages in three out of the last four years. The pattern for the separate subjects has been uneven for a period of four years. Trends in pupils' achievements at level 5 and higher are uneven in Welsh, mathematics and science. Pupils' achievement at level 5 in English is considerably lower than the family and all-Wales averages.

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, pupils' achievement has varied between the top 25% and the bottom 25% in Welsh, English and mathematics. The school's achievement has placed it in the top 25% of schools in relation to science for the last four years.

It is not possible to compare the achievements of pupils who are entitled to free school meals because the numbers are so small.

There are no obvious trends between the performance of boys and girls.

Appendix 2

Stakeholder satisfaction report

Response to pupil questionnaires:

The 16 responses received from pupils are very positive.

All are of the opinion:

- that the school deals well with any bullying;
- that they know to whom to speak if they are worried or anxious;
- that the school teaches them how to keep healthy;
- that there are many opportunities at school for them to take physical exercise;
- that the teachers and other adults at 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 there are enough books, equipment and computers for them to do their work;
- that other children behave well and that they can do their work; and
- that almost all children behave well at playtime and lunchtime.

Nearly all are of the opinion:

- that they feel safe at school;
- that they are making good progress at school; and
- that their homework helps them to understand and improve their school work.

Response to parent questionnaires

Of the 12 responses received from parents, all are of the opinion:

- that they are satisfied with the school in general;
- that their child likes school;
- that their child has received support to settle in well when starting 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 the homework that is given builds well on what children are learning at school;
- that staff treat each child fairly and with respect;
- that their child is encouraged to be healthy and to take regular physical exercise;
- that their child has appropriate additional support in relation to any specific individual needs;
- that they understand the school's procedure for dealing with complaints;
- that the school helps their child to become more mature and shoulder responsibility;

- that a good variety of activities, including trips or visits is available; and
- that the school is run well.

Most are of the opinion:

- that their child is safe at school;
- that they receive regular information about their child's progress; and
- that they feel comfortable in asking the school a question, making suggestions or identifying a problem.

Many are of the opinion:

- that their child has been prepared well for moving on to the next school.

Appendix 3

The inspection team

Anwen Griffith	Reporting Inspector
Gareth Wyn Jones	Team Inspector
Dylan Jones	Lay Inspector
Llinos Mary Jones	Peer Inspector
Einir Davies (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)

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.