

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

A Report on the Quality of Education in

**Ysgol Gynradd Nefyn
Ffordd Dewi Sant,
Nefyn
Gwynedd
LL53 6EA**

School Number: 6612004

Date of Inspection: 23/03/09

by

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

The inspection of Ysgol Gynradd Nefyn took place between 23/03/09 and 25/03/09. An independent team of inspectors, led by E Goronwy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Nefyn Primary School is situated in the village of Nefyn, on the northern coastline of the Llyn Peninsula in Gwynedd. The Local Authority's (LA) bilingual language policy is implemented. The school serves the village and some of the nearby rural areas. Children from Ysgol Morfa Nefyn enter the school at year 4. The area is neither economically disadvantaged nor advantaged. Five per cent of the pupils are registered as being eligible to receive free school meals. This is lower than the LA average of 12.8 per cent and the percentage of 17.5 across Wales. The pupils' background and their attainment upon entry to the school represent the full range of circumstances and abilities. Up to 70 per cent of pupils speak Welsh upon entry to the school. The school's baseline assessment results reflect the county average.
2. At present, there are 123 pupils on the school register from reception age to year (Y) 6. In accordance with the LEA's policies, pupils are admitted into the school on a full-time basis in the September following their fourth birthday. Children are accepted into the nursery on a part-time basis in the September following their third birthday; currently there are 12 children attending part-time. 26 pupils have been identified as having Additional Learning Needs (ALN), including seven on School Action Plus and four with statements for Special Educational Needs (SEN). There are no pupils receiving assistance in learning English as an additional language; likewise there are no pupils under the care of the LA.
3. In addition to the headteacher, who is responsible for a class for one day per week, there are five other full-time teachers. The headteacher was appointed in September 2005. Pupil numbers have fallen significantly since the school was last inspected in February 2003.

The school's priorities and targets

4. The main aim at Ysgol Nefyn is to enable each child and young person to develop their full potential through acquiring skills of knowledge, understanding and attitude, including personal, social and emotional skills; this would enable them further to become bilingual citizens who are functioning economically, socially and personally, and life-long learners. The school strives to create a kind, caring, non-oppressive and disciplined environment. The school promotes the pupils' moral values and attitudes by teaching them about the needs of others and by encouraging them to respond in a positive manner whilst fulfilling those needs.
5. In the present school year, priority is given to:
 - raising standards in Welsh (KS1) and Mathematics (KS2);

- developing “Teaching and Learning”, so as to ensure that teaching in each lesson is of a consistently high standard;
- ensuring that the children have a more active role in the learning;
- extending each child to the best of their ability;
- modifying short term schemes of work to reflect the emphasis on thinking skills;
- reconsidering the content of the PSE programme in the light of the new document;
- completing portfolios – setting levels;
- developing further the monitoring roles of the coordinators and ensuring a link between Performance Management and the SDP;
- developing the self evaluation system by placing more emphasis on learning in the lesson observation records;
- modifying the responsibilities of Assistants to ensure the raising of standards;
- purchasing apparatus etc to implement the Foundation Phase / working outside the classroom effectively.

Summary

6. Nefyn School is a good school and a very happy establishment. The school's special quality is the feeling of a family community and the closeness of its pupils. There is an outstanding element in the learning experiences offered to the pupils and this has a positive effect on their accomplishments. They make progress, attain well and develop bilingually with confidence.
7. The perceptions of the inspection team agree with the school's opinion on each one of the seven key questions.

Table of grades awarded

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

8. Statutory teachers' assessments in 2008 show that 82.4 percent of key stage 1 pupils attain the core subject indicator i.e. the expected level 2 in the three subjects Welsh, mathematics and science compared to the national average of 80.7 percent. At key stage 2 in the same year 74 percent of pupils attain the core subject indicator of level 4 or above compared to the national average of 75.5 percent.
9. If considering the data over a period of three years, the NC assessment results in both key stages when comparing with similar schools i.e. those schools with similar numbers of pupils who are eligible to free school meals, tend to fall into the lower 50 percent. The girls' performance across the board excels that of the boys, reflecting the national picture.

10. The attainment standards in the inspected lessons are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	71%	8%	0%	0%

11. These figures compare well with the national picture as reported by Her Majesty's Chief Inspector in the annual report for 2007 to 2008. Nationally, standards are good or better (Grades 1 and 2) in 84% of lessons and standards are outstanding (Grade 1) in 12% of lessons.

12. The general quality of teaching provision for children under 5 years is appropriate to their needs and the children are progressing well towards the Foundation Phase outcomes.

13. In the subjects inspected the standards attained are as follows:

Grades for standards in subjects inspected

Inspection area	Key stage 1	Key stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 1	Grade 1
Music	Grade 1	Grade 1

14. Throughout the school the majority of pupils make good progress towards reaching their potential. The pupils' verbal, reading and writing communication skills are good. They use their skills in mathematics, problem solving and information technology and communication (ITC) effectively in a variety of subjects. The pupils' bilingual competence is good. There is an element of excellence in their creative abilities. This is one of the school's strengths.

15. The pupils' behaviour is good. The level of school attendance over the previous three full terms is 94.5 percent. This is higher than the national average. Punctuality is good.

16. The attitude of the majority of pupils towards learning is good. They work together in a happy and cheerful manner. However, the pupils' ability to recognise for themselves how to improve their work is not sufficiently developed. This is acknowledged by the school.

17. Pupils of all ages are making very good progress in their spiritual, moral, personal, social and cultural development.

18. The pupils' contribution to community life is very good and gives them a solid foundation for the importance of the world of work and citizenship.

The quality of education and training

19. In the lessons observed, the quality of the teaching was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	71%	10%	0%	0%

20. These figures compare well with the national picture as reported by Her Majesty's Chief Inspector in his annual report for 2007 to 2008. Nationally the quality of teaching is good or better (Grade 1 and 2) in 83 percent of lessons and the quality of teaching is outstanding (Grade 1) in 16 percent of lessons.
21. The teachers have established a very good relationship with the pupils and have ensured equal opportunities.
22. In the lessons judged to be outstanding, the introductions were lively and energetic, while exceptional skills in questioning and language extension along with a variety of teaching strategies promoted independent learning.
23. In the majority of lessons there was evidence of thorough preparation and effective planning in response to the needs of the classes in terms of ages and abilities. In the few lessons where shortcomings were noted there is an element of over-directing which affects the tempo of the lesson and limits the opportunities available to the pupils to plan and arrange their own work.
24. The systems for assessment, recording and collating are good throughout the school. The school acknowledges the need to include the pupils more in the process of self-evaluating their work.
25. There is an element of excellence in the learning experiences offered to the pupils. The education provided satisfies statutory needs, ensures progression and continuity and equal opportunities for all. The arrangements for developing the spiritual, moral, social and cultural needs of the pupils are outstanding. The pupils also benefit from an excellent range of extra-curricular, social and cultural activities. There are excellences also in the attention given to sustainable development. The influence of these activities is seen in the standards accomplished.
26. The quality of care, support and guidance offered to the pupils is very good. There is equal opportunity in each activity. Detailed consideration is given to Personal and Social Education (PSE). The school's partnership with parents, the community, schools and other establishments is good.
27. The provision for pupils with additional learning needs is good and satisfies completely the requirements of the Code of Practice.
28. The school's policies maintaining good behaviour is implemented and effective. This is reflected in the everyday life and work of the school.

Leadership and management

29. The headteacher provides caring and sensitive leadership. She has good support from the deputy and the whole staff. The agreed aims and objectives are reflected well in the work and ethos of the school. The governing body is remarkably supportive, diligent and thorough. The monitoring systems, however, do not concentrate sufficiently on the pupils' accomplishments.
30. A culture of self-evaluation exists within the school. The head and staff are aware of its strengths and the aspects to be developed. The self-evaluation policies are comprehensive and inclusive and are based on collecting and analysing evidence.
31. The priorities noted for improvement are, on the whole, suitable for the development of the school. However, the process is currently too complicated to offer a clearly directed strategy for the work of the school. This is acknowledged by the school. The school has made good progress since the last inspection.
32. The number of teachers and support staff at the school is adequate for the number of pupils. The dedication of the whole staff promotes the school aims effectively.
33. The space inside the building and on site is adequate for the number of pupils. The building does, however show a little of the wear and tear of time. The displays within the school are attractive and stimulating and create an exciting environment which promotes the teaching and learning.
34. There is an adequate supply of resources for the different subjects and they are used effectively for teaching and learning. The management of finances at the school is good. The budget is carefully supervised in order to ensure value for money.

Recommendations

35. In order to improve the school needs to:

- R1 further develop the learners' ability to make their own decisions and to become increasingly responsible for their own learning;
- R2 enable learners to understand what they need to do to improve their work and ensure progress;
- R3 create more structured opportunities for the staff and governing body to form opinions as to how well the learners are achieving
- R4 set priorities and targets to improve achievement, specific progress criteria and clear operational action in order to make improvements.

Recommendations R1 and R3 are already priorities in the self-evaluation report or the SDP.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: good features and no important shortcomings.

36. The findings of the inspection team match the judgement of the school in their self-evaluation report.
37. Statutory teachers' assessments in 2008 show that 82.4 percent of pupils in key stage 1 attain the core subject indicators i.e. the expected level 2 in the three subjects Welsh, mathematics and science compared with the national average of 80.7 percent. According to teacher assessments the attainments of seven year old pupils in maths and science are higher than the national and LA averages. They are lower in Welsh.
38. In the same year in key stage 2, 74 percent of pupils attain the core subject indicators on level 4 or above compared to the national average of 75.5 percent. The attainment of pupils aged 11 in Welsh, English and Science are higher than the national and LA. They are lower in Mathematics.
39. If considering the data over a period of three years, the results of NC assessments at both key stages compared with similar schools i.e. schools with similar numbers of pupils who are eligible to free school meals, tend to fall into the lower 50 percent. Although boys performed better than girls in key stage 2 in 2008, the performance of the girls across the board excels that of the boys, reflecting the national picture.
40. The standards of achievement in the inspected lessons are as follows:

Grade 1	Grade2	Grade 3	Grade 4	Grade 5
21%	71%	8%	0%	0%

41. These figures compare well with the national picture as indicated by Her Majesty's Chief Inspector in his report for 2007 to 2008. Nationally, standards are good or better (Grade 1 and 2) in 84 percent of lessons and standards are outstanding (Grade 1) in 12 percent of lessons.
42. The general quality of educational provision for children under five years is appropriate to their needs and the children are making good progress towards the outcomes of the Foundation Phase. They are showing positive attitudes towards learning, are co-operating well with each other and undertaking challenging activities with enthusiasm, to strengthen and develop their learning.
43. In KS1 and KS2, the standards of achievement in the subjects inspected are as follows:

Grades for standards in subjects inspected

Subjects	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 1	Grade 1
Music	Grade 1	Grade 1

44. The majority of pupils, regardless of age, sex, ability or social, ethnic or linguistic background make good progress by acquiring skills, knowledge and understanding. They attain agreed aims and targets. Pupils with ALN make good progress according to their ability.
45. Throughout the school the pupils' verbal communication skills with each other and with others is good. Key stage 1 pupils listen well, communicate well with each other and read and write according to their age and ability. Most are ready to contribute with understanding to a conversation or a class discussion. Verbal language is developing well in Key stage 2. Most pupils are very willing to discuss their work. They speak confidently using appropriate vocabulary. They listen intently to their teachers and to each other. Their ability to read in Welsh and English shows increasing improvement across the key stage. They use reference books with understanding to glean information in several aspects of their work. The majority use their writing skills appropriately to record their work. However, the quality of handwriting and presentation of many of the pupils does not reflect the good standards attained.
46. Throughout the school, most of the pupils' mathematical skills and problem solving is developing well. They make effective use of their skills in several contexts, for example by working with co-ordinates on a map and by analysing data. The majority of the pupils work confidently on ICT and make good use of skills to gather and present information, for example in their work on India. There is an element of excellence in the pupils' creative skills. This is evident in their art and music work.
47. The pupils' competence bilingually is good. They are developing bilingually with competence and they deal well with topics in both languages.
48. Most of the pupils throughout the school have a good attitude towards learning and this is seen in the standards attained. They concentrate and contribute well in their lessons. Their ability to work independently under the direction of their teachers is good. By the end of key stage 2, some pupils are becoming aware of their levels of attainment and showing an understanding of strengths and weaknesses in their own work. However, the pupils' ability to recognise for themselves how to improve their work is not sufficiently developed. The school acknowledges this.
49. The pupils' behaviour is good. They show respect to their teachers and also towards visitors at the school. The School Council is operating well, and is

outstanding in the way it deals with environmental aspects and healthy eating. They discuss and deal with their learning experiences in a wise and mature manner. All this gives the pupils solid foundations on which to develop into responsible members of the community.

50. The school's level of attendance over the last three full terms is 94.5 percent. This is higher than the national average. Punctuality is good.
51. The pupils' spiritual, moral, social and cultural development is very good. They are considerate, friendly and polite to each other, staff and visitors. They work together very well and support each other in class and around the school. Their understanding of honesty and fairness is very evident and they show respect, care and obvious concern for others. They are aware of the need to keep healthy.
52. The pupils show a good understanding of equal opportunity matters along with respect for diversity within a community.
53. The pupils have a number of opportunities to broaden their understanding of their community and they participate in a wide range of community activities. This enables them to develop a good understanding of the world around them and gives them a firm basis in the importance of the world of work and citizenship.

The quality of education and training

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

Grade 2: good features and no important shortcomings.

54. The findings of the inspection team match the judgement of the school in their self-evaluation report.
55. In the lessons observed, the quality of teaching is judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	71%	10%	0%	0%

56. The figures compare well with the national picture as reported by Her Majesty's Chief Inspector in his annual report for 2007 to 2008. Nationally the quality of teaching is good or better (Grade 1 and 2) in 83 percent of lessons and the quality of teaching is outstanding (Grade 1) in 16 percent of lessons.
57. The teachers are in possession of good subject knowledge and are familiar with the latest developments in this area through frequenting the relevant courses. They have established a very good relationship with the pupils based on mutual respect, and they create a climate which is conducive to effective learning.

58. The teachers meet the linguistic needs of the pupils in both languages and ensure equal opportunities.
59. In the lessons judged to be outstanding, the presentations were lively and energetic with exceptional questioning and language extension skills, along with a variety of teaching strategies that promote independent learning.
60. In the vast majority of lessons there is evidence of thorough preparation and good planning. There is a clear aim to the lessons, good instructions and a relevant variety of suitable tasks that match the different ages and abilities within the classes. There is a positive, organised atmosphere with good management of time. Good questioning skills are used with particular emphasis on improving language.
61. In the few lessons where shortcomings were noted there is an element of over-directing by the teachers which affects the tempo of the lesson and limits the opportunities available to the pupils to plan and arrange their own work.
62. The school's systems for assessing and recording are good and in operation. They follow the county and national guidelines and satisfy the statutory requirements. By using teachers' continuous assessments and by regularly administering standardised tests, effective use is made of the information to prepare suitable work for individuals and to revise schemes of work if necessary. The school carefully analyses the results of NC assessments and the data is used appropriately in order to improve the quality of teaching and to raise standards.
63. The subject portfolios contain samples of work which have been analysed and given levels by means of the monitoring process. This gives a clear picture of each child's attainment level. Assessment and progress record books are used effectively and appropriately to record individuals' progress.
64. Individual improvement targets are set for each pupil on the basis of the teacher's recognition of the development and achievement of those individuals. The pupils, however, do not yet fully understand the purpose of assessment nor do they play a prominent enough part in the process.
65. The school's marking policy is clear. Praiseworthy comments are often noted but rarely are there constructive comments to help pupils to understand what they need to do to improve their work.
66. Reports to parents conform to statutory requirements and are of good quality in that they show what the pupils have achieved. However, the reports do not always show clearly what the improvement targets for the future should be. Three times a year the parents have an opportunity to attend a meeting to discuss their children's progress. There is also a regular open door policy which allows parents to discuss any aspect of their children's work informally as needed. The parents appreciate these opportunities.

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

Grade 1: good with outstanding features

67. The findings of the inspection team match the judgement of the school in their self-evaluation report.
68. The education provided by the school satisfies the statutory requirements by offering a wide range of interesting experiences that ensure continuity and progression and equal opportunities for all.
69. The quality of the teaching provision for the Foundation Phase is suited to their needs. Planning for all subjects in key stage 1 and 2 is thorough and gives clear guidance to teachers. Good attention is given to the development of key skills and they are effectively woven into lessons. The Quality Mark was successfully renewed in 2006-7.
70. The provision for developing the pupils' bilingual skills is very good. Their development is effectively facilitated by presenting certain aspects of subjects through the medium of both Welsh and English. The County's language policy is implemented in an extremely effective and successful manner.
71. Good attention is given to the heritage of Wales through the provision for the Welsh Curriculum. Welsh inheritance is learnt through studying leading figures such as Saint David, William Morgan and painters like Kyffin Williams. Many of the pupils participate in the activities of Urdd Gobaith Gymru and they derive obvious benefit and enjoyment from their experiences. These aspects of the school's work are very evident.
72. The school's response to the requirements of PSE is excellent. It is carefully planned across every aspect of the school's work to ensure that the pupils' spiritual, moral, social and cultural development is based on clear values and principles. Sessions of collective worship meet with statutory requirements and are successful occasions when Christian, moral and spiritual thoughts are shared with pupils. There is a special feeling to the services, with the pupils making effective contributions. 'Circle time' sessions also contribute well to the pupils' development and understanding of moral and social matters, and helps them to respect truth and justice. The School Council enables pupils to learn about citizenship and to participate formally in making decisions and solving problems. The school contributes regularly to community occasions and to charities. This enriches the education and personal development of the pupils, and prepares them towards becoming responsible members of the community.
73. The school has an excellent range of extra-curricular, cultural and community activities, such as the Urdd, fairs, concerts, visits and other activities. They are carefully and suitably organised to extend and enrich the pupils' experiences. The influence of these activities is seen in the good standards attained, especially in subjects such as art and geography.

74. Links with parents are strong. The standard of communication, the meetings, reports and letters containing information about activities, is good. The Home-School Contract, the Parents' Handbook and the Governors' Annual Report also comply with requirements. The "Parents and Teachers Association" is very diligent in its support of the school. A number of parents help at the school by listening, talking and reading with the pupils. Parents are also seen helping during sessions of craft work, design and technology, sports training and supervising pupils on educational visits. This contributes well to enriching the pupils' education. The parents' association works hard to raise money for the school fund, and this money is used carefully to buy additional resources.
75. There are good links and a good partnership with the Cylch Meithrin. The partnership between Morfa Infants' School, Morfa Nefyn and local primary schools is a very close one, and joint in-service training is organised. There is also a good link with the comprehensive school and local colleges. Full use is made of CYNNAL company's services who arrange training and support for the staff.
76. The school has a good range of business links to promote education linked with work and vocational opportunities. Local businesses sponsor the school annually.
77. The school has the necessary policies for equal opportunity, anti-racism, risk assessments, child protection, disabilities, disabled access and other similar matters. They are all inclusive, organised and fully operational.
78. The attention given to the development of sustainability is good, with outstanding features. The school has received the Gold Award. Extensive work has been completed on wildlife, landscape, recycling, collecting rubbish in the town and on the beach, reducing waste, and also on safe routes. The effect of this is seen in the children's work and also in the pupils' wise and clear insights in the discussion with the School Council. The school has received the Green Flag.
79. The pupils' understanding of world-wide citizenship is also developing well, with contributions to charities and educational work. In addition they are aware of the twinning programme between Nefyn and Puerto Madryn, Argentina, links with a school in Italy, and also studies on foreign countries. Good attention is also paid to Fair Trade.

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

Grade 2: good features and no important shortcomings

80. The findings of the inspection team match the judgement of the school in their self-evaluation report.
81. The quality of the guidance, support and help offered to the pupils is very good. The school is a community where the pupils are respected and appreciated. The ethos is happy and caring, with a very positive atmosphere which is based on very good relationships. All the staff know their pupils very well and

everyone, whatever their age and ability, has every opportunity to develop educationally, personally and socially. The pupils feel comfortable that they are able to turn to any member of staff for guidance or help.

82. The school works within a good partnership with parents and the community. Effective use is made of the services of relevant outside agencies. If there is any concern about a pupil the home is contacted immediately. Parents and other volunteers from the village visit the school regularly to support reading and to assist with practical work and sports. The School Council represents the pupils very effectively, by ensuring that pupils' voices are seriously considered. They meet regularly and discuss any matters that arise in a mature and responsible way.
83. The youngest children and those who transfer from Morfa Infants' School quickly feel at home and they have good support from their teachers, assistants and older children at the school.
84. Detailed consideration is given to PSE when organising activities. The programme gives pupils the opportunity to express their opinions and discuss problems. Advantage is also taken of opportunities during specific lessons, daily collective worship, and during contemplative periods.
85. The policies and systems for monitoring punctuality, attendance, behaviour and pupil performance are all in place.. They are all inclusive and carefully constructed and regularly revised. The registers and the connected administration, with records, and letters from the parents, respond to the requirements of the W.A.G. Circular 47/06. The procedures for behaviour, discipline and anti-bullying are also good and are based upon Webster Stratton principles.
86. There are policies and procedures to ensure the welfare, health and safety of the pupils, and matters that cause concern are given exact and immediate attention. Risk assessments receive the necessary attention. Security measures in the building are also effective.
87. Provision for pupils with ALN is good. It fully meets with the requirements of the Code of Practice. Statutory tests are used along with reading tests for early recognition of any difficulties. It is a particularly detailed process which leads to the appropriate additional support to meet specific learning needs. There is close monitoring on their progress, and there is very effective co-operation between parents, the agencies of the LA and the local comprehensive school. Individual education plans of good quality are prepared for each pupil.
88. The quality of the work of the ALN co-ordinator is good and gives clear guidance and support. She has detailed knowledge of the needs of the pupils and works well with all the teachers. The cases and targets of individual pupils are regularly discussed, with everyone contributing to the detailed records that are kept. Once every term, contact is made with the appointed governor which proves useful and purposeful.

89. The Individual Education Plan (IEP) is of a good standard and is regularly reviewed. The specific learning targets correspond appropriately to the needs of the individual pupils. There is clear evidence of the progress these pupils make in response to this support.
90. School procedures concerned with maintaining good behaviour, eradicating oppressive behaviour and promoting good relationships between all the pupils are operational. Although only a small number of pupils have behaviour problems, the staff possess the appropriate skills and strategies to respond effectively in any situation. Full and effective use is made of support staff and outside agencies if needed. The system of 'Praise the Children' is very successful in promoting positive behaviour and responsible attitudes towards others.
91. There is a range of relevant policies designed to ensure equality of opportunity, race and varied cultures. These matters are regularly discussed during sessions of collective worship and in PSE lessons, along with recognising opportunities within the curriculum to challenge stereotypes.
92. The quality of the provision for equal opportunity is good and features very prominently in the curriculum. The school promotes equality between the sexes very effectively, with boys and girls receiving the same opportunities within the classroom and during extra-curricular activities. Guidelines for responding to cases of racism have been adopted and records are kept of any incidents. No evidence of stereotyping was seen during the inspection. This opinion was supported by the pupils during their discussions with inspectors.
93. The current provision for a learner with a physical disability is appropriate. A suitable policy concerning access is also in place.

Leadership and management

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

Grade 2: good features and no important shortcomings.

94. The findings of the inspection team match the judgement of the school in their self-evaluation report.
95. The headteacher possesses strong values and offers caring and sensitive leadership. She has good support from the deputy and the whole staff. They share high expectations and common values concerning learning, behaviour, relationships and equal opportunities.
96. Suitable aims and policies have been formed that concentrate on the needs of pupils and on creating the best conditions possible so that each individual can thrive and develop. These are reflected well in the work and ethos of the school. The opinion of pupils of all ages is respected and, through the school council, the pupils have good opportunities to influence a number of aspects concerning school life.

97. Good consideration is given to local and national priorities with good emphasis on Healthy Schools and Green Schools. The school successfully won a re-accreditation of the Quality Mark of the Basic Skills agency in 2007. The school has responded positively while preparing for the Foundation Phase and when revising termly schemes of work in response to curricular arrangements, and amended assessment for key stage 2 pupils.
98. The school has an appropriate method of setting targets. Pupils' assessments are carefully analysed to recognise strengths and weaknesses. The specified whole school targets are realistic and attainable. Effective strategies have been established in order to attain the set targets.
99. The staff have share an appropriate quota of responsibility for aspects of the curriculum. They contribute and co-operate effectively towards the development of the school. Effective performance management arrangements have been established in order to improve teachers' skills and competence. At present, however, the process does not concentrate sufficiently on the pupils' achievements.
100. There are good opportunities for staff to frequent suitable courses. The school is aware of the need to extend the staff's opportunities to share good practice within the school.
101. The governing body are exceptionally supportive of the headteacher, and are hardworking and thorough. Regular meetings are organised and notes of their discussions and decisions are kept in a correct and orderly manner. The headteacher's termly reports and individual governors' visits ensure that the governing body have a good picture of the school's activities. However, the governing body's role concerning monitoring standards attained by pupils is not sufficiently developed.
102. The members of the governing body satisfy all the legal responsibilities placed upon them and the relevant policies are in place. The Governors' Annual Report to parents meets requirements.

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

Grade 2: good features and no important shortcomings.

103. The findings of the inspection team match the judgement of the school in their self-evaluation report.
104. The headteacher and the staff show complete commitment to high standards and are increasingly implementing the process of self-evaluation. They are aware of the school's strengths and the aspects that need to be developed.
105. Self-evaluation procedures have been established that are comprehensive and based on collecting and analysing evidence. A number of methods are used within the procedure including looking at teaching plans, discussing examples of

pupils' work, observing teaching and careful analysis of the results of formal assessments. This process does not, however, concentrate specifically enough on evaluating the standards attained by the pupils and what is needed to do in order to improve.

106. The process is comprehensive and the school is active in its attempt to discover the opinion of learners, staff, parents and governors. The response of pupils and parents to questionnaires is analysed in detail. Pupils also have an opportunity to express their opinions via the school council.
107. The self-evaluation report prepared by the school before the inspection is honest and comprehensive and makes evident their strengths and aspects to be developed. The findings of the inspection team match the judgement of the school in the seven key questions.
108. The priorities noted in the SDP are, on the whole, suitable for the development of the school. The methods of implementation are noted under the different priorities and the expected outcomes along with the planned monitoring. Responsibilities for implementation are also noted and resources for supporting the developments are earmarked. At present, however, the process is too complex to offer a clear strategic direction for the work of the school. The school acknowledges this. The school is aware of the need to plan success criteria more specifically in terms of pupils' achievements.
109. The school has made good progress since the last inspection. Appropriate action has been taken in response to all the key matters. The steps taken have had a positive effect on the standard of pupils' achievements.

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

Grade 2: good features and no important shortcomings

110. The findings of the inspection team match the judgement of the school in their self-evaluation report.
111. There is enough teaching and support staff and they are well qualified to teach and support the education of the pupils. They are experienced and their qualifications are suited to their responsibilities. All the support staff are effectively utilised and special use is made of the senior assistant's musical expertise. This has a very positive effect on the pupils' achievements.
112. All the members of staff work very well together as a team. This is a notable strength at the school.
113. The teachers regularly attend in-service training meetings to update their knowledge, then transfer the appropriate information effectively in order to improve the teaching and learning.

114. In line with statutory requirements the teachers are allowed non-contact time. Effective use is made of the time by planning, preparation and assessing. This has led to the general improvement of educational provision.
115. There is a good supply of resources for all ages. They are of good quality, conveniently to hand for pupils and teachers and match the needs and requirements of the curriculum. New resources are provided according to the priorities of the SDP.
116. The size of the building and location is adequate for the number of pupils. The space in the hall is sufficient for collective worship and practical activities and it is used effectively. The well-surfaced yard is suitable and has been appropriately marked for games. The playing field, the school garden and surrounding environment are attractive and very useful. An area outside has been sufficiently developed to meet the requirements of the Foundation Phase. The school is well maintained and cared for. In spite of this the building shows a little of the wear and tear of time.
117. The displays within the classrooms, in the corridors and the hall are attractive and stimulating and create an exciting environment which promotes the teaching and learning. They are of a high standard and show that the school appreciates the achievements of the pupils.
118. Financial management is good. The headteacher and governing body consider the school finances carefully and then budget effectively for priorities. They evaluate the needs of the school regularly in order to ensure value for money.

Standards achieved in subjects and areas of learning

Mathematics

Key stage 1: Grade 2: good features and no important shortcomings.

Key stage 2: Grade 2: good features and no important shortcomings.

Good features

119. Most of the pupils in key stage 1 have a good understanding of number patterns. They count on and back in steps of different sizes and of different numbers. The majority count, order, add and subtract numbers correctly whilst the best pupils recall number facts up to 10 to add or subtract numbers up to 100. Their understanding of place value is developing appropriately.
120. The majority use non-standard and standard units daily to measure length and mass. They are aware of the value of different coins and notes. They are able to recognise and use halves and quarters in practical situations.
121. The majority can talk with understanding about their work by using familiar mathematical language.
122. In key stage 2, the understanding of most of the pupils of place value, number patterns and number facts is developing well. They can use their knowledge and understanding to solve problems verbally by adding, subtracting, multiplying and dividing with increasing confidence. The most able pupils respond swiftly by using a variety of mental counting skills and can recall multiplication facts quickly and correctly.
123. The majority can use the appropriate standard measurements in length, mass, capacity and time and a good number of them can correctly convert measurements from one unit to another. By the end of the key stage they can calculate the perimeter and area of simple shapes well. They use a ruler and protractor carefully and correctly.
124. The majority of pupils can discuss different types of data effectively. They collect and present information well by using graphs, tables and diagrams.

Shortcomings

125. The pupils of moderate and lower ability do not have a swift and sure enough knowledge of number bonds and multiplication facts.

Science

Key stage 1: Grade 2: good features and no important shortcomings.

Key stage 2: Grade 2: good features and no important shortcomings.

Good features

126. Pupils in Key stage 1 and 2 discuss their work confidently and show a good knowledge of scientific vocabulary. They use apparatus safely and are aware of the need to pay attention to health and safety factors.
127. Key stage 1 pupils use a good range of sources with confidence in order to discover information about their work. They all have a good understanding of how to carry out an investigation in a systematic way by making a series of detailed observations.
128. The vast majority of the pupils understand that electrical devices will not work if there is a break in the circuit, and that the use of a switch in the circuit can control an electrical device.
129. In key stage 2, a large number of the pupils have a good understanding of the senses, the nervous system, blood circulation, the skeleton and the digestive system. They show good knowledge of light, electricity, temperature and forces.
130. They show a very good understanding of different foods, by explaining knowledgeably the ones that are good for us and the less healthy ones and giving good reasons for using these in a balanced diet.
131. They plan orderly investigations, make observations and measurements that are accurate and communicate their findings accurately by using diagrams, graphs and tables. They arrive at sensible conclusions based on their research and observations and can offer a scientific explanation for that which has been discovered.

Shortcomings

132. There are no important shortcomings.

Design technology

Key stage 1: Grade 2: good features and no important shortcomings.

Key stage 2: Grade 2: good features and no important shortcomings.

Good features

133. The pupils are increasingly aware of the planning process. They express their ideas in pictures, noting the materials needed and listing the steps taken during the process of making. They display an increasing understanding of how to use tools and apparatus safely.

134. In key stage 1 the pupils respond to their tasks in a manner that is appropriate to their age and ability. They are aware of the need to consider success criteria when responding to a task for example when creating a purse to keep money safe. Their ability to cut and join a variety of materials is developing appropriately. The majority can explain the working arrangements and make sensible observations about how they could improve their work.
135. In key stage 2 the pupils design and make a range of products by using a variety of materials. They are aware of the design process and can discuss sensibly the basic elements of research, planning, designing and making. They record their ideas by using pictures and sketches to show details of their designs.
136. The majority's ability to use simple tools and techniques to cut, shape, join and mix materials and ingredients is developing appropriately. They are aware of the need to make detailed research before starting work. They are also aware of how their work in technology can support their work in other areas for example when studying the Tudor era.
137. By the end of the key stage the majority of the pupils are aware of how to strengthen and reinforce structures for example when building a bridge that opens.

Shortcomings

138. The knowledge of pupils in key stage 2 about how technology can be used to control different types of movement is limited.

Geography

Key stage 1: Grade 2: good features and no important shortcomings.

Key stage 2: Grade 2: good features and no important shortcomings.

Good features

139. Across the two key stages a large number of pupils show good use of relevant geographical vocabulary.
140. In key stage 1 and 2 the pupils' understanding of the need to protect the environment and of sustainability is very good and they show clear awareness of the importance of recycling and the need to develop their gardening project.
141. The questioning skills of key stage 1 pupils are good. They discuss geographical questions about their local area and a foreign country with confidence and they display information effectively when presenting their work.
142. Following a walk around the village, the majority discuss human and physical features knowledgeably. They can correctly locate local places on a map of the village and they have a very good understanding of map symbols. They make appropriate use of them to interpret their village.

143. They use simple co-ordinates and a key to note the location of objects on a map and a number are familiar with and understand the purpose of the four points of the compass.
144. By studying an area in India, a large number of pupils know of some of the characteristics of climate, such as monsoon rains and the intense heat of the country, as well as some of the wild animals that live there. They compare and contrast successfully those characteristics which are relevant to Wales and India.
145. The majority of pupils in key stage 2 have good geographical investigative skills. By studying a contrasting area like Botswana, all the children, according to their ability, can describe their geographical features and successfully compare the area to Nefyn. They show good awareness of the economic disadvantages facing the country and how this affects the lives of the inhabitants.
146. They understand the features of their area well. They can read maps and varied aerial photographs and they can use co-ordinate grids of four and six figures when noting specific locations on maps. They are familiar with, and know how to use eight points of the compass. They use atlases confidently and recognise continents and oceans on a map of the world. They know well about how to obtain information about other countries.
147. The pupils make good use of ICT to find additional information as they discuss, distribute and present evidence about different national parks across the world.

Shortcomings

148. There are no important shortcomings.

Art

Key stage 1: Grade 1: good with outstanding features.

Key stage 2: Grade 1: good with outstanding features.

Good and outstanding features

149. In both key stages, all the pupils use a wide range of media and techniques to produce work of a very high standard. They carefully observe features such as colour, shape, form and tone to create work of high quality.
150. Across the school they make detailed three-dimensional models and several media are used to produce work of a good standard. In key stage 2, the pupils carefully collect information from different sources and record information and observations in an orderly manner before planning their models. The standard of the completed work shows unique imagination and creativity.
151. In key stage 1 and 2, the vast majority investigate, experiment with and analyse the methods of some famous artists very well. They can discuss features of

these artists' work and imitate their style very effectively in their own work. Their ability to evaluate their work and discuss good features and shortcomings is developing well.

152. The tasteful displays seen on the walls of all the classrooms and in the corridors draw attention to the outstanding work produced by the pupils.

153. They make very effective use of computer equipment to enrich their work.

Shortcomings

154. There are no important shortcomings.

Music

Key stage 1: Grade 1: good with outstanding features.

Key stage 2: Grade 1: good with outstanding features.

Good and outstanding features

155. Throughout the school the pupils are developing very good listening and evaluating skills by listening and responding to a wide range of music. They sing a wide range of songs with enthusiasm showing clear diction, good phrasing and firm intonation. Sessions of singing together are of a very high standard.

156. Pupils in key stage 1 are aware of beat and rhythm and know when pitch rises or falls. They copy simple rhythms, are aware of note value and understand how to compose simple four-beat rhythms. They investigate a range of sound sources, choose pitched and un-pitched instruments confidently and work together very effectively when performing.

157. Pupils in key stage 2 sing an increasing repertoire of unison and part songs confidently, with particular emphasis on clear diction and good phrasing.

158. They keep time, repeat rhythms well and read simple graphics correctly. They investigate using voices and a range of pitched and un-pitched instruments and display very good technical skills when performing their compositions. They listen intently to each other's compositions and appraise with understanding.

159. By the end of the key stage the pupils have a very good understanding of dynamics, pitch and texture. They work together without teacher direction and are remarkably effective in a group, using the voice and a variety of instruments skilfully when creating a musical story. They record their work effectively and their performances are striking.

Shortcomings

160. There are no important shortcomings.

School's response to the inspection

The findings of the inspection acknowledge that Ysgol Nefyn is a good school and is a very happy establishment that has made good progress since the last inspection. It was noted that the school's special asset is the feeling of family community and the closeness of the pupils, and that there is an element of excellence in the learning experiences offered to the pupils. This has a positive effect on their achievements.

We were pleased that the inspectors discovered that the quality of care, support and guidance offered to the pupils is very good. In addition, in those lessons judged to be outstanding by the inspectors, there were lively and energetic presentations, exceptional questioning and language skills together with a variety of teaching strategies that promote independent learning.

According to the inspectors, the school's notable strength is that all the members of staff work together very effectively as a team.

The arrangements concerning the spiritual, moral, social and cultural development of the pupils is outstanding and they benefit from a wide range of excellent extra-curricular, cultural and social activities. There are excellences also in the attention paid to sustainable development and the influence of these activities is seen in the standards attained.

An action plan will be put in place by the staff and governors in order to deal with the recommendations of the report. As a team we believe that we can give serious attention to the four recommendations, by including them as the main priorities in our school development plan. We will act at once to raise standards yet higher at Ysgol Nefyn. In response to the recommendations of the inspection a copy of the school's action plan will be sent to all parents. The governors' annual report to parents will report on the progress we are making concerning the recommendations of the inspection.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Nefyn
School type	Primary inc Foundation Phase
Age-range of pupils	4-11
Address of school	Ffordd Dewi Sant, Nefyn Gwynedd
Postcode	LL53 6EA
Telephone number	01758720765

Headteacher	Mrs Glenys Williams
Date of appointment	September 2005
Chair of governors/ Appropriate authority	Mr Gruffydd Wyn Morris
Registered inspector	Mr Goronwy Morris
Dates of inspection	23/25.03.09

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	6	8	14	12	18	15	27	29	129

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	0	6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25.4
Teacher (fte): class ratio	1:21.5

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	87.9	93.1	94.9
Summer 2008	89.1	92.6	94.6
Autumn 2008	90.0	93.0	94.2

Percentage of pupils entitled to free school meals	5%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		17		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School	0	0	17.6	76.5	5.9
		National	1	2	10	63	26
We: oracy	Teacher assessment	School	0	0	17.6	76.5	5.9
		National	1	2	10	62	25
We: reading	Teacher assessment	School	0	0	17.6	76.5	5.9
		National	1	2	19	66	12
We: writing	Teacher assessment	School	0	0	17.6	82.4	0
		National	0	3	19	66	12
Mathematics	Teacher assessment	School	0	0	0	76.5	23.5
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	0	100	0
		National	0	2	9	66	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	82.4	In Wales	80.1

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

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2008							Number of pupils in Y6		27			
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	0	0	14.8	63.0	22.2	
		National	0.2	0	0	0.5	0.6	3.1	15.6	51.3	28.5	
Welsh	Teacher assessment	School	0	0	0	0	0	0	14.8	51.9	33.3	
		National	0.3	0	0	0.8	0.8	4.4	16.7	53.4	23.6	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	25.9	59.3	14.8	
		National	0.2	0	0	0.5	0.6	2.7	14.7	51.4	39.9	
Science	Teacher assessment	School	0	0	0	0	0		14.8	66.7	18.5	
		National	0.2	0	0	0.5	0.5	1.8	11.4	53.9	31.7	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment			
In the school	74.1%	In Wales	75.5%

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

Appendix 4

Evidence base of the inspection

Three inspectors spent seven inspection days in the school. A Peer assessor was also included in the team.

The inspectors inspected:

- 28 full or part lessons;
- every class; and
- communal worship.

The inspection team met prior to the inspection and with:

- staff, governors and parents; and
- the headteacher, teachers, school council and other groups of pupils during the inspection.

The team also considered :

- the self evaluation report;
- 26 parental responses;
- evidence offered by the school during the inspection period; and
- a range of pupils', work both past and present.

The headteacher in her role as a nominee attended meetings.

After the inspection a meeting was held with the staff and the governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Goronwy Morris Registered inspector	Context Summary and recommendations Key Questions 1,2,5 and 6 Mathematics Technology Music
Mr William Owen Lay inspector	Contributions to Key Questions 1,3,4,5, and 7
Mr Merfyn Lloyd Jones Team member	Key Questions 3,4,7 and contributions to questions 1 and 2 Science Geography Art
Mr Clive Williams Peer assessor	Contribution to all Key Questions
Mrs Glenys Williams Nominee	Contribution to all Key Questions by offering evidence

Acknowledgement

The inspectors wish to thank the governors, the headteacher, staff, pupils and parents for the co-operation during the inspection.

Contractor:

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