

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Ysgol Gynradd Nebo  
Nebo  
Gwynedd  
LL54 6EE**

**School Number: 6612081**

**Date of Inspection: 13/03/06**

**by**

**Wil Williams  
67644**

**Date of Publication: 18 May, 2006**

**Under Estyn contract number: 1109505**

**The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:**

- \* nursery schools and settings maintained or used by local education authorities (LEAs);
- \* primary schools;
- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
- \* the education, guidance and training elements of Jobcentre Plus.

**Estyn also:**

- \* provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- \* makes public good practice based on inspection evidence.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section  
Estyn  
Anchor Court  
Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gsi.gov.uk](mailto:publications@estyn.gsi.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

**© Crown Copyright 2005: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

Ysgol Gynradd Nebo 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 Nebo took place between 13/03/06 and 15/03/06. An independent team of inspectors, led by William Edward Williams 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:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **full** 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	7
<b>Standards</b>	8
Key Question 1: How well do learners achieve?	8
<b>The quality of education and training</b>	11
Key Question 2: How effective are teaching, training and assessment?	11
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	13
Key Question 4: How well are learners cared for, guided and supported?	13
<b>Leadership and management</b>	17
Key Question 5: How effective are leadership and strategic management?	17
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	19
Key Question 7: How efficient are leaders and managers in using resources?	20
<b>Standards achieved in subjects and areas of learning</b>	21
Under 5s	21
Welsh first language	23
English	24
Mathematics	25
Science	26
Information technology	27
Design technology	28
History	29
Geography	30
Art	31
Music	32
Physical education	33
Religious education	34

<b>School's response to the inspection</b>	35
<b>Appendices</b>	36
1 Basic information about the school	36
2 School data and indicators	37
3 National Curriculum assessments results	38
4 Evidence base of the inspection	39
5 Composition and responsibilities of the inspection team	40

## Context

### The nature of the provider

1. The school is situated in the little village of Nebo, some three miles from Penygroes. The great majority of pupils come from the village itself or from the surrounding rural area.
2. The area is Welsh in language and culture and nearly three quarters of the pupils speak Welsh at home, with the great majority of the others now speaking Welsh to first language standard.
3. Following a period of decline, pupil numbers are now growing and are likely to continue to increase over the next three years. During the inspection there were 20 full-time pupils in school together with seven part-time nursery children. They are taught by the head, one full-time teacher and one part-time teacher.
4. The area is described as one that is neither prosperous nor disadvantaged although 34% of the pupils are entitled to free school meals. This is substantially higher than the county and national percentage.
5. The full range of ability is represented in the school. According to the Baseline Assessment, the attainment of pupils is close to the county norms when they start their full-time education. 17% of the pupils have additional learning needs, which is slightly lower than the national average. One has a statement of Special Educational Needs.
6. Since the last inspection in April 2000, a new teacher has been appointed to teach Key Stage 1 and children under five. The current head has been in post since January, 1990.

### The school's priorities and targets

7. The school's priorities and targets for the 2006-2007 period include:
  - Improve standards in oral work and spelling in Welsh;
  - Develop the Webster Stratton principles and disseminate good practices to the Key Stage 2 class;
  - Provide regular activities in order to stimulate pupils' awareness of business and enterprise and strengthen the school's link with industry.

## Summary

### Table of grades awarded

8. The school's judgement in its self-evaluation report corresponds to the inspection team's view in six of the seven key questions.

Key Question	Grade arolygu
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 fulfil the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 3
7 How efficient are leaders and managers in using resources?	Grade 2

### Standards

9. Standards of achievement in the lessons inspected are as follows

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	86%	14%	0%	0%

10. Standards of achievement for children under five are as follows:

Areas of learning	Grade
Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2



11. Standards of achievement in the areas of learning and subjects inspected are as follows:

<b>Areas of learning</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh first language	Grade 2	Grade 2
English		Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 3
Information technology	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 3
Art	Grade 1	Grade 1
Music	Grade 2	Grade 3
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 3

12. The general quality of the educational provision for children under five is appropriate for their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
13. The great majority of pupils achieve good standards in terms of their knowledge and skills and reach the targets set for them. Pupils with additional learning needs make good progress within their ability and age.
14. In key skills, children under five and Key Stage 1 and Key Stage 2 pupils make good progress in their skills of communication, mathematics and information and communication technology.
15. The bilingual capability of pupils is good with a large number of them using both Welsh and English freely for a number of purposes.
16. The school's results over the three years before the inspection show that the achievement of Key Stage 1 pupils is substantially higher than the national performance while Key Stage 2 results are close to the national norms.
17. Pupils of all ages make good progress in their learning and in their personal and social skills. They respond enthusiastically when learning, co-operate easily in lessons and are very willing to discuss and to listen to other pupils' ideas.
18. Standards of behaviour throughout the school are outstanding. Pupils behave responsibly and respect the other pupils and adults around them.

19. The attendance percentage varied over the last three full terms between 92% and 95.5%. There are no significant differences from class to class, nor between boys and girls. Pupils arrive punctually in school.
20. When given the opportunity, pupils in both key stages can work independently and direct their own work. However, there is a tendency to do too much for them and not to give them personal responsibility for their learning.
21. The creative skills of pupils in both key stages are good with some outstanding features.
22. Pupils of all ages respect diversity in beliefs, attitudes and other cultural and social traditions. They have a good awareness of equal opportunity issues and of fairness.

### **Quality of education and training**

23. It was judged that the quality of teaching is as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	71%	29%	0%	0%

24. There is a good working relationship and evident respect between pupils and teachers. Everyone is treated fairly and there are high expectations in terms of self-discipline.
25. When the teaching is good, lesson aims are shared with pupils and they are used effectively in the concluding session to review and assess progress. Lessons are presented in an imaginative way, explanations are clear and questions are perceptive.
26. Opportunities provided for pupils in both key stages to plan and organise their own work are limited. In a small number of lessons, the focus of teaching is not sufficiently clear.
27. The quality of assessment, recording and reporting is good. Pupils understand the purpose of assessment and are aware of the targets for improvement set for them. The annual reports provided for parents are of good quality.
28. The curriculum provided is broad and balanced and succeeds well in fulfilling the needs and interests of learners. Schemes of work exist for teaching all subjects of the National Curriculum and the great majority of them are of good quality.
29. Good attention is given to developing basic skills and key skills and the provision for improving the bilingual skills of pupils is effective.

30. The curriculum is enhanced by a good number of educational visits. They contribute substantially to the educational and social development of pupils.
31. There is good provision for promoting the personal development of learners. The 'Ysgol Dina' periods and the collective worship sessions promote the spiritual, social, moral and personal development of pupils well.
32. There is a specific system for setting homework at Key Stage 1 but there is no similar system at Key Stage 2. This presents difficulties for parents of older children in checking and supporting their children's work.
33. There is a good partnership between the school and parents. Parents appreciate the work of the school and are very supportive of all its activities.
34. There are good links with other local primary schools and with the secondary school in the catchment area.
35. There are good links with the world of work but the opportunities provided to develop the enterprise skills of pupils are limited.
36. There are outstanding features in the school's provision for promoting sustainable development. The school operates in a sustainable way and pupils have taken a prominent part in a number of local enterprises. Numerous opportunities are provided for pupils to discuss events world-wide and to consider the living conditions of people in different parts of the world.
37. The quality of care, support and guidance provided for pupils is an outstanding feature. Pupils are very happy in school, they are encouraged to discuss their feelings and they know that they will be listened to well.
38. The provision for pupils with additional learning needs is an outstanding feature of school work. The additional needs of pupils are identified quickly and regular attention is given to their progress.
39. There are appropriate policies and procedures to promote health and safety, and equal opportunities in every aspect of school life.

### **Leadership and management**

40. The head co-ordinates the work of teachers and governors effectively in order to set a clear direction for the school's development. The head is supported well by the teaching staff.
41. Governors know the school well and play an active role in its development. They fulfil their monitoring and evaluation role effectively by visiting classes regularly.

42. Comprehensive self-evaluation systems have been established in school but some subject evaluations at Key Stage 2 have not paid sufficient attention to pupils' standards of achievement.
43. There are no formal systems for ascertaining parents' opinions about the school in the self-evaluation procedures.
44. The Development Plan is of good quality and provides a clear direction for the school's development for the coming three years.
45. Teachers have a good range of experience and expertise and efficient use is made of them. There is a sufficient supply of learning resources.
46. The condition of the school building is generally good and the rooms are of adequate size for the present number of pupils. The school environment is enhanced by tasteful, interesting displays that help pupils in their learning.
47. School resources are managed efficiently by the head and governing body in order to secure value for money.
48. The school has made good progress in tackling five of the six Key issues identified in the 2000 Report. Some minor shortcomings remain in the Governing Body's Annual Report for Parents.

## Recommendations

- R1 Raise expectations at Key Stage 2 in the areas awarded Grade 3 by giving attention to the shortcomings identified.
- R2 Improving the quality of the school's self-evaluation process by giving more attention to pupils' standards of achievement.
- R3 Reduce pupils' dependence on adults and provide more opportunities for them to plan and organise their own work.
- R4 Establish a more regular system of setting homework for Key Stage 2 pupils.

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

49. The findings of the inspection team correspond with the school's judgement in its self-evaluation report.

50. Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	86%	14%	0%	0%

51. Standards of achievement for children under five are as follows:

Areas of learning	Grade
Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

52. Standards of achievement in the areas of learning and subjects inspected are as follows:

Areas of learning	Key Stage 1	Key Stage 2
Welsh first language	Grade 2	Grade 2
English		Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 3
Information technology	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 3
Art	Grade 1	Grade 1
Music	Grade 2	Grade 3
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 3

53. The general quality of the educational provision for children under five is appropriate for their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

54. The great majority of pupils achieve good standards in their knowledge and skills and reach the targets set for them. In general, the achievement of Key Stage 1 pupils is better than that of Key Stage 2 pupils. Pupils with additional learning needs make good progress within their ability and age.
55. Pupils in both key stages make good progress in all the key skills. They discuss, read and write confidently in their mother tongue and use their mathematical skills with increasing accuracy. They make good use of their information and communication skills to support their learning.
56. Pupils' bilingual capability is good. Welsh learners make good progress in their ability to speak, read and write the language and by the end of Y6, the majority can use Welsh confidently in a number of curricular contexts.
57. The attainment of pupils at the end of Key Stage 1 in 2005 was substantially higher than the national average with every pupil succeeding in reaching Level 2 or higher in the three core subjects.
58. The attainment of pupils at the end of Key Stage 2 in 2005 was substantially lower than the national average in the four core subjects and in the lowest 25% of similar schools in the percentage of pupils entitled to free school meals. This can be attributed to the small number in the group and to the high percentage of pupils with special educational needs in that group.
59. Results over the three years before the inspection show that the attainment of Key Stage 1 pupils was substantially higher than the national performance while Key Stage 2 results are comparable with the national norms. The school's performance in both key stages compares well with the performance of similar schools in the percentage of pupils entitled to free school meals.
60. Pupils of all ages make good progress in their learning and in their personal and social skills. They respond enthusiastically when learning information or new skills and concentrate diligently on their work. The great majority understand the purpose and nature of the tasks in hand and with the teachers' support, they can analyse strengths and shortcomings in their work and identify how to improve.
61. They co-operate freely, are very willing to discuss and to listen to other pupils' ideas, and are considerate of their feelings. They are committed to their work and make productive use of their time.
62. Standards of behaviour throughout the school are outstanding. Pupils behave responsibly and respect pupils and other adults around them. From an early age, they display a high level of self-discipline.
63. The percentage of attendance in school over the past three full terms varied between 92% and 95.5%. There are no significant differences from class to class, nor between boys and girls. Pupils arrive punctually in school.

64. When given the opportunity, pupils in both key stages work independently and direct their own work. However, there is a tendency to do too much for them and not to give them personal responsibility for their learning.
65. The creative skills of pupils in both key stages are good with some outstanding features. Art work of a high standard has been achieved in every class.
66. Throughout the school, pupils respect diversity in beliefs, attitudes and other cultural and social traditions. They have a good awareness of equal opportunity issues and of fairness.
67. Pupils are very aware of the history, culture and industry of their area. Their understanding is developed effectively through educational visits and close collaboration with the local community.



## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings.

68. The findings of the inspection team correspond with the school's judgement in its self-evaluation report.

69. The quality of teaching was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	71%	29%	0%	0%

70. The good working relationship and evident respect between pupils and teachers foster effective learning. Everyone is treated fairly and there are high expectations in terms of self-discipline.

71. There are a number of good features in every lesson. Teachers succeed in motivating and maintaining pupils' interest well and provide a high level of support for them as they carry out their tasks. Class management is effective and pupils' work is monitored regularly. Effective use is made of the interactive whiteboard to reinforce teaching and learning.

72. Teachers meet the linguistic needs of pupils effectively and plan appropriate opportunities for them to develop and use their bilingual skills.

73. Lessons are presented in a knowledgeable, imaginative way, explanations are clear and questions are perceptive. The practice in Key Stage 1 of sharing lesson aims with pupils and then using them in the concluding session to review and assess progress, gives a clear focus to teaching and learning, and enables pupils to evaluate the success of their work.

74. In both key stages, opportunities for pupils to plan and organise their own work are limited. In about a third of lessons at Key Stage 2 the focus for presentations in lessons is not clear enough and this affects the pace of teaching and limits the time remaining for pupils to complete their tasks. Lack of expertise in music limits the achievement of Key Stage 2 pupils.

75. The quality of assessment, recording and reporting is good and meets the statutory requirements. Pupils' work is marked regularly and oral feedback is provided for them on what has been achieved.

76. The whole school system of recording the achievement and progress of pupils is effective. Good use is made of the information that is gathered to plan the next learning steps for pupils.

77. Pupils understand the purpose of assessment well. Targets for improvement are set for each one and these targets are discussed with them. This practice contributes positively to motivating pupils to improve their own work.
78. The annual reports provided for parents are of good quality and meet the statutory requirements. Parents appreciate the opportunity to discuss their children's progress with teachers.

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

**Grade 2: Good features and no important shortcomings**

79. The findings of the inspection team correspond with the school's judgement in its self-evaluation report.
80. The curriculum provided is broad and balanced and succeeds well in fulfilling the needs and interests of learners. It conforms fully to the statutory requirements.
81. The general quality of the educational provision for children under five is appropriate for their needs and children make good progress towards the Desirable Outcomes for Children's Learning. The quality of the curriculum provided for Key Stage 1 and 2 is also appropriate for pupils' needs.
82. There are schemes of work for teaching all the National Curriculum subjects. The quality of the great majority of them is good and has been structured carefully to ensure progress and continuation in pupils' learning experiences. However, there are gaps in the schemes about how English and art are presented at Key Stage 2.
83. Good attention is given to developing key skills across the school. Although key skills are presented successfully there is no detailed planning for them within the planning documents. The provision for improving the bilingual skills of pupil is effective. Strong emphasis is placed on the Welsh dimension in all areas of the curriculum, particularly in humanities and the expressive subjects.
84. An appropriate curriculum is provided for pupils with additional learning needs and they have a full opportunity to take part in all school activities.
85. The curriculum is enhanced by a number of educational visits that complement curricular work and contribute substantially to the educational and social development of pupils.
86. There is good provision for promoting the personal development of learners. The 'Ysgol Dina' periods and the collective worship sessions promote the spiritual, social, moral and personal development of pupils well and enable them to discuss issues of importance to them. The school ethos also contributes positively to the personal and social development of pupils.
87. There is a specific system for setting homework at Key Stage 1. The tasks provided contribute well to improving pupils' standards of work and reinforce class work. There is no similar system at Key Stage 2 and this creates difficulties for parents of older pupils in checking and supporting their children's work.

88. There is a good partnership between the school and parents. Parents appreciate the school's work and are very supportive of all its activities. They support the school well and raise substantial amounts of money for the school fund. This has been corroborated by the positive responses of parents to the pre-inspection questionnaires and during the parents' meeting with the inspection team.
89. Day-to-day communication between the school and parents is effective.
90. There are good links with other local primary schools and with the secondary school in the catchment area.
91. There are good links with the world of work but there is no school policy or strategy to guide and strengthen this element. Pupils' knowledge and understanding of industry and the world of work in their area is reinforced through a good number of educational visits.
92. There is equal opportunity in all activities in the school's life and work. Pupils show empathy towards others by collecting for a large number of good causes. Often, it is the pupils themselves who motivate such collections.
93. The awareness of the importance of sustainable development is an outstanding element of the educational provision. There has been a visit to a local recycling centre, part of the school field has been fenced to allow natural mountain heather to re-establish and waste which will rot is placed in a compost bin. The school acts in a sustainable way by recycling paper, glass and metal.
94. The opportunities provided to develop enterprise skills are limited. Pupils' understanding of the importance of profit and loss has been increased by producing greetings cards and selling them in a school fair. Responsibility was given to the School Council to spend a sum of money as they saw fit. This is good practice.
95. Numerous opportunities are provided for pupils to discuss events world-wide and to consider the living conditions of people in different parts of the world. This is an evident strength at Key Stage 2 and contributes well to raising pupils' awareness of world-wide citizenship.
96. The school is a very important part of its local community. Local societies make regular use of the community room located in the school.

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

##### **Grade 1: Good with outstanding features**

97. The findings of the inspection team correspond with the school's judgement in its self-evaluation report.
98. The quality of care, support and guidance provided for pupils is an outstanding feature. Pupils are very happy in school and there is a particularly good relationship between them and the teachers. Parents appreciate the care and guidance the school provides for their children.
99. There is a caring ethos in school where pupils feel safe and where they are encouraged to discuss their feelings while knowing they will be listened to well.
100. Good attention is given to welfare issues and the school works closely with parents and different agencies to find solutions to any problem that arises.
101. The school systems for ensuring that new pupils settle into school life and routine, operating according to each individual's needs, are an outstanding feature.
102. Although there are no formal schemes for implementing the requirements of Personal and Social Education, good attention is given to this area in the life and work of the school.
103. The provision for pupils with additional learning needs is an outstanding feature of school work. Systems fulfil the requirements of the Code of Practice fully.
104. The additional needs of pupils are swiftly identified and regular attention is given to their progress. Detailed records are kept and individual education plans that include realistic targets have been designed for the relevant pupils. The school operates thoroughly when reviewing these schemes. It consults parents and other support agencies effectively and pupils' opinions are recorded where appropriate.
105. The Special Educational Needs co-ordinator undertakes her responsibilities thoroughly and in detail. Her work is well supported by the designated governor for the area. The way teachers and support staff operate to enable pupils to have full access to the curriculum is an outstanding feature.
106. Pupils' attendance is regularly monitored but there is no whole-school method of recording phone calls from parents about absences. The strategies used by the school as part of a positive discipline scheme have led to very good behaviour in pupils of all ages and backgrounds.

107. The school has appropriate policies and procedures for promoting health and safety in all aspects of school work. Risk assessments are undertaken before going on educational visits.
108. All members of staff are familiar with the systems for child protection and deal appropriately and sensitively with any concerns about the personal welfare of pupils in their care.
109. The school's equal opportunities and racial equality policies, together with day-to-day practices, reflect the staff's commitment to ensuring equal access and opportunity for all.
110. Reasonable steps have been taken to ensure that no disabled pupil would be treated less favourably than other pupils.

## Leadership and management

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

#### Grade 2: Good features and no important shortcomings

111. The findings of the inspection team correspond with the school's judgement in its self-evaluation report.
112. The head co-ordinates the work of teachers and governors effectively to set a clear direction for school development. The same values are shared with regard to behaviour and relationships and they co-operate well for the benefit and welfare of the school.
113. The head is supported well by the teaching staff. They contribute substantially to school development, share a good proportion of the curricular responsibilities and fulfil their role as subject co-ordinators effectively.
114. Equal opportunities are promoted for everyone in school. There are detailed discussions with staff before any key decisions are made and recently, through the School Council, pupils had the opportunity to voice their opinion on issues relating directly to their school life.
115. Appropriate attention is given to national and local priorities. The school has gained the Basic Skills Agency Quality Mark accreditation together with the Green School bronze award. A number of 'Webster Stratton' strategies have been adopted with a view of fostering positive attitudes towards learning, and the school has started to undertake strategies to develop the learning skills of pupils further. These developments correspond with the priorities of the Local Education Authority Education Strategic Plan.
116. There is an effective strategy for setting whole-school targets at the end of key stages 1 and 2. School targets are appropriate in terms of challenge and have been based on the probable performance of individual pupils. Effective strategies have been established to help pupils to reach their individual targets.
117. There are effective systems to manage and monitor staff performance. The Performance Management systems are implemented according to requirements and the information gathered is used for further professional development of the teachers.
118. The school acts effectively to fulfil the requirements of teachers' workload and there are good systems for ensuring adequate time for planning, preparing and assessment for teachers.

119. Governors know the school well and play an active role in its development. They have a good knowledge of school policies and plans. They fulfil their monitoring and evaluation role effectively by visiting classes regularly. They are aware of the importance of their role as a critical friend to the head and they have a good knowledge of school priorities.
120. They pay good attention to their statutory responsibilities.



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

**Grade 3: Good features outweigh shortcomings**

121. The findings of the inspection team differ from the school's judgement in its self-evaluation report insofar as the school awarded Grade 2 to this key question. The school's evaluation of four subjects at Key Stage 2 was not thorough enough to find that there were shortcomings in those areas.
122. The head and staff have appropriate knowledge about the school's performance. The school's judgement in its self-evaluation report corresponds with that of the inspection team in six of the seven key questions.
123. Comprehensive self-evaluation systems have been established in school and they are used regularly to identify school strengths and which elements need further attention. Some evaluations at Key Stage 2 do not give sufficient attention to pupils' standards of achievement.
124. The system draws on direct evidence from a number of sources that include inspecting pupils' work, analysing National Curriculum assessments, internal standardised tests and lesson observation. Effective use is made of benchmark data to compare the school's performance with similar schools in terms of the percentage of pupils entitled to free school meals.
125. Some opportunities are provided for pupils to contribute to the school's self-evaluation through the School Council but there are no formal systems to find out parents' views about the school.
126. The evaluations of English and of design and technology have led to raising standards in both subjects.
127. The quality of the concise self-evaluation report presented to the inspectors before the inspection was generally good although there were shortcomings in some sections. There are evident evaluative elements in the report and there is a clear focus on pupils' standards of achievement and on the quality of the educational provision. The report is clear, readable and concise.
128. The Development Plan is of good quality and gives a clear direction for school development for the next three years. It includes a thorough evaluation of the implementation of the previous Development Plan, identifies the tasks to be achieved, the expected outcomes and which monitoring methods the school aims to use. Sufficient human and financial resources are earmarked for implementing the priorities.
129. The school has made good progress in tackling the six Key Issues identified in the 2000 Report. Standards in English and design and technology have improved substantially, the quality of planning and assessment is now good and the current School Development Plan is of good quality.

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

**Grade 2: Good features and no important shortcomings.**

130. The findings of the inspection team correspond with the school's judgement in its self-evaluation report.
131. With a pupil:teacher ratio of 10:1, it is ensured that every pupil has a high level of support in class. Teachers have a good range of experience and expertise and the practice of exchanging classes for teaching specific subjects enables the school to make more efficient use of their strengths.
132. The time for planning, preparing and assessment designated for teachers has been established effectively, and through these systems the school also benefits from additional expertise in art. This has directly affected the high standards achieved in the area.
133. Generally, there is a sufficient supply of resources in school for all age ranges and for every subject. Resources in classes are conveniently available to pupils, but owing to lack of appropriate storage spaces, some equipment is stored less conveniently outside the class.
134. The general condition of the school building is good and rooms are of adequate size for the current number of pupils. The generous space available for children under five ensures there is good provision for them.
135. In general, entrances and school facilities are appropriate to ensure disabled access.
136. Teachers make effective and efficient use of the classrooms. There is no hall but the school takes advantage of the facilities of the local leisure centre for physical education lessons. Both the interior and the exterior of the school are kept clean and tidy.
137. There are some shortcomings in maintenance. Dampness penetrates the toilet walls and there are some loose stones in the wall surrounding the school field. Inspectors share the governors' concern that there is no cage to prevent access to the gas tank by the school entrance and main road.
138. The school environment is enhanced by tasteful and interesting displays that support pupils in their learning.
139. School resources are managed efficiently by the head and governing body to ensure value for money. The school's financial resources are used prudently to support the priorities identified in the School Development Plan.

## Standards achieved in subjects and areas of learning

### Under 5s

#### Skills in language, literacy and communication

##### Grade 2: Good features and no important shortcomings.

###### Good features

140. Children make good progress in their early literacy skills. They listen attentively and respond well orally. They nearly all develop vocabulary with increasing fluency in Welsh and they speak enthusiastically about their experiences. They show interest in books, listening intently to stories and repeating them confidently. They know their names and learn to write them independently.

###### Shortcomings

141. There are no important shortcomings.

#### Personal and social development

##### Grade 2: Good features and no important shortcomings.

###### Good features

142. There is a good relationship between the children and each other and with adults. They work freely as part of a group or as individuals, concentrating on their tasks and play experiences for extended periods. They are sensitive to the needs and feelings of other children and their behaviour is good. Their attitude towards learning is confident and enthusiastic and they face new experiences enthusiastically.

###### Shortcomings

143. There are no important shortcomings.

#### Mathematical development

##### Grade 2: Good features and no important shortcomings.

###### Good features

144. The majority of children can name numbers to ten confidently and they begin to match number, symbol and sound. They develop simple mathematical vocabulary and can name and describe basic shapes well. They understand the purpose of money and the use made of it.

###### Shortcomings

145. There are no important shortcomings.

## **Knowledge and understanding of the world**

### **Grade 2: Good features and no important shortcomings.**

#### **Good features**

146. The observation skills of children are good as they play in the sand and water and take part in various activities. They talk about themselves, their families and their homes confidently. Through appropriate practical experiences, they can create objects with different kinds of blocks and play imaginatively with small equipment. They use the computer confidently and the skills of some individuals are good.

#### **Shortcomings**

147. There are no important shortcomings.

## **Physical development**

### **Grade 2: Good features and no important shortcomings.**

#### **Good features**

148. Children use small equipment such as a pencil and scissors with increasing control. Their physical skills develop further as they play with balls and appropriate equipment, and they move confidently in dance lessons.

#### **Shortcomings**

149. Some individuals lack confidence when pedalling bikes and when handling large toys.

## **Creative development**

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

150. Children work effectively with paint and other media. They enjoy singing rhymes and songs appropriate for their age, and they join in the movements and accompaniment with percussion instruments. They use their imagination well as they role-play in different situations

#### **Shortcomings**

151. There are no important shortcomings.

## Welsh first language

**Key Stage 1: Grade 2: Good features and no important shortcomings.**

**Key Stage 2: Grade 2: Good features and no important shortcomings.**

### Good features

152. Key Stage 1 pupils talk confidently about issues within their experience. They convey simple information clearly, pronounce and use intonation comprehensibly, using an increasing range of vocabulary and accurate patterns. By Y2, they listen carefully and are very willing to respond and ask questions.
153. The great majority of Y2 pupils read accurately and with meaning, showing a good understanding of the text. They use a variety of strategies to find the meaning of individual words. They read aloud fluently and can express opinions on details in the text.
154. Pupils write short, creative and factual pieces effectively, using appropriate vocabulary. They have an increasing understanding of sentences and punctuation and they use capital letters and quotation marks with some accuracy. They have a good grasp of sequence and they develop their ideas sensibly. They show appropriate progress in their use of conjunctions and adjectives.
155. At Key Stage 2, pupils talk confidently, speaking clearly and coherently. They respond in detail when presenting information and express opinions clearly in discussions. They listen carefully in class and group discussions, responding by asking questions or making a remark. By Y6, they use an increasing range of phrases with a good measure of accuracy.
156. The great majority of pupils are independent readers. Y3 and Y4 pupils read with appropriate expression and accuracy and can express opinions on significant details in the text. A good number of Y6 pupils are enthusiastic readers and can discuss their favourite authors. They use dictionaries capably and can search for information from factual books.
157. Pupils write thoughtfully, showing an appropriate awareness of the need to write in a register that is appropriate for the audience. During the key stage, they make good progress in their ability to punctuate within sentences by using an apostrophe and quotation marks. They spell a good majority of familiar words accurately.

### Shortcomings

158. At Key Stage 2, there is a lack of variety in pupils' writing and a good number of them do not mutate accurately.

<b>English</b>
----------------

**Key Stage 2: Grade 2: Good features and no important shortcomings.**

159. Pupils show increasing confidence when expressing themselves in formal and informal situations. They can concentrate effectively when listening to others during class and group discussions and a good number of them speak confidently with each other and with adults. They can use oral language effectively in order to ask questions, convey knowledge and express opinions. By Y6, they contribute thoughtfully to discussions.
160. Throughout the key stage, pupils read a variety of books fluently and with appropriate expression. By Y6, they discuss the content of books with understanding and express opinions on the work of different authors. They can skim text to find specific information and make effective use of the Web and reference books to gather information. They read a variety of texts and enhance their reading experiences by listening to quality literature and poetry.
161. A good majority of Y3 and Y4 pupils make appropriate progress in their written work. They show suitable progress in their ability to form sentences and punctuate accurately within a limited range of forms.
162. Y6 pupils are confident writers. They have an appropriate knowledge of grammar. They use standard forms of nouns and adjectives with appropriate accuracy and they have a competent understanding of punctuation. They produce a limited variety of creative and factual written work. Pupils' ability to vary sentences, to paragraph and to create different effects is generally good.
163. The handwriting skills of pupils throughout the key stage are good.

**Shortcomings**

164. The range of written work produced by Key Stage 2 pupils is limited, especially creative work.

## 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

165. Key Stage 1 pupils have a good understanding of number work. They read, write and organise numbers well. They succeed in counting forwards and backwards in different steps and they use simple strategies when solving problems on paper and mentally.
166. They recognise the value of different pieces of money and can calculate the cost of items and give correct change. They can name the days of the week, months of the year and seasons accurately. They understand simple fractions, such as a half and a quarter.
167. Pupils are familiar with non-standard and standard measurements when measuring length and can predict measurements sensibly. They recognise and name two and three dimensional shapes well and they describe their features by using terms such as 'edge' and 'surface' accurately.
168. At Key Stage 2, pupils have a good understanding of place value and number patterns and they use strategies to solve mental work quickly. They can apply their knowledge appropriately to solve problems on paper.
169. By Y6, pupils' understanding of fractions, decimals and percentages is good. They use standard measuring units to measure length appropriately and can interpret and record time well on a twenty four hour clock. Pupils' understanding of the features of two and three dimensional shapes is good. Their knowledge about angles is appropriate.
170. Pupils discuss different kinds of data well. They gather and present information successfully, using graphs and tables. They interpret data and form conclusions effectively.

### Shortcomings

171. There are no important shortcomings.

<b>Science</b>
----------------

**Key Stage 1: Grade 2: Good features and no important shortcomings.**

**Key Stage 2: Grade 3: Good features outweigh shortcomings.**

**Good features**

172. Key Stage 1 pupils, with the support of a teacher, offer ideas on how to solve problems in the form of a question that can be investigated. They plan a simple investigation, paying appropriate attention to the required equipment. They have a good awareness of the requirements of a fair test and they predict a possible result for the investigation, offering a reason for this. They record their results on a prepared worksheet with appropriate accuracy and they summarise their findings well in a simple sentence.
173. The majority use scientific terms accurately to describe their work when discussing it.
174. Pupils have an appropriate knowledge and understanding of the study programmes. Following recent work, they have a good understanding of the features of materials and they can distribute and sort them according to those features. They identify the parts of the human body and the parts of living plants. They also know about the conditions that are required for living things to survive.
175. Key Stage 2 pupils gather information from sources such as text and information technology and present their work in a good variety of ways, including graphs, tables and diagrams.
176. They have a good knowledge of the study programmes. They can discuss confidently the effect of exercise on the heartbeat, the role of the skeleton in protecting the organs of the human body and the importance of caring for teeth and eating healthily.
177. When undertaking joint scientific investigations, they can predict a possible result appropriately and record measurements accurately. They have an awareness of the requirements of a fair test.

**Shortcomings**

178. Pupils in both key stages do not work systematically enough, nor do they organise their own work sufficiently independently.
179. Y6 pupils do not undertake scientific investigations that are extensive enough to developing their understanding adequately. There is a lack of detail and thoroughness in their work.
180. The grasp of a good number of Key Stage 2 pupils of scientific vocabulary and terms is uncertain.



## Information 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

181. Key Stage 1 pupils make appropriate use of information technology equipment and software with increasing skill in a variety of contexts. They produce pieces of written work independently on the screen, adapting the text as required. They can save work, retrieve it and alter it before printing.
182. They show good control of the mouse to move images on the screen. They use drawing packages effectively to create very artistic pictures and patterns and, with support, produce a variety of graphs. They can control and direct the cursor on the screen effectively.
183. With support, they can search for information on the Web.
184. A good number of Key Stage 2 pupils are confident users of information technology equipment and software. They communicate and exchange information effectively in different forms, including text, graphs and pictures. They show a good command of the word processor as they edit and adapt their work, and they are confident in using the Web to search for information from different websites. They use drawing packages artistically to produce pictures and patterns of good quality.
185. Pupils' ability to use database programs for recording, interrogating and reorganising data is good.

### Shortcomings

186. 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

187. Key Stage 1 pupils are good at undertaking assignments where they design and make products. They investigate by looking at examples of types of products in order to develop ideas and record their ideas in pictures before choosing the most appropriate idea for the task. They record their opinions on the success of their work and identify how it can be improved.
188. They are good in assembling, joining and combining a range of materials and components, keeping an eye on the finish of the product. They use simple mechanisms effectively in their products. They use equipment carefully when utilising a specific skill to be used as part of the process of making an object.
189. Key Stage 2 pupils investigate thoroughly the construction of objects and use their findings effectively when creating their own objects.
190. They have a good understanding of the requirements of a task and can show on their plans how to overcome problems that arise during the process of making. They also pay appropriate attention to a specific aspect of the plan that needs to be detailed. They appraise their work objectively, taking into account the requirements of the task.
191. They use an appropriate range of equipment to measure, mark, cut and shape materials.
192. When building a bridge, pupils show a good awareness of what affects the strength of structures and buildings. They make effective use of electrical components to create special effects in their products.
193. They use information and communication technology software effectively to control the movement of objects.

### Shortcomings

194. There are no important shortcomings.

## History

**Key Stage 1: Grade 2: Good features and no important shortcomings.**

**Key Stage 2: Grade 2: Good features and no important shortcomings.**

### **Good features**

195. Pupils' understanding in both key stages is enhanced by visits and contributions of visitors.
196. The awareness of Key Stage 1 pupils of the passage of time increases well as they compare ways of life in the past with their lives today. They use appropriate vocabulary to describe the past. They sort artefacts into ones that belong to the past and ones that belong to the present.
197. As they study ways of washing clothes in the past, they show a good understanding of everyday life a long time ago and the living conditions of people in a particular period.
198. Key Stage 2 pupils have a good knowledge about different historical periods and can place them appropriately on a time line. The older pupils are good at using appropriate vocabulary, such as century and decade, when describing chronological order.
199. They use examples of people's living conditions in a specific period confidently when comparing features of the past and present. When interpreting the past, their understanding of cause and effect, and of different possible interpretations of the same event, is appropriate.

### **Shortcomings**

200. Key Stage 2 pupils do not investigate history and do not use historical documents sufficiently.

## Geography

**Key Stage 1: Grade 2: Good features and no important shortcomings.**

**Key Stage 2: Grade 3: Good features outweigh shortcomings.**

### Good features

201. The investigative skills of Key Stage 1 pupils in geography are good. They discuss geographical questions about their local area confidently and present information in picture and text effectively when creating an information leaflet on their village.
202. Following a walk around the village, they discuss the physical and human features confidently. They record their observations well in freehand pictures, on freehand illustrated maps and ones created by using information technology. They make appropriate use of symbols to interpret their maps.
203. They have a good knowledge about their local area and can compare the features of their village with the features of another area, using geographical vocabulary to identify the similarities and differences between the two areas.
204. Key Stage 2 pupils have a good knowledge of the names and location of countries in Europe and Africa and the names of continents and oceans on a map of the world. They can place the equator and tropics appropriately on a map and they know about some of the geographical features and the climate of the Sahara desert. They can place Nebo accurately on a map of Wales.
205. They are familiar with the eight points of the compass and have an appropriate understanding of the use of co-ordinates in map work.
206. They have an appropriate knowledge about Lesotho as a country that is developing economically.
207. Through their study of recycling and field work including planting trees, pupils have a good understanding of sustainability.

### Shortcomings

208. The investigative skills of Key Stage 2 pupils in geography are not sufficiently sound and they do not deal with a broad enough range of different kinds of sources to gather, record and present their own evidence independently.
209. Key Stage 2 pupils do not have a sufficiently thorough understanding of the geography of their own area and they do not use the relevant vocabulary when comparing the geographical features of their area with another area.
210. The command of a number of Y6 pupils of the skills to make full use of Ordnance maps is uncertain.

<b>Art</b>
------------

**Key Stage 1: Grade 1: Good with outstanding features.**

**Key Stage 2: Grade 1: Good with outstanding features.**

**Outstanding features**

- 211. Pupils in both key stages produce refined work of a very high standard. They use a broad range of materials, equipment and techniques to create different effects that are extremely striking.
- 212. The outstanding ability of pupils to combine a number of media in one work is a conspicuous strength in both key stages.
- 213. Particularly interesting work has been produced in both key stages on African art. The work displays an outstanding awareness of art elements such as line, tone, pattern and texture.

**Good features**

- 214. Key Stage 1 pupils experiment with a broad range of media when drawing, painting, printing and creating three dimensional work. They discuss their own work intelligently as well as that of other artists, including Welsh artists.
- 215. They use a broad range of techniques and apply them to meet the needs of different tasks. They mix colours and materials very successfully to create different effects. On the basis of detailed observations, they make freehand drawings of a very high quality and respond imaginatively to different stimuli.
- 216. Key Stage 2 pupils work with a very broad range of materials, showing a sound understanding of line, colour, pattern and texture. They experiment with a number of different processes and techniques on a range of scales.
- 217. Pupils have a good awareness of Welsh artists and of some world-famous artists. They can elaborate on the media and styles used by them in their work.
- 218. Throughout the key stage, pupils discuss, appraise and improve their work consistently.

**Shortcomings**

- 219. There are no important shortcomings.

## Music

**Key Stage 1: Grade 2: Good features and no important shortcomings.**

**Key Stage 2: Grade 3: Good features outweigh shortcomings.**

### Good features

- 220. Key Stage 1 pupils know a variety of songs and rhymes and sing them melodiously. Words are pronounced clearly and with expression. They sing simple part-songs effectively to create and convey atmosphere.
- 221. They can name and describe different instruments and can use them to keep a regular beat and to sustain an individual part in a group.
- 222. They are familiar with terms that describe musical elements such as pace and dynamics, and they use them confidently when discussing specific songs. They understand the effect those elements have on songs and music and how they can adapt them for particular purposes.
- 223. At Key Stage 2, pupils sing a broad range of appropriate songs. When the singing is at its best, for example when singing a French song, they display good control of pace and phrasing. When singing a round-song, a good majority succeed in sustaining their own part accurately.
- 224. Pupils listen attentively to music and can recognise the different instruments in it according to their sound. They can analyse different elements of classical music and record them on a simple graphic score, showing a good awareness of pitch, rhythm and texture. They describe the ethos and atmosphere created by music maturely.
- 225. A good number of pupils can discuss Welsh music and musicians well.

### Shortcomings

- 226. The standard of Key Stage 2 pupils' singing is uneven and shows lack of control of pitch, duration, quality and dynamics.
- 227. The ability of Key Stage 2 pupils to use musical instruments to compose and perform is limited.

## Physical education

**Key Stage 1: Grade 2: Good features and no important shortcomings.**

**Key Stage 2: Grade 2: Good features and no important shortcomings.**

### Good features

228. In both key stages, pupils dress appropriately for activities and understand the importance of working carefully and safely. They pay appropriate attention to warming up the body at the start of a lesson and relaxing at the end. They are considerate about the safety of other pupils when using space and are aware of the beneficial effect of exercise on the body.
229. In movement and dance lessons, Key Stage 1 pupils investigate their ideas well when creating different strong and light movements. They vary well the shape and level of the body and also pace when travelling. They display control of the body and make effective use of stillness in their work.
230. When listening to a piece of music, pupils respond well to what they hear and vary and refine their ideas imaginatively when starting to create a sequence of movements. They are very ready to show their ideas to others in the group and they appraise their work naturally with each other to improve performance.
231. Key Stage 2 pupils display good skills in games lessons. They work with discipline when practising in pairs and small groups. They display a good command of different ways of throwing a ball and discuss with each other how to improve their performance.
232. When transferring their skills to a game situation, pupils work hard and energetically. They are enthusiastic players and fair competitors. They show a good awareness of the requirements of working as a team, such as communication and moving quickly to an empty space.

### Shortcomings

233. There are no important shortcomings.

## Religious education

**Key Stage 1: Grade 2: Good features and no important shortcomings.**

**Key Stage 2: Grade 3: Good features outweigh shortcomings.**

### Good features

- 234. At Key Stage 2, pupils have an increasing knowledge of the Bible as a holy book and are familiar with the parables and miracles of Jesus and their underlying message. They are aware of the main religious festivals and can discuss some of the main events linked to them.
- 235. They understand the importance of rules within religions and can discuss school rules in a mature way.
- 236. They have a thorough knowledge about Judaism. They can describe in detail the practices and customs of the religion and can name the artefacts linked to it with accuracy.
- 237. They can reflect on their experiences and express their aspirations in simple impromptu prayers.
- 238. Key Stage 2 pupils have an appropriate knowledge of the Bible as a holy book and they know about the work of William Morgan and the journey of Mari Jones to Bala. They know there are different versions of the Bible and can compare some of them and discuss the similarities and differences between them.
- 239. They understand the importance of having rules within religions and can discuss school rules in a mature way. They know about the work of famous philanthropists and contribute generously to collections for charity.

### Shortcomings

- 240. At Key Stage 2, pupils do not have sufficient understanding of other religions apart from Christianity.
- 241. The knowledge and understanding of Key Stage 2 pupils of the features and practices of places of worship are superficial.



## **School's response to the inspection**

The staff and governors of Ysgol Nebo, in studying the results of the inspection, are pleased to state that the report is fair, positive and constructive.

The opinion of the inspectors corresponds almost exactly with the school's views on the key questions in the self-evaluation document.

The inspection was a developmental process and there was professional and productive dialogue. An opportunity was given to show the necessary evidence, to confirm viewpoints and to voice opinions on specific aspects. Advantage was taken of this opportunity to show all the school's qualities. It was felt that the role of the nominee had been most valuable in the process.

The inspection recognised a large number of positive elements. Emphasis was placed on pupils' success as they developed their bilingual proficiency. The good behaviour of pupils was also noted and the fact that they were considerate and polite. The high quality of teaching was recognised and this is justified when considering the commitment and skills of our teachers.

The focus on standards and achievement is clear. The high standards seen in the Early Years are recognised and we are very proud of this. There are a great number of aspects where we have reached good standards and, as a school, we feel we can now aim at developing and extending further. It was agreed that there was a need to improve some aspects: amongst them the opportunity for pupils to work more independently, to write more extensively and to develop scientific skills at Key Stage 2, and to stretch pupils as they compose music. We are confident we can work on the recommendations in the report and in succeeding to achieve this, the school will strive for a broader aim that will challenge us to move on to achieve higher standards.

In Ysgol Nebo, there is a genuine feeling of pride in everything we do. Our goal is to aim high and the report reflects this. The inspection gave the school an opportunity to look in detail at every aspect of its life and work and preparing the self-evaluation report was a positive process as we identified all the school's successes to date. This reflected the culture of self-evaluation that is an integral part of the school's life. The inspection has reinforced our strengths and has clearly identified the areas where we can develop further.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Gynradd Nebo
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Nebo, Penygroes, Gwynedd
Postcode	LL54 6EE
Telephone number	01286 881273

Headteacher	Mr Arwyn Ellis
Date of appointment	January 1990
Chair of governors/ Appropriate authority	Cllr. O P Huws
Registered inspector	Wil Williams
Dates of inspection	13 – 15 March, 2006

## 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	3.5	1	3	4	4	3	0	5	23.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	.3	2.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	10:1
Pupil: adult (fte) ratio in nursery classes	7:1
Average class size, excluding nursery and special classes	10
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2005	There were no nursery children in the school	93%	92%
Summer 2005		93%	93%
Autumn 2005	92%	89.4%	95.5%

Percentage of pupils entitled to free school meals	34%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results End of Key Stage 1:

<b>National Curriculum Assessment KS1 Results 2005</b>	Number of pupils in Y2	4
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.		

### National Curriculum Assessment Results End of Key Stage 2:

<b>National Curriculum Assessment KS2 Results 2005</b>	Number of pupils in Y6	5
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

<b>Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)</b>			
In the school	33%	In the school	72%

## Appendix 4

### **Evidence base of the inspection**

Three inspectors spend a total of seven inspector days at the school, and met as a team prior to the inspection.

These inspectors visited:

- 21 lessons or part lessons;
- every class;
- corporate worship; and
- a range of extra-curricular activities.

Members of the team had meetings with:

- staff, governors and parents before the inspection started; and
- the head, teachers, support staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- the 11 responses to the parents' questionnaire;
- comprehensive documentation prepared by the school before and during the inspection; and
- a wide range of current and previous pupils' work.

Meetings were held with the staff and governors after the inspection.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Wil Williams Registered Inspector	Context, Summary, Recommendations, Appendices Key questions 1, 5, 6 and 7 Under 5's, Welsh, English, information technology, music, art, religious education
Mr Trebor Roberts Team Inspector	Key questions 2, 3 and 4 Mathematics, science, design and technology, history, geography, religious education
Mr John Roberts Lay Inspector	Contribution to key questions 1, 3, 4 and 7
Arwyn Ellis	Nominee

**Contractor:** Cwmni Cynnal  
Technology Unit  
Bridge Street  
Llangefni  
Anglesey  
LL77 7HL

### Acknowledgement

The visiting inspectors wish to thank the governors, head, staff, pupils and parents of the school for their willing cooperation during the inspection.