

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

**Ysgol Llandegfan  
Llandegfan  
Menai Bridge  
Anglesey  
LL59 5UW**

**School Number: 6602174**

**Date of Inspection: 18th – 20th October 2004**

**by**

**Mr D Gwynfor Evans  
W00515682**

**Date: 20th December 2004**

**Under Estyn contract number: T/18/04P**

© Crown Copyright 2004

This Report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

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.

Ysgol Llandegfan was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Llandegfan took place between 18 – 20th October 2004. An independent team of inspectors, led by Mr DG Evans 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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>	<b>1</b>
<b>Summary</b>	<b>2</b>
<b>Recommendations</b>	<b>6</b>
<b>Standards</b>	<b>7</b>
Key question 1: How well do learners achieve?	7
<b>The quality of education and training</b>	<b>9</b>
Key question 2: How effective are teaching, training and assessment?	9
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	11
Key question 4: How well are learners cared for, guided and supported?	12
<b>Leadership and management</b>	<b>14</b>
Key question 5: How effective are leadership and strategic management?	14
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	15
Key question 7: How efficient are leaders and managers in using resources?	16
<b>Standards achieved in subjects and areas of learning</b>	<b>17</b>
Welsh	17
Mathematics	18
History	19
Art	19
Physical education	20
Religious education	21
<b>School's response to the inspection</b>	<b>22</b>
<b>Appendices</b>	<b>23</b>
A Basic information about the school	23
B School data and indicators	23
C National Curriculum assessments results	24
D Evidence base of the inspection	26
E Composition and responsibilities of the inspection team	26

## **Context**

### **The nature of the provider**

1. Ysgol Llandegfan is situated in the village of Llandegfan near Menai Bridge in Anglesey. The school serves the village and the surrounding rural area. According to the school, pupils come from a mainly prosperous background; about 6% of pupils are entitled to free school meals.
2. During the period of the inspection, there were 145 pupils on the school roll compared with 167 at the time of the last inspection in 1998. Five pupils have statements of special educational needs (SEN) and there are a further 26 pupils on the SEN register. A SEN Unit serving the area is also situated within school.
3. Approximately 23% of pupils come from homes where Welsh is the main language but it is estimated that Welsh is the mother tongue of 31% of pupils or that they speak it to an equivalent standard by the end of KS2. Welsh is the medium of education in the reception class and for the first two terms in Y1; following this, pupils are educated through the medium of Welsh and English with the aim that they become bilingual by the end of KS2.
4. The school was last inspected in 1998. The headteacher has been in post since July 2001.

### **The school's priorities and targets**

5. The following priorities are listed in the school development plan (SDP) for 2004-2005 :
  - improving the standard of Welsh throughout the school and developing dual literacy skills;
  - continuing to develop provision, opportunities and standards in physical education throughout the school;
  - developing the ICT skills of staff and pupils in both key stages;
  - raising boys' literacy standards.

## Summary

### 6. Table of grades awarded

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

### Standards

7. During the inspection, pupils' general standards of achievement in lessons observed were as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	17%	63%	20%	0%	0%

8. In KS1 and KS2, pupils' standards of achievement in the subjects inspected were as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 3
Mathematics	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 1	Grade 1
Physical education	Grade 2	Grade 2
Religious education	Grade 1	Grade 2

9. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make very good progress towards the Desirable Outcomes for Children's Learning.

10. Under-fives make good progress in all key skills.
11. In KS1 and KS2, pupils achieve grade two standards in speaking and listening skills in both Welsh and English. Standards of reading and writing are grade two in KS1; they are grade two in English in KS2 and grade three standards in Welsh. Pupils make good use of their numeracy skills across the curriculum; they make increasing use of ICT in various subjects and achieve grade three standards.
12. Pupils' bilingual proficiency skills have improved significantly since the last inspection especially the development of pupils' oral skills. Their reading and writing skills are not as secure in Welsh as they are in English and, overall achieve grade three standards. Bilingualism is successfully integrated into the general life of the school.
13. Pupils' creative, personal and social skills are developing very well. They display good problem solving skills.
14. Pupils with SEN make good progress and, generally achieve the targets set for them.
15. In 2004, teacher assessment results of pupils' performance at the end of KS1, in Welsh, English, mathematics and science, are slightly higher than similar schools throughout Wales and higher than in the county and the results in the cluster of schools.
16. In KS2 in 2004 in NC tests, pupils' achievements in English, mathematics and science compared favourably with similar schools in Wales and are higher than the results in the county and the cluster of schools. Results in Welsh were lower than local and national averages. Girls outperform boys significantly, especially in Welsh.
17. Pupils' attitude to learning, the interest they show in their work and their ability to concentrate are outstanding features.
18. The majority of pupils make good progress in acquiring new skills, understanding and knowledge. They work in an orderly fashion and develop purposeful, independent learning skills. Generally, however, pupils have insufficient awareness and understanding of their strengths and weaknesses and what they need to do to achieve higher standards.
19. All pupils behave very well. Older pupils develop into responsible and mature individuals.
20. The vast majority of pupils attend school regularly and arrive punctually; the average attendance rate over the last three full terms was 94.5%.
21. Throughout the school, pupils' understanding of equal opportunities issues is developing very well. Pupils respect the diversity of beliefs, attitudes and cultural traditions within society.

22. Pupils display an increasing awareness of the world of work and the workplace.

### **The quality of the education and training**

23. In lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
30%	53%	17%	0%	0%

24. These percentages are significantly higher than targets set by the Welsh Assembly Government (WAG) of 95% of lessons being satisfactory or better and 50% being good or better. The quality of teaching has improved significantly since the last inspection.
25. Teachers have very good relationships with their pupils. The vast majority of lessons are very well planned with clear learning aims which are shared with the pupils. Pupils' understanding of their work and their ability to expand on their oral and written contributions are developed well through good and purposeful questioning. Overall, the tasks set are well differentiated which enable pupils across the ability range to accomplish them successfully.
26. Teachers use a good range of techniques to extend pupils' bilingual skills. The immersion method adopted recently in KS1 is effective. In KS2, teachers plan for developing pupils' 'dual literacy' skills; at times, however, the planning and linguistic tasks set for some pupils do not match their skills in Welsh.
27. Teachers have good subject knowledge. Appropriate use is made of teaching strategies and resources which ensure that equal opportunities are afforded to all.
28. The school has an appropriate system to assess the progress and attainment of pupils and overall, teachers use the information well to improve the teaching and learning. Pupils' work is marked regularly. In the best practice, appropriate comments are written in pupils' books to motivate them to improve their work but it is not a consistent practice across classes. Subject portfolios, which are being developed, contribute well to the assessment process.
29. The method of recording and reporting complies with statutory requirements. A good summary of pupils' attainment is provided in the annual reports to parents although insufficient guidance is given on the next stages of learning.
30. The school ensures that pupils have equal access to a broad and balanced curriculum. The planning and provision for learning in the early years is very good. The good quality policies and schemes of work for every subject in the long, medium and short term ensure balance, flexibility and progression across the curriculum.
31. The cwricwlwm Cymreig is given prominence in the experiences provided for pupils. Pupils display good awareness of the life styles,



beliefs and cultures of other people especially through the school's links with Lesotho.

32. Pupils have a good understanding of sustainable development and are aware of their responsibility towards the environment.
33. A variety of learning experiences within lessons, in collective worship sessions and in the general life of the school promote pupils' spiritual, moral, social and cultural development well. During collective worship, pupils are given very good opportunities for quiet reflection and celebrating achievement, providing them with valuable and enriching experiences.
34. Procedures to ensure the care, health and safety of pupils are outstanding features of the work of the school. The school has health and safety and child protection policies which are implemented effectively. Risk assessments are held regularly. The school environment is happy and safe where all pupils are motivated and challenged to achieve their full potential.
35. Provision for pupils with SEN is good and meets the requirements of the Code of Practice (CoP). The programme for personal and social education (PSE) is implemented effectively.
36. Links with parents are very good. Parents contribute well in a variety of ways to the life and work of the school. Parents are provided with a range of information but a number of parents would like more information about what is taught. Partnership with the community and other schools is effective. An appropriate structure is in place to further develop links with business and industry.

### **Leadership and management**

37. The school is very well led by the headteacher. She has a clear vision about the future direction of the school and about what action is needed to ensure further improvements. She is fully supported by the deputy headteacher in the efforts to realise the aims and objectives of the school.
38. The school has clear aims and objectives which promote equal opportunities in all aspects of the work of the school. Each member of staff's contribution is appreciated and an atmosphere of co-operation and trust characterises the life of the school.
39. Target setting has developed well in the school. Effective arrangements exist to identify staff training needs and promote their professional development.
40. A clear culture of self-evaluation has been established in the school. Co-ordinators are given opportunities to have an overview of the work of pupils across the school and report back to their colleagues. Up to now, no formalised self-evaluation programme has been drawn up over a period of time to identify aspects and subjects to be addressed together with class observation schedules.

41. The school development plan (SDP) is a valuable tool in the management strategy of the school. It establishes realistic aims and targets based on the school's needs.
42. The school has made very good progress since the last inspection. Key issues are well addressed and as a result this has impacted positively on pupils' standards of achievement.
43. The governing body is active and very supportive of all the work and development of the school. Its members are regular visitors to the school and contribute directly to the school's strategic planning through meetings of the various sub-committees and full meetings of the governing body. They have started to monitor the quality of provision but their contribution to the process of self-evaluation is insufficiently developed at present.
44. The school has sufficient appropriately qualified staff to support its needs. Staff expertise is used effectively and an arrangement to exchange staff for presenting different aspects of the curriculum to various classes has a positive influence on standards.
45. The school has sufficient resources for all age ranges and generally, for every subject. They are used effectively and, overall, are in good condition. Since the last inspection, the accommodation has been extended thereby securing a central library for the school. The main school building and school grounds are in good condition and are kept clean and tidy. However, the two mobile classrooms are in poor condition and there are plans in place to build permanent classrooms in the near future. There is no discrete play area for the under-fives. The school makes good use of the local environment, the community, visits and visitors to the school to enrich pupils' learning.

## **Recommendations**

46. In order to improve the school in the areas inspected, the staff and governing body need to:
  1. continue with their efforts to raise pupils' standards of achievement in Welsh in KS2 and to further develop their bilingual skills;
  2. further develop the school's assessment system by including the pupils in the process of assessing their own progress and promoting their understanding of how they can improve;
  3. increase the information provided for parents on what is taught and what pupils achieve;

4. strengthen self-evaluation procedures by:
  - drawing up a specific programme over a period of time identifying the aspects and subjects which are to be addressed together with class observation schedules,
  - further develop the role of the governing body in the process;
5. in cooperation with the LEA, realise as soon as possible, the plans to replace the mobile classrooms with purpose built accommodation and to provide an appropriate play area for the under-fives.
47. The governing body is responsible for changing its development plan to incorporate the implementation of action points in response to the recommendations within 45 working days of receiving this report, demonstrating how the school intends dealing with the recommendations. This plan or a summary of it will be distributed to all parents.

## Standards

### Key question 1: How well do learners achieve?

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

48. The inspection team's findings match the judgement made by the school in its self-evaluation report.
49. The overall quality of educational provision for the under-fives is appropriate to their needs and children make very good progress toward Desirable Outcomes for Children's Learning.
50. During the inspection, pupils' general standards of achievement in lessons observed were as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	17%	63%	20%	0%	0%

51. In key stages 1 and 2, pupils' standards of achievement in the subjects inspected were as follows:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh	Grade 2	Grade 3
Mathematics	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 1	Grade 1
Physical education	Grade 2	Grade 2
Religious education	Grade 1	Grade 2

52. Pupils with SEN make good progress and, in general, they accomplish the tasks set for them.
53. Under-fives make good progress in all key skills
54. In key stages 1 and 2, pupils achieve good standards in speaking and listening skills in Welsh and English. Standards in reading and writing are good in KS1; they are good in English in KS2 and grade three standards in Welsh. Pupils make good use of their numeracy skills across the curriculum; they make increasing use of information technology in various subjects and achieve grade three standards. Pupils' bilingual proficiency skills have improved significantly since the last inspection especially the development of pupils' oracy skills. Pupils' reading and writing skills are not as secure in Welsh as they are in English, and overall, they achieve grade three standards. There are some good examples of pupils acquiring information in one language and transferring it into the other language, for example in history. Bilingualism is successfully integrated into the general life of the school.
55. Pupils' creative, personal and social skills develop very well. They display good problem solving skills.
56. In 2004, teacher assessment results of pupils' performance at the end of KS1, in Welsh, English, mathematics and science, are slightly higher than similar schools throughout Wales and higher than in the county and the results in the cluster of schools. Boys slightly outperformed girls.
57. In Key Stage 2 in 2004, the percentage of pupils who achieved the requirements of the core subject indicator in NC tests was higher than the national percentage for 2003. When comparing the results with those of similar schools in Wales, results were higher than the median in English, slightly lower than the median in mathematics and science and slightly lower than the lowest quartile in Welsh. Results in English, mathematics and science were higher than in the county and in the cluster of schools and results in Welsh were lower. Girls outperformed boys significantly, especially in Welsh. Improving the performance of boys is one of the priorities of the current SDP.

58. Pupils' attitude towards learning, the interest they show in their work and their ability to concentrate are outstanding features. Pupils work diligently in lessons and are eager to discuss their work with teachers and visitors and they display enthusiasm towards their work.
59. Pupils behave very well on all occasions. Older pupils develop into responsible and mature individuals. Respect shown to others, and the welcome and friendship shown towards new pupils to the school are notable features of the school.
60. The majority of pupils make good progress in acquiring new skills, knowledge and understanding. They work in an orderly fashion and develop purposeful, independent learning skills. Older pupils in the school converse and discuss maturely and intelligently.
61. Overall, pupils have insufficient awareness and understanding of their own strengths and weaknesses and what they need to do to achieve higher standards. Pupils in KS2 do not evaluate their own work or identify what they need to do to improve.
62. The average attendance rate over the last three full terms was 94.5%, which corresponds roughly with the percentage during the last inspection. The percentage attendance of reception children reflects fairly the attendance rates of the rest of the school. Pupils are rarely late. Recording requirements are met and requirements of the WAG circular are implemented.
63. Throughout the school, pupils' understanding of equal opportunities issues is developing very well. They respect the diversity of beliefs, attitudes and cultural traditions within society. They appreciate the importance of the community to the life of the school and are aware of their responsibility in safeguarding and protecting the environment.
64. Pupils display an increasing awareness of the world of work and of the workplace. Some beneficial links and visits to the school have been established which include individuals discussing their work with pupils. Appropriate links have been established with relevant agencies.

## **The quality of education and training**

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

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

65. The findings of the inspection team do not match the judgement of grade 3 made by the school in its self-evaluation report.

66. In the lessons observed, the quality of the teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
30%	53%	17%	0%	0%

67. The quality of relationships in classes is very good. Teachers employ various strategies to motivate and challenge pupils so that they give of their best. Also, they use a variety of resources to promote pupils' 'thinking skills'.
68. The vast majority of lessons are very well planned with clear learning aims which are shared with the pupils. Pupils' understanding of their work and their ability to expand on their oral and written contributions are developed well through good and purposeful questioning.
69. Overall, tasks set are well differentiated which enable pupils across the ability range to accomplish them successfully.
70. Teachers use a good range of techniques to extend the pupils' bilingual skills. The immersion method adopted recently in KS1 is effective. In KS2, teachers plan for the development of pupils' 'dual literacy' skills; at times, however, the planning and linguistic tasks set for some pupils do not match their skills in Welsh.
71. Teachers have good subject knowledge. Appropriate use is made of teaching strategies and resources which ensure that equal opportunities are provided for all.
72. Pupils are grouped according to ability into upper, middle and lower bands thereby facilitating the monitoring process and the reviewing of progress. Pupils' individual portfolios include samples of work in core subjects and provide a valuable record of pupils' general progress. The school has an appropriate system for assessing core and foundation subjects and overall, teachers use the information well to improve teaching and learning.
73. Pupils' work is regularly and conscientiously marked. In the best practice, appropriate comments are written in pupils' books to motivate them to improve their work but it is not a consistent practice across classes. Generally, learners are not made aware of their strengths and weaknesses and are insufficiently involved in planning their own progress and improvement.
74. Work has started on collating levelled samples of pupils' work in subject portfolios. This facilitates the task of assessing according to the National Curriculum level descriptions at the end of a key stage.
75. Procedures for identifying and assessing pupils with SEN comply with statutory requirements. The SEN register includes detailed records of pupils' progress and achievements.
76. Recording and reporting procedures comply with statutory requirements. A good summary of pupils' achievements is provided in annual reports to parents, although insufficient guidelines are given

about the next stages of learning.

**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**

77. The inspection team's findings match the judgement made by the school in its self-evaluation report.
78. Pupils have access to a broad and balanced curriculum. Detailed and comprehensive schemes of work ensure that pupils have varied and interesting experiences. Schemes of work in all subjects are implemented effectively. There are clear aims and objectives to the teaching and learning.
79. A range of extra-curricular, cultural and sporting activities including clubs such as science, football and netball clubs and Urdd meetings enrich pupils' experiences.
80. The school has practical methods of meeting pupils' individual needs. Support given by assistants in classes to pupils with additional and special needs is good. Homework and relevant reading work, which are set regularly, afford good support to the learning.
81. The school pays particular attention to developing pupils' communication skills in Welsh and English. Since September, Welsh is the medium of education in reception and for the first two terms in Y1; after this, Welsh and English are used across the curriculum. This arrangement has already had a positive influence on developing pupils' bilingual skills, especially in KS1. In KS2, pupils' oral skills develop well but pupils' reading and writing skills in Welsh do not match their skills in English.
82. The diversity of experiences provided for pupils in lessons, collective worship sessions and in the general life of the school promotes their spiritual, moral, social and cultural development well. During collective worship sessions, pupils are given very good opportunities for quiet reflection and celebrating achievements providing them with valuable and enriching experiences.
83. The cwricwlwm Cymreig permeates the work of the school; pupils study the work of Welsh artists and musicians and investigate the geography and history of Wales. The school has forged strong links with Lesotho which helps to develop pupils' awareness of worldwide citizenship.
84. Sustainable development is fostered well within the school and the school aims to achieve the green banner as an Eco-School. Pupils are aware of the need to recycle paper and rubbish, and bins are placed around the school for this purpose. A garden has been created on school grounds with the help of parents thereby giving children the

opportunity to look after plants and wild life. Sponsorship was provided by "Menter Môn" for growing trees on the school ground. As a result, pupils have a clear concept of ownership and responsibility towards each other and the environment.

85. Partnership with parents is very good. Parents clearly appreciate the successful work and efforts of the school. Many contribute directly to the work of the school, in classes, clubs in the evening or in other activities. The "Cymdeithas Rhieni" is an enthusiastic, supportive and flourishing organisation and contributes well to the life of the school. The high quality information provided for parents includes a termly calendar, letters, reports and also formal meetings. However, a number of parents wish to receive more information about what is taught and guidelines on the next learning stage for their children. The home/school contract is an appropriate document which is distributed to and signed by all parents.
86. The school is extremely important to the village and the area and links are strong and supportive; the community displaying clear appreciation of the work of the school. Response from members of the community and institutions to events and celebrations in the school is very good. The school also has good links with colleges, the nursery, junior and secondary schools. Student teachers and students in other fields of study gain valuable experiences in the school. Transfer arrangements of Y6 pupils to the secondary sector is also good.
87. The school does not have a policy on providing work-related education but a relevant structure is in place to further develop links with industry such as links with 'Gyrfa Cymru'. Close links have been established with local businesses such as a local building company.

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

<b>Grade 1 : Good with outstanding features</b>
---

88. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report.
89. Procedures for ensuring the care, health and safety and well being of pupils are outstanding features of the work of the school.
90. The school follows county guidelines in order to ensure that the procedures for pupils' health and safety are effective. Each member of staff has a copy of the policy and there are self-evaluation comments in the document.
91. The school makes a special effort through various projects to promote the health and well being of pupils. It promotes the development of health through the "Healthy Schools Project". The school nurse



contributes purposefully to pupils' personal and social education programme.

92. Registers are marked and administrated appropriately and the monitoring of attendance is good. Punctuality is good.
93. The school has an appropriate child protection policy which is implemented effectively. The headteacher attends courses on relevant issues at least once a year. Each member of staff has received First Aid training and guidance on child protection procedures.
94. Schemes of work at all levels including a PSE programme are comprehensive. The PSE co-ordinator has ensured continuity and balance throughout the school by creating a record sheet for each year. Weekly purposeful Circle Time is allocated to every class. Since September 2004, a series of themes have been designed for morning assemblies with further attention being paid to these in every class during Circle Time. A school council has not yet been established.
95. The provision for pupils with SEN is good. The SEN policy outlines an effective system for the early identification of special needs. There is a comprehensive file on SEN procedures and the work is co-ordinated effectively by the headteacher. Pupils with SEN are fully included in school life.
96. A SEN unit is located within the school which receives pupils from other schools for the morning sessions. The teacher responsible for the unit works closely with the staff of the school to ensure sustained support for pupils who need extra help within the school. Parents work closely with the teachers to satisfy requirements and monitor their child's progress. Pupils' progress is monitored carefully by the teachers, and pupils receive extra help according to their needs.
97. The school ensures a safe and happy environment where every pupil is motivated and challenged to fulfil his/her potential. Pupils are courteous and well mannered, willing to co-operate and share, and they show pride in the accomplishments of others.
98. The school has very firm policies and procedures for dealing with any cases of aggressive, oppressive behaviour or bullying. There are clear policies and procedures for addressing racism. The school promotes the value of each individual according to his/her cultural background.

## Leadership and management

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

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

99. The inspection team's findings match the judgement made by the school in its self-evaluation report.
100. The school is very well led by the headteacher. She has a clear vision about the future direction of the school and about what action is needed to ensure further improvements. She is fully supported by the deputy headteacher in the efforts to realise the aims and objectives of the school.
101. The school has clear aims and objectives which promote equal opportunities in all aspects of the work of the school. Each member of staff's contribution is appreciated and an atmosphere of co-operation and trust characterises the life of the school.
102. The school pays due consideration to national priorities, new initiatives and local partnerships. The input of pupils, staff and governors to initiatives such as a green school and healthy eating contributes directly to the quality of school life and its environment. The school works closely with the primary schools in the cluster, the secondary school and its two feeder nursery schools.
103. Target setting is well developed in the school. Co-ordinators have started the work of monitoring subjects and preparing reports on their areas of responsibility.
104. The school development plan (SDP) is a valuable tool in the school's management strategy. It establishes realistic aims and objectives based on the needs of the school.
105. Effective procedures are in place for identifying staff training needs and promoting their professional development. Staff attend courses that extend their skills and knowledge and contribute to the general raising of standards across the school.
106. The governing body is active and very supportive of all the work and development of the school. Its members are frequent visitors to the school and contribute directly to the school's strategic planning through meetings of its various sub committees and meetings of the full governing body. They have started to monitor the quality of provision but their contribution to the self-evaluation process is insufficiently developed.
107. The governing body meets at least six times a year and achieves all its legal and regulatory requirements.

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

<b>Grade 2 : Good features and no important shortcomings</b>
--

108. The inspection team's findings match the judgement made by the school in its self-evaluation report.
109. The headteacher, staff and governors are committed to raising standards and improving the quality of educational provision.
110. A clear culture of self-evaluation has been established in the school. Co-ordinators are given opportunities to have an overview of pupils' work across the school and report back to their colleagues. Up to now, no formalised self-evaluation programme over a period of time has been drawn up to identify the aspects and subjects to be addressed together with class observation schedules.
111. The headteacher evaluates the quality of the teaching effectively. She uses the information gathered to plan for further improvements. At present, a formal method of gathering the views of pupils and parents does not exist.
112. The quality of the SDP is good. It includes all the appropriate steps for future planning and priorities are carefully costed and supported by ensuring sufficient resources.
113. The school undertakes a detailed analysis of test results, including baseline results in the early years, teacher assessments and National Curriculum tests in KS2. Effective use is also made of local, county and national comparative data including any differences in the performances of boys and girls. Good use is made of the evidence to improve the teaching and learning.
114. The school's self-evaluation report is of good quality. It is succinct and clear identifying strengths and areas in need of improvement.
115. Overall, the inspection team agreed with the school's analysis of its strengths and areas in need of improvement in its self-evaluation. The inspection team agreed with the judgement of the school in five of the seven key questions.
116. The school has made very good progress since the last inspection. Key issues have been well addressed and, as a result, have impacted positively on standards of achievement throughout the school.

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

<b>Grade 2 : Good features and no important shortcomings</b>
--

117. The inspection team's findings match the judgement made by the school in its self-evaluation report.
118. The school has sufficient appropriately qualified staff to support its needs. Staff expertise is used effectively and an arrangement to exchange staff for presenting different aspects of the curriculum to various classes has a positive influence on standards.
119. All members of staff across the school work together very well. Assistants give valuable help and are used effectively in classes.
120. The secretary and all support staff help the school fulfil its work effectively and efficiently.
121. The school has a well-planned in-service training programme and procedures for staff development. The programme has contributed towards developing high quality schemes of work.
122. The school has sufficient resources for all age ranges and generally, for every subject. They are used effectively and, overall they are in good condition. The recent significant investment in ICT equipment and resources is already impacting positively on standards in this field.
123. Since the last inspection, extensions have been made to school buildings; these include a central library where a good collection of reference books and fiction is housed. The main building and school grounds are well maintained and kept clean and tidy. However, the two mobile classrooms are in poor condition and there are plans in place to build permanent classrooms in the near future. There is no discrete play area for the under-fives. The imaginative use of exhibitions of pupils' work especially in art, as well as other learning materials creates a stimulating learning environment.
124. The school makes good use of the local environment, the community and educational locations to enrich pupils' learning. In addition, contributions by visitors to the school from near and further afield, such as Lesotho, provide the pupils with realistic and unique experiences of the life and work of people from different social, educational, ethnic and linguistic backgrounds.
125. Spending decisions are well matched to the school's priorities. The headteacher and governors regularly review, revise and evaluate needs and the use of resources. The budget is well managed and the school gives good value for money.

## Welsh

<b>KS1 Grade 2 : Good features and no important shortcomings</b>
--

<b>KS2 Grade 3 : Good features outweigh shortcomings</b>
--

### Good features

126. In both key stages, pupils listen attentively to the teachers and fellow pupils. They extend their learning by responding to a variety of questions and stimuli.
127. In KS1, standards are good in speaking, reading and writing. In KS2, oracy standards have improved since the last inspection and at present they are good; standards in reading and writing remain satisfactory
128. Key Stage 1 pupils respond enthusiastically to stories read to them and many are able to give extended responses. KS2 pupils become increasingly more confident in conversing and discussing in Welsh and using the language in a variety of contexts. They discuss familiar issues well.
129. Pupils' oracy skills are fostered further through the opportunities they are given to use Welsh publicly such as in services and concerts.
130. Reading skills of KS1 pupils are developing well. Pupils are able to refer to the characteristics of a book such as the cover and the author. They read words which are familiar to them correctly and the more able pupils read meaningfully with good intonation. The more able pupils in KS2 are developing into confident readers. They discuss characters and events in books maturely and fluently. They use their knowledge of the alphabet to develop their skills to locate words in a dictionary and reference books.
131. In KS1, the majority of pupils make good progress in their writing. They learn to form letters, space words and write simple sentences. KS2 pupils write in different forms and in response to different stimuli. They respond well to various literary texts and the more able write correctly and in an extended form.

### Shortcomings

132. The reading skills of a number of KS2 pupils are underdeveloped, especially when dealing with unfamiliar material and texts. This restricts ability to search for information from different pupils' sources.
133. A significant minority of pupils in KS2 have difficulty in structuring sentences, writing accurately and expressing themselves.

## Mathematics

<b>Grade 2 : Good features and no important shortcomings in KS1 and KS2</b>
---

### Good features

134. The more able pupils at the upper end of KS1 use appropriate mathematical language and try different approaches to solve difficulties. They are able to perceive patterns and identify odd and even numbers.
135. The more able pupils at the upper end of KS1 can classify two and three-dimensional shapes by using properties such as reflective symmetry. They use standard and non-standard measurements for work on length, volume, mass and time. The less able children at the upper end of KS1 discuss their work simply and use objects or pictures to represent their work. They are able to add, subtract, count and sort numbers up to 20.
136. Pupils at the lower end of KS2 choose their own strategies to calculate, such as adding nine to different numbers. A number of pupils use mental arithmetic methods effectively.
137. Year 4 pupils estimate the length of objects in the class sensibly and correctly using standard and non-standard measurements.
138. Year 4 and Y5 pupils are able to recall mathematical concepts taught in previous lessons well. The more able pupils in Y5 can create a time table of their own and recognise the equivalence between 12 – and 24-hour clock times.
139. The majority of Y6 pupils are able to explain methods of looking at symmetrical lines responding accurately to questions about rotational symmetry. Pupils respond well to mental strategies.
140. Pupils in KS1 and KS2 use computer programmes well to refine their numeracy skills and to reinforce concepts. Overall, they present their work neatly and in an orderly fashion.

### Shortcomings

141. Overall, KS2 pupils' skills in gathering, representing and interpreting data are insufficiently developed.

## History

<b>Grade 2 : Good features and no important shortcomings in KS1 and KS2</b>
---

### Good features

142. In KS1, pupils develop good awareness of chronology. By looking at photographs of the past and handling and discussing artefacts, they become aware of the changes which have occurred in peoples' lives over a period of time.
143. They discuss intelligently the use of different equipment in the past and compare them with the kind of equipment used today. They record their work effectively in a variety of ways.
144. Year 4 pupils develop good understanding of chronology by referring to a time line in the classroom recording events relevant to their investigation. They make good use of their visit to the museum in Llanberis and other sources of information to research information. They record their findings appropriately in various ways.
145. Year 4 and Y5 pupils have good knowledge of the Celtic society. They compare skilfully the farming methods of today with the customs of the Celts. They make good use of ICT to extend their knowledge.
146. Year 6 pupils' historical enquiry skills are developing well. They use a wide range of sources to find evidence which helps them to ask and answer questions about the past. Their knowledge and understanding of local history and the history of Wales develops well through their studies, visits and visitors to the school who share their experiences with the pupils and answer their questions.

## Art

<b>Grade 1: Good with outstanding features in KS1 and KS2</b>
---

### Good features

147. Pupils in KS1 and KS2 pupils benefit greatly from the opportunities they are provided to use a range of materials and equipment within art lessons.
148. Pupils use techniques learnt in art lessons to enrich their experiences in their work across the curriculum, for example combining work on various environmental themes with work in art by creating a "Collage" to be exhibited in the hall.
149. In KS1, pupils investigate visual features such as line, colour, pattern and shape effectively. Year 1 pupils observe in detail and record

correctly, using specific shape and colour. They describe their feelings or thoughts well when discussing their work.

150. In KS2, pupils develop very good observational skills and display awareness of shape and tone, form and pattern in their work.
151. Year 3 pupils make good use of the computer programmes “Fresco” and “Paint” in their work on the Celts. Year 4 pupils respond well to the patterns they saw on their visit to a museum in Ffestiniog.
152. Key Stage 2 pupils have a good understanding of the work of famous artists such as Van Gogh, Picasso and Welsh artists such as Kyffin Williams; they emulate their techniques very well. The quality of pupils' work based on Georges Seurat's “Pointillism” work and the pastel work of Paul Cézanne is very good.
153. Pupils benefit greatly from visits made to the school by various artists and also from frequent visits to art galleries.
154. Pupils can evaluate and criticise their own work effectively. They display understanding of the visual language of art, namely line, shade, colour, pattern, quality, shape, form and space.

## **Physical education**

<b>Grade 2 : Good features and no important shortcomings in KS1 and KS2</b>
---

### **Good features**

155. The vast majority of pupils across the school listen well to instructions. They make good use of internal and external facilities for various activities and are aware of safety requirements.
156. Year 1 pupils achieve good standards in changing rhythm, pace, level and direction in a simple dance. Year 2 pupils develop increasing control over their bodies when travelling in different ways around the hall. The most able pupils can create and maintain movements which emphasise changes in shape and level.
157. Year 3 pupils listen attentively to instructions to complete their warm-up activities successfully. Their passing and catching skills are developing well.
158. Year 6 pupils quickly develop skills in handling a rugby ball. Increasingly, they become more confident in picking up a ball, running with it and passing it correctly.
159. Pupils in both key stages succeed in improving their skills by evaluating their own performance and that of others.



160. Pupils in both key stages enjoy the activities. They are aware of the importance of physical exercise for their own health and well-being and the effect different exercises have on the different parts of the body.
161. Many pupils take part in a good range of extra-curricular activities and achieve success in various competitions held in the area.

### **Shortcomings**

162. A minority of Y2 pupils experience difficulty in creating a shape sequence which demonstrates the flow and quality of their work in gymnastics.

### **Religious education**

<b>KS1 Grade 1 : Good with outstanding features</b>
---

<b>KS2 Grade 2 : Good features and no important shortcomings</b>
--

### **Good features**

163. Pupils in both key stages develop a good understanding of religious ceremonies and the significance of prayer. They write meaningful prayers and read them well.
164. In both key stages, they are familiar with Bible stories and are able to recall them successfully orally, visually and in writing. Pupils have a good understanding of important symbols and of the diversity of celebrations and services.
165. In both key stages, pupils' understanding of the significance of places of worship is extended by visits to the local chapel and church and by speaking to religious leaders. KS1 pupils are able to discuss their visit to the local church in detail referring to specific areas and what happens there.
166. Key Stage 2 pupils develop their knowledge and understanding of Christian beliefs and practices well. They also develop good awareness of other religions represented in Britain, such as "Ramadan" in the life of a Muslim.
167. Pupils in KS2 gather information effectively from different sources, such as web sites and educational packages.
168. Key stage 2 pupils display very sincere values, attitudes and feelings when considering issues of friendship and loyalty in relation to appreciating friends and family as a source of love and support. They develop knowledge and skills which enable them to consider sensibly issues relating to World Wide Citizenship.

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

The inspection findings recognises that we have made very good progress since the last inspection. We are pleased that the inspectors found that pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are outstanding features in the school. Pupils work in an orderly fashion and develop purposeful independent learning skills. Older pupils discuss maturely and intelligently. As well as displaying enthusiasm for their work, it was reported that our pupils behave very well on all occasions and that the respect they show towards others is a notable feature of the school. It is pleasing to note that the quality of teaching has improved significantly since the last inspection and that the percentage of good and very good lessons is significantly above the Welsh Assembly Government's all-Wales target.

The governors appreciate the inspectors' findings that procedures to ensure the care, health and safety and welfare of pupils are outstanding features in the work of the school. Most importantly, the inspection report confirms that it is a safe and happy school environment where every pupil is motivated and challenged to fulfil his/her potential.

The staff and governors will address the inspection recommendations in its action plan. Raising pupils' standards of achievement in Welsh in KS2 is already included in the school development plan and, before the end of the school year, we will have provided parents with additional information on pupils' achievement and what is taught.

We will strengthen the self-evaluation procedures by drawing up a specific programme which identifies the aspects and subjects which are to be addressed together with class observation schedules. The role of the governors in the process will be developed further. We will also develop further the school's assessment system by including the pupils in the process of assessing their own progress.

The report recommends that the school works with the local education authority to realise, as soon as possible, the plans to replace the mobile classrooms with purpose built accommodation. The LEA has now confirmed that the new extension will be finished by September 2005 and that there will be an appropriate play area for the under-fives.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

## Appendix A

### Basic information about the school

Name of school	Ysgol Gynradd Llandegfan
School type	Community
Age-range of	4-11
Address of school	Llandegfan Anglesey
Post-code	LL59 5UW
Telephone number	01248 713431

Headteacher	Mrs Carol Jones
Date of appointment	July 2001
Chair of governors/ Appropriate authority	Mr Mick Barlow
Registered inspector	Mr D Gwynfor Evans
Dates of inspection	18-10-04 to 20-10-04

## Appendix B

### School data and indicators

Number of in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of	0	10	24	15	23	32	15	26	145

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	0	7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.7:1
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1.15:1

Term	R	Whole School
Autumn 2003	91	93.9
Spring 2004	93.6	94.9
Summer 2004	93.1	94.6

Percentage of pupils entitled to free school meals	6.4
Number of excluded during 12 months prior to inspection	0

## Appendix C

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

National Curriculum Assessment KS 1 Results 2004			Number of pupils in Y2		22			
Percentage of pupils at each level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School	0	0	5	81	14	0
		National	1	2	11	64	23	0
English	Teacher Assessment	School	0	0	0	62	38	0
		National	0	3	14	63	20	0
Mathematics	Teacher Assessment	School	0	0	5	52	43	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	5	62	33	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	91%	In Wales	79%

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 KS 2 Results 2004								Number of pupils in Y6		26		
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	4	22	41	33	0
		National	0	0	0	0	0	6	16	45	31	0
	Test/Task	School	0	0	0	0	0	4	7	37	52	0
		National	1	1	2	0	0	6	14	41	33	0
Welsh	Teacher Assessment	School	0	0	0	0	0	0	46	54	0	0
		National	1	0	0	1	0	4	18	51	25	0
	Test/Task	School	0	0	0	0	0	0	42	46	12	0
		National	1	2	0	0	0	3	19	51	21	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	33	30	37	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	4	11	52	33	0
		National	0	2	1	0	0	4	18	41	34	0
Science	Teacher Assessment	School	0	0	0	0	0	4	22	41	33	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	8	35	58	0
		National	1	2	0	0	0	1	10	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	67%	In the school	85%
In Wales	71%	In Wales	71%

- D Pupils who are exempted 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 D

### Evidence base of the inspection

- The inspection was conducted by a team of three inspectors over a period of three days.
- The head was the nominee.
- Thirty lessons or parts of lessons were inspected and a selection of pupils' practical and written work was scrutinised.
- Registration activities, collective worship sessions and extra curricular activities were observed.
- Discussions were held with staff and pupils about their work.
- All documentation presented by the school prior to and during the inspection was analysed.
- Pre-inspection meetings were held with staff, parents and governing body.
- Eighteen parents attended the pre-inspection meeting and 53 completed questionnaires by parents were analysed.
- Post inspection meetings were held with the staff and governing body

## Appendix E

### Composition and responsibilities of the inspection team

Team Member	Responsibilities	Responsibilities
Mr D G Evans RI	Context Summary and recommendations Key questions 1, 5, 6 and 7	Welsh history physical education
Mrs N Williams Team	Key questions 2, 3 and 4	mathematics art religious education
Mr W Owen Lay	Contributions to questions 1, 3, 4 and 7	

### Acknowledgement

The inspectors wish to express their thanks to the governors, head, staff pupils and parents of the school for their co-operation and courtesy during the inspection period.

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

**Ysgol Llandegfan  
Llandegfan  
Menai Bridge  
Anglesey  
LL59 5UW**

**A SUMMARY REPORT FOR PARENTS**

**Date of Inspection: 18th – 20th October 2004**

**by**

**Mr D Gwynfor Evans  
W00515682**

**Date: 20th December 2004**

**Under Estyn contract number: T/18/04P**

© Crown Copyright 2004

This Report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

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.

Ysgol Llandegfan was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Llandegfan took place between 18 – 20th October 2004. An independent team of inspectors, led by Mr DG Evans 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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



## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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

The governing body is responsible for changing its development plan to incorporate the implementation of action points in response to the recommendations within 45 working days of receiving this report, demonstrating how the school intends dealing with the recommendations. This plan or a summary of it will be distributed to all parents.

## **Context**

### **The nature of the provider**

Ysgol Llandegfan is situated in the village of Llandegfan near Menai Bridge in Anglesey. The school serves the village and the surrounding rural area. According to the school, pupils come from a mainly prosperous background; about 6% of pupils are entitled to free school meals.

During the period of the inspection, there were 145 pupils on the school roll compared with 167 at the time of the last inspection in 1998. Five pupils have statements of special educational needs (SEN) and there are a further 26 pupils on the SEN register. A SEN Unit serving the area is also situated within school.

Approximately 23% of pupils come from homes where Welsh is the main language but it is estimated that Welsh is the mother tongue of 31% of pupils or that they speak it to an equivalent standard by the end of KS2. Welsh is the medium of education in the reception class and for the first two terms in Y1; following this, pupils are educated through the medium of Welsh and English with the aim that they become bilingual by the end of KS2.

The school was last inspected in 1998. The headteacher has been in post since July 2001.

### **The school's priorities and targets**

The following priorities are listed in the school development plan (SDP) for 2004-2005 :

- improving the standard of Welsh throughout the school and developing dual literacy skills;
- continuing to develop provision, opportunities and standards in physical education throughout the school;
- developing the ICT skills of staff and pupils in both key stages;
- raising boys' literacy standards.

## Summary

### Table of grades awarded

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

### Standards

During the inspection, pupils' general standards of achievement in lessons observed were as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	17%	63%	20%	0%	0%

In KS1 and KS2, pupils' standards of achievement in the subjects inspected were as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 3
Mathematics	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 1	Grade 1
Physical education	Grade 2	Grade 2
Religious education	Grade 1	Grade 2

The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make very good progress towards the Desirable Outcomes for Children's Learning.

Under-fives make good progress in all key skills.

In KS1 and KS2, pupils achieve grade two standards in speaking and listening skills in both Welsh and English. Standards of reading and writing are grade two in KS1; they are grade two in English in KS2 and grade three standards in Welsh. Pupils make good use of their numeracy skills across the curriculum; they make increasing use of ICT in various subjects and achieve grade three standards.

Pupils' bilingual proficiency skills have improved significantly since the last inspection especially the development of pupils' oral skills. Their reading and writing skills are not as secure in Welsh as they are in English and, overall achieve grade three standards. Bilingualism is successfully integrated into the general life of the school.

Pupils' creative, personal and social skills are developing very well. They display good problem solving skills.

Pupils with SEN make good progress and, generally achieve the targets set for them.

In 2004, teacher assessment results of pupils' performance at the end of KS1, in Welsh, English, mathematics and science, are slightly higher than similar schools throughout Wales and higher than in the county and the results in the cluster of schools.

In KS2 in 2004 in NC tests, pupils' achievements in English, mathematics and science compared favourably with similar schools in Wales and are higher than the results in the county and the cluster of schools. Results in Welsh were lower than local and national averages. Girls outperform boys significantly, especially in Welsh.

Pupils' attitude to learning, the interest they show in their work and their ability to concentrate are outstanding features.

The majority of pupils make good progress in acquiring new skills, understanding and knowledge. They work in an orderly fashion and develop purposeful, independent learning skills. Generally, however, pupils have insufficient awareness and understanding of their strengths and weaknesses and what they need to do to achieve higher standards.

All pupils behave very well. Older pupils develop into responsible and mature individuals.

The vast majority of pupils attend school regularly and arrive punctually; the average attendance rate over the last three full terms was 94.5%.

Throughout the school, pupils' understanding of equal opportunities issues is developing very well. Pupils respect the diversity of beliefs, attitudes and cultural traditions within society.

Pupils display an increasing awareness of the world of work and the workplace.

## The quality of the education and training

In lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	53%	17%	0%	0%

These percentages are significantly higher than targets set by the Welsh Assembly Government (WAG) of 95% of lessons being satisfactory or better and 50% being good or better. The quality of teaching has improved significantly since the last inspection.

Teachers have very good relationships with their pupils. The vast majority of lessons are very well planned with clear learning aims which are shared with the pupils. Pupils' understanding of their work and their ability to expand on their oral and written contributions are developed well through good and purposeful questioning. Overall, the tasks set are well differentiated which enable pupils across the ability range to accomplish them successfully.

Teachers use a good range of techniques to extend pupils' bilingual skills. The immersion method adopted recently in KS1 is effective. In KS2, teachers plan for developing pupils' 'dual literacy' skills; at times, however, the planning and linguistic tasks set for some pupils do not match their skills in Welsh.

Teachers have good subject knowledge. Appropriate use is made of teaching strategies and resources which ensure that equal opportunities are afforded to all.

The school has an appropriate system to assess the progress and attainment of pupils and overall, teachers use the information well to improve the teaching and learning. Pupils' work is marked regularly. In the best practice, appropriate comments are written in pupils' books to motivate them to improve their work but it is not a consistent practice across classes. Subject portfolios, which are being developed, contribute well to the assessment process.

The method of recording and reporting complies with statutory requirements. A good summary of pupils' attainment is provided in the annual reports to parents although insufficient guidance is given on the next stages of learning.

The school ensures that pupils have equal access to a broad and balanced curriculum. The planning and provision for learning in the early years is very good. The good quality policies and schemes of work for every subject in the long, medium and short term ensure balance, flexibility and progression across the curriculum.

The cwricwlwm Cymreig is given prominence in the experiences provided for pupils. Pupils display good awareness of the life styles, beliefs and cultures of other people especially through the school's links with Lesotho.

Pupils have a good understanding of sustainable development and are aware of their responsibility towards the environment.

A variety of learning experiences within lessons, in collective worship sessions and in the general life of the school promote pupils' spiritual, moral,

social and cultural development well. During collective worship, pupils are given very good opportunities for quiet reflection and celebrating achievement, providing them with valuable and enriching experiences.

Procedures to ensure the care, health and safety of pupils are outstanding features of the work of the school. The school has health and safety and child protection policies which are implemented effectively. Risk assessments are held regularly. The school environment is happy and safe where all pupils are motivated and challenged to achieve their full potential.

Provision for pupils with SEN is good and meets the requirements of the Code of Practice (CoP). The programme for personal and social education (PSE) is implemented effectively.

Links with parents are very good. Parents contribute well in a variety of ways to the life and work of the school. Parents are provided with a range of information but a number of parents would like more information about what is taught. Partnership with the community and other schools is effective. An appropriate structure is in place to further develop links with business and industry.

## **Leadership and management**

The school is very well led by the headteacher. She has a clear vision about the future direction of the school and about what action is needed to ensure further improvements. She is fully supported by the deputy headteacher in the efforts to realise the aims and objectives of the school.

The school has clear aims and objectives which promote equal opportunities in all aspects of the work of the school. Each member of staff's contribution is appreciated and an atmosphere of co-operation and trust characterises the life of the school.

Target setting has developed well in the school. Effective arrangements exist to identify staff training needs and promote their professional development.

A clear culture of self-evaluation has been established in the school. Co-ordinators are given opportunities to have an overview of the work of pupils across the school and report back to their colleagues. Up to now, no formalised self-evaluation programme has been drawn up over a period of time to identify aspects and subjects to be addressed together with class observation schedules.

The school development plan (SDP) is a valuable tool in the management strategy of the school. It establishes realistic aims and targets based on the school's needs.

The school has made very good progress since the last inspection. Key issues are well addressed and as a result this has impacted positively on pupils' standards of achievement.

The governing body is active and very supportive of all the work and development of the school. Its members are regular visitors to the school and contribute directly to the school's strategic planning through meetings of the

various sub-committees and full meetings of the governing body. They have started to monitor the quality of provision but their contribution to the process of self-evaluation is insufficiently developed at present.

The school has sufficient appropriately qualified staff to support its needs. Staff expertise is used effectively and an arrangement to exchange staff for presenting different aspects of the curriculum to various classes has a positive influence on standards.

The school has sufficient resources for all age ranges and generally, for every subject. They are used effectively and, overall, are in good condition. Since the last inspection, the accommodation has been extended thereby securing a central library for the school. The main school building and school grounds are in good condition and are kept clean and tidy. However, the two mobile classrooms are in poor condition and there are plans in place to build permanent classrooms in the near future. There is no discrete play area for the under-fives. The school makes good use of the local environment, the community, visits and visitors to the school to enrich pupils' learning.

## **Recommendations**

In order to improve the school in the areas inspected, the staff and governing body need to:

1. continue with their efforts to raise pupils' standards of achievement in Welsh in KS2 and to further develop their bilingual skills;
2. further develop the school's assessment system by including the pupils in the process of assessing their own progress and promoting their understanding of how they can improve;
3. increase the information provided for parents on what is taught and what pupils achieve;
4. strengthen self-evaluation procedures by:
  - drawing up a specific programme over a period of time identifying the aspects and subjects which are to be addressed together with class observation schedules,
  - further develop the role of the governing body in the process;
5. in cooperation with the LEA, realise as soon as possible, the plans to replace the mobile classrooms with purpose built accommodation and to provide an appropriate play area for the under-fives.