

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

A report on the quality of education in

**Ysgol Llanfawr
Ffordd Tudur
Morawelon
Holyhead
Anglesey
LL65 2DS**

School number: 6602169

Date of inspection: 4 May 2010

by

**Merfyn Lloyd Jones
78218**

Date of publication: 7 July 2010

Under Estyn contract number: 1120109

© Queen's Printer and Controller of HMSO 2010: 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 copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, 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.

Introduction

Ysgol Llanfawr 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 Llanfawr took place between 04/05/10 and 06/05/10. An independent team of inspectors, led by Merfyn Lloyd Jones 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

| | |
|-------------------------|--------------------------|
| Nearly all | with very few exceptions |
| Most | 90% or more |
| Many | 70% or more |
| A majority | over 60% |
| Half/around half | close to 50% |
| A minority | below 40% |
| Few | below 20% |
| Very few | less than 10% |

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **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' ® refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

| Contents | Page |
|--|-------------|
| Context | 1 |
| Summary | 1 |
| Recommendations | 7 |
| Standards | 7 |
| Key Question 1: How well do learners achieve? | 7 |
| The quality of education and training | 10 |
| Key Question 2: How effective are teaching, training and assessment? | 10 |
| 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? | 13 |
| Leadership and management | 15 |
| Key Question 5: How effective are leadership and strategic management? | 15 |
| Key Question 6: How well do leaders and managers evaluate and improve quality and standards? | 16 |
| Key Question 7: How efficient are leaders and managers in using resources? | 17 |
| Standards achieved in subjects and areas of learning | 18 |
| Foundation phase | 18 |
| English | 21 |
| Welsh second language | 22 |
| Mathematics | 23 |
| Science | 24 |
| Information and communications technology | 25 |
| Design and technology | 26 |
| History | 26 |
| Geography | 27 |
| Art and design | 28 |
| Music | 29 |
| Physical education | 29 |
| Religious education | 30 |
| School's response to the inspection | 31 |
| Appendices | 32 |
| 1 Basic information about the school | 32 |
| 2 School data and indicators | 32 |
| 3 National Curriculum assessments results | 33 |
| 4 Evidence base of the inspection | 35 |
| 5 Composition and responsibilities of the inspection team | 35 |

Context

The nature of the provider

- 1 Llanfawr Community Primary school is situated in the Morawelon district of the town of Holyhead on the Isle of Anglesey and is administered by Anglesey County Council. The ethnic background of almost all pupils is white and the language of communication in the home is English. The school describes the area as not being prosperous and economically disadvantaged. Many pupils who attend the school live within a 'Communities First' area.
- 2 The school caters for pupils with the full ability range between the age of four and eleven years. Information from baseline assessments indicates that pupils' attainment on entry to the school is significantly less than the Local Authority (LA) average. There are currently 141 pupils on the school register from reception to Year (Y) 6. In addition, 20 children attend the nursery part-time in the mornings. Nursery children are admitted to school in the academic year in which they are four years old.
- 3 Seven pupils have a statement of special educational needs (SEN) and another 48 pupils are either on school action or school action plus for extra support. Two pupils are 'looked after' by the LA and two pupils receive support in English as an additional language (EAL). Half the pupils are registered as entitled to receive free school meals. This is significantly higher than the LA and the all-Wales average.
- 4 The current headteacher has been in post since October 2008. In addition to the headteacher and deputy there are five full-time teachers at the school. Full time pupils are arranged into five classes. Pupil numbers have dropped by 30 since the school was last inspected in July 2004.

The school's priorities and targets

- 5 The school's main priorities and targets for 2009-2010 include:
 - raising standards in English at key stage 1;
 - raising standards in English and mathematics in Y5;
 - improving the end of key stage results at both key stages; and
 - improving pupil attendance.

Summary

- 6 Ysgol Llanfawr is a good school with many strong features. It is a school where pupils feel safe, respected and valued. It is a warm friendly school, which provides a happy secure environment where pupils are keen to learn. There are very good relationships at all levels. Most pupils make good progress and achieve good standards in relation to their age and ability. The headteacher and staff are committed and hard working.

Table of grades awarded

| Key Question | Inspection grade |
|---|-------------------------|
| 1. How well do learners achieve? | Grade 2 |
| 2. How effective are teaching, training and assessment? | Grade 2 |
| 3. How well do the learning experiences meet the needs and interests of learners and the wider community? | Grade 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 |

7 The inspection team's judgements differ from those of the school's in two out of the seven key questions. The inspection team awarded a lower grade for key question 6 and the higher Grade 1 for key question 4.

8 Statutory teacher assessments in 2009 indicate that 59% of learners at key stage 1 achieved the core subject indicator (CSI) that is, the expected level 2 in the three subjects of English, mathematics and science compared to the national average of 81%.

9 In the same year at key stage 2, 73% of learners attained the CSI at level 4 or above when compared with the national average of 77%. When compared with similar schools, which have a similar number of learners entitled to receive free school meals, the school performance at key stage 1 is in the lowest 25% and in the highest 50% at key stage 2.

10 Consideration of the data over the past three years indicates that performance at key stage 1 has varied from the top 50% to the lowest 25%. The girls during this time have performed considerably better in English and mathematics; there has been no significant difference in science.

11 Taking into account that the baseline assessments of learners on entry is significantly lower than the LA and national averages the school's results over the past three years shows a steady improvement at key stage 2. When comparing the performance of girls with boys over the same time, no firm conclusions can be made as the results vary year on year.

12 Pupils' standards of achievement in the lessons observed were as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 6% | 83% | 11% | 0% | 0% |

13 These percentages compare favourably with the average percentages for the whole of Wales as reported by Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2008-2009 where overall standards in primary schools in Wales is Grade 1 and 2 in 84% of lessons of which 12% is Grade 1.

- 14 In the Foundation Phase, the children's standards of achievement are as follows:

| Foundation Phase overall grade | Grade 2 |
|---|----------------|
| Areas of Learning | |
| Personal and social development, wellbeing and cultural development | Grade 2 |
| Language, literacy and communications skills | Grade 2 |
| Mathematical development | Grade 2 |
| Knowledge and understanding of the world | Grade 2 |
| Creative development | Grade 2 |
| Physical development | Grade 2 |

- 15 Pupils' standards of achievement in the subjects inspected are as follows:

| Subject | Key Stage 1 | Key Stage 2 |
|---|--------------------|--------------------|
| English | Grade 2 | Grade 2 |
| Welsh second language | Grade 3 | Grade 3 |
| Mathematics | Grade 2 | Grade 2 |
| Science | Grade 2 | Grade 2 |
| Information and communications technology | Grade 2 | Grade 2 |
| Design and technology | Grade 2 | Grade 2 |
| History | Grade 2 | Grade 2 |
| Geography | Grade 2 | Grade 2 |
| Art and design | Grade 2 | Grade 2 |
| Music | Grade 2 | Grade 2 |
| Physical education | Grade 2 | Grade 2 |
| Religious education | Grade 2 | Grade 2 |

- 16 Overall, the education provided by the school effectively meets the range of pupils' needs. Many pupils enter the school with ability levels well below the LA averages. The inspection evidence shows that most pupils make good progress relative to their abilities and stages of development and achieve the agreed learning targets and goals.
- 17 On entry, many children exhibit low levels of language, mathematical and social skills. From this low point, children under five make good and sometimes very good progress in acquiring thinking, communications, numeracy and information and communications technology (ICT) skills.
- 18 Standards in the key skills of speaking, listening, reading, writing, numeracy and ICT in both key stage 1 and key stage 2 are good.
- 19 In the Foundation Phase most pupils make good progress in developing their bilingual skills. At key stages 1 and 2, pupils' confidence in their own oral ability is not sufficiently secure for them to use Welsh on a regular basis in informal situations around the school.
- 20 Pupils' spiritual, moral, social and cultural development is good. Their behaviour is outstanding; they are friendly and helpful to each other, very courteous to all staff and welcoming to visitors.

- 21 The average level of attendance over the last three complete terms is 91.6% which is well below the LA average. A few pupils regularly arrive late for registration in the mornings.
- 22 Throughout the school, pupils' understanding of equal opportunity issues is good. They recognise, understand and respect diversity of beliefs, attitudes and cultural traditions within a society. They are beginning to develop a good understanding of issues such as sustainability, recycling and the importance of the world of work and citizenship.

The quality of education and training

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

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 12% | 71% | 17% | 0% | 0% |

- 24 These percentages compare favourably with average percentages for the whole of Wales, as reported by HMCI's Annual Report for 2008-09, with the quality of teaching being good or better (Grade 1 and Grade 2) in 85% of lessons, and outstanding (Grade 1) in 17% of lessons.
- 25 The quality of teaching is good in every class and teachers have good knowledge of the Foundation Phase outcomes and the 2008 curriculum. Teachers skilfully manage and organise their classes, dealing sensitively with those pupils with SEN.
- 26 Lessons judged to be outstanding had features that included:
- energetic and lively presentations;
 - high expectations and effective questioning techniques which challenge and motivate pupils;
 - very effective use of classroom assistants to support groups of pupils; and
 - good subject knowledge pitched at the right level.
- 27 Lessons judged to have some shortcomings include:
- over-direction by teachers limits opportunities for pupils to take responsibility for their own learning;
 - success criteria not clear to the pupils and
 - pacing of lessons resulting in not enough time for pupils to complete tasks.
- 28 Provision for pupils' bilingual development in the Foundation Phase is progressing well. A range of opportunities are in place to support pupils' learning in this area. At key stages 1 and 2, teachers' use of incidental Welsh is improving and promotes the development of pupils' bilingual skills but this is not consistent across the school. There is generally insufficient regular use of Welsh to develop these skills progressively. This adversely affects pupils' confidence in the language.
- 29 The quality of assessment is good. Procedures are clear and meet statutory requirements. The quality of marking is good across the school. Work is regularly marked and teachers frequently make positive comments to help pupils

- understand what they need to do in order to improve their work. The school ensures that pupils' annual progress reports are clear, informative and useful.
- 30 The overall quality of the educational provision for the under fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes. At key stages 1 and 2, the quality and range of the learning experiences that all pupils receive is good. Careful planning ensures that all pupils have access to a broad and balanced curriculum.
 - 31 The school's planning for key and basic skills is good. Good provision is in place to develop pupils' knowledge of Welsh culture and heritage and 'Y Cwricwlwm Cymreig'.
 - 32 The school's provision for the healthy development, safety and well-being of all pupils is good.
 - 33 The range of extra-curricular activities is good, with pupils benefiting from a range of carefully planned visits and visitors to the school. Links with the Communities First project is a particular strength and enhances the learning experiences of pupils considerably.
 - 34 A structured programme to support the development of personal and social education (PSE) is very effectively promoted across the school. A variety of regular experiences promotes pupils' spiritual, moral and social development well.
 - 35 The school's partnership with parents, the community and other institutions is outstanding. The school has excellent and positive links with parents which support pupils' learning well. The school is an established part of the community.
 - 36 Sustainable development is an outstanding feature of school life. Most pupils have developed an excellent understanding of sustainable issues through energy efficiency awareness and initiatives and a very effective recycling programme.
 - 37 Pupils are exceptionally well cared for, guided and supported throughout their time in the school. Induction arrangements to help new pupils to settle into school are outstanding. The relationship with the 'Early Start' unit is of considerable benefit in helping pupils to settle quickly.
 - 38 The provision for pupils with SEN is good. The school's policy is comprehensive and complies with the revised code of practice and the framework for inclusive education.

Leadership and management

- 39 The headteacher provides sensitive and purposeful leadership. In the relative short time since his appointment he has created a sense of direction and successfully promotes shared values about learning, behaviour and relationships which promote equality for all.
- 40 Curriculum coordinators undertake their curricular responsibilities conscientiously but they recognise the need to further develop their role so that they begin to review more critically what work has been done and how standards can be improved.
- 41 Effective administrative support is provided which ensures that the day to day life of the school runs smoothly and effectively. The caretaker's contribution to the

work and life of the school is outstanding. The cleaners, canteen staff and midday supervisors also make a valuable contribution to the healthy ethos of the school and well being of the pupils. Their roles are clearly recognised as an important aspect of the daily life of the school contributing to the school functioning as a caring and supporting community.

- 42 The school takes good account of national and local priorities, for example the implementation of national changes for teaching, learning and assessment. Careful consideration is given to the LA Children's Plan when priorities are set.
- 43 The governing body is very supportive and aware of its responsibilities in helping to set the school's strategic direction.
- 44 A positive culture of self-evaluation is firmly embedded in the school. The team ethos established ensures that all the stakeholders are involved and committed to improving standards. However, monitoring reports tend to focus on provision and lack judgements on how well learners achieve.
- 45 Priorities in the school development plan (SDP) are agreed following careful audits and analysis of available information and sets out clearly the action required. However, it does not focus sufficiently on what needs to be improved in relation to standards and specific performance indicators by which progress can be measured.
- 46 The school has a sufficient number of well-qualified and well-experienced teachers. They are appropriately deployed and have a good understanding of their roles and responsibilities.
- 47 Overall, there are good levels of resources for most subjects. Resources acquisition is directly related to school priorities, curriculum development and needs of the pupils.
- 48 Accommodation is plentiful for the number of pupils on roll and the very spacious school hall provides useful space for group activities such as physical education, before and after school clubs and assemblies.
- 49 Good use is made of the spacious outdoor area which is used purposefully for learning, play and gardening.
- 50 The headteacher and governors regularly monitor spending decisions, ensuring that the budget is spent close to its limit and the pupils on roll benefit from all the funding available. Overall, the school achieves good value for money.

Recommendations

- 51 In order to improve the school in the areas inspected, the staff and governing body need to:
- R1 improve standards in Welsh as a second language at key stage 1 and 2;
 - R2 improve pupils' bilingual competence;
 - R3 improve pupils' capacity across the school to work independently so that they become increasingly responsible for their own learning;
 - R4 improve attendance;
 - R5 further develop the monitoring role of members of staff and governors with a particular focus on how well learners achieve;
 - R6 ensure that there is a clear correlation between the findings of the self-evaluation process, priorities in the SDP and individual targets for 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.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 52 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 53 Statutory teacher assessments in 2009 indicate that 59% of learners at key stage 1 achieved the CSI, that is the expected level 2 in the three subjects of English, mathematics and science compared to the national average of 81%.
- 54 In the same year at key stage 2, 73% of learners attained the CSI at level 4 or above when compared with the national average of 77%. When compared with similar schools, which have a similar number of learners entitled to receive free school meals, the school performance at key stage 1 is in the lowest 25% and in the highest 50% at key stage 2.
- 55 Consideration of the data over the past three years indicates that performance at key stage 1 has varied from the top 50% to the lowest 25%. The girls during this time have performed considerably better in English and mathematics; there has been no significant difference in science.
- 56 Taking into account that the baseline assessments of learners on entry is significantly lower than the LA and national averages the school's results over the past three years shows a steady improvement at key stage 2. When comparing the performance of girls with boys over the same time, no firm conclusions can be made as the results vary year on year.
- 57 Very few pupils achieve the higher level 3 at key stage 1 and level 5 at key stage 2.

58 Pupils' standards of achievement in the lessons observed were as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 6% | 83% | 11% | 0% | 0% |

59 These percentages compare favourably with the average percentages for the whole of Wales as reported by HMCI's latest Annual Report for 2008-2009 where overall standards in primary schools in Wales is Grade 1 and 2 in 84% of lessons of which 12% is Grade 1.

60 In the Foundation Phase, the children's standards of achievement are as follows:

| | |
|---|---------|
| Foundation Phase overall grade | Grade 2 |
| Areas of Learning | |
| Personal and social development, wellbeing and cultural development | Grade 2 |
| Language, literacy and communications skills | Grade 2 |
| Mathematical development | Grade 2 |
| Knowledge and understanding of the world | Grade 2 |
| Creative development | Grade 2 |
| Physical development | Grade 2 |

61 Pupils' standards of achievement in the subjects inspected are as follows:

| Subject | Key Stage 1 | Key Stage 2 |
|---|--------------------|--------------------|
| English | Grade 2 | Grade 2 |
| Welsh second language | Grade 3 | Grade 3 |
| Mathematics | Grade 2 | Grade 2 |
| Science | Grade 2 | Grade 2 |
| Information and communications technology | Grade 2 | Grade 2 |
| Design and technology | Grade 2 | Grade 2 |
| History | Grade 2 | Grade 2 |
| Geography | Grade 2 | Grade 2 |
| Art and design | Grade 2 | Grade 2 |
| Music | Grade 2 | Grade 2 |
| Physical education | Grade 2 | Grade 2 |
| Religious education | Grade 2 | Grade 2 |

62 Overall, the education provided by the school effectively meets the range of pupils' needs. Many pupils enter the school with ability levels well below the LA averages. The inspection evidence shows that most pupils make good progress relative to their abilities and stages of development and achieve the agreed learning targets and goals.

63 Most pupils make good progress in acquiring new skills and developing their understanding and knowledge. As they progress through the school they are beginning to develop a good understanding of their strengths and what they need to do to improve their work. By the end of key stage 2 they are developing the confidence to set their own success criteria.

64 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation

Phase outcomes. They show very positive attitudes to learning and co-operate well together.

- 65 On entry, many children exhibit low levels of language, mathematical and social skills. From this low point, children under five make good and sometimes very good progress in acquiring thinking, communications, numeracy and ICT skills. They settle well into school routine and engage enthusiastically in a range of activities.
- 66 Standards in the key skills of speaking, listening, reading and writing in both key stage 1 and key stage 2 are good. Most pupils listen attentively, speak confidently in discussion and offer contributions freely. Their reading skills progress well across the age range. Generally the majority of pupils' written work shows good imaginative and creative ability. Handwriting and presentation skills are not yet fully developed by many pupils in key stage 2.
- 67 Most pupils' numeracy and ICT develop well throughout the school. They apply their mathematical skills well across various subjects. Many pupils make good use of various methods of gathering information and present these in relevant and appropriate contexts. Most pupils in both key stages make effective use of ICT to develop their literacy and numeracy skills. Many pupils make good use of the internet to support their work in a number of subjects.
- 68 In the Foundation Phase most pupils make good progress in developing their bilingual skills. At key stage 1 and 2, the majority of pupils have a good understanding of everyday Welsh commands and greetings. They respond appropriately to questions by the teacher but as yet, their confidence in their own oral ability is not sufficiently secure for them to use Welsh on a regular basis in informal situations around the school.
- 69 Pupils' spiritual, moral, social and cultural development is good. They display good attitudes towards their work and all pupils show enthusiasm during lessons. Most enjoy working collaboratively on creative and problem solving tasks. Although most pupils work well on given tasks their capacity for working independently is underdeveloped. Many understand the importance of keeping fit and eating healthily.
- 70 Their behaviour is outstanding; they are friendly and helpful to each other, very courteous to all staff and welcoming to visitors. They enter and move around the school in a quiet, orderly and purposeful manner settling into their classrooms quickly and work well together. This contributes positively and constructively to the quality of life in the school.
- 71 The average level of attendance over the last three complete terms is 91.6%. A few pupils regularly arrive late for registration in the mornings.
- 72 Throughout the school, pupils' understanding of equal opportunity issues is good. They recognise, understand and respect diversity of beliefs, attitudes and cultural traditions within society. They play an active role in the life and work of the local community and respect and appreciate their surroundings, both locally and further afield. They are beginning to develop a good understanding of issues such as sustainability, recycling and the importance of the world of work and citizenship.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

73 Overall, the findings of the inspection team match the judgement made by the school in its self-evaluation report.

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

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 12% | 71% | 17% | 0% | 0% |

75 These percentages compare favourably with average percentages for the whole of Wales, as reported by HMCI's Annual Report for 2008-09, with the quality of teaching being good or better (Grade 1 and Grade 2) in 85% of lessons, and outstanding (Grade 1) in 17% of lessons.

76 The quality of teaching is good in every class and teachers have good knowledge of the Foundation Phase outcomes and the 2008 curriculum. Teachers skilfully manage and organise their classes, dealing sensitively with those pupils with SEN. They have established a good relationship with pupils based on respect and the consistent and appropriate use of encouragement and praise. All children are valued and treated equally.

77 Lessons judged to be outstanding had features that included:

- energetic and lively presentations;
- high expectations and effective questioning techniques which challenge and motivate pupils;
- very effective use of classroom assistants to support groups of pupils; and
- good subject knowledge pitched at the right level.

78 Lessons judged to be good and no important shortcomings had features that included:

- good planning with clear learning objectives;
- good sharing of objectives;
- very skilful support for all pupils;
- good use of a range of learning approaches and
- effective use of resources;
- pupils actively involved in their learning.

79 Lessons judged to have some shortcomings include:

- over-direction by teachers limits opportunities for pupils to take responsibility for their own learning;
- success criteria not clear to the pupils; and
- pacing of lessons resulting in not enough time for pupils to complete tasks.

- 80 Provision for pupils' bilingual development in the Foundation Phase is progressing well. A range of opportunities are in place to support pupils' learning in this area. At key stage 1 and 2, teachers' use of incidental Welsh is improving and promotes the development of pupils' bilingual skills but this is not consistent across the school. There is generally insufficient regular use of Welsh to develop these skills progressively. This adversely affects pupils' confidence in the language.
- 81 The quality of assessment is good. Procedures are clear and meet statutory requirements. The school has implemented an effective system for assessing pupils' progress from the time they enter the school and has developed clear strategies to assess progress in the core subjects as pupils move through the school. This enables teachers to have a good overview of the progress individual pupils make and is beginning to influence planning. The school does not as yet have a comprehensive system for tracking and assessing pupils' progress in the non-core subjects.
- 82 To support the assessment process, useful portfolios of work have been compiled for the core subjects which clearly indicate the levels pupils can achieve in each year group. There are good examples of moderated work which helps teachers to have a better understanding of national curriculum (NC) levels.
- 83 The quality of marking is good across the school. Work is regularly marked and teachers frequently make positive comments to help pupils understand what they need to do in order to improve their work.
- 84 By the end of key stage 2, pupils are beginning to understand the purpose of assessment and play a role in the process of setting individual targets. They are becoming increasingly confident in identifying their own success criteria.
- 85 The school ensures that pupils' annual progress reports are clear, informative and useful. They fulfil statutory requirements. Appropriate opportunities are provided throughout the year for parents to offer observations and discuss their children's progress. During the pre-inspection meeting, parents voiced their huge appreciation of the school's 'open door' policy.

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

- 86 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 87 The overall quality of the educational provision for the under fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes. A well-balanced range of experiences and learning opportunities both inside and outside the classroom are provided which match children's stage of development and learning needs very well.
- 88 At key stage 1 and 2, the quality and range of the learning experiences that all pupils receive is good. Careful planning ensures that all pupils have access to a broad and balanced curriculum. Revisions are in place to ensure that the new Skills Framework is securely integrated into schemes of work.

- 89 The curriculum planned for all pupils takes full account of the locally agreed syllabus for religious education. The school meets all legal requirements, including those for providing collective worship and personal and social education. All statutory policies are in place.
- 90 The school's planning for key and basic skills is good. Provision across the curriculum is co-ordinated well with opportunities for the development of communication, mathematical and ICT skills in individual sessions clearly identified in the planning of lessons. The school has achieved the Basic Skills Quality Mark for the second time in recognition of work in this area.
- 91 The promotion of pupils' bilingual skills is good for children in the Foundation Phase. However opportunities for pupils in key stage 1 and 2 to improve their confidence in using the Welsh language is an area for development. Good provision is in place to develop pupils' knowledge of Welsh culture and heritage and 'Y Cwricwlwm Cymreig'.
- 92 The range of extra-curricular activities is good, with pupils benefiting from a range of carefully planned visits and visitors to the school. Links with the Communities First project is a particular strength and enhances the learning experiences of pupils considerably. Their involvements in setting up a first class computer suite and school garden are excellent examples of this. The curriculum is further enhanced by a good range of sporting and musical activities.
- 93 A structured programme to support the development of PSE is very effectively promoted across the school. A variety of regular experiences promotes pupils' spiritual, moral and social development well. Daily acts of worship meet statutory requirements and make a positive contribution to pupils' spiritual development. They are taught right from wrong with good opportunities planned to develop the values of honesty, kindness and fairness. Effective health education is provided throughout the school. Sex education is taught appropriately in accordance with the school's policy.
- 94 The school's partnership with parents, the community and other institutions is outstanding. The school has excellent and positive links with parents which support pupils' learning well. Parents corroborated this in the parents' pre-inspection meeting where they were keen to stress that they were extremely happy with the quality of provision. A good number of parents support the open evenings and show an active interest in the children's education. The school's ability to engage parents in Welsh adult classes and with healthy eating projects is an outstanding example of cooperation and involvement. The school is an established part of the community.
- 95 Good race-relations are promoted successfully and the school and pupils recognise and respect the diversity of our society. Provision for cultural development is good. Opportunities pupils have to provide for those less fortunate in other parts of the world is a regular part of fund raising activities. These successfully promote pupils' understanding of different cultures. Pupils' awareness of the international dimension and global citizenship is an outstanding feature at the school. This is extensively covered within the educational programme as was evidenced through various international class based activities.

- 96 Work-related education is good and well established throughout the school. The school has strong links with local businesses and employers. Entrepreneurial and other skills needed to support economic development is a notable feature as pupils have good experiences of regulating money through their own banking system. It was evident in discussion with the school council that pupils are actively involved in fund raising events, decision-making and budgeting. These experiences contribute effectively to develop lifelong learning skills.
- 97 Sustainable development is an outstanding feature of school life. Most pupils have developed an excellent understanding and awareness of sustainable issues through energy efficiency initiatives and a very effective recycling programme. The school council takes a lead in this work and actively encourages all pupils to participate. The school has achieved the Eco-Schools award.
- 98 The learning experiences provided for pupils promote equality of access well. Irrespective of their social background, gender or disability all pupils are positively encouraged and included in all appropriate school activities. Members of staff make every effort to tackle any social disadvantage or stereotyping.

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

Grade 1: Good with outstanding features

- 99 The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. It is the view of the team that there are a number of outstanding features in the way the school supports, guides and cares for its pupils.
- 100 Pupils are exceptionally well cared for, guided and supported throughout their time in the school. They experience this in a very secure and happy environment where every pupil is valued and included. Pupils' well-being is a high priority for the whole school. The quality of relationships throughout the school is outstanding. Staff know their pupils well and are extremely sensitive to their needs. Support services are used purposefully to provide high quality care and support for pupils and families who require additional help.
- 101 The school works in close partnership with parents and takes full account of their views in caring for pupils. Regular newsletters are an effective way in which the school communicates with parents. Parents state that their children are very happy in school and they appreciate the welcoming, homely atmosphere that permeates the school. The partnership with parents is underpinned by well-established routines which are an outstanding feature.
- 102 The school council comprises democratically elected members from each class. Council members are fully involved in developments within the school. They undertake their responsibilities with maturity.
- 103 Induction arrangements to help new pupils to settle into school are outstanding. The relationship with the 'Early Start' unit is of considerable benefit in helping pupils to settle quickly. There are good links with the local high schools which eases the transfer of Y6 pupils.
- 104 The monitoring of attendance and punctuality is rigorous. The importance of good attendance and punctuality is stressed and encouraged regularly.

- 105 The school's provision for the healthy development, safety and well-being of all pupils is good. The school has been involved in the Healthy Schools initiative for a number of years and many of the principles are now firmly embedded in school life.
- 106 The headteacher is the nominated person with responsibility for child protection; everyone is clear as to their role. Refresher training courses for all staff has been carried out. All information involving child protection issues is held securely. All staff, governors and volunteers have current Criminal Record Bureau checks.
- 107 The provision for pupils with SEN is good. The school's policy is comprehensive and complies with the revised code of practice and the framework for inclusive education. Teachers and support staff work closely together as a knowledgeable, dedicated and caring team to provide a good level of support to meet the additional needs of pupils. Teachers and teaching assistants work very closely together to identify pupils with additional needs at a very early stage. The additional needs co-ordinator is efficient and works effectively with class teachers and support staff. Parents are consulted regarding their child's additional needs and they can speak to the class teacher or additional needs co-ordinator at any time.
- 108 The relationships with, and support for, pupils with SEN within the classroom or in small withdrawn groups is good. The individual educational plans are good, with targets stated in observable, measurable terms which are monitored closely and reviewed on a regular basis. Good use is made of a wide range of agencies in assessing pupils' additional needs and in planning the support required.
- 109 Exceptionally good support is provided for pupils who have behavioural difficulties. A very small number of pupils occasionally exhibit challenging behaviour. Staff are exceedingly skilful in dealing with these situations, showing great sensitivity for pupils who need support, whilst ensuring that there is no disruption to the learning of others.
- 110 The quality of provision for equal opportunities and the fairness by which staff treat all pupils are all strong elements in the school. The support and guidance provided for pupils takes full account of the diversity of pupils' backgrounds. Staff use their knowledge of individual pupils well to ensure that all groups of pupils are treated equally and receive appropriate support.
- 111 The school's organisation ensures that there is no discrimination against anyone in its community. The equal opportunities policy emphasises every pupil's right to access all aspects of school life and work. The policy is fully and consistently implemented. The school recognises its responsibilities to promote gender equality. This is reflected successfully in the ethos of the school.
- 112 The school takes all reasonable steps to ensure equal treatment of disabled learners. There is a Disability Equality Scheme and accessibility action plan drawn up with the help of individuals with particular needs.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 113 The findings of the inspection team match the judgment made by the school in its self-evaluation report.
- 114 The headteacher provides sensitive and purposeful leadership. In the relative short time since his appointment he has created a sense of direction and successfully promotes shared values about learning, behaviour and relationships which promote equality for all. A new senior management team has been created and responsibilities for co-ordinating various aspects of the curriculum have recently been reallocated. Staff confirm that they are encouraged to contribute to the common purpose.
- 115 The school has clear aims and policies that firmly put the welfare and education of the pupils at its heart. These were reviewed recently and are beginning to have a positive impact on the life and work of the school. Good progress has been made in a short period of time with regards to developing staff member's confidence. Relationships at all levels are good. Members of staff are hard working; they work well as a team and are very supportive of each other.
- 116 Curriculum coordinators undertake their curricular responsibilities conscientiously but they recognise the need to further develop their role so that they begin to review more critically what work has been done and how standards can be improved.
- 117 Effective administrative support is provided which ensures that the day to day life of the school runs smoothly and effectively. The caretaker's contribution to the work and life of the school is outstanding. The cleaners, canteen staff and midday supervisors also make a valuable contribution to the healthy ethos of the school and well being of the pupils. Their roles are clearly recognised as an important aspect of the daily life of the school contributing to the school functioning as a caring and supporting community.
- 118 The target setting process is systematic. The statutory targets set for English, mathematics and science based on the analysis of the previous year's results, trends, rate of progress and information about each cohort are realistic and challenging. They match the abilities of many pupils. Good use is made of records to monitor progress and to determine the most relevant targets for pupils. They are questioned, challenged and finally confirmed with the LA link adviser.
- 119 The school takes good account of national and local priorities, for example the implementation of national changes for teaching, learning and assessment. Careful consideration is given to the LA Children's Plan when priorities are set. The school has succeeded in gaining accreditation through the Basic Skills Agency Quality Mark, the Healthy School and the Green School initiatives. An effective relationship has been developed with the local secondary school and the school works well with other local primary schools. The school's relationship with community groups is a particularly strong feature. Feedback from a range of partners shows that the school has had a considerable impact in gaining the confidence of the local people.

- 120 Appropriate performance management strategies have been established to improve teachers' skills and proficiency. The process is linked to school priorities as well as individual needs. Classroom observations by the headteacher are supportive and positive support is provided to improve teachers' skills and competency.
- 121 The governing body is very supportive and aware of its responsibilities in helping to set the school's strategic direction. At meetings they are given every opportunity to question, discuss and challenge decisions, before coming to agreement and setting priorities. However, the school is aware of the need to further develop their role as a critical friend with regard to monitoring the standards that pupils achieve. They have a good oversight of the budget and supervise expenditure well.

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

Grade 3: Good features outweigh shortcomings

- 122 The findings of the inspection team differ from the school's judgement in its self-evaluation report. The school awarded itself a Grade 2 for this question. It is the team's view that there are shortcomings in the way targets and actions for improvement focus on improving standards.
- 123 A positive culture of self-evaluation is firmly embedded in the school. The team ethos established ensures that all the stakeholders are involved and committed to improving standards. Parents' views are sought through questionnaires and through a suggestion box strategically placed in the school entrance hall. Pupils through the school council's and by formal and informal discussions have good opportunities to make their views known. These are considered seriously by the school.
- 124 Detailed self-evaluation has been carried out by members of staff in a number of subject areas. The headteacher is beginning to have a good understanding of the school's strengths and areas for improvement. However, monitoring reports tend to focus on provision and lack judgements on how well learners achieve. Curriculum coordinators are yet to be given the opportunity to undertake direct lesson observation. A number of teachers teach their subject specialism across the key stages, this gives them a better understanding of the progress pupils make and the standards they achieve.
- 125 The self-evaluation report produced by the school before the inspection is open and honest and carefully considers strengths and areas for development. The inspection team's judgements differ from those of the school's in two out of the seven key questions. The inspection team awarded a lower grade for key questions 6 and the higher Grade 1 for key question 4.
- 126 Priorities in the SDP are agreed following careful audits and analysis of available information. It identifies clearly the action required against each priority with appropriate responsibilities, costing and time scales. However, it does not focus sufficiently on what needs to be improved in relation to standards and specific performance indicators by which progress can be measured. The correlation between the self-evaluation report, priorities in the SDP and individual pupil targets are not always clear.

127 The school has targeted successfully most of the issues identified in the last inspection report and good progress has been made but raising standards in Welsh as a second language at both key stages has not been addressed.

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

Grade 2: Good features and no important shortcomings

128 The findings of the inspection team match the judgement made by the school in its self-evaluation report.

129 The school has a sufficient number of well-qualified and well-experienced teachers. They are appropriately deployed and have a good understanding of their roles and responsibilities. There is a good balance of subject expertise which is utilized fully at key stage 2 to support different areas of the curriculum. Classroom assistants work well with the teachers in supporting pupils with their learning. A good team spirit is evident.

130 Teachers attend relevant training courses regularly to update their knowledge and there are also in-house staff development initiatives which provide a useful forum for sharing good practice. Classroom assistants attend appropriate training and find this beneficial.

131 Overall, there are good levels of resources for most subjects. The dedicated ICT suite contributes effectively to supporting pupils' learning in a range of projects. The absence of interactive whiteboards in all classes at key stage 2 restricts teachers' ability to use modern technology to support their teaching and pupils' learning. The lack of range of musical instruments limits pupils' opportunities to be more creative. All available resources are used efficiently, economically and effectively. Resources acquisition is directly related to school priorities, curriculum development and needs of the pupils.

132 Accommodation is plentiful for the number of pupils on roll and the very spacious school hall provides useful space for group activities such as physical education, before and after school clubs and assemblies. The standard of cleanliness is quite exceptional. The indoor environment is bright and colourful, and provides a stimulating environment to support the quality of teaching and learning at the school. Teachers and pupils throughout the school make good use of display areas to celebrate achievements. Displays are of a good quality and pupils show great pride in them.

133 Good use is made of the spacious outdoor area which is used purposefully for learning, play and gardening. The school has a large playing field which is fully utilised weather permitting. The school recognises the need to further develop the outdoors for Foundation phase pupils.

134 The school meets statutory requirements for reducing teachers' workloads. All members of staff have appropriate time during the school week for planning, preparation and assessment.

135 The recently completed SDP matches resources to the school's priority for improvement. The headteacher and governors regularly monitor spending decisions, ensuring that the budget is spent close to its limit and that the pupils on roll benefit from all the funding available. Overall, the school achieves good value for money.

Standards achieved in subjects and areas of learning

Foundation Phase

Personal and social development, wellbeing and cultural development

Grade 2: Good features and no important shortcomings

Good features

- 136 When participating in activities nearly all children show respect and care towards one another. They have formed close relationships with adults and their peers and are confident when playing.
- 137 Nearly all children show self-control and they work co-operatively with others.
- 138 They have a clear understanding of the behavioural expectations of the school.
- 139 In both nursery and reception all children settle well and engage quickly into activities. They share equipment, take turns and listen to each other. Most show increasing levels of concentration as they work.
- 140 Most children take responsibility for themselves and are keen to help put away equipment at the end of the session.
- 141 The majority of nursery and reception children have a good understanding of what is fair and unfair, most have made friends and are willing to help one another.
- 142 All are developing positive attitudes towards learning and express their opinions, likes and dislikes very well.
- 143 As they progress through the foundation phase, nearly all children know how they can contribute to their own well-being and to the well-being of others. Most realise that exercise and hygiene and the right types of food and drink are important to keep healthy bodies.
- 144 When investigating tadpoles all nursery children clearly understand that living things need to be treated with care and concern. In reception all children appreciate the need to preserve their environment and enjoy recycling.
- 145 All children have an awareness of the traditions and celebrations of the cultures of Wales and each day 'Helpwr Heddiw' are identified to effectively support and assist the children.

Shortcomings

- 146 No important shortcomings; however children do not have sufficient opportunities to develop their independent learning skills

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

- 147 All nursery and reception children are beginning to use an increasing range of vocabulary. Nearly all use language appropriately for the activity in which they are involved, for example when mixing paint or using dough.
- 148 All children listen very well to each other and most can carry out instructions after listening carefully. Nearly all communicate well and many speak about their interests, likes and dislikes.

- 149 They enjoy role play and imaginative play, extending their vocabulary and showing an increasing interest in using words for different purposes.
- 150 All children in the foundation phase are developing well with mark making. They recognise that print conveys meaning and the nursery children recognise their names from the cards that they use in the different areas.
- 151 Many nursery and reception children effectively develop basic writing skills by using a variety of pencils, crayons, felt tip markers and their fingers to write on different surfaces.
- 152 All children enjoy looking at books and can handle them correctly. All children listen to stories in both English and Welsh and follow the story content well. Most are confident to join in with ideas and suggestions.
- 153 The majority of children recall songs and nursery rhymes and they can re-tell the main events in a favourite story.

Shortcomings

- 154 There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

- 155 Nearly all children have a firm grasp of number work through participating in a wide range of oral, practical and play activities.
- 156 Nursery and reception children show a sound understanding of basic numbers and have a good recognition of sequence and pattern in relation to shape and colour. Nearly all classify, arrange and compare objects in various contexts, for example sorting farm animals by type.
- 157 All children have a good knowledge of number through their rhymes and counting songs. They all join in enthusiastically in group and class activities.
- 158 Most of the children understand the principles of simple addition and subtraction through rhymes and reception children complete simple mathematical problems on an interactive whiteboard.
- 159 Most children show a good understanding of the names and properties of regular two-dimensional shapes.
- 160 Children measure and weigh and nearly all are aware of time as they use an egg timer to denote the two minutes required to clean their teeth.
- 161 Many children use mathematical language, such as 'more than', 'less than', 'full' and 'empty', appropriately. Many children understand capacity as they play with sand and water.
- 162 Nearly all children are aware of the purpose of money through their role play and other activities.

Shortcomings

- 163 There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

- 164 Nearly all children understand the world around them and many children know the importance of the environment as they recycle and care for living things.
- 165 Nearly all have an awareness of different seasons, their features and the effect on themselves and most know the days of the week.
- 166 The majority can talk about themselves and their families and where they live and they understand different places in their locality. Many reception children think and ask thoughtful questions spontaneously and listen with interest to the answers and ideas of others.
- 167 Across the foundation phase, nearly all children make good progress in their understanding of the role people play in their community. Through role play, dressing up and numerous visits, they develop good knowledge and understanding of the work people do.
- 168 Most foundation phase children develop a good concept of time by talking about their daily and weekly routines and by using an egg timer. Photographs displayed contribute to developing nursery children's sense of the past and increase their understanding of time.
- 169 Children across the age range demonstrate a good understanding of themselves and other living things. Nursery and reception children very confidently name and describe the uses of the main parts of the human body and know how their bodies have changed as they have grown from babies to children.
- 170 Across the foundation phase, children make good progress in religious education. They enjoy festivals, such as Christmas and are beginning to realise that people have different beliefs and practices by celebrating Chinese New Year.

Shortcomings

- 171 There are no important shortcomings; however there are insufficient opportunities for the children to investigate and to find out for themselves.

Physical development

Grade 2: Good features and no important shortcomings

Good features

- 172 All nursery and reception children move around the indoor and outdoor areas confidently with increasing control and co-ordination. All children understand the difference between walking and running, listen to instructions and can start and stop play when asked. The majority of children enjoy games and can follow simple rules.
- 173 Their hand-eye co-ordination is good and all children can use small tools such as paintbrushes, scissors and other mark making equipment with good control and accuracy. Many children can extend this control into areas of continuous play, using materials and making models.
- 174 Most children have good gross motor skills developed through activities and action rhymes. All readily develop their skills as they build with the large construction apparatus such as the wooden building blocks.

- 175 The majority can pedal and steer a tricycle confidently and can control and co-ordinate their bodies whilst moving in a variety of ways. All children enjoy taking part in physical and energetic play and have an awareness of their own bodies.
- 176 Nearly all reception and nursery children further develop and refine their fine motor skills effectively as they competently complete jigsaws and play with small world equipment.
- 177 They competently extend their skills of squeezing, rolling and moulding as they enthusiastically use play dough and they mix and pour with enthusiasm as they play in the sand and water.

Shortcomings

- 178 There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

- 179 Nearly all nursery and reception children are confident when selecting materials. Children explore their potential by cutting, folding, and joining.
- 180 All children produce a wide range of work using lots of different techniques including printing and sticking. The majority of children work confidently indoors or outdoors using a range of appropriate tools handled with increasing control.
- 181 Throughout the foundation phase, nearly all children enjoy singing and playing simple instruments. The majority are aware of the different sounds that various instruments make. Many recognise musical elements and have a good sense of rhythm.
- 182 Nursery and reception children move imaginatively recognising different speeds and levels of movements and they respond positively when imitating movements.
- 183 Most children are able to discuss what they are doing, both on going in the different areas and completed. Many have an opinion as to the work of others. Nearly all children enjoy role play and using their imagination.
- 184 Most children concentrate very well carrying out activities that they enjoy and are happy to try out new things.

Shortcomings

- 185 There are no important shortcomings; however there is too much reliance on the use of pre-drawn templates.

| |
|----------------|
| English |
|----------------|

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

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

Good features

- 186 At key stage 1, the majority of pupils listen carefully to their teachers, especially when they read stories to them. They respond with enthusiasm to teachers' questioning when sharing their thoughts and ideas.
- 187 Many read at levels appropriate to their age and ability and make good progress in word recognition. Less able pupils use appropriate strategies to arrive at

meaning; for instance, by building up words phonetically or using illustrations or the context of a story to help. The more able pupils read fluently and with appropriate intonation and expression.

- 188 At key stage 1, the majority of pupils are making steady progress in writing. They write simple sentences showing an increasing understanding of how to punctuate sentences with capital letters and full stops. More able pupils show increasing confidence to write simple accounts for example on a visit to a local museum, introducing commas into their work appropriately.
- 189 At key stage 2, the majority of pupils show ability to listen attentively to teachers' presentations as well as to each other's input. They express themselves confidently and use appropriate vocabulary to clearly convey their ideas and experiences. By Y5 and Y6, the more able pupils discuss their work confidently in a number of subjects and express their opinions clearly.
- 190 At key stage 2, pupils make good progress in reading. The majority, enjoy and learn much from the shared reading process, predict outcomes of stories imaginatively and have good understanding of the texts. By the end of the key stage, they broaden their reading experiences beyond class readers and interpret characterisation well. They describe and understand the views and attitudes of various characters. Many of the more able readers talk about their favourite authors with confidence and are able to justify their choices. Many know the difference between fiction and non-fiction texts and interpret meaning accurately.
- 191 At key stage 2, the majority of pupils write confidently using a range of different styles for different purposes and audiences. They have a good understanding of grammatical conventions and sentence structures. Spelling by the majority of pupils is usually accurate. The more able pupils are beginning to use paragraphs well and have a good understanding of planning from notes and organising them into written text. They use dictionaries and the thesaurus appropriately to support their learning.

Shortcomings

- 192 Although there are no important shortcomings, a minority of pupils at key stage 2 do not produce enough original and extended pieces of writing.

Welsh second language

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 193 At key stage 1, the majority of pupils listen and respond appropriately and enthusiastically and understand everyday classroom instructions and respond correctly in short phrases. Generally their pronunciation and intonation is developing well.
- 194 At key stage 1, the majority of pupils' reading skills are developing well. They listen attentively to a story about the 'Three Little Pigs' and read simple words and phrases from the book correctly. They respond appropriately to questions by the class teacher. The majority are beginning to understand the purpose of verbs in a text.

- 195 At key stage 1, writing skills are beginning to develop appropriately through tasks that include labelling, matching exercises and simple sentences to reinforce oral work.
- 196 At key stage 2 the majority of pupils respond appropriately to greetings and instructions by the teacher. At the beginning of the key stage they successfully take part in dialogues and role-play to build up knowledge and understanding of the language. They extend the range of language patterns to include asking questions to their partners. By the end of the key stage a few of the more able pupils are beginning to sustain conversation for longer periods.
- 197 At the beginning of key stage 2, a few pupils are beginning to gain more confidence in reading out their work aloud. They show an increased confidence and knowledge in what they've read. By the end of the key stage, a few of the more able pupils read from a simple text with appropriate pronunciation and are able to follow the main events in the story.
- 198 In lower key stage 2 the majority of pupils writing skills are developing appropriately. They write words, phrases and short sentences to express simple information. By the end of key stage 2, older pupils write following set patterns. Simple words are spelt correctly and punctuation by a few is accurate.

Shortcomings

- 199 Generally the range of pupils' language at both key stages is narrow.
- 200 At key stage 2, a significant number have an insecure grasp of the vocabulary and sentence patterns they use. They lack confidence in speaking and are very reliant on the prompting of their teachers. Few pupils at key stage 2 provide extended responses.
- 201 Pupils at key stage 2 make insufficient independent use of Welsh texts to improve their reading. Generally their independent writing skills are underdeveloped.

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

- 202 Many pupils throughout the school make appropriate use of mathematical terms and explain their mathematical reasoning very well.
- 203 At both key stages, many pupils respond enthusiastically and accurately to mental arithmetic exercises, especially when they take the form of competitive games.
- 204 The majority of pupils at both key stages use ICT to help calculate numerical problems or in creating data charts or a variety of graphical representations.
- 205 Most pupils at key stage 1 recall a range of work learned previously well and with good understanding. They know a range of consecutive numbers and count forwards and backwards confidently.
- 206 Most are confident to talk about and use numbers in their work and play. By the end of key stage 1 many count correctly in groups of ten and successfully add and subtract two-digit numbers. The more able pupils multiply a given number by five and add three digit numbers well.

- 207 The majority of key stage 1 pupils recognise odd and even numbers. They understand the connection between addition and subtraction. Using a measuring stick they estimate and work out the value of numbers in relation to one another well.
- 208 By the end of the key stage most pupils use several different methods to present mathematical information, including data tables and graphs.
- 209 At key stage 2 many pupils progressively develop their mathematical knowledge and understanding. By the end of the key stage nearly all pupils can correctly carry out calculations using the four rules of number.
- 210 Most pupils in key stage 2 have good and often very good understanding of the place value of digits in decimal places. Most have a good understanding of multiplication and the common multiples of numbers. They calculate correctly fractions and convert these to decimals successfully. Most pupils' problem solving skills are developing well.
- 211 Most successfully interpret data that is presented in a variety of forms. They correctly interpret line or bar graphs. They calculate the area of a shape effectively using different methods of calculations. Areas of simple and more complex shapes are correctly calculated by use of formulae. Most pupils have a thorough understanding of co-ordinates, relating their work to shape and position. They identify geometrical features of three-dimensional shapes confidently.

Shortcomings

- 212 There are no important shortcomings.

| |
|----------------|
| Science |
|----------------|

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

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

Good features

- 213 At key stage 1 the majority of pupils show good investigative skills with an increasing understanding of the principles of a fair test.
- 214 Many pupils suggest meaningful criteria for sorting materials into categories, such as 'soft' and 'hard', 'flexible' or 'stretchy'. Many record their results clearly and discuss and interpret their findings sensibly in group and class discussions.
- 215 They understand that electricity needs a complete circuit to light up a bulb. They question the uses of electricity sensibly and realise its dangers.
- 216 At key stage 2 the majority of pupils work independently in their investigative activities and ask appropriate questions of their findings. They have a good understanding of what constitutes a fair test; they consider carefully what they want to keep the same and what they want to change in their investigation. They consider carefully the best and most appropriate way to record their findings.
- 217 Many pupils have a sound knowledge of the organs in the human body. They show a good understanding of what keeps us healthy. Following strenuous exercise, they come to meaningful conclusions about the effect it has on their heart beat. They record their results accurately using ICT.

218 Most pupils construct electrical circuits accurately and incorporate variable and parallel circuits with good understanding. In their study on forces they have a good understanding of the meaning of resistance when air pushes against a jet.

Shortcomings

219 There are no important shortcomings.

Information and communication 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

220 At key stage 1 most pupils develop a number of basic skills well, such as executing commands using the mouse and operating a number of facilities on the tool bar. They use the enter key, space bar and shift key accurately.

221 Most use a word processing package such as '2 Publish' successfully to write stories using templates. The majority use different fonts to illustrate and enhance their writing. Many pupils can predict outcomes using on screen information.

222 Many pupils at key stage 1 use the 'Beebot' confidently in work associated with their project on map reading.

223 At key stage 2 many pupils develop their word processing skills further by using programs such as Word to publish newspapers and posters. They use spreadsheets and databases confidently. They produce various types of graphs and analyse results accurately. They also produce good work based on a modelling program.

224 The internet is used effectively for research purposes; for example, to seek information on mountains, rivers, and historical information about the Tudors. Many access information to produce creative art work and writing.

225 Most pupils confidently change text, font and colour using a wide range of art packages demonstrating independence in saving, editing and print; this is a notable feature as the work produced is of high quality.

226 A very good feature is the overall achievement in pupils' confidence and understanding relating to multi media presentations. They produce very effective PowerPoint presentations; some of the work is outstanding.

227 The majority of pupils know how to access search engines successfully and use them independently to research and gather data in order to produce an information sheet on Wales. They display very good skills when using various functions to incorporate texts, graphics and pictures into their work. Most pupils store their work on files and have good skills of saving and retrieving.

228 Nearly all pupils use digital cameras to record work and create portfolios of progress; many of these are well presented and offer an outstanding record of achievement.

Shortcomings

229 Pupils skills of sending e-mails is underdeveloped.

Design and 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

- 230 At key stage 1 most pupils design skills are good as they create ideas for designing a house. Their research skills are used effectively to gather information about different designs and what materials best to use. They use a range of materials such as boxes, collages, and construction kits imaginatively to create their houses. They know how cement is made and that it acts as an adhesive. Their evaluative skills are a notable feature and they use appropriate vocabulary and take control of their learning through extension activities. Many successfully use ICT programs well to support their work.
- 231 At key stage 1 most pupils use information sources to investigate and assess simple products, and design confidently. Some have begun to create animated models. They measure, cut and join effectively, refining their design as it develops.
- 232 At key stage 2 most pupils develop good skills of working collaboratively and independently in their designing and making. They explain the processes with clarity, and evaluate with confidence.
- 233 In making biscuits at key stage 2 many pupils give the product a rating based on detailed evaluation. They understand the meaning of the design criteria well. They are well aware of health and safety issues when preparing food. They use ICT skills well to record results in graphical form.
- 234 When designing and constructing a puppet the work enhances their skills and understanding of the use of pneumatic forces. They use a range of sources including ICT, to create, modify and then test their product. They have a good understanding that different mechanisms can produce different types of movement.

Shortcomings

- 235 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

- 236 At both key stages, the majority of pupils confidently use appropriate vocabulary and phrases relating to the passing of time.
- 237 At key stage 1, the majority of pupils' sense of chronology is developing well. They use appropriate vocabulary and phrases relating to the passing of time, for example, 'old', 'new', 'before' and 'after' to explain and describe what they have studied. They confidently identify the difference in life today and that of a hundred years ago.
- 238 Many make good use of artefacts such as old photographs to explore how things today are different to those in the past. They are beginning to recall facts

accurately about events that took place for example Guy Fawkes and Remembrance Sunday.

- 239 The majority of pupils at key stage 2 show their understanding of chronology by their increasing awareness that the past can be divided into different periods of time and their recognition of some of the similarities and differences between these periods.
- 240 Many pupils are confident to discuss and respond to questions when asked about the work they have done on famous people and different periods. They come to sensible judgements concerning issues such as the quality of life at the time, giving good reasons to support their conclusions. They select, organise and communicate historical information in a variety of ways. A few of the more able pupils have developed a good awareness of how events in the past have had an effect on the shaping of the present.
- 241 The majority of pupils at key stage 2 are confident to use artefacts and a range of resources such as books, photographs and the internet to help them interpret and understand historical events that have taken place. Research skills are developing well; pupils undertake tasks with enthusiasm and differentiate between relevant and irrelevant facts.
- 242 There are examples of ICT being used to good effect to support pupils' learning and understanding.

Shortcomings

- 243 There are no important shortcomings.

Geography

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

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

Good features

- 244 At both key stages, the majority of pupils use geographical vocabulary appropriately.
- 245 The majority of pupils at key stage 1 explain their routes to school well. They have a good awareness of their own locality and of places further afield. Using different kinds of maps, most pupils name and locate human and physical features confidently within their own locality.
- 246 Many pupils study different habitats and reason sensibly why certain dwellers select certain areas to build, such as on high ground for safety or not too near rivers due to the risk of flooding.
- 247 Many pupils at both key stages know that people affect the environment positively and negatively, not only locally but also in the wider world. Their understanding of the need to protect the environment is good.
- 248 At key stage 2, pupils' knowledge of their locality and beyond is developing well. They research topics using atlases, reference books and ICT effectively. They investigate the human effects on the landscape and classify them accurately. They confidently identify the world's oceans and continents on a map and can use co-ordinates to plot locations on local maps accurately. They interpret and understand the meaning of symbols well.

249 In upper key stage 2, many pupils pose relevant questions, identify geographical patterns and offer competent explanations of geographical processes. They describe the physical features of Wales and show good understanding of the effects of human activity on a contrasting area, such as Cardiff. They further compare with a good understanding their own locality in Wales with that of several other places such as Saudi Arabia and West Africa.

250 Many pupils develop their investigative, enquiry and communicative skills further through a series of fieldwork studies either in the locality, or at residential centres where good orientating skills and environmental understanding are developed.

Shortcomings

251 There are no important shortcomings.

Art and design

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

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

Good features

252 Most pupils at both key stages develop a good understanding of form, line, colour and pattern and continuously develop a range of knowledge, understanding and skills in art and design.

253 At key stage 1, the majority of pupils undertake tasks confidently and sketch and paint well. Most pupils display colouring, gluing, cutting and many more skills extremely effectively. They can simply and skilfully develop their work including collage by following the teachers' instructions carefully.

254 The majority create pictures and various effects, which are of good quality. They can discuss their work and ideas and express sensible opinions.

255 All key stage 2 pupils participate in a wide variety of art experiences and confidently experiment with a range of different methods to produce drawings, paintings and designs, including two-dimensional images.

256 The majority can select resources appropriate to specific tasks and skillfully use a range of techniques including pastels. They understand how to use colour when creating an interesting and attractive patterned mosaic and still life panels.

257 The majority can confidently discuss art and style using appropriate vocabulary. The pupils have had an opportunity to work with a Welsh artist and study the work of Salvador Dali. They emulate their work effectively and through these enriching experiences their understanding of tone, shape and texture is developing well.

258 Most key stage 2 pupils evaluate and discuss each other's work with confidence and reflect upon their work resulting in improvements and new ideas.

259 All pupils use their sketchbooks to develop ideas and observations. This improves and enhances their work. Year 5 and Y6 pupils self-sketch half of their faces and experiment with a digital camera producing very striking self-portraits.

260 Many of the pupils use a computer program and confidently produce models and pieces of three-dimensional work and successfully experiment with weaving.

Shortcomings

261 There are no important shortcomings.

Music

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

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

Good features

- 262 As they progress through the school, many pupils acquire a good knowledge and understanding of musical elements.
- 263 At both key stages 1 and 2, the majority of pupils sing songs from memory in tune and show an understanding of rhythm.
- 264 At key stage 1, the majority of pupils compose and arrange simple music by using a variety of sounds and percussion instruments to re-create the elements of spring. Most pupils enjoy performing in groups and can confidently discuss what they are doing.
- 265 At key stage 2, their understanding of musical language is good and when performing, they communicate very well with their peers, using appropriate playing techniques and control of sound. They perform confidently and intelligently.
- 266 At key stage 2, most pupils make good progress in listening, creating and performing. They use what they have learned to compose an instrumental piece. They effectively vary the rhythm and tempo of their small-group compositions using tuned and non-tuned musical instruments and their voices to create sounds.
- 267 Many pupils echo clapping patterns accurately in a four beat rhythm and create their own versions on simple instruments.
- 268 Most key stage 2 pupils use photographs and strive to reflect these using different instruments. They listen carefully and make informed suggestions on how to improve their work. Many pupils make good progress in evaluating their own and other pupils' performance.
- 269 A visiting musician enhances and enriches the experiences of the pupils and those pupils who learn instruments contribute to the musical ethos of the school.

Shortcomings

- 270 There are no important shortcomings; however the range and type of instruments limits pupils' creativity.

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

- 271 At both key stages, most pupils are appropriately dressed for activities, and understand the importance of this along with the need to show due regard to safety rules. They are aware that regular physical activities are important for a healthy life-style.
- 272 Most pupils at both key stages undertake 'warm up' activities enthusiastically and understand the purpose of it. They respond well to instruction, showing good sporting behaviours as individuals, in pairs and in groups.
- 273 At key stage 1, many pupils show increasing skills in throwing and catching a ball and other small apparatus with developing hand and eye co-ordination.

274 Most pupils in year 2 show confidence in their swimming activities. They are beginning to develop effective kicking techniques and make outstanding progress during the lesson.

275 At key stage 2, the ability of most pupils to work creatively in their dance lessons is a particularly good feature of their work. They show good control when exploring movements using the basic actions of travelling, jumping, turning, gesture and stillness. They responded well to taped instruction, linking their dance well to the story being told. They are aware of the right posture required to perform successfully. They work well in groups whilst experimenting and evaluating their movements confidently.

Shortcomings

276 There are no important shortcomings.

Religious 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

277 At key stage 1, the majority of pupils begin to develop a good knowledge of Christianity. They have a good understanding of the key events in the Christian calendar such as Easter and Christmas.

278 By the end of the key stage, many pupils are developing an understanding of the meaning of worship and prayer. They discuss the value of special events within families such as weddings or the birth of a baby.

279 The majority of pupils are beginning to have an understanding of other major faiths represented in Britain. They talk about festivals and celebrations in other religions, using appropriate vocabulary.

280 At key stage 2, many pupils have developed a secure knowledge of Christianity and the importance of the Bible to Christians. They are aware of the significance of places of worship and the features within. By the end of the key stage, many pupils write their own simple prayers with feeling and sincerity.

281 Many pupils are developing an increasing understanding of other major faiths represented in Britain. They recognise that beliefs affect the life style of believers and develop an understanding of and respect for, different cultures and points of view. They use appropriate vocabulary, for example as they discuss Hinduism and are aware of the role symbols play in worship.

282 As pupils progress through the school, most develop sensitivity to the feelings of others and extend their skills of sharing and caring. They have a good understanding of the importance of family and friends in their daily lives and the importance of community groups and the contribution they make to the well being of its inhabitants. They understand the importance of taking responsibility for their own actions and discuss the necessity for rules in our society. Many pupils develop a good understanding of the significance of caring for our world and the creatures that live within it.

Shortcomings

283 There are no important shortcomings.

School's response to the inspection

As headteacher, members of staff and governors of Ysgol Llanfawr, we feel that we have received an inspection that was fair, thorough and very constructive with regard to the comments and recommendations offered to us as a school.

The inspection team worked in a professional manner being supportive and constructive when observing lessons and interviewing staff and pupils. The nominee had an integral part in the process, having opportunities to offer observations and additional evidence to the team at all the meetings.

We were very pleased that the inspectors found that we had outstanding features for caring for the children of Ysgol Llanfawr, and that our children's behaviour and manners were also outstanding.

The inspection has set us a challenge as a school to sustain the standards and the outstanding features noted, and to raise standards even further. We will now work on the recommendations and look forward to responding to that challenge whilst building on the work we have already done.

Finally we would like to thank Mr. Mervyn Lloyd Jones and his team for being so courteous and rigorous.

Appendix 1

Basic information about the school

| | |
|---------------------|---|
| Name of school | Llanfawr |
| School type | Primary Community including Foundation Phase |
| Age-range of pupils | 3-11 |
| Address of school | Ffordd Tudur Morawelon Holyhead Anglesey |
| Postcode | LL65 2DS |
| Telephone number | 01407 762552 |

| | |
|----------------------|----------------------------|
| Headteacher | Mr Gwyn Lloyd Williams |
| Date of appointment | October 2008 |
| Chair of governors | Mr Robert Owen |
| Registered inspector | Merfyn Lloyd Jones |
| Dates of inspection | 4-6 th May 2010 |

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 | 20 | 25 | 16 | 17 | 23 | 24 | 18 | 18 | 161 |

| 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) | 20:1 |
| Pupil: adult (fte) ratio in nursery classes | 7:1 |
| Pupil: adult (fte) ratio in special classes | 0 |
| Average class size, excluding nursery and special classes | 28 |
| Teacher (fte): class ratio | 1:1 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--|------|------|----------------|
| Term | N | R | Rest of school |
| Summer 2009 | 79.0 | 95.0 | 92.2 |
| Autumn 2009 | 82.6 | 88.9 | 91.3 |
| Spring 2010 | 83.8 | 89.9 | 91.25 |

| | |
|--|-----|
| Percentage of pupils entitled to free school meals | 55% |
| Number of pupils excluded during 12 months prior to inspection | 3 |

Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

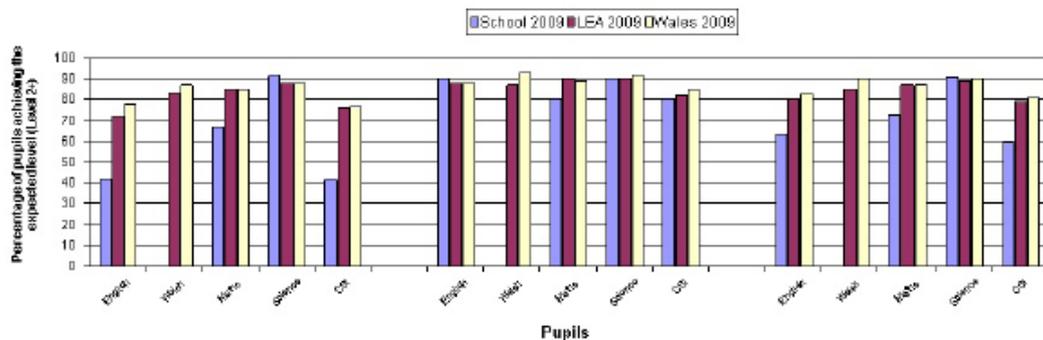
Ysgol Llanfawr
Isle of Anglesey

LEA/School no: 660/2169

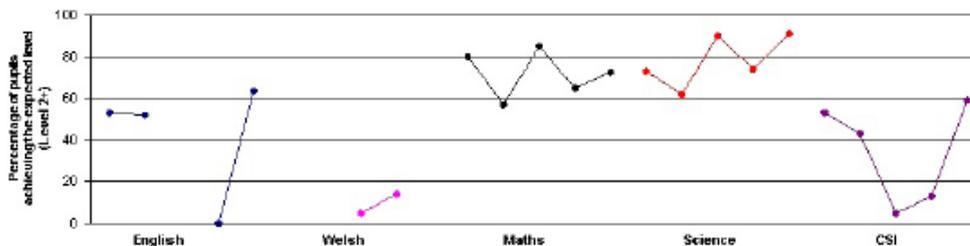
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

| | Boys | | | Girls | | | Pupils | | |
|---------|-------------|----------|------------|-------------|----------|------------|-------------|----------|------------|
| | School 2009 | LEA 2009 | Wales 2009 | School 2009 | LEA 2009 | Wales 2009 | School 2009 | LEA 2009 | Wales 2009 |
| English | 42 | 72 | 78 | 90 | 88 | 88 | 64 | 80 | 83 |
| Welsh | . | 83 | 87 | . | 87 | 93 | . | 85 | 90 |
| Maths | 67 | 85 | 85 | 80 | 90 | 89 | 73 | 87 | 87 |
| Science | 92 | 88 | 88 | 90 | 90 | 92 | 91 | 89 | 90 |
| CSI | 42 | 76 | 77 | 80 | 82 | 85 | 59 | 79 | 81 |



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 32 per cent eligible for FSM

| | Quartile 4 | Lower Quartile Boundary | Quartile 3 | Median Boundary | Quartile 2 | Upper Quartile Boundary | Quartile 1 |
|---------|------------|-------------------------|------------|-----------------|------------|-------------------------|------------|
| English | | 64 | | 74 | | 82 | |
| Welsh | | 83 | | 94 | | 100 | |
| Maths | | 72 | 73 | 80 | | 88 | |
| Science | | 75 | | 86 | 91 | | 95 |
| CSI | 59 | 62 | | 70 | | 78 | |

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Report created by DEWi on 11/11/2009

Page 1 of 1

This report uses data for 2009 for LEA and Wales comparative information

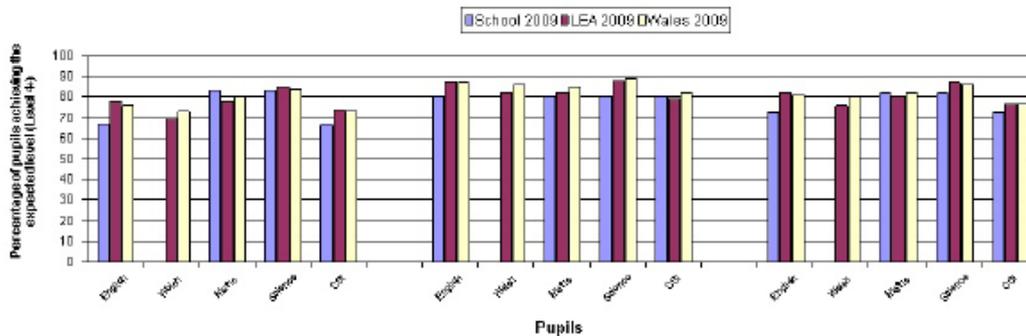
Ysgol Llanfawr
Isle of Anglesey

LEA/School no: 660/2169

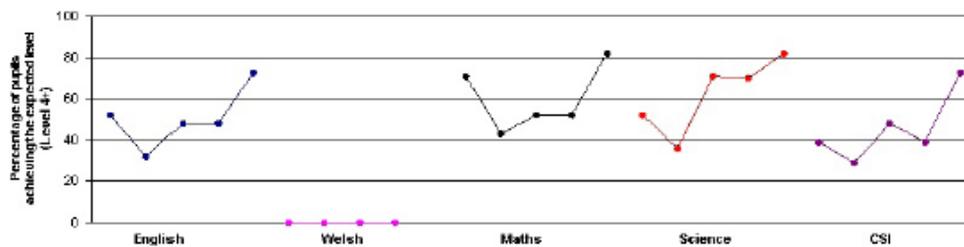
**School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 2**

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

| | Boys | | | Girls | | | Pupils | | |
|---------|-------------|----------|------------|-------------|----------|------------|-------------|----------|------------|
| | School 2009 | LEA 2009 | Wales 2009 | School 2009 | LEA 2009 | Wales 2009 | School 2009 | LEA 2009 | Wales 2009 |
| English | 67 | 78 | 76 | 80 | 87 | 87 | 73 | 82 | 81 |
| Welsh | . | 70 | 73 | . | 82 | 86 | . | 78 | 80 |
| Maths | 83 | 78 | 80 | 80 | 82 | 85 | 82 | 80 | 82 |
| Science | 83 | 85 | 84 | 80 | 88 | 89 | 82 | 87 | 86 |
| CSI | 67 | 74 | 73 | 80 | 79 | 82 | 73 | 77 | 77 |



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

More than or equal to 32 per cent eligible for FSM

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

| | Quartile 4 | Lower Quartile Boundary | Quartile 3 | Median Boundary | Quartile 2 | Upper Quartile Boundary | Quartile 1 |
|---------|------------|-------------------------|------------|-----------------|------------|-------------------------|------------|
| English | | 63 | | 73 | | 81 | |
| Welsh | | 64 | | 70 | | 84 | |
| Maths | | 65 | | 74 | 82 | 83 | |
| Science | | 71 | | 81 | 82 | 88 | |
| CSI | | 56 | | 67 | 73 | 78 | |

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Appendix 4

Evidence base of the inspection

A team of four inspectors and a peer assessor inspected the school over a period of 8 inspector days.

The headteacher was the nominee and he played an extensive role during the inspection.

Thirty five lessons or part lessons were observed and a selection of the pupils' practical and written work was scrutinised.

Registration, collective worship and extra-curricular activities were inspected.

Discussions were held with staff and pupils about their work.

All documents presented by the school prior to and during the inspection, were scrutinised.

Meetings were held prior to the inspection with the headteacher, staff, parents and the governing body.

Fifteen parents attended the meeting held prior to the inspection, and the parents' responses (44 in all) to the questionnaires distributed were analysed.

Post inspection meetings were held with the headteacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

| Team Members | Responsibilities |
|---|--|
| Mr Merfyn Lloyd Jones Registered Inspector | Context, Summary and recommendations Key questions 1, 2, 5 and 6; English, Welsh as a second Language, history, physical education and religious education |
| Mr Enir Morgan Team Inspector | Key question 3, 4 and 7 Contributions to key questions 1 and 2; mathematics, science, design technology, geography and information and communications technology |
| Mrs Ann Manning Team Inspector | Foundation Phase, art and design and music |
| Mr William Owen Lay Inspector | Contributions to key questions 1, 3, 4 and 5 |
| Mrs Elin Wyn Jones | Peer Assessor |
| Mr Gwyn Lloyd Williams Headteacher | Nominee |

Acknowledgement

The inspection team would like to thank the governors, the headteacher, the staff, pupils and parents/carers for their co-operation during the inspection.

The contractor was:

EPPC/Severn Crossing Ltd, Suite F2A, Britannic House, Llandarcy, Neath, SA10 6JQ