

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

**YSGOL GYMUNED BODFFORDD
BODFFORDD
ANGLESEY
LL77 7LZ**

SCHOOL NUMBER: 660/2133

DATE OF INSPECTION: 3-5 MARCH 2003

BY

**MR MEURIG THOMAS
REGISTERED INSPECTOR: W093/17639**

DATE: 30 APRIL 2003

UNDER ESTYN CONTRACT NUMBER: C/T/188/02P

© Crown Copyright 2003

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

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

CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

CoP	-	Code of Practice
GB-		Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NC	-	National Curriculum
PSE	-	Personal and Social Education
PTA	-	Parent-Teacher Association
SDP	-	School Development Plan
SEN	-	Special Educational Needs
Y	-	Year

CONTENTS

1. CONTEXT.....	1
THE SCHOOL AND ITS PRIORITIES.....	1
2. MAIN FINDINGS.....	1
THE MAIN FINDINGS OF THE REPORT.....	1
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS.....	4
3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING.....	4
3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM.....	5
4. ETHOS OF THE SCHOOL.....	6
4.1 PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT.....	6
4.2 BEHAVIOUR AND ATTITUDES.....	7
4.3 ATTENDANCE.....	7
5. QUALITY OF EDUCATION.....	8
5.1 TEACHING.....	8
5.2 ASSESSMENT, RECORDING AND REPORTING.....	8
5.3 CURRICULUM.....	9
5.4 SUPPORT, GUIDANCE AND PUPILS' WELFARE.....	10
5.5 PROVISION FOR PUPILS WITH SEN.....	10
5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS.....	11
5.7 PARTNERSHIP WITH INDUSTRY.....	12
6. MANAGEMENT.....	12
6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT.....	12
6.2 LEADERSHIP AND EFFICIENCY.....	13
6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES.....	13
7. SUBJECTS AND AREAS OF LEARNING.....	14
STANDARDS ACHIEVED BY PUPILS.....	14
PROVISION FOR THE UNDER-FIVES.....	14
WELSH.....	16
ENGLISH.....	17
MATHEMATICS.....	18
SCIENCE.....	19
DESIGN AND TECHNOLOGY.....	20
INFORMATION TECHNOLOGY.....	21
HISTORY.....	22
GEOGRAPHY.....	23
ART.....	23
MUSIC.....	24
PHYSICAL EDUCATION.....	24
RELIGIOUS EDUCATION.....	25
8. SCHOOL IMPROVEMENT.....	26
8.1 PROGRESS SINCE THE LAST INSPECTION.....	26
8.2 KEY ISSUES FOR ACTION.....	27
APPENDIX.....	28
A. BASIC INFORMATION ABOUT THE SCHOOL.....	28
B. SCHOOL DATA AND INDICATORS.....	28
C. RESULTS OF NATIONAL CURRICULUM ASSESSMENTS AND PUBLIC EXAMINATIONS.....	29
D. THE EVIDENCE BASE OF THE INSPECTION.....	30
E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM.....	31

PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Ysgol Bodffordd is located in the village of Bodffordd in the middle of the Isle of Anglesey, a few miles outside Llangefni, the county town. The school serves the village and the local rural community and the area is described by the school as one that is neither prosperous nor subject to economic disadvantage; 13% of pupils receive free school meals. Approximately 84% of pupils come from homes where Welsh is spoken as a first language, but the school estimates that 98% speak Welsh as a first language or to a comparable standard. Pupil roll is tending to fall, and this has had an evident effect on financial management, with recent cuts in the number of support staff within the school; during the inspection, the number of full time pupils was 52 with an additional six children attending the nursery part time. Currently, one pupil has a statement of SEN, according to the requirements of the CoP 2002, with seven further pupils appearing on the school SEN register.

The school was last inspected in June 1997 and describes its main priorities as follows:

- to maintain and raise pupils' standards of achievement in every curriculum subject according to the requirements of the NC and religious education;
- to promote a civilised society which emphasises moral and humanitarian values;
- in accordance with the language policy of the LEA, to develop pupils' ability to be confidently bilingual, in order to enable them to become full members of the bilingual society in which they live.

Current school targets include:

- Setting management systems for performance management;
- Developing the quality of scientific experimentation and research;
- To raise standards in English in both key stages.

2. MAIN FINDINGS

The main findings of the report

Ysgol Bodffordd is a good school that has made substantial progress since the last inspection. Standards of achievement are good or better, almost without exception, across the range of NC subjects and religious education, with a number of subjects being very good. The quality of teaching is also good or better without exception. The ethos of the school is outstandingly supportive and homely, and every aspect of the work is managed by a hardworking, sound and adventurous head, who maintains challenge and vision for pupils and teachers in all respects. In general, progress in achieving the key issues outlined at the end of the previous inspection is good, with only one key issue reflecting insufficient progress.

- The educational provision for children under five, taken overall, is appropriate and promotes the Desirable Outcomes in the six areas of Learning. Standards are as follows:

Nursery

Language, Literacy and Communication Skills	Very good
Personal and Social Development	Very good
Mathematical Development	Good
Knowledge and Understanding of the World	Good
Physical Development	Good
Creative Development	Good

Reception

Language, Literacy and Communication Skills	Very good
Personal and Social Development	Very good
Mathematical Development	Very good
Knowledge and Understanding of the World	Very good
Physical Development	Good
Creative Development	Good

- During the inspection, standards of achievement are good or better in 92% of sessions, including 14% where they are very good. In KS1 standards are good or better in 100% of sessions, including 28% where they are very good. In KS2 standards are good or better in 88% of sessions, including 6% where they are very good; in the remaining 12% standards are satisfactory. Standards in individual subjects are as follows:

	KS1	KS2
Welsh	Very good	Good
English	N/A	Satisfactory
Mathematics	Good	Good
Science	Good	Good
Design and Technology	Very good	Very good
Information Technology	Very good	Very good
History	Very good	Good
Geography	Good	Good
Art	Very good	Very good
Music	Good	Good
Physical Education	Good	Good
Religious Education	Good	Good

- In the key skills, standards in listening and numeracy are good, and very good in ICT; standards in speaking, reading and writing are satisfactory.
- The ethos of the school is an evident strength with an exceptionally homely and supportive community soundly established. Pupils' spiritual, moral and cultural development is good; their social development is very good.

- The quality of behaviour is consistently very good based on mature and positive relationships.
- Attendance is consistently good.
- During the inspection the quality of teaching is good or better in 100% of sessions, including 15% where it is very good. In KS1 teaching is good in 100% of sessions, including 28% where it is very good. In KS2 teaching is good in 100% of sessions, including 6% where it is very good.
- The quality of assessment, recording and reporting is satisfactory. The school has made progress since the last inspection, but the steps taken at that time do not yet sufficiently influence provision, and there are no levelled portfolios in core subjects although work has already begun on the language portfolio.
- The quality of the curriculum is satisfactory. Teachers have worked hard to create cross-school schemes of work for every subject of the NC and religious education, but there is scope to refine documentation further. The mathematics scheme of work is a model of how to outline progression and continuity in learning, but not all the documentation has been fully related to the requirements of curriculum 2000, nor gives sufficient attention to key skills. There remains scope to increase parental confidence in homework arrangements.
- Team sports and athletics clubs are held regularly after school and pupils play a full part in local competitions. The quality of this extra curricular provision is good.
- The quality of support, guidance and welfare is good; all pupils are well supported both academically and pastorally.
- Provision for pupils with SEN is good, with relevant pupils making good progress according to their age and ability, and enjoying full access to a broad, balanced curriculum.
- School partnerships are generally good and very good in community relationships. There are some gaps in the school prospectus which should be corrected for the next edition.
- The quality of self-evaluation and planning for improvement is satisfactory. The school meets all targets that it sets, but there is some evidence in the past that targets were insufficiently challenging. Arrangements for monitoring have been set, but have only just begun in terms of monitoring the quality of teaching, although the head has undertaken a little of this work recently.
- The school has a good SDP to underpin developments and improvements in standards and provision. It contains an honest evaluation of the previous plan in a manner that clearly shows the head was aware of deficiencies and has addressed them for the current document. It has priorities that meet the current needs of the school and INSET is planned in order to realise these. All aspects of finance, personnel and timescales are noted carefully and consistently and a number of success indicators have been noted clearly; however, there is not complete consistency in this respect in terms of specificity and measurability.

- Leadership and efficiency are good. It is easy to discuss with the head, who is outstandingly hardworking and sincere in his commitment to the school. He has a secure sense of vision and a good appreciation of the current strengths and shortcomings. Some of the main documentation reveals his ability to evaluate honestly and to influence important developments. His management of the school's supportive and homely ethos is an evident strength, and he has created a feeling of team and purpose amongst a young, enthusiastic staff; the respect of staff and pupils towards him is evident.
- The GB is also hardworking and sincere in its commitment to the school and well organised in the manner in which it undertakes its statutory duties. A small number of sub-committees have been established, but a unanimous decision was taken to discuss all aspects of curriculum and finance as a full GB. As a result, all members have a clear vision of the current situation. The GB's understanding of the importance and content of the SDP has improved over the last two years, and this has an evident effect upon the quality of the termly discussions.
- The GB presented an annual report to parents but the current format is inappropriate; it contains much irrelevant information, while a number of statutory features do not receive attention.
- Financial control is tight, with the minutes of the GB and the pre-inspection meeting showing a well informed and regular discussion of the budget. Staffing is prioritised within the budget, and an annual underspend is projected in order to maintain present levels. Although the percentage of the budget which is allocated to this is greater than the usual recommendation of the LEA, the decision is cost-effective, with a quality of teaching consistently good and influencing standards of achievement positively. As such, the LEA expresses confidence in budgetary management.
- The school gives good value for money.
- The quality of staffing, resources and accommodation is good.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

During the inspection standards of achievement are good or better in 92% of sessions, including 14% where standards are very good. In KS1 standards are good or better in 100% of sessions, including 28% where they are very good. In KS2 standards are good or better in 88% of sessions, including 6% where they are very good; in the 12% remaining standards are satisfactory.

- The quality of educational provision for children under five, taken overall, is generally appropriate and promotes the Desirable Outcomes in the six areas of learning.
- In core subjects standards are at least good in Welsh, mathematics and science in both key stages, including very good standards in Welsh in KS1. English is not formally

introduced in KS1, but in KS2 standards are satisfactory, with some shortcomings in the quality of reading and in the written syntax of pupils.

- In foundation subjects, standards in design and technology, information technology and art are very good in both key stages. History is very good in KS1 and good in KS2. Standards in geography, music and physical education are good in both key stages.
- Standards in religious education are good in both key stages.
- In KS1 teacher assessments for 2002 show that the majority of pupils reach national expectations (level two) in Welsh, mathematics and science. In Welsh and mathematics 80% of pupils achieve level two and a further 10% level three. In science, 80% achieve level two. 80% also achieve the Core Subject Indicator, including 100% of girls.
- In KS2 pupils' achievement in the NC tests for 2002 show that the majority achieve national expectations (level four) in Welsh, English, mathematics and science. In Welsh, approximately 85% achieve expectations, including 54% on level five. In English 31% achieve level four and a further 46% level five. In mathematics 85% achieve expectations, including 39% on level five. In science, the majority of pupils (62%) achieve level five. 77% of pupils achieve the Core Subject Indicator. The small number of pupils (13) makes it difficult to draw substantial comparisons in the difference of performance between boys and girls, but generally it is noted that a greater proportion of girls achieve level five consistently.
- The statistics for both key stages compare favourably with national, local and county norms.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards in listening and numeracy are good, and very good in ICT; standards in speaking, reading and writing are satisfactory.

- The progress and achievement of children under five in the key skills across the six areas of learning are at least good, and very good in aspects of literacy and numeracy.
- Pupils in KS1 and KS2 listen closely to their teachers and peers. The quality of listening in periods of collective worship is also good, and pupils respect other opinions in a sensible fashion.
- A substantial number of pupils tend to be somewhat shy, especially at the beginning of lessons, and as a result the quality of discussion is not always suitably lively. However, they do develop a broad vocabulary to meet the requirements of all subjects of the NC and religious education.
- Pupils discover information confidently and quickly from the Internet, and sort and use this correctly. However, these investigative skills are not as confident when reference books are used and from time to time some pupils have difficulty in reading the worksheets that are prepared by teachers.

- Across the curriculum there are good, and sometimes very good, examples of writing to record practical experimentation or research facts. However, there are shortcomings in English syntax which affect standards from time to time, and there are some examples where pupils write in insufficient detail.
- Numeracy is good across the curriculum. Every opportunity is taken to promote pupils' skills, including consistently good use of data to record results in several subjects, and careful, correct measurements in a variety of contexts when pupils undertake practical work.
- Pupils' ICT skills are very good. Considerable use is made of a range of challenging software and pupils' knowledge and understanding of every subject of the curriculum is promoted positively by these means. At the upper end of the school, pupils' skills are outstandingly confident and contribute substantially towards standards of achievement.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' spiritual, moral and cultural development is good; social development is very good.

- Pupils reflect great enjoyment in every opportunity to work with the arts. There is special emphasis on the study and emulation of the works of the masters in art including the manner in which different colours represent different moods; often the quality of this work is striking and outstanding. Pupils enjoy listening to a range of music, with good emphasis on Welsh examples, but not often examples from other cultures; they listen sensibly and sincerely, discussing the effect which the music has upon them where appropriate. Their respect towards the environment is also evident.
- There is a worshipful atmosphere in all periods of collective worship, with music setting an appropriate context, and the symbol of the cross is evident in order to emphasise the Christian dimension. Simple, yet effective, moral messages are presented to pupils, which are understood by all of them, and appropriate periods of silence are prepared for them to meditate on that which has been presented. On more than one occasion during the inspection, pupils were seen discussing the content of the assembly later in the day. Pupils know a number of well-known prayers by heart, and recite these sincerely.
- Teachers delegate sensible responsibilities to the older pupils of the school, such as being responsible for the overhead projector during assembly, and looking after younger pupils during lunchtime; pupils reflect great pride in these opportunities to show initiative and undertake their duties well. The school is an exceptionally happy community, with support for the individual a high priority for each teacher, and there is special emphasis on friendly relationships. The school plays a prominent part in the daily life of the local community, and the community in turn appreciates the role and contribution of the school and staff. Pupils' social responsibility is promoted by supporting a number of charities annually, and the humanitarian nature of this work makes a positive contribution to their social development; they have a good appreciation of the purpose and outcomes of such activities.

- There is a special emphasis on the Welsh dimension in the school and pupils have good appreciation of what it means to be Welsh in the modern Wales. They identify a number of famous Welsh people in the realms of sport, music and art, with good knowledge of local celebrities within their lists. The curriculum places appropriate emphasis on comparative studies, and as a result, pupils have detailed knowledge of a number of aspects of religions such as Islam and Judaism. All teachers are fully aware of their duty to ensure that pupils respect racial equality, and take every opportunity which rises naturally within lessons and assemblies to promote good attitudes in this respect.

4.2 Behaviour and Attitudes

Behaviour and attitudes are consistently very good.

- The school is an exceptionally homely community and pupils thrive within the supportive ethos that is nurtured.
- There are warm and friendly relationships between pupils and their peers, and evident respect from pupils towards all teachers.
- The school behaviour policy is a detailed and useful document, which outlines the very high expectations of staff. There is a strong feeling that good behaviour is core to the success of the school ethos, as well as the realisation of its main aims and objectives. There is a clear statement of behaviour that is unacceptable and a discipline code which discusses the sanctions which are used.
- The school has a suitable policy to deal with any incidence of bullying and these guidelines are well related to PSE. During the inspection no evidence of bullying was seen.
- There have been no exclusions during the last year.

4.3 Attendance

The quality of attendance is good.

- Attendance statistics show 96% on average over the last three terms.
- The registers are kept by the school clerk on a daily basis. They are completely correct and neat throughout.
- There are no examples of unauthorised absences, as the head insists on written evidence immediately following any absenteeism.
- Parents are informed of attendance statistics by means of the individual written report and the annual report of the GB.

5. QUALITY OF EDUCATION

5.1 Teaching

During the inspection quality of teaching is good or better in 100% of sessions, including 15% where it is very good. In KS1 teaching is good in 100% of sessions, including 28% where it is very good, in KS2 teaching is good in 100% of sessions, including 6% where it is very good.

- Teacher expectations are high in every aspect of the work, and pupils consistently respond well to this.
- Lessons are carefully planned, with well honed aims and objectives, which are introduced to pupils at the beginning of a lesson and revised thoroughly at the end of the learning session.
- Lessons are well resourced and at the upper end of the school considerable use is made of Powerpoint presentations to improve the quality of introductions.
- The constant emphasis on ICT across the curriculum is very appropriate; only rarely is a lesson seen when some pupils are not directed to the computer in order to complete part of their work.
- Within the mixed age classes, there is consistent and effective emphasis on differentiated tasks.
- Teachers' questioning skills are often very good, with sound sequence and direction in their work and sufficient differentiation to ensure that questions are sufficiently challenging for the most able pupils.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is satisfactory.

- New assessment systems have been established, but not fully implemented to be effective in raising standards.
- Children under five are appropriately assessed according to baseline assessments and purposeful use is made of this to plan work purposefully. The quality of assessment and recording for pupils under five is good.
- A detailed record is kept of teachers' comments in core subjects. There are evident links between records and the key concepts to be developed, but as yet there is insufficient use of this information for future planning.
- Individual profiles are kept for every pupil with samples of work, which fairly reflect both level and achievement. Effective use is made of the interpretation of the NC test results in order to set priorities for the future and to promote further progress. A portfolio of

levelled language work that ensures consistency of assessment has been developed. There are, however, no portfolios in other core subjects.

- Pupils' work is marked consistently and in the vast majority of cases there are constructive comments on how to improve the work further.
- Three open evenings are held each year in order for parents to discuss pupils' progress. Parents are presented with annual reports that have useful comments on pupil development in all subjects of the curriculum. However, there are insufficient comments on the next steps for progress in these reports.
- Pupils self-assess their progress in aspects of their work, and are beginning to take responsibility for their learning in some subjects.

5.3 Curriculum

The quality of the curriculum is satisfactory.

- The educational provision for children under five, taken overall, is generally appropriate and promotes the Desirable Outcomes in the six areas of learning.
- There is a detailed and comprehensive policy for every subject in the NC and religious education. There is good organisation to this documentation, including consistent emphasis on key skills, Cwricwlwm Cymreig and equal opportunities. All policies have been thoroughly aligned with the requirements of Curriculum 2000.
- Teachers have worked hard to create cross-school schemes of work for every subject in the NC and religious education. There are very good examples within the documentation, including the mathematics scheme of work, which outlines the progress and continuity of the learning from year to year. However, not all plans have been sufficiently related to the requirements of curriculum 2000 and there is scope to put more emphasis on key skills within several schemes; this would also be of help to raise standards further in a number of key skills.
- The school, in accordance with the guidelines of the LEA, is taking positive steps to ensure that all aspects of PSE are included within cross-school schemes of work. The planning for this is good, and steps are in hand for the school to take part in the promotion of a 'healthy school' and a 'green school' in the near future, in order to promote the work further.
- Teachers give regular homework to pupils and there is evidence that these tasks are both completed and marked thoroughly. However, the confidence of some parents in these arrangements is not always consistent, and further discussion would be beneficial.
- A number of extra-curricular activities support the curriculum in a positive manner. There is special emphasis on the activities of the Urdd and pupils compete both in stage and home competitions regularly; there are also special competitions for pupils in the annual Bodffordd Eisteddfod. Sports and athletics clubs are held regularly after school and pupils play a full part in local competitions.

5.4 Support, Guidance and Pupils' Welfare

The quality of support and guidance is very good.

- Useful relationships have been developed with agencies such as the police, the fire brigade and the nurse; these promote the health and safety of pupils in a positive fashion. To build further on this, there is a detailed health and safety policy, which deals with several aspects of daily school life. All staff implement these guidelines equitably.
- Staff are also well aware of the detailed guidelines in the area of child protection. Substantial use is made of the guidelines of the LEA in this respect.
- Oversight of all pupils is noted clearly within documentation and effectively implemented.
- The school's equal opportunities policy ensures that no pupil is discriminated against on the basis of race, faith, language, educational ability, social status or disability. Again, this policy is implemented well in the daily life of pupils, with aspects of it appearing frequently in different parts of the school documentation.
- The school has clear information for pupils on alcohol and drug abuse, helping them to understand the effect and likely outcomes of misuse. Only in exceptional circumstances does the head agree to dispense medicines in school.
- There is a detailed policy relating to sex education, which outlines the special arrangements made for Y5 and Y6, and the manner in which different aspects of this work are integrated within lessons. Parents who expressed an opinion are happy with the arrangements made, and it is evident that these run smoothly.

5.5 Provision for Pupils with SEN

The quality of provision for pupils with SEN is good.

- Arrangements for the seven pupils, including the one pupil who has a statement, are good and fully meet the requirements of the CoP for 2002.
- Pupils with SEN receive full access to all subjects of the NC and are fully integrated into the work and activities of the school. Good use is made of standardised tests in order to recognise SEN early.
- IEPs, which are appropriate and detailed, are prepared by the head and class teachers for pupils with SEN, with achievable targets clearly noted within the plans.
- Sound differentiated work is prepared within classes, in order to attempt to fulfil the needs of every pupil.

- A register of pupils with SEN is kept with detailed notes of individual progress of pupils. This register is revised twice a year.
- The good support that is given by teaching assistants to pupils with SEN promotes their learning effectively.
- The school discusses issues regularly with parents of pupils with SEN, and this co-operation between home and school promotes improvement.
- Effective use is made of outside agencies and there is good support from the governor who is responsible for SEN.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The quality of the school's partnerships is generally good; community relationships are very good.

- A useful and supportive pre-inspection meeting was held with a good number of parents as part of the pre-inspection process, with consistent praise for the manner in which they are welcomed in school and the manner in which their opinions are respected. The majority of parents responded to the pre-inspection questionnaire, with the vast majority, again, extremely supportive. A number of parents help within classes in tasks such as listening to children read. The PTA is hardworking and raises a substantial amount of money in order to purchase further resources for learning. There is a detailed balance sheet of this expenditure with the wishes of parents respected in all decisions. However, the current school prospectus for parents does not meet statutory requirements in every aspect and this needs to be revised for the next edition.
- The school believes it is its duty to encourage pupils to recognise their social responsibilities and every effort is taken to strengthen links with the community, which in its turn appreciates the valuable contribution that the school makes. There are strong relationships between pupils and the local elderly, and also with religious establishments. Also very good and effective use is made of the human resources of the community, with visits to places of interest, and visitors frequently coming to school to enrich the quality of the curriculum. As a result, the quality of the relationship is very good.
- Sound transfer arrangements have been established between Ysgol Bodffordd and the local secondary school, including pastoral visits and opportunities for pupils in Y6 to visit before they start there full time. These arrangements are extended to curriculum links, with a special project in mathematics and Ysgol Bodffordd receives the reports of pupils in Y7 as well as further information when those pupils take external examinations. The head also operates as the co-ordinator for the local primary heads cluster.

5.7 Partnership with Industry

Partnership with industry is satisfactory.

- The GB has adopted a suitable policy for the partnership and has appointed a governor to lead these arrangements.
- The school has been successful in attracting sponsorship from a number of small local businesses for the purchase of further resources for learning and teaching.
- There remains scope to pursue a number of aims and objectives further in this aspect, in order to ensure that the relationship with industry influences standards of achievement more positively.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is satisfactory.

- The staff and GB take the process of target setting seriously, based on detailed knowledge of the individual. Internal tests and published schemes of work are used regularly in KS2 in order to help with the process of targeting pupils.
- Considerable use is made of tracking sheets in the process of target setting. This gives a detailed overview for the head and GB and makes it easy to refine and review the situation throughout the year. The head targets within a range of results, but this does not on every occasion make it exactly clear what the expected outcome is.
- The school has achieved or improved on all targets set in 2002. However, there is not yet a system of setting personal targets for pupils, and pupils do not play a sufficient role in this process.
- The school has a good SDP to underpin developments in standards and organisation. It contains an honest evaluation of the previous plan in a manner which shows clearly that the head was aware of deficiencies and has addressed them for the current document. It sets priorities which meet the current needs of the school, and INSET is planned in order to ensure that these are realised. All aspects of expenditure, personnel and time are carefully and consistently noted, for all priorities, and a number of success indicators have been noted clearly; however, not all are specific and measurable. There are appropriate monitoring arrangements for all priorities.
- The GB has adopted a valuable policy to deal with monitoring the quality of teaching and learning; it sets detailed guidelines for effective provision and criteria for monitoring. However, there is only little evidence that the policy is implemented; recent changes in staffing explain this to an extent, but it would be of benefit to note specific timescales and responsibilities clearly within an agreed strategy.

6.2 Leadership and Efficiency

The quality of leadership and efficiency is good.

- The GB has adopted a number of appropriate aims and objectives for the school and these are included as an introduction to the SDP.
- It is easy to discuss with the head, who is extremely hardworking and sincere in his commitment to the school. He has a secure sense of vision and a good appreciation of the current strengths and deficiencies. Some of the main documentation of the school reveals his clear ability to evaluate honestly and influence important developments. His management of the supportive and homely ethos of the school is an evident strength, and he has created a feeling of team and purpose amongst a young, enthusiastic staff; the respect of staff and pupils towards him is evident.
- The GB is also hardworking and sincere in its commitment to the school and very well organised in the manner in which it undertakes its statutory duties. A small number of sub-committees have been established, but an unanimous decision was taken to discuss all aspects of the curriculum and finance as a full body; as a result every member of the team has a good, clear picture of the current strengths of the school. The GB's understanding of the importance and contents of the SDP has improved over the last two years, and this has an evident effect upon the quality of the discussions. A number of members visit the school to see lessons and to increase their knowledge of statutory curriculum requirements. The GB presented a concise annual report to parents, but the current format is not appropriate and there are statutory gaps in this respect.
- Financial control is tight, within the minutes of the GB and the pre-inspection meeting showed a well informed and regular discussion of the budget. Staffing is prioritised and a sensible underspend is aimed at annually in order to maintain current levels. Although the percentage of the budget which is appropriated to this is more than the usual recommendation of the LEA, the decision is cost effective, with the quality of teaching consistently good and influencing standards of achievement. As a percentage of the budget, the expenditure on staff continues to rise, with a corresponding depreciation in the percentage of the budget allocated to teaching resources. However, the expenditure meets the aim of the school to prioritise human resources as far as possible, and the collection of resources for teaching and learning is sufficient to meet the needs of the NC.
- The school gives good value for money.

6.3 Staffing, Accommodation and Learning Resources

Current staffing is appropriate for the school.

- There are three full-time members of staff, including the head, who also teaches full time. Currently one teacher is on a year's contract.
- With a small number of teachers the range of initial qualifications is inevitably narrow, but strong in language and humanities. However, the head, especially, has attended several extended INSET courses, including mathematics, science and physical education;

as a result there is a good basis amongst staff for the promotion of a broad and balanced curriculum.

- The school finances a nursery nurse for the nursery class in the afternoons, and good use is made of this valuable resource to promote standards of provision. A classroom assistant works in KS2 for 0.2 of the week and this is also effective.
- The LEA finances one-to-one support for a pupil with a statement of SEN for 16 hours a week. Good use is made of this support within the class.
- A school clerk is financed for 10 hours a week to undertake administrative tasks. She is also responsible for registering pupils on a daily basis. This expenditure represents good value for money.
- Two peripatetic teachers visit the school to offer instrumental tuition on the flute and violin. Appropriate pupils make good progress and show great pride in opportunities to use these skills within assemblies.

The collection of resources in the school is good and sufficient to meet the needs of the NC and religious education.

- Every class has an appropriate collection of fiction and poetry books in both languages. Another good feature is the collection of groups of books for group reading in every class; sound use is made of these.
- Substantial use is made of computers within lessons, by the teachers and pupils, including investigative work of good standard from the Web. The recent investment in ICT equipment is effective and gives good value for money.

The quality of accommodation, buildings and land is good.

- The buildings are in good condition and the school is always kept clean and tidy.
- The school is not well designed for individual classes, and the location of the kitchen is also rather unfortunate. However, the space available is appropriate for the number of pupils and the use made of it by staff and pupils is effective.
- The school grounds are suitably flat and in good condition.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

Provision for children under five, taken overall, is generally appropriate and promotes the Desirable Outcomes in the six areas of learning.

In the nursery, standards are very good in language, literacy and communication skills and in personal and social development; standards are good in mathematical development, knowledge and understanding of the world, physical development and creative development.

In the reception class, standards are very good in language, literacy and communication skills, personal and social development, mathematical development and knowledge and understanding of the world; standards are good in physical development and creative development.

Language, literacy and communication skills

Good features

- Children in the nursery listen well and respond enthusiastically. They speak confidently about happenings in school and home. They know a good number of letters and form some of them correctly. They recognise some words that are used often and hold books correctly.
- In the reception class children listen carefully and speak with confidence as they play roles. They respond confidently to questions about their work. They build words, write their names, and begin to write sentences effectively. They understand the purpose of speech bubbles in books.

Personal and social development

Good features

- In the nursery, children work in a well organised fashion with each other, and know that they must wait their turn and share resources. They succeed in concentrating for short periods and they are aware of the importance of class rules. They evidently benefit from sharing the classroom with children in the reception class and develop sound relationships as a result.
- In the reception class children form very good relationships with each other and show respect and sensitivity towards others, especially the children in the nursery. They are aware of the need for hygiene and understand what is expected of them in terms of classroom behaviour.

Mathematical development

Good features

- Children in the nursery count to 10 and correspond numbers and symbols well. They sort objects into sets, according to size and colour, and succeed in creating and recreating patterns. They use some mathematical terms, and are aware of several number rhymes and songs.
- Children in the reception class count to 20 and above confidently and understand the concept of sequence. They know a very good range of two and three dimensional shapes, they recognise pieces of money and begin to use these in the class shop, and understand the order of the day. They use mathematical terms confidently.

Knowledge and understanding of the world

Good features

- Children in the nursery discuss the weather effectively and speak enthusiastically about their toys. They know their colours and are aware of some of the differences between Bodffordd and Llangefni.
- Children in the reception class understand the concept of yesterday and today, and show very good appreciation of changes over time, for instance in houses and toys. They exhibit simple mapping skills and design their technology work effectively. They understand scientific concepts such as the best temperature for water in order to wash dishes.

Physical development

Good features

- In the nursery children use small equipment with good control. In physical education lessons they show good appreciation of different parts of the body and emulate simple patterns effectively. They show satisfactory control as they use large toys.
- In the reception class children use small equipment safely and independently and their control skills in terms of pencils, jigsaws, scissors and paint brushes are good. In physical education lessons they use space effectively and show good control of their bodies in creating shapes.

Creative development

Good features

- Children in the nursery class work confidently with different media to create paintwork and effective collage work. They perform songs and nursery rhymes in a lively fashion and play percussion instruments with enthusiasm. They show originality as they play a role in Sali Mali's Café.
- In the reception class children experiment with colour to create displays and effective patterns. As they play roles they convey emotions and feelings well. They sing sweetly and compose simple tunes satisfactorily.

Welsh

Standards are very good in KS1 and good in KS2.

Good features

- Pupils in KS1 listen and respond with considerable enthusiasm both to their teacher and to their peers. They speak with outstanding confidence across a range of subjects and experiences and play roles with considerable enthusiasm.

- Pupils in KS1 use good reading strategies as they break down unfamiliar words effectively. The vast majority read with understanding and have very good levels of accuracy, clear pronunciation and good use of inflection as they read in public. They discover facts in information books and pupils in Y2 are confident in the use of dictionaries.
- Pupils in KS1 write effectively for a number of purposes across the curriculum. They use a range of forms such as poems and imaginative stories to create work of high standards, which shows correct punctuation and spelling, including originality. A substantial number of pupils write in an extended fashion that is outstanding for their age.
- Pupils in KS2 listen well and speak with understanding about their work. They reflect opinions clearly and the vast majority have a good grasp of a range of Welsh syntax.
- The vast majority of pupils in KS2 read a variety of forms of books with understanding and discuss events and characters effectively. They read with confidence in public with clear pronunciation. Their research skills are satisfactory.
- Pupils in KS2 write effectively in a number of forms and a substantial number write in an extended fashion. They produce interesting and sensitive work such as poems, letters and diaries. In general, their expression is good with good levels of accuracy. Handwriting and presentation of work is good in both key stages.

Shortcomings

- There are no major shortcomings but the work of a small number of pupils in KS2 is only satisfactory, with too many colloquialisms in their work and some weak spelling.

English

English is not formally introduced in KS1 and pupils are not assessed statutorily in this respect. However, the school builds on the natural language which children have and several good examples of oral and written pieces were seen in the work of substantial numbers of pupils. In KS2 standards are satisfactory.

Good features

- Pupils understand a satisfactory range of English and respond appropriately. They reply to questions, suggest comments and reflect opinions satisfactorily. A significant minority speak enthusiastically and with confidence as they talk with interest about various aspects of their work.
- The vast majority of pupils read correctly, using appropriate techniques as they meet unfamiliar words. A small number at the upper end of KS2 read fluently and with sound understanding. They discuss plots, characters and their favourite characteristics of books well.

- Pupils succeed in finding information from books satisfactorily and make effective use of electronic sources to collect information.
- The vast majority of pupils write in different forms and for different purposes satisfactorily, with good levels of accuracy in their work as they respond to tasks across the curriculum. A small number in every year write very effectively with good levels of accuracy and awareness of audience as they create extended and interesting pieces of work.

Shortcomings

- Books chosen by pupils are not always appropriate for them. Pupils in Y3 and Y4 often choose books that are too difficult and pupils in Y5 and Y6 books which are too easy. There is some unsatisfactory reading in Y3 and Y4, where children use a Welsh approach to their English reading and pronunciation.
- Limited vocabulary and an insecure grasp of the language syntax has a detrimental effect on a small number of pupils to be able to express themselves effectively on paper.

Mathematics

Standards are good in both key stages.

Good features

- In Y1 number bonds are developed securely and pupils are confident as they recite the stories of different numbers. They know and recognise the correct forms and numbers correctly orally and in writing and their knowledge of place value within tens and units is good. They use concepts such as odd and even numbers consistently and with understanding in their work.
- Across KS1 pupils have good understanding of number in the context of money and this is developed further by playing roles in the class café.
- By Y2 pupils understand place value in hundreds, tens and units. They use strategies such as doubling and halving confidently, with the most able pupils solving challenging problems in this respect. The simplest multiplication tables have been learnt securely by the majority of pupils and they develop further their concepts of even numbers by knowing, for instance, that two odd numbers when added together will always make an even one.
- Measurement work is good across KS1. Pupils know a good range of two and three dimensional shapes; they discuss the properties of two dimensional shapes confidently but there is some insecurity in this respect in the three dimensional examples. In Y1 pupils use a broad non-standardised mathematical language, but in Y2 pupils extend their skills to measure carefully in centimetres.
- In the lower years of KS2, pupils show increasing understanding of place value and use quick strategies to multiply and divide by 10 or 100. They develop further strategies to

meet the needs of a range of number problems such as adding nine by adding ten and taking away one. They use decimals confidently in the context of money, and the relationship between fractions and dividing has also been understood thoroughly. The most able pupils make substantial progress in their knowledge and understanding of the multiplication tables. There is one group within Y4 who are slower in their understanding of the work, but these pupils make progress according to their age and ability.

- Pupils in Y4 show good understanding of comparative measurements, knowing, for instance, that one kilometer is 1000 metres and that a metre has 100 centimetres. They discover perimeters of shapes with ease and multiply to discover the area of simple shapes. The most able discuss the properties of regular and irregular polygons, as well as three dimensional shapes.
- At the upper end of the school pupils use a range of numbers in a variety of contexts, understanding a number of key relationships such as doubling and halving, fractions, decimals, percentages and ratios, showing ability to create a range of ratios correctly. Their knowledge of multiplication tables is secure and they round off numbers consistently and correctly.
- Challenging shape work is seen in Y5 and Y6. Pupils discover perimeters and areas with ease and label and measure a range of angles consistently and correctly. They understand the relationship between radius and diameter, and their work on reflective symmetry extends them appropriately. They build simple nets to deepen their understanding of three dimensional shapes.
- Across KS2 pupils increase in their ability to create and interpret an appropriate range of graphs. They understand different forms of collecting and recording data and the quality of this work is consistently good.

Science

Standards are good in both key stages.

Good features

- In KS1 pupils know a number of light sources and sort these into ones which are natural and man made. They extend their knowledge of light to develop concepts such as translucent and opaque, making reference to different materials in the same context.
- Pupils in KS1 understand that electricity comes through sockets in the wall or through batteries. They build simple circuits noting the effect which breaking the circuit has upon lighting a bulb.
- Pupils in Y1 and Y2 name the external parts of the body confidently and correctly.
- In KS1 pupils understand forces such as pushing and pulling clearly. They develop Venn diagrams to sort objects which can be moved through different forces including objects such as a door which uses both.

- As they experiment practically, pupils in KS1 suggest their own ideas on how to conduct an experiment. They predict their results simply and their understanding of the purpose and features of fair testing is sound. In Y1 they suggest simple forms of measurements in non-standardised units, whilst pupils in Y2 measure in standardised units with a range of equipment.
- Pupils in Y3 and Y4 understand that light travels in a straight line and causes shadows. They experiment with the effect of light and shadows by using a simple shadow puppet show.
- Younger pupils in KS2 build electrical circuits with understanding and use these to investigate which materials conduct or repel electricity. Their conclusions are entirely correct in this respect.
- Pupils in Y4 have a sound knowledge regarding different forces, including pushing, pulling, friction and gravity. They understand and explain the manner in which different forces work, causing things to move or to change speed, shape or direction. As they design an experiment they are aware of the need for a fair test and suggest their own ideas to ensure that these requirements are realised in their work.
- At the upper end of the school pupils' scientific skills are good and they record their work often in praiseworthy detail. Their understanding of specific skills such as prediction and fair testing is firm. Pupils in Y5 and Y6 know an increasing range of forces, including upthrust and air restraint. They experiment practically in a number of formats to observe these in practice. They understand that forces often work in pairs and situations where different forces are not equal.
- There is detailed work on light in Y5 and Y6. Pupils understand the order of the universe and how night and day occur, and know that shadows are no darker when they overlap.

Design and technology

Standards are very good in both key stages.

Good features

- During the inspection pupils in KS1 celebrated Pancake Day with a lively session of cooking. Their understanding of health, safety and hygiene as they undertake food technology tasks is good.
- Pupils in KS1 undertake a number of challenging techniques including sawing and needlework. The final outcomes reflect the original purpose of the task and a number are used in class models, for instance a bed for the teddy to sleep upon.
- In KS1 pupils adapt their knowledge of science and art into their tasks so that a teddy sleeps in a bed which is in a room lit by electricity.
- The quality of written work in KS1 is very good, with detailed plans and structured evaluations in order to improve the work further.

- Pupils in Y3 and Y4 design a Christmas card with a simple moving mechanism. The research work preceding the task is very good, including appropriate use of the Internet. The finished cards match the requirements of the initial task and the quality of evaluation is often, although not consistently, good.
- Pupils in Y3 and Y4 research into the use of pneumatic power for creating a jack-in-the-box. The quality of their study and understanding of these processes is very good.
- Pupils in Y5 and Y6 take apart various objects, such as flasks, in order to discover and sort the different parts.
- A range of lamps has been created at the upper end of the school. These are often designed by means of computerised programs and light up well according to the requirements of the task. The quality of the recording shows sound understanding and is detailed, and as a result is outstanding.
- Older pupils research well into different aspects of technology. Their current project on experimenting with the strength of different bridges gives rise to a complex range of models and simple experiments before undertaking the final product. Their research work on cogs, by means of published building kits, also deepens their knowledge on how to include moving parts in their work.

Information technology

Standards are very good in both key stages.

Good features

- In KS1 the vast majority of pupils work independently with equipment and name different parts correctly. They click the mouse successfully and correctly, moving objects across the screen efficiently.
- Pupils' language and literacy skills in KS1 are developed consistently and confidently through use of a wide range of software. Their word processing skills develop with increasing confidence and speed.
- Pupils in KS1 use a roamer successfully and confidently, modelling different programs, inputting them and operating them correctly.
- In KS2 of the school pupils use a range of challenging programs to deepen their understanding. At the upper end of the school they prepare PowerPoint presentations on the subject of the differences between a synagogue and a mosque.
- Pupils in KS2 undertake increasingly challenging work with Logo. At the upper of the school they model complex shapes, including shapes within shapes, and adapt their knowledge of mathematics soundly to this work.

- Databases are created on a range of texts. Pupils are confident as they input information and create graphs to show specific aspects of their work.
- Modelling work at the upper end of the school is very good, with pupils using spreadsheets easily, including the use of different formulae to discover the profit in an imaginary situation of buying sweets.

History

Standards are very good in KS1 and good in KS2.

Good features

- Pupils in KS1 have a strong appreciation of yesterday and today. They compare old toys with new ones very effectively and know the differences in the materials and colours between them.
- As a result of the homes theme, pupils in KS1 realise that things change over periods of time and discuss the differences between old houses and modern houses confidently.
- Timelines are used effectively by pupils in Y1 and Y2.
- In KS1 and KS2 pupils name and discuss the important contribution of famous Welsh people effectively.
- Pupils in KS2 show a satisfactory grasp of chronology in general; a few more able pupils have good understanding.
- Frequent visits to local places of historical interest and visits by local people deepen the interest of pupils across the school and promote their understanding of the significance of historical events.
- Pupils in Y3 and Y4 are familiar with a number of historical skills, and research and discuss different forms of evidence effectively. They use a range of sources to collect information about the Tudors and interpret pictures of schools from the Victorian age, comparing these with schools of today.
- In Y5 and Y6 pupils produce written work which is effective to show strong appreciation and understanding of living conditions in different ages in the past. They show empathy with people who are living under difficult conditions such as during the Second World War.
- Across the school pupils use a range of written forms well to record, list, describe and empathise with historical characters.
- In KS1 and KS2 pupils use a range of historical terms correctly and naturally, and make consistent use of ICT to record their work.

Geography

Standards are good in both key stages.

Good features

- Pupils in KS1 know the principal features of the seasons and understand the effect which the weather has on people and plants.
- Pupils in KS1 have simple mapping skills and locate their homes on a map effectively. They discuss the features of the local area well.
- Pupils in KS1 are familiar with the features of different forms of houses and discuss these confidently.
- Pupils in both key stages understand geographical terms well and use these effectively as they discuss their work.
- Pupils across the school discuss the influence of man on the environment effectively, and are aware of the responsibility of the individual for the world around them.
- Pupils in KS2 discuss locations on the map and use six-figure grid references to locate specific areas on the coastline of Anglesey.
- Pupils in Y3 and Y4 compare Bodffordd with a coastline village in Pembrokeshire well, discussing buildings and physical features effectively.
- Pupils in KS2 know the names of the continents, countries and capitals of the world and locate these correctly on a map.
- In KS2 pupils' knowledge of the points of the compass is good and their understanding of a map key is secure.
- Pupils across the school have sound, detailed knowledge of their own locality and Anglesey. Their knowledge of the physical and human characteristics of the rest of Wales is satisfactory.

Art

Standards are very good in both key stages.

Good features

- The investigative nature of many of the art tasks ensures that pupils come to a thorough understanding of important concepts such as texture, quality and tone and use these effectively in their own work. In Y5 and Y6, for instance, pupils research perspective in their work through weaving and linking strips of paper to create different effects.

- The quality of three-dimensional work within the school is outstanding. Pupils work with a broad range of techniques and materials and create work on a range of scales. The exhibition of this work in the school foyer is very striking.
- Pupils across the school emulate the works of the masters to very good standards, showing detailed knowledge of their different styles and sound ability to adapt this to their own work.
- Very good use is made of local artists to co-operate with pupils which actively contributes to the very good standards of work in both key stages.

Music

Standards are good in both key stages.

Good features

- Pupils sing well in both key stages. They enunciate clearly and sing in a rhythmic fashion with pitch which is consistently correct for the majority of pupils. Within assemblies, pupils who have musical instrument lessons make a significant contribution to the quality of singing by adding individual parts themselves into the texture. They maintain these cleverly and there is no disruption to the singing by their rendition.
- Pupils in KS1 repeat simple rhythmic and pitch patterns correctly and confidently. They use their bodies, instruments and voices in short improvised exercises which are challenging under the leadership of the teacher, keeping a steady beat throughout.
- Pupils follow simple graphic scores, controlling a range of pitched and non-tuned instruments with increasing confidence. They evaluate their performances sensibly, suggesting sensible options on how to improve their work.
- Pupils in KS1 recognise a range of simple elements within their work, including length, pitch, dynamic and texture. They discuss these in their evaluation work and change their performance techniques according to what they discover.
- Pupils in KS2 create their own tunes for Welsh folk songs. They have a good grasp of concepts such as pitch and rhythm in their work.
- Computerised work at the upper end of the school is of very good quality. Across KS2 pupils use concepts such as drone and ostinato cleverly and with understanding to create challenging textures and the structure of the work always meets the initial requirements.

Physical education

During the inspection one games lesson was seen in KS1 and one dance lesson and one athletics lesson in KS2. According to this evidence, standards are good in both key stages.

Good features

- In KS1 pupils' ball skills are good. They throw, catch, roll and bounce balls of different sizes effectively with good levels of control.
- Pupils in KS1 use space effectively and are aware of safety.
- Pupils in KS1 work with energy and respond well to suggestions on how to improve their work.
- Pupils across the school know the effective benefits of physical exercise and show enthusiasm and perseverance in their physical education lessons.
- In the dance lesson, pupils in Y3 and Y4 move with sensitivity and respond enthusiastically to music. They show a considerable degree of control and originality in dancing.
- In the athletics lesson, pupils in KS2 have good skills as they throw discus and javelin. They transfer their weight as they throw satisfactorily. They work well with others and show sound appreciation of safety. They succeed in planning and evaluating their performances effectively.
- Pupils in KS2 profit from the experience of taking part in a range of competitive games with other schools.

Religious education

Standards are good in both key stages.

Good features

- Pupils in KS1 know a number of Bible stories and repeat these correctly, understanding the messages within them.
- Pupils in KS1 deepen their knowledge of traditions and architecture by visiting local chapels and churches.
- Pupils in KS1 know about the life and contribution of saints such as Dewi and Dwynwen to religion in Wales. They also know about special days and the significance of the main Church festivals.
- Pupils show a satisfactory knowledge of other religions such as Judaism, as well as Christianity.
- Pupils in KS2 know a lot of stories from the Old and the New Testaments and their understanding of their significance is good.
- Pupils in KS2 have good knowledge of the life and contribution of some of the great humanitarians of the world, such as Marie Curie and Helen Keller.

- Pupils in KS2 have a broad knowledge of the features of some of the main religions of the world. They speak confidently about religious buildings and traditions which belong to Judaism and Islam. The manner in which they ask questions on these religions and respond to them is satisfactory.
- Pupils in KS1 and KS2 are aware of the importance of looking after others, protecting the environment, fairness, perseverance and fidelity.
- By means of purposeful activities, such as collecting money for good causes, pupils across the school have a good understanding of what it is like to belong to a Christian community.
- The Local Agreed Syllabus is followed closely in all respects.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school was last inspected in June 1977 where there were five key issues, as follows:

To maintain present standards and plan to raise standards which are presently satisfactory.

- The school has made very good progress in this respect. Almost without exception, standards of achievement are good or better across the range of the NC subjects and religious education.

To plan for improvements in investigative science and mental arithmetic in KS2.

- Good progress has been achieved in this key issue. Standards in investigative science are now good and the head has planned outstandingly for this, but there remains scope to give it more regular emphasis. Planning for mental arithmetic is good and this is reflected in the standards which are achieved.

To continue to develop assessment systems so there is more correlation between the key concepts which are to be developed and what is recorded in each of the subjects.

- The school has paid close attention to assessment systems and some progress has been made in this respect, but the outcomes do not as yet influence day to day provision sufficiently. As a result, only satisfactory progress has been made in this respect.

To continue to develop a portfolio of pupils' work as a means of ensuring more consistency across the school.

- The task of designing the language portfolio is already at work, but there is no evidence of portfolios in any other subject as yet. As such, progress in relation to this key issue is insufficient.

To include the targets the SDP for improvements.

- The school now has a good SDP, which includes specific targets for priorities which meets the needs of the school. Progress with this key issue is good.

8.2 Key Issues for Action

The school needs to:

- take appropriate steps to raise standards in English in KS2 and in the key skills to do with literacy which are judged to be satisfactory;
- respond to the challenge of raising good standards to very good;
- continue to refine cross-school schemes of work, so that they all show continuity and progression of learning, the key skills and ensuring that they are fully related to statutory requirements;
- ensure that the assessment systems positively influence day to day planning;
- implement the monitoring of standards of achievement and teaching in all aspects, ensuring a prominent role for all teachers in this respect;
- develop the partnership with industry so as to influence standards of achievement positively;
- ensure that the school prospectus and the annual report of governors meet statutory requirements.

The inspectors would like to thank the head, staff, children, parents and governors of the school for their welcome and co-operation during the inspection.

APPENDIX

A. Basic Information About the School

Name of School	Ysgol Gymuned Bodffordd
School type	Primary
Age -range of pupils	3-11
Address of school	Bodffordd Anglesey
Post-Code	LL77 7LZ
Telephone Number	01248 723384

Headteacher	Rhys Glynne Roberts, B.Ed
Date of appointment	September 2000
Chair of Governors	Mr Richard Griffith
Registered Inspector	Mr Meurig Thomas
Dates of inspection	3-5 March 2003

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	6	8	6	8	5	9	6	10	58

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	0	3

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil : adult (fte) ratio in nursery classes	3:1
Average class size, excluding nursery and special classes	17.3
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	97.45	95.84	96.50	96.6
Term 2	96.59	97.26	95.70	96.5
Term 3	96.32	94.03	93.52	94.6

Number of pupils excluded during 12 months prior to inspection.	0
---	---

C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2: 5						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
WELSH:	Teacher Assessment	School	0	0	0	0	60	40	0
WE: Reading	Teacher Assessment	School	0	0	0	0	60	40	0
WE: Writing	Teacher Assessment	School	0	0	0	0	60	40	0
WE: Speaking and listening	Teacher Assessment	School	0	0	0	0	60	40	0
MATHEMATICS	Teacher Assessment	School	0	0	0	0	20	80	0
SCIENCE	Teacher Assessment	School	0	0	0	0	60	40	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	100%	In Wales:	81%

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.
 A Pupils who have failed to register a level due to absence
 W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

National Curriculum Assessment KS 2 Results: 2002								Number of pupils in Y6: 13					
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	0	23.1	30.8	46.1	0
		National	0	0	1	n/a	0	1	6	19	48	25	0
	Test/Task	School	0	0	0	0	0	0	0	23.1	30.8	46.1	0
		National	0	2	2	0	n	n	4	14	47	31	n
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	30.8	23.1	46.1	0
		National	1	0	1	n/a	0	1	4	24	49	20	0
	Test/Task	School	0	0	0	0	0	0	0	15.4	30.8	53.8	0
		National	1	2	0	2	n	n	2	22	48	23	n
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	15.4	38.5	46.1	0
		National	0	0	1	n/a	0	1	4	19	47	28	0
	Test/Task	School	0	0	0	0	0	0	0	15.4	46.2	38.4	0
		National	0	2	1	1	n	n	4	19	42	32	n
Science	Teacher assessment	School	0	0	0	0	0	0	0	7.7	38.5	53.8	0
		National	0	0	1	n/a	0	0	3	15	52	29	0
	Test/Task	School	0	0	0	0	0	0	0	7.7	30.8	61.5	0
		National	0	2	0	1	n	n	2	13	51	31	n

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	69.2%	In the school:	76.9%
In Wales:	68%	In Wales:	68%

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
N Pupils who have failed to register a level for reasons other than absence
B Pupils not entered for tests because they are working outside the levels of the tests.
W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1
n tests do not cover these levels.
n/a not applicable.

NB. National figures are for 2001 as 2002 are not yet available.

D. The Evidence Base of the Inspection

The school was inspected over three days by three inspectors. Professional inspectors were in school for three days and the lay inspector for one day. Thirty teaching sessions or part sessions were observed.

- All teachers were visited and work was inspected in all subjects of the NC and religious education in each class.
- Regular discussions were held with pupils to discover their knowledge of curriculum subjects and their attitude towards learning.

- Pupils' work was inspected across the range of age and ability, in an organised fashion, and the school prepared a comprehensive record of pupils' work and other activities for inspectors.
- Discussions were held with the head and staff, including non teaching staff to determine their specific responsibilities and their professional perspectives.
- School documentation was inspected and detailed discussions were held with the head in relation to financial matters.
- The opinions of parents and governors were received and analysed.

E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Mr Meurig Thomas	1. The school and its priorities 2. Main Findings 3.1 Standards achieved in subjects and areas of learning 3.2 Standards achieved in key skills across the curriculum 5.3 Curriculum 6.1 Quality of self-evaluation and planning for improvement 6.2 Leadership and efficiency 8.1 Progress since the last inspection 8.2 Key issues for action	Mathematics Science Design and technology Information technology Music Art
Mr Gwilym Morris	4.2 Behaviour and attitudes 4.3 Attendance 5.4 Support, guidance and pupils welfare 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	
Mrs Zohrah Evans	4.1 Pupils' spiritual, moral, social and cultural development 5.1 Teaching 5.2 Assessment, recording and reporting 5.5 Provision for pupils with SEN 6.3 Staffing, accommodation and learning resources	Early Years Welsh English Geography History Physical education Religious education