

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

**Ysgol Gymuned Bodorgan
Bodorgan
Ynys Môn
LL62 5AB**

School Number: 660/2134

Date of Inspection: 8-10 March 2005

by

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WO/676/644**

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Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

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

The 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

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Context

The nature of the provider

1. Ysgol Bodorgan is a small rural school that provides bilingual education for 4-11 year old pupils in the villages of Malltraeth, Hermon and Bethel.
2. There are 36 full time pupils on the school register, the majority of whom are in Key Stage 2 [KS2]. During the period of the inspection, there were no reception age children at the school. Pupil numbers have remained relatively constant over the last four years, although there has been a reduction in the last year.
3. Welsh is the main spoken language in the homes of some 60% of pupils, but all pupils are expected to become fluent in both Welsh and English by the end of KS2.
4. Children are admitted to school on a full time basis in the September following their fourth birthday. The school has pupils reflecting the full range of ability and their attainment levels vary greatly when admitted to school. The school's catchment area is not prosperous. Thirty per cent of pupils are entitled to receive free school meals, a percentage that is considerably higher than national averages. Twenty two per cent of pupils have special educational needs [SEN], a figure that is slightly higher than national averages, two of which have statements of SEN.
5. The school was last inspected in February 1999. Since then, attention has been given to a number of curricular aspects and the monitoring and evaluation arrangements have been further developed. The present headteacher was appointed in September 1994.

The school's priorities and targets

6. The school's main priorities and targets for the period 2004 – 2005 include:
 - Reviewing the information and communications technology [ICT] scheme and establish a computer room;
 - Ensuring appropriate provision in music through performance, composition and evaluation;
 - Creating a new assessment pattern for the school and producing a language portfolio;
 - Continuing to work with other local catchment primary schools to create policies and schemes.

Summary

7. The findings of the inspection team concur with the school's judgement in six of the seven Key Questions. The grade 1 awarded by the inspection team in Key Question 7 was higher than the grade 2 adjudged by the school.

Table of grades awarded

- 8 The inspection team judged the school's work as follows:

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

Standards

- 9 Standards of achievement in the lessons inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	61%	9%	0%	0%

- 10 The standards achieved by pupils exceed the all-Wales Welsh Assembly Government [WAG] targets of 95% of lessons adjudged to be satisfactory or better and 75% good or better.

- 11 In KS1 and KS2, in the subjects inspected, standards of achievement are as follows:

Subjects	KS1	KS2
Welsh	Grade 1	Grade 2
Mathematics	Grade 1	Grade 2
Information technology	Grade 2	Grade 2
Art	Grade 1	Grade 1
Music	Grade 2	Grade 2
Religious education	Grade 1	Grade 2

- 12 Pupils succeed in their work, regardless of their ability, social or linguistic background. Pupils with SEN make good progress and they achieve the targets set for them.
- 13 In the key skills, pupils in KS1 achieve Grade 1 standards in all language modes, namely speaking and listening, reading and writing. In KS2, standards in speaking and listening and reading are good, but there are some important shortcomings in their writing standards. Pupils across the school achieve good standards in their mathematical skills.
- 14 In both key stages, pupils achieve good standards in their use of ICT.
- 15 Pupils' bilingual skills are good. By the end of KS2, they use Welsh and English confidently in a number of curricular contexts.
- 16 At the end of KS1 and KS2, in 2004, pupils' attainments in the core subjects of the National Curriculum [NC] were above the national average in all subjects and they compare well with the results of comparable schools in terms of the percentage of pupils receiving free school meals. There was no significant difference in the performance of girls and boys in KS1, but in KS2, the performance of girls exceeded that of boys.
- 17 Pupils in KS1 and KS2 have a good awareness of those areas where they achieve high standards, but their understanding of their shortcomings in other areas is not as strong.
- 18 In KS1 and KS2, pupils' motivation towards learning and the positive attitudes they display towards all school activities are outstanding. They work independently; they solve problems unassisted and make their own decisions.
- 19 The standard of behaviour of pupils of all ages is exceptionally good. From a very early age they exhibit a very high degree of self-discipline.
- 20 Pupils' average attendance levels over the last three terms prior to the inspection was 94% and there is room to improve on this.
- 21 Pupils in KS1 and KS2 make outstanding progress in their personal, moral and social development. They work well together in class; they play together in a friendly manner on the yard and develop into responsible individuals.
- 22 Pupils in both key stages are aware of equal opportunity issues and they acknowledge and respect diversity and social and cultural traditions.
- 23 Pupils in both key stages are well informed about the world of work, particularly so the type of work undertaken by members of the local community.

The quality of education and training

24 In the lessons observed, the quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
40%	52%	8%	0%	0%

25 The standards achieved by pupils exceed the all-Wales WAG targets of 95% of lessons adjudged to be satisfactory or better and 75% good or better.

26 The outstanding working relationship established in all classes nurture pupils' learning skills to very good effect. The teachers make good provision for pupils' linguistic needs through careful support and reinforcement, encouragement and assistance. There is appropriate emphasis on Welsh heritage and culture and equal opportunities are promoted for all pupils. In a small number of lessons, insufficient opportunities are provided for pupils to enable them to make decisions for themselves.

27 The learning assistants make a key contribution to the quality of teaching.

28 Assessment, recording and reporting procedures at the school are good, but full records of assessments of the foundation subjects are not kept. Pupils' work is marked conscientiously. The quality of the annual reports to parents on their children's progress is high.

29 The curriculum provided is broad and balanced across KS1 and KS2 and is of good quality. The good range of extra-curricular, cultural and community-based activities provided enhance pupils' educational experiences and they make a good contribution to their personal development.

30 Good provision is made for developing pupils' bilingual competence.

31 The provision for promoting pupils' spiritual, moral, social and cultural development is good. Due prominence is given to Welsh culture in all aspects of the school curriculum.

32 The quality of the partnership between the school and parents is one of the outstanding features of the school's provision. There are effective arrangements for communicating with parents, but there are minor shortcomings in the school's handbook for parents.

33 There are effective links with other primary schools and with the local secondary school. There are also good links with industry and business, but there is room to improve the provision for entrepreneurial education.

34 There is good provision for raising pupils' awareness of global citizenship and for enhancing their understanding of education for sustainable development.

- 35 The quality of care, support and guidance offered to learners is outstanding. Pupils have confidence in the teachers and are happy to approach them to discuss any issues of concern.
- 36 Although there is no set procedure for providing personal and social education (PSE), good attention is given to a number of aspects of this area in the life and work of the school. The School Council and the circle time sessions are not sufficiently well established at the school.
- 37 There are clear arrangements for safeguarding pupils' health and safety during their time at school.
- 38 There is good provision for pupils with SEN. The teachers and support staff work well with the SEN pupils, enabling them to gain full access to the curriculum.

Leadership and management

- 39 The positive leadership provided by the headteacher effectively co-ordinates the work of staff and governors, and gives a sense of purpose to the work of the school.
- 40 The governing body has established appropriate arrangements for supervising and monitoring the quality of the educational provision, but there is room to develop this further.
- 41 The school's self-evaluation arrangements are comprehensive and are operated in a systematic manner, but there is some lack of detail in the subject evaluations.
- 42 The staffing provision is particularly generous and this secures a highly favourable pupil: teacher ratio. The support staff make a valuable contribution to the work of the school and to raising pupils' standards of achievement.
- 43 The school building and rooms are expansive and provide a good location for teaching, learning and pupil support. The recently established computer room is a useful resource for the school.
- 44 The headteacher and governing body manage the budget carefully and they ensure that the school provides good value for money.
- 45 The school has made good progress since the last inspection in addressing the key issues. Good progress has been made in the quality of teaching and in a number of aspects of school leadership and management. Significant progress has been made in the six areas inspected.

Recommendations

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

- R1. Raise writing standards in Welsh in KS2 by addressing the shortcomings identified.
- R2. Continue to develop the school's self-evaluation arrangements, increasing the emphasis placed on pupils' standards of achievement and strengthening the monitoring and evaluation role of the governing body.
- R3. Address aspects of PSE by developing the role of the School Council, establishing regular circle time sessions and act upon the intention to join the Healthy Schools initiative.
- R4. Establish a whole-school system for assessing foundation subjects on an annual basis.

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

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings.

46 The inspection findings concur with the school's judgement in its self-evaluation report.

47 Standards of achievement in the lessons inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	61%	9%	0%	0%

48 The standards achieved by pupils exceed the all-Wales WAG targets of 95% of lessons adjudged to be satisfactory or better and 75% good or better.

49 Although there were no under-fives at the school during the inspection, the overall quality of the educational provision made for them is appropriate to their needs.

50 In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subjects	KS1	KS2
Welsh	Grade 1	Grade 2
Mathematics	Grade 1	Grade 2
Information technology	Grade 2	Grade 2
Art	Grade 1	Grade 1
Music	Grade 2	Grade 2
Religious education	Grade 1	Grade 2

51 A good majority of pupils in both key stages succeed in achieving the whole-school targets and individual targets set for them. They succeed in their work, regardless of their ability, social or linguistic background. They make good progress towards achieving their potential.

52 Pupils with SEN make good progress and they achieve the targets set for them.

53 In the key skills, pupils in KS1 achieve Grade 1 standards in all language modes, namely speaking and listening, reading and writing. In KS2, standards in speaking and listening and reading are good, but there are some important shortcomings in their writing standards. Pupils across the school achieve good standards in their mathematical skills.

54 In both key stages, pupils achieve good standards in their use of ICT.

- 55 Pupils' bilingual skills are good. By the end of KS2, they use Welsh and English confidently in a number of curricular contexts.
- 56 At the end of KS1, in 2004, pupils' attainments in the core subjects of the NC of Welsh, mathematics and science were higher than national averages in all three subjects. In relation to comparable schools in terms of the number of pupils receiving free school meals, the school's results were in the upper quartile in all three subjects. The best results were in mathematics, with half the pupils attaining Level 3. There are no significant differences in the performance of boys and girls.
- 57 In KS2, in 2004, pupils' attainments in the core subjects of the NC of Welsh, English, mathematics and science were higher than national averages in all four subjects. In relation to comparable schools in terms of the number of pupils receiving free school meals, the school's science results were in the upper quartile and results in Welsh, English and mathematics were above the median. Approximately half the pupils attained Level 5 in mathematics and science. With the exception of science where all pupils attained the national target, the performance of girls exceeded that of boys.
- 58 Pupils in both key stages respond well when learning new information or new skills. They are happy to risk and experiment with new ideas and to ask for support and guidance as and when required.
- 59 Pupils in KS1 and KS2 have a good awareness of those areas where they achieve high standards, but their understanding of their shortcomings in other areas is not as strong. This is particularly so in the case of the written work of KS2 pupils.
- 60 In KS1 and KS2, pupils' motivation towards learning and the positive attitudes they display towards all school activities are outstanding. Almost without exception, they display enthusiasm for their work, they work productively, and they concentrate for extended periods of time.
- 61 The standard of behaviour of pupils of all ages is outstanding. They are considerate and courteous in their involvement with their fellow pupils and adults, and they exhibit a very high degree of self-discipline.
- 62 Pupils' average attendance levels over the last three terms prior to the inspection was 94% and there is room to improve on this. Pupils arrive punctually at school in the morning.
- 63 The ability of pupils in both key stages to work independently is good. The vast majority are able to organise their work, solve problems without assistance and make decisions for themselves. These aspects prepare the pupils well for lifelong learning.

- 64 Pupils in KS1 and KS2 make outstanding progress in their personal, moral and social development. They work well together in class; they play together in a friendly manner on the yard and develop into responsible individuals.
- 65 Pupils in both key stages are aware of equal opportunity issues and they acknowledge and respect diversity and social and cultural traditions. These aspects are effectively developed in religious education lessons, particularly so at the lower end of the school.
- 66 Pupils in both key stages are well informed about the world of work, particularly so the type of work undertaken by members of the local community. Through their practical involvement in a number of local projects such as conservation projects on the estuary, their understanding of the importance of employment and of man's impact on his environment has been developed.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

67 The inspection findings concur with the school's judgement in its self-evaluation report.

68 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
40%	52%	8%	0%	0%

69 The standards achieved by pupils exceed the all-Wales WAG targets of 95% of lessons adjudged to be satisfactory or better and 75% good or better.

70 The outstanding working relationship that has been established in all classes nurtures the pupils' learning skills to very good effect. The teachers have good knowledge of NC subjects; they effectively fulfil pupils' linguistic needs and place appropriate emphasis on studying Welsh heritage and culture. Equal opportunities are promoted for all pupils and programmes of work are modified as required in order to fulfil the needs of individual pupils.

71 The learning assistants make a key contribution to the quality of teaching. They work very closely with the teachers and have a positive impact on pupils' learning.

72 *The outstanding features in the teaching include:*

- Clear instructions, incisive questioning and challenging activities;
- Use of interesting starting points and effective conclusions to lessons;
- Highly effective use of a wide range of resources, including ICT;

73 *The good features in the teaching include:*

- Good use of a range of teaching strategies and a clear focus on the learning objectives;
- Good support provided for learners and tasks that develop good independent learning skills;
- Good planning, well-structured lessons and appropriate classroom organisation.

74 *In a small number of lessons:*

- All the tasks are not sufficiently differentiated for the entire age and ability range in class;
- There is a lack of opportunities for pupils to make decisions for themselves.

- 75 Assessment, recording and reporting arrangements are good. Personal targets are used effectively to ensure that pupils make progress during the year. Written work is marked conscientiously.
- 76 Pupils' progress in the core subjects is assessed in detail. A range of tests is used to assess pupil achievement and to identify those who require additional support. Full records are not kept of the assessments undertaken in the foundation subjects.
- 77 The quality of the annual reports to parents on their children's progress is good.

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

- 78 The inspection findings concur with the school's judgement in its self-evaluation report.
- 79 The school provides a broad and relevant curriculum across KS1 and KS2. It is of good quality, it offers an appropriate balance between NC subjects and fulfils statutory requirements.
- 80 The school provides study programmes that have been planned in detail and are accessible to all pupils, regardless of ability, gender or cultural or religious background.
- 81 The school has adopted a series of policies for all NC subjects and religious education. The quality of the schemes of work is generally good, but they have not all been modified to conform to Curriculum 2000.
- 82 Appropriate priority is given to developing learners' basic skills. As part of the efforts to gain the Basic Skills Agency Quality Mark, the school addressed in great detail the needs of the learners who were under-performing in the key skills. High priority is given to developing pupils' ICT skills.
- 83 There is appropriate provision for securing the development of the necessary key skills.
- 84 The school provides a good range of extra-curricular, cultural and community-based activities for pupils. These experiences enhance the pupils' educational experiences and they make a good contribution to their personal development.
- 85 The provision for promoting pupils' spiritual, moral, social and cultural development is good.
- 86 The whole-school sessions of collective worship effectively promote the pupils' spiritual and moral development. They enhance the school's values by emphasising the responsibility of individuals to their community and environment.
- 87 The provision for developing pupils' awareness and understanding of their own and other cultures, is good.
- 88 Members of the recently established School Council appreciate the opportunities they receive to influence issues that affect their daily lives at school. The Council is currently in its early stages of development.

- 89 The quality of the partnership between the school and parents is one of the outstanding features of the school's provision. Parents are highly supportive of the school and they assist staff in a number of practical ways.
- 90 There are effective arrangements for communicating with parents. The quality of the information provided is good, but there are minor shortcomings in the school's handbook for parents.
- 91 The school benefits considerably from the co-operation between catchment primary schools and with a cluster of small schools in Ynys Môn. There are also good links with the local secondary school.
- 92 There are effective links with industry, local businesses and training agencies but there is room to further improve the provision for enterprise education.
- 93 Good provision is made for developing pupils' bilingual competence. This enables all pupils to become fluently bilingual by the end of their period at the school.
- 94 The school has relevant policies for equal opportunities, anti-racism, social inclusion and diversity. Good opportunities are provided to raise pupils' awareness of global citizenship.
- 95 The pupils' knowledge and understanding of education for sustainable development are promoted effectively. They understand the importance of waste recycling and are aware of their responsibility for the environment.
- 96 The educational programme and the extra-curricular activities provided prepare pupils appropriately for lifelong learning.

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

Grade 2: Good features and no important shortcomings

- 97 The inspection findings concur with the school's judgement in its self-evaluation report.
- 98 The quality of care, support and guidance provided to pupils is outstanding. Pupils are very happy at school and they enjoy a very good relationship with the teachers. Parents appreciate the care and guidance the school provides for their children.
- 99 There is a caring ethos at the school, and pupils feel safe and are encouraged to talk about their feelings and concerns in the knowledge that they will be given a good hearing.
- 100 Good attention is given to welfare issues and there is close co-operation with the various agencies to seek to resolve any problems that may arise.
- 101 There are clear arrangements to secure pupils' health and safety during their time at school. The school has co-operated with the Local Education Authority (LEA) in order to solve the traffic problem outside the school gate at the end of the day.
- 102 Although there is no set procedure for providing PSE, good attention is given to a number of aspects of this area in the life and work of the school. The School Council and the circle time sessions are not sufficiently well established at the school.
- 103 There are very detailed arrangements for monitoring attendance and punctuality.
- 104 There is good provision for pupils with special educational needs and it meets in full the requirements of the Code of Practice. The teachers and support staff work well with the SEN pupils, enabling them to gain full access to the curriculum. There is good co-operation with parents and external agencies in reviewing the progress made by pupils.
- 105 The curricular provision and school organisation give careful consideration to the variety of pupils' backgrounds and to their linguistic needs. Purposeful action is taken to provide equal opportunities for all pupils and to promote gender equality.
- 106 Effective procedures are in place to remove any oppressive behaviour, bullying or harassment of other pupils.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 107 The inspection findings concur with the school's judgement in its self-evaluation report.
- 108 The positive leadership provided by the headteacher effectively co-ordinates the work of staff and governors, and gives them an active role in the decision making process. This secures effective co-operation and provides a sense of purpose to the work of the school.
- 109 The headteacher's ability to attract various grants and sponsorship in order to improve the educational provision is one of the outstanding features of the quality of leadership and management at the school.
- 110 The teaching staff and support staff undertake their responsibilities conscientiously and they make a key contribution to pupils' standards of achievement and to the overall development of the school.
- 111 The school gives good consideration to WAG priorities. It has gained Investors in People status together with the Basic Skills Agency Quality Mark. The school obtains considerable benefit from its involvement in several partnerships, including the cluster of local primary schools and the small schools cluster in Ynys Môn.
- 112 The whole-school targets that are set are challenging and realistic. The individual targets set for pupils secure parental commitment to their children's development and they make a good contribution to raising standards throughout the school.
- 113 There are suitable arrangements in place for implementing Performance Management requirements. The system is used effectively to monitor and evaluate the teaching, setting year objectives for members of staff and establishing a programme for fulfilling the continuing professional development [CPD] needs of individuals.
- 114 The governors work closely with the headteacher in order to set a strategic direction for the school. They have an appropriate understanding of their responsibilities. Through regular visits to classes, they have established suitable procedures for supervising and monitoring the quality of educational provision. There is room to further develop these arrangements. They fulfil all their legal responsibilities.

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

Grade 2: Good features and no important shortcomings

- 115 The inspection findings concur with the school's judgement in its self-evaluation report.
- 116 The school is well informed of its performance. The school's judgements in its self-evaluation report concur with the findings of the inspection team in six of the seven Key Questions. Inspection evidence shows that the school was too harsh in its judgement in Key Question 7 in terms of the quality of staff training, the adequacy of teaching resources and the quality of its financial planning.
- 117 The school's self-evaluation arrangements are comprehensive and are operated in a systematic manner. The concise report produced prior to the inspection refers to a good range of evidence. It identifies the school's main strengths and the areas and aspects in need of further development.
- 118 Direct evidence of the quality of teaching is used, together with appropriate criteria for evaluating standards and provision in NC subjects. Attention is also given to whole-school issues, such as spiritual, moral, social and cultural development, attendance and punctuality, behaviour and attitudes.
- 119 Although the self-evaluation arrangements are comprehensive, there is insufficient detail in the subject evaluations on pupils' standards of achievement. This has an impact on the priorities contained in the School Development Plan (SDP).
- 120 Appropriate use is made of school data in relation to NC tests and assessments in order to compare the school's performance against local and national benchmarks.
- 121 The school's self-evaluation arrangements give parents a good opportunity to express their views about the quality of provision, day-to-day arrangements at the school and pupils' standards of achievement. There are no corresponding arrangements for gathering pupils' views.
- 122 The development plan provides direction to the school's development during the academic year. It contains a comprehensive evaluation of the implementation of the previous SDP, showing the progress made during the period in question. It also sets long and short-term priorities and links them to staff training needs. The plan identifies the tasks to be completed, the expected outcomes and which monitoring methods are to be used.
- 123 The SDP contains insufficient detail on the proposed steps to raise standards in specific areas, such as writing in Welsh.

- 124 The school has made good progress since the last inspection in addressing the key issues. Good progress has been made in the quality of teaching and in a number of aspects of school leadership and management. Significant progress has been made in the six areas inspected.

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

Grade 1: Good with outstanding features

- 125 The inspection findings differ from the school's Grade 2 judgement in its self-evaluation report.
- 126 The staffing provision is particularly generous, and this secures a highly favourable pupil: teacher ratio. The teachers are well versed in the areas they teach and they regularly update their teaching skills and their subject knowledge by attending local and county-based training sessions.
- 127 The support staff make a valuable contribution to the work of the school and to raising pupils' standards of achievement, particularly so in music. This is an outstanding feature of the school's provision.
- 128 Teachers' work is reinforced by visitors to school, particularly so artists in residence. This makes a considerable contribution to the outstanding artwork produced by pupils.
- 129 The school has an outstanding supply of resources; they are kept in an orderly manner and are conveniently accessible for pupils' use. The outstanding features of the school's provision include the supply of computers and the comprehensive collection of art resources available in classes.
- 130 The school building and rooms are expansive and provide a good location for teaching, learning and pupil support. The buildings and grounds are well maintained and used effectively. Standards of cleanliness at the school are good.
- 131 The recently established computer room is a useful resource for the school and makes a considerable contribution to the high standards achieved in information technology.
- 132 The school environment is enhanced by tasteful and interesting displays that create a pleasant learning environment that facilitates pupils' learning.
- 133 The headteacher and governing body manage the budget carefully and they ensure that expenditure corresponds to school needs. Any key budgetary changes are foreseen, such as staff reductions, and appropriate planning is made for such eventualities. An annual review is held of the use of resources in order to secure value for money.
- 134 The school provides good value for money.

Standards achieved in subjects and areas of learning

Welsh

Key Stage 1 - Grade 1: Good with outstanding features

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

135 In KS1 and Y3, standards in oracy, reading and writing are grade 1. In Y4 - Y6, standards in oracy and reading are grade 2 and standards in writing are grade 3

Good and outstanding features

136 Pupils in KS1 listen very well to presentations and they respond meaningfully and in a mature fashion, expressing opinions and asking questions. They participate with great confidence in extended discussions, engaging in role-play, responding to each other and offering unsolicited comments. They are able to express their ideas clearly and the quality of language and their use of specialist vocabulary are outstanding.

137 The pupils read a wide range of books, showing an awareness of the importance of expression and voice intonation when reading aloud. They discuss the content and characters of their books with understanding and interest. They employ a number of appropriate strategies to assist their reading.

138 The vast majority, including pupils with SEN, write independently, and the most able pupils use a variety of sentence patterns. By Y2, they write interestingly and in an extended manner. The content is often interesting and they are able to spell and punctuate with a good measure of accuracy. The standard of their handwriting is outstanding.

139 Pupils in KS2 listen courteously to each other and they respond appropriately in different situations. The vast majority are confident when expressing themselves orally and they use appropriate language during conversation and to offer observations on their work. Individuals in this key stage use refined and expansive language.

140 A large number of pupils in KS2 read fluently and with appropriate intonation, giving due attention to punctuation marks and they are able to discuss the content of the books they read and their favourite authors, in some detail. They make effective use of their reading skills to collect information from books and other sources.

141 Pupils produce an appropriate variety of written work and a considerable number of the younger pupils and individuals at the upper end of the school write in an interesting and extended manner, and with a good measure of accuracy. They write for various purposes, using different forms that are appropriate for the task in question.

Shortcomings

- 142 In the KS2 class, a small number of pupils lack confidence in expressing themselves orally in an extended manner and they do not read with the expected fluency and smoothness.
- 143 Spelling and punctuation errors are found in the work of a significant percentage of pupils in the KS2 class. They do not write independent, extended pieces of work and neither do they evaluate and improve the content and accuracy of their work.

Mathematics

Key Stage 1 - Grade 1: Good with outstanding features

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

Good and outstanding features

- 144 Pupils in KS1, read, write and arrange numbers with appropriate accuracy, and they have a sound understanding of place value. They understand key mathematical concepts learnt in earlier lessons and are able to swiftly and accurately recall number facts. By Y2, they employ a good variety of mental calculation strategies, solving addition and subtraction problems with increasing ease. They are able to explain their work logically, can count orally in steps of varying sizes and are able to recognise simple number patterns.
- 145 They employ a range of strategies and criteria for classifying objects. They collect information in an orderly manner, recording it in tabular or graphical formats and interpreting the statistical data.
- 146 They use appropriate mathematical language to describe and discuss two dimensional (2D) and 3D shapes. They are able to accurately describe the main characteristics of shapes, with reference to specific features such as edges, angles and surfaces.
- 147 They make accurate use of non-standard and standard units when measuring length, mass and volume. They have a good understanding of time.
- 148 Pupils in KS2 are able to swiftly and accurately recall mathematical facts, using them in their work. The most confident pupils explain their work logically, using appropriate mathematical language and they have well-developed number skills for mental and paper calculations. By Y5, they have a sound understanding of the place value of five digit and larger numbers and of decimals, and they use the four procedures with increasing assuredness. They have a sound understanding of fractions, percentages and negative numbers.
- 149 They have a sound understanding of the features and characteristics of 2D and 3D shapes. They are able to correctly name various angles and note the co-ordinates in 2D and 3D shapes.

- 150 They use the most appropriate equipment and unit of measurement to discover the length, perimeter, area and mass of objects. They have a good understanding of capacity and volume.
- 151 Pupils collect, represent and interpret data for various purposes, including some that emanate from their own questions. They make effective use of diagrams, graphs and mathematical notation to convey clearly their findings and ideas to others.

Shortcomings

- 152 Pupils in KS2 are unfamiliar with the use of a protractor in order to measure angles to the nearest degree.

Information technology

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

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

Good and outstanding features

- 153 Pupils in KS1 use information technology (IT) equipment and software with increasing skill in a variety of appropriate contexts. They produce effective pieces of written work on screen, modifying the text as required. By Y2, they are able to store, retrieve and modify their work before printing. They use simple art packages to create pictures and patterns that are related to their work and, with assistance, produce simple block graphs. They are able to effectively control and direct the on-screen cursor.
- 154 When communicating with another school through e-mail, they are able to open and send messages with very little assistance.
- 155 They show good mouse control skills in order to move images on screen and they are confident in their use of the interactive whiteboard.
- 156 In KS2, pupils use IT equipment and software effectively for communication and exchanging information in various forms, including text, graphs and pictures. Their mastery of the word processor is developing well as they modify their work to fulfil the needs of different audiences. They make very skilful use of art packages to produce good quality pictures.
- 157 They make effective use of the Internet in order to collect information and send e-mail messages. By the end of Y4, they are able to create a database without assistance and to present the information in various forms.
- 158 A small group of pupils in Y6 have outstanding IT skills. They make highly skilful use of digital cameras when producing a film of the area and, through the use of special software, they are able to edit and finetune the film. The work produced is of a very high quality.

Shortcomings

159 Pupils' ability to question and re-arrange data is not sufficiently developed.

Art

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Good and outstanding features

160 The attractive displays seen on classroom walls and along the corridors highlight the outstanding artwork produced by pupils in both key stages.

161 In KS1, the pupils experiment with a wide range of media when drawing, painting, printing and creating collage. They talk intelligently about their own work and that of other artists, including artists from Wales. They discuss the characteristics of the work of artists in a highly knowledgeable manner, emulating their styles to create their own original work. This is one of the outstanding features of this aspect of the school's work.

162 They use a very wide range of techniques, applying them to fulfil the requirements of different tasks. They mix colours and materials with great success to create different effects. On the basis of detailed observations, they produce freehand drawings of very high quality and they respond imaginatively to various stimuli.

163 Pupils show an outstanding awareness of a number of artistic elements and are able to discuss the use of line, shape and space when creating imaginative pictures and colourful patterns.

164 In KS2, the pupils work with a very wide range of materials, displaying a sound understanding of the visual language of line, colour, pattern, texture, shape, form and space. They experiment with and refine their skills through different processes and techniques on varying scales. They make successful use of shapes to produce pictures and designs of outstanding quality.

165 Pupils have a very good awareness of artists from Wales and of some major artists of the world. They are able to compare their own work with that of some of these artists, elaborating upon the media and styles they have used when emulating their styles. They have produced work of a very high standard based on the paintings of Van Gogh and Picasso.

166 When studying artwork from other cultures, they produced interesting patterns in the style of the Aborigine tradition.

167 Throughout the key stage, pupils regularly discuss, evaluate and improve their work.

Shortcomings

168 There are no significant 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 and outstanding features

- 169 Pupils in KS1 know a range of folk songs and nursery rhymes, singing them tunefully. Their wording is clear and expressive. They use simple part-singing to effectively create and convey atmosphere.
- 170 They are able to name and describe different tuned and untuned instruments. They are able to use them to maintain a regular beat and as effective accompaniment to simple verses and songs.
- 171 The pupils are familiar with the terms that describe musical elements such as pace and dynamics, and they use them confidently when working on specific songs. They understand the impact that such elements have on songs and music, and how they can modify them to specific purposes.
- 172 In KS2, pupils sing a wide range of suitable songs, including a number of two part songs. They are able correctly to maintain the various parts, showing increasing control of pitch, breathing, pace, phrasing and dynamics.
- 173 Pupils use the pentatonic scale to compose and perform impromptu patterns, using pitch and non-pitch instruments in order to emulate and create rhythmic patterns. They use various verses and rhymes as a stimulus and as a basis for simple accompaniment. They make effective use of computer programmes in order to compose and record their work.
- 174 They are familiar with recording their work and evaluating it for the purposes of further refinement. In their evaluation work, pupils listen carefully and they can recognise and describe different instruments and their features, such as pitch, timing and dynamics, relating and applying them to their own compositions. Their understanding and use of relevant terms are very good. A small number describe the atmosphere and mood created by the music in a mature fashion.
- 175 A considerable number of pupils are able to discuss Welsh music and musicians and they are familiar with Welsh folk songs.

Shortcomings

- 176 In both key stages, pupils' composition and evaluation skills have not been fully developed.

Religious education

Key Stage 1 - Grade 1: Good with outstanding features

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

Good and outstanding features

- 177 The content of the Agreed Syllabus of the County Standing Council is presented appropriately.
- 178 Pupils in KS1 are able to recount and discuss stories from the Bible in detail, identifying themselves with the feelings of the characters within them. They understand the importance of the Bible for Christians and the Torah for Jews. They are able to compare the synagogue and chapel and church, and their knowledge and understanding of the Jewish faith are good. They have a basic understanding of Hinduism.
- 179 Pupils have a very good awareness of the features and practices of places of worship, the Christian festivals and the main events associated with them. They know about the artefacts in churches and chapels and the various Christian symbols. They can describe the function of the service of Thanksgiving and they appreciate the importance of gratitude.
- 180 Their awareness of values such as friendship and kindness to others is developing very well.
- 181 In KS2, the pupils know that there are different versions of stories in the Bible, they are able to compare them in a mature fashion, denoting similarities and differences and coming to a rational conclusion. They have a sound knowledge of the parables of Jesus Christ and are able to discuss with great maturity their significance to us today.
- 182 They are aware that religions other than Christianity are practised throughout the world. They know that the Bible is a sacred book for the Christian and are able to discuss the sacred books of the Jews and Hindus. They also have a good awareness of the fundamental tenets of Islam.
- 183 Following visits, pupils are able to describe the main features of various places of worship and to differentiate between them. They are aware of the purpose of prayer and they have produced their own prayers.
- 184 Pupils express opinions in favour of maintaining rules in modern day society, and they have produced an appropriate list of rules for class and school. They understand that other people have different values that should be respected.

Shortcomings

- 185 The pupils are unfamiliar with religious benefactors and leaders and with the significance of pilgrimage to believers.

School's response to the inspection

The staff and governors of Ysgol Gymuned Bodorgan, having considered the inspection findings, are pleased to state that the report is fair, positive and constructive.

The inspectors' views correspond to the school's judgments with regard to key questions in the self-evaluation document.

The inspection was an evolving process of professional and productive dialogue. Opportunities were given to provide the necessary evidence, to confirm viewpoints and to express views on specific issues. The school took advantage of these opportunities to highlight its strengths as we see them. It was felt that the role of the nominee had been a particularly valuable component of the process.

The inspection acknowledged very many positive elements. Pupils' standards of achievement were found to be good in the subjects inspected, pupils in both key stages successfully achieved the targets set for them and pupils gained success in their work, regardless of ability, social or linguistic background. Pupils across the school achieved good standards in the key skills in language and mathematics and information technology. The children's bilingual skills were found to be good. Standards in the foundation subjects of art, music and religious education were found to be good throughout the school. Standards of pupils' behaviour were good, and the children's motivation towards learning was positive.

The report recognises the high quality of teaching and the commitment of teaching and support staff. Extra-curricular work and the school's community involvement and its partnership with parents are acknowledged. Provision for pupils with SEN is also good. The positive leadership provided promote opportunities for staff and governors as the school's management team, and the resources and the use made of them were also found to be good. We take pride in the school's achievements in the specific areas and feel as a school that we can develop and make further progress.

It was agreed that improvement is required in certain areas, such as raising standards of writing in Welsh in KS2, continuing to develop the school's self-evaluation arrangements, addressing aspects of PSE by developing the school council and addressing the healthy school scheme, and establishing whole-school assessment arrangements for the foundation subjects. We are confident that we will be able to address the report's recommendations and in so doing that the school will move forward to achieve higher standards.

We are as a school very proud of the report. The inspection has given us an opportunity to look in great detail at all aspects of the life and work of the school, and the preparation of the self-evaluation report was a positive process that enabled us to identify the school's achievements to date. This reflected the culture of self-criticism that is an integral part of the life of the school. The inspection has reinforced our strengths and has clearly identified the areas where further development is possible.

Appendix A

Basic information about the school

Name of school	Ysgol Gymuned Bodorgan
School type	Community - bilingual
Age-range of pupils	4-11 years
Address of school	Bodorgan Ynys Môn
Post-code	LL62 5AB
Telephone number	01407 840386
Headteacher	Mr Robert W Griffiths
Date of appointment	September 1994
Chair of governors/ Appropriate authority	Mr M Davies
Reporting inspector	Wil Williams
Dates of inspection	8-10 March 2005

Appendix B

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	0	0	7	4	7	5	8	5	36

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	0.1	2.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil: adult (fte) ratio in nursery classes	
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	18
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Spring 2004	96.6	99.1	94.2	96.6
Summer 2004	96.5	97.7	94.8	97.2
Autumn	97.2	96.9	96.5	97.9

Percentage of pupils entitled to free school meals	30%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS1 Results 2004	Number of pupils in Y2	6
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

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	79%

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2004	Number of pupils in Y6	6
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

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	85.7%	In the school	85.7%
In Wales	70%	In Wales	71%

Appendix D

Evidence base of the inspection

- The team of three inspectors inspected work in all classes. Between them they spent six full days at the school;
- pre-inspection meetings were held with governors, staff and parents;
- a range of documentation produced by the school was examined, including examples of work by the pupils across the curriculum in the early years and the two key stages;
- twenty four lessons or sessions were observed;
- morning assemblies were attended;
- pupils were listened to reading and were questioned about their knowledge and understanding of the curriculum;
- school registers were inspected;
- discussions were held with the headteacher and school staff relating to curricular and management matters;
- minutes of governors' and staff meetings were examined as well as documents relating to the school's financial matters;
- pupils were observed as they arrived and departed from school, and during breaks;
- five parents were present at the pre-inspection meeting and 15 questionnaires were returned;

- a post-inspection meeting was held with the staff and governing body.

Appendix E

Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Wil Williams	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Mathematics, IT, art
Gwenan Williams	Team	Key questions 2; 3; 4.	Welsh, music, religious education.
Wil Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

Contractor: Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

Acknowledgement

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.

SUMMARY REPORT ON THE INSPECTION OF YSGOL BODORGAN

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Ysgol Bodorgan was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Ysgol Bodorgan took place between 8-10 March 2005. An independent team of three inspectors, led by Mr Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

The findings of the inspection team concur with the school's judgement in six of the seven Key Questions. The grade 1 awarded by the inspection team in Key Question 7 was higher than the grade 2 adjudged by the school.

Table of grades awarded

The inspection team judged the school's work as follows:

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

Standards

Standards of achievement in the lessons inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	61%	9%	0%	0%

The standards achieved by pupils exceed the all-Wales Welsh Assembly Government [WAG] targets of 95% of lessons adjudged to be satisfactory or better and 75% good or better.

In Key Stage 1 (KS1) and KS2, in the subjects inspected, standards of achievement are as follows:

Subjects	KS1	KS2
Welsh	Grade 1	Grade 2
Mathematics	Grade 1	Grade 2
Information technology	Grade 2	Grade 2
Art	Grade 1	Grade 1
Music	Grade 2	Grade 2
Religious education	Grade 1	Grade 2

Pupils succeed in their work, regardless of their ability, social or linguistic background. Pupils with special educational needs (SEN) make good progress and they achieve the targets set for them.

In the key skills, pupils in KS1 achieve Grade 1 standards in all language modes, namely speaking and listening, reading and writing. In KS2, standards in speaking and listening and reading are good, but there are some important shortcomings in their writing standards. Pupils across the school achieve good standards in their mathematical skills.

In both key stages, pupils achieve good standards in their use of information and communications technology (ICT).

Pupils' bilingual skills are good. By the end of KS2, they use Welsh and English confidently in a number of curricular contexts.

At the end of KS1 and KS2, in 2004, pupils' attainments in the core subjects of the National Curriculum [NC] were above the national average in all subjects and they compare well with the results of comparable schools in terms of the percentage of pupils receiving free school meals. There was no significant difference in the performance of girls and boys in KS1, but in KS2, the performance of girls exceeded that of boys.

Pupils in KS1 and KS2 have a good awareness of those areas where they achieve high standards, but their understanding of their shortcomings in other areas is not as strong.

In KS1 and KS2, pupils' motivation towards learning and the positive attitudes they display towards all school activities are outstanding. They work independently; they solve problems unassisted and make their own decisions.

The standard of behaviour of pupils of all ages is exceptionally good. From a very early age they exhibit a very high degree of self-discipline.

Pupils' average attendance levels over the last three terms prior to the inspection was 94% and there is room to improve on this.

Pupils in KS1 and KS2 make outstanding progress in their personal, moral and social development. They work well together in class; they play together in a friendly manner on the yard and develop into responsible individuals.

Pupils in both key stages are aware of equal opportunity issues and they acknowledge and respect diversity and social and cultural traditions.

Pupils in both key stages are well informed about the world of work, particularly so the type of work undertaken by members of the local community.

The quality of education and training

In the lessons observed, the quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
40%	52%	8%	0%	0%

The standards achieved by pupils exceed the all-Wales WAG targets of 95% of lessons adjudged to be satisfactory or better and 75% good or better.

The outstanding working relationship established in all classes nurture pupils' learning skills to very good effect. The teachers make good provision for pupils' linguistic needs through careful support and reinforcement, encouragement and assistance. There is appropriate emphasis on Welsh heritage and culture and equal opportunities are promoted for all pupils. In a small number of lessons, insufficient opportunities are provided for pupils to enable them to make decisions for themselves.

The learning assistants make a key contribution to the quality of teaching.

Assessment, recording and reporting procedures at the school are good, but full records of assessments of the foundation subjects are not kept. Pupils' work is marked conscientiously. The quality of the annual reports to parents on their children's progress is high.

The curriculum provided is broad and balanced across KS1 and KS2 and is of good quality. The good range of extra-curricular, cultural and community-based activities provided enhance pupils' educational experiences and they make a good contribution to their personal development.

Good provision is made for developing pupils' bilingual competence.

The provision for promoting pupils' spiritual, moral, social and cultural development is good. Due prominence is given to Welsh culture in all aspects of the school curriculum.

The quality of the partnership between the school and parents is one of the outstanding features of the school's provision. There are effective arrangements for communicating with parents, but there are minor shortcomings in the school's handbook for parents.

There are effective links with other primary schools and with the local secondary school. There are also good links with industry and business, but there is room to improve the provision for entrepreneurial education.

There is good provision for raising pupils' awareness of global citizenship and for enhancing their understanding of education for sustainable development.

The quality of care, support and guidance offered to learners is outstanding. Pupils have confidence in the teachers and are happy to approach them to discuss any issues of concern.

Although there is no set procedure for providing personal and social education (PSE), good attention is given to a number of aspects of this area in the life and work of the school. The School Council and the circle time sessions are not sufficiently well established at the school.

There are clear arrangements for safeguarding pupils' health and safety during their time at school.

There is good provision for pupils with SEN. The teachers and support staff work well with the SEN pupils, enabling them to gain full access to the curriculum.

Leadership and management

The positive leadership provided by the headteacher effectively co-ordinates the work of staff and governors, and gives a sense of purpose to the work of the school.

The governing body has established appropriate arrangements for supervising and monitoring the quality of the educational provision, but there is room to develop this further.

The school's self-evaluation arrangements are comprehensive and are operated in a systematic manner, but there is some lack of detail in the subject evaluations.

The staffing provision is particularly generous and this secures a highly favourable pupil: teacher ratio. The support staff make a valuable contribution to the work of the school and to raising pupils' standards of achievement.

The school building and rooms are expansive and provide a good location for teaching, learning and pupil support. The recently established computer room is a useful resource for the school.

The headteacher and governing body manage the budget carefully and they ensure that the school provides good value for money.

The school has made good progress since the last inspection in addressing the key issues. Good progress has been made in the quality of teaching and in a number of aspects of school leadership and management. Significant progress has been made in the six areas inspected.

Recommendations

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

- R1. Raise writing standards in Welsh in KS2 by addressing the shortcomings identified.

- R2. Continue to develop the school's self-evaluation arrangements, increasing the emphasis placed on pupils' standards of achievement and strengthening the monitoring and evaluation role of the governing body.
- R3. Address aspects of PSE by developing the role of the School Council, establishing regular circle time sessions and act upon the intention to join the Healthy Schools initiative.
- R4. Establish a whole-school system for assessing foundation subjects on an annual basis.

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

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.