

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

**YSGOL CYLCH Y GARN
LLANRHUDDLAD
HOLYHEAD
YNYS MÔN
LL65 4HT**

School Number: 660/2158

Date of Inspection: 19-21 April 2005

by

**Mr Wil Williams
Registered Inspector WO 67644**

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Under Estyn contract number: T/193/04P

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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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	7
Key question 1: How well do learners achieve?	7
The quality of education and training	9
Key question 2: How effective are teaching, training and assessment?	9
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	10
Key question 4: How well are learners cared for, guided and supported?	11
Leadership and management	13
Key question 5: How effective are leadership and strategic management?	13
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	14
Key question 7: How efficient are leaders and managers in using resources?	15
Standards achieved in subjects and areas of learning	16
The under-fives	16
Welsh	18
Science	18
History	19
Art	20
Religious education	21
School's response to the inspection	23
Appendices	25
A Basic information about the school	25
B School data and indicators	25
C National Curriculum assessments results	26
D Evidence base of the inspection	26
E Composition and responsibilities of the inspection team	27

Context

The nature of the provider

1. Ysgol Cylch y Garn is located on the outskirts of the village of Llanrhuddlad in northern Anglesey. It is a bilingual primary school that in the main serves the three nearby villages of Llanrhuddlad, Rhydwyn and Llanfairyingornwy.
2. Children are admitted to school on a part-time basis at the beginning of the term following their fourth birthday. The school is attended on a full-time basis by 53 pupils between 4-11 years of age and by three nursery children for five mornings a week. There has been a considerable increase in pupil numbers during the last three years. The pupils are taught by two full-time members of staff, one part-time and a nursery assistant.
3. The area is described as being neither prosperous nor economically disadvantaged. Thirty two per cent of pupils are entitled to receive free school meals, and this is considerably higher than county and national averages.
4. Welsh is the main spoken language in the homes of 49% of pupils, but it is adjudged that approximately 70% now speak Welsh to first language standard. The school teaches the Welsh First Language Programme of Study.
5. The school has pupils representing the full range of ability and their attainments vary greatly on admission to school. Seventeen per cent of pupils have special educational needs, a figure that is slightly below the national average, five of whom have statements of special educational needs.
6. The school was last inspected in June 1999. Since then, there has been a significant change in the linguistic and social backgrounds of many of the children. The headteacher was appointed to her post in November 1999.

The school's priorities and targets

7. The school's priorities and targets for 2004 – 2007 include:
 - Continuing to develop and operate the self-evaluation cycle;
 - Creating portfolios of pupils' work in the core subjects;
 - Further developing the role of the learning assistants.

Summary

8. The views of the inspection team match with the school's judgements in its self-evaluation in four of the seven Key Questions. Inspection evidence shows that the school, in coming to a view on key questions 3 and 7, had failed to sufficiently recognise the outstanding quality of curricular provision and financial planning. In Key Question 6, the school's self-evaluation had not been sufficiently searching so as to allow it to identify all shortcomings.

Table of grades awarded

9. The inspection team adjudged 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?	1
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?	3
7 How efficient are leaders and managers in using resources?	1

Standards

10. Standards of achievement in the lessons inspected were as follows:

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

11. The standards achieved by pupils exceed the all-Wales Welsh Assembly Government targets of 95% of lessons adjudged to be satisfactory (Grade 3) or better and 75% good (Grade 2) or better.
12. The standards of achievement of the under-fives are as follows:

Areas of learning	Standards	
	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 1
Mathematical development	Grade 2	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1

Creative development	Grade1	Grade1
Physical development	Grade 1	Grade 1

13. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards achieving the Desirable Outcomes for Children's Learning.
14. In Key Stage 1 and Key Stage 2, in the subjects inspected, standards of achievement are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 1	Grade 1
Science	Grade 2	Grade 2
History	Grade 1	Grade 2
Art	Grade 2	Grade 1
Religious education	Grade 2	Grade 1

15. Each individual, including pupils with special educational needs, make progress in their work, regardless of ability, social or linguistic background.
16. The under-fives and pupils in Key Stage 1 and Key Stage 2 make good progress in the basic skills of language and communication, numeracy and information and communications technology.
17. Pupils' bilingual skills are developing well. Their creative skills are outstanding.
18. At the end of Key Stage 1, in 2004, pupils' attainment levels in the National Curriculum core subjects were considerably higher than the national average in Welsh and were lower in mathematics and science. In Key Stage 2, pupils' attainment levels were considerably higher than national averages in Welsh, English and science, and were comparable in mathematics.
19. Pupils' learning skills are one of the school's outstanding features. They show interest in their work and work hard in lessons.
20. Standards of behaviour are outstanding throughout the school. The standard of courtesy and friendliness shown by pupils towards each other, adults and visitors is a particular feature of the life and work of the school.
21. For the three full terms prior to the inspection, the average level of attendance at the school was 93%. A small minority of parents take their children on holiday during term times.
22. Pupils make outstanding progress in their ability to work independently. The skills required to sustain lifelong learning are developed effectively. Pupils accept responsibilities with ease and provide good mutual support in all school activities.

23. Pupils in both key stages make good progress in their personal, social and moral development. They are caring of each other; they exhibit responsible attitudes and show respect for the diversity of other beliefs and cultural traditions.

The quality of education and training

24. In the lessons observed it was adjudged that the quality of teaching is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	70%	6%	0%	0%

25. The quality of teaching exceeds the all-Wales Welsh Assembly Government targets of 95% of lessons adjudged to be satisfactory [Grade 3] or better and 75% good [Grade 2] or better.
26. The outstanding features of the teaching include lessons that have been planned thoroughly and the practice of sharing the learning objectives with pupils at the beginning of lessons.
27. The good features of the teaching include good learning resources, tasks that give intensive consideration to the needs of each individual pupil, effective use of learning assistants and effective development of pupils' bilingual skills.
28. In a small number of lessons the presentations are too long and the tasks set do not correspond to the needs of all pupils.
29. The quality of the assessment, recording and reporting procedures is good. Detailed and regular records are kept of the achievements and progress of all pupils. Pupils' work is marked regularly but opportunities are not always provided for pupils to act on their teachers' recommendations. The quality of the reports to parents is good and they offer a detailed picture of pupils' progress.
30. The school provides equal access to a broad, balanced and high quality curriculum.
31. The curriculum for the under-fives successfully promotes the Desirable Outcomes for Children's Learning and effectively fulfils the needs of individual children.
32. The school's planning procedures are an outstanding feature. The development of pupils' bilingual skills is promoted effectively, and appropriate consideration is given to the content of the Personal and Social Education Framework when providing learning experiences.
33. The school's partnership with parents, the community and other schools is an outstanding feature. The Friends of the School Association is active in

organising a diverse programme of activities for parents. There are effective procedures for communicating with parents.

34. There is a good partnership with neighbouring primary schools and with the local secondary school.
35. Pupils' awareness of the world of work is raised by visiting local businesses and they gain some experience of entrepreneurial skills.
36. The school succeeds in raising awareness and improving pupils' understanding of sustainable development through their involvement in the Green Schools Initiative that focuses on energy saving and recycling.
37. The quality of the care, guidance and support provided to pupils is good. All members of staff have a good knowledge of the pupils and their individual needs.
38. Recently, the School Council was established together with the introduction of 'circle time' sessions, but these activities have not been developed to their full potential.
39. There are effective strategies in place for ensuring good behaviour. Pupils are aware of school rules and of the expectations placed upon them.
40. Effective procedures have been established to secure pupils' safety, well-being and health. Pupils are carefully supervised during their time at school and healthy eating practices are promoted.
41. The school's procedures for identifying pupils' individual learning needs are an outstanding feature. The provision for these pupils is good. The teachers and support staff know the pupils well and provide appropriate additional support for them.
42. The school's procedures for recognising and respecting the diversity of pupils' backgrounds are an outstanding feature. Sex equality and equal opportunities are promoted in all aspects of the work of the school.

Leadership and management

43. The positive leadership provided by the headteacher co-ordinates the work of staff and governors to very good effect and gives clear direction to the work of the school. Teaching staff execute their leadership and management responsibilities effectively.
44. The members of the governing body know the school well and they play an active part in the school's development. Their monitoring and evaluation role has not been fully developed.

45. A number of self-evaluation strategies are already in place, but there are some gaps in the arrangements. The School Development Plan is a useful document for providing a strategic lead to the work of the school.
46. The school has an adequate supply of teaching staff and the pupil:teacher ratio is favourable. The school has an outstanding supply of resources and the classrooms provide sufficient space for the numbers of pupils accommodated.
47. The school's financial management is good and the headteacher and governing body provide careful budgetary control. Resources are used efficiently and effectively, and the school provides good value for money.
48. The school has made good progress in acting on the key issues identified in the 1999 Report.

Recommendations

In order to improve the areas inspected at the school, the staff and governors need to:

- R1: Continue to develop the school's self-evaluation procedures by addressing the gaps identified and establishing a more formal method of providing written feedback to the governing body.
- R2: Continue to develop the role of the School Council, establish regular circle time sessions and act on the intention to join the Healthy Schools Initiative.
- R3: Aim at excellence in all subjects by building on existing good standards.

The governing body is responsible for changing its present development plan to incorporate action steps to be taken in response to the recommendations within 45 working days of receipt of the report showing how the school intends to address the recommendations. This plan, or a summary of it, will be distributed to all parents at the school.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings.

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

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

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

51. The standards achieved by pupils exceed the all-Wales Welsh Assembly Government targets of 95% of lessons adjudged to be satisfactory [Grade 3] or better and 75% good [Grade 2] or better.

52. The standards of achievement of the under-fives are as follows:

Areas of learning	Standards	
	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 1
Mathematical development	Grade 2	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Creative development	Grade 1	Grade 1
Physical development	Grade 1	Grade 1

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

54. In Key Stage 1 and Key Stage 2, in the subjects inspected, standards of achievement are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 1	Grade 1
Science	Grade 2	Grade 2
History	Grade 1	Grade 2
Art	Grade 2	Grade 1
Religious education	Grade 2	Grade 1

55. The pupils make good or better progress in achieving the targets set for them, with some individuals exceeding expectations. Each individual makes progress in their work, regardless of ability, social or linguistic background.

Pupils with special educational needs make good progress and they achieve the individual targets set for them.

56. The under-fives and pupils in Key Stage 1 and Key Stage 2 make good progress in the basic skills of language and communication, numeracy and information and communication technology
57. Pupils' bilingual skills develop well as they move up the school. In Key Stage 2, they are able to make competent use of their oral, reading and writing skills in both languages in a number of curricular contexts.
58. Pupils' creative skills in both key stages are outstanding. In role-play situations and in art lessons, pupils display skilfulness and a lively imagination. Their singing in the whole-school sessions of collective worship is particularly tuneful.
59. At the end of Key Stage 1, in 2004, pupils' attainment levels in the National Curriculum core subjects were considerably higher than the national average in Welsh and were lower in mathematics and science. In relation to similar schools in terms of the percentage of pupils receiving free school meals, results in Welsh were in the upper band whilst mathematics and science were in the lower band.
60. At the end of Key Stage 2, in 2004, pupils' attainment levels in the core subjects of the National Curriculum were considerably higher than national averages in Welsh, English and science, and were comparable in mathematics. An exceptionally high percentage of pupils gained Level 5 in Welsh.
61. In relation to similar schools in terms of the percentage of pupils receiving free school meals, results in Welsh, English and science were in the upper band whilst mathematics was in the middle band.
62. Pupils address new information and skills confidently and they are able to solve problems in an orderly and logical manner.
63. The vast majority of pupils are aware of the strengths of their work and are able to explain what is required in order to make further improvement. Their willingness to help each other in their work is apparent throughout the school.
64. Pupils are interested in their work. They work hard in lessons; they concentrate well and exhibit a high level of motivation. This is an outstanding feature of their learning.
65. Standards of behaviour are outstanding throughout the school. The standard of courtesy and friendliness shown by pupils towards each other, adults and visitors is a particular feature of the life and work of the school.

66. For the three full terms prior to the inspection, the average level of attendance at the school was 93%. A small minority of parents take their children on holiday during term times.
67. Pupils make outstanding progress in their ability to work independently. They organise their own work sensibly and regularly work without supervision.
68. The school succeeds well in developing the skills required for lifelong learning. Pupils take pride in their community, they accept responsibilities with ease and provide good mutual support in all school activities.
69. Pupils in both key stages make good progress in their personal, social and moral development. They are caring of each other; they exhibit responsible attitudes and show respect for the diversity of other beliefs and cultural traditions.
- 70 Pupils have a good understanding of their locality and they play an active part in community activities.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 71 The inspection findings match the school's judgement in its self-evaluation report.
- 72 In the lessons observed it was adjudged that the quality of teaching is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	70%	6%	0%	0%

- 73 The quality of teaching exceeds the all-Wales Welsh Assembly Government targets of 95% of lessons adjudged to be satisfactory [Grade 3] or better and 75% good [Grade 2] or better.
- 74 The outstanding features of the teaching include:
- A positive relationship between teachers, support staff and pupils that creates a purposeful working environment;
 - Lessons that are thoroughly planned and well structured;
 - The practice of sharing lesson objectives with pupils at the beginning of lessons.
- 75 The good features of the teaching include:

- Teachers who are well-informed and have a sound understanding of the subjects they teach;
- Good use of a range of interesting resources and artefacts;
- Tasks that are suitably differentiated and intensive consideration given to the needs of each individual pupil;
- Effective use of classroom assistants that provides each pupil with full access to the curriculum;
- Pupils' bilingual skills that are developed effectively.

76 In a small number of lessons:

- lesson presentations are too long, and
- neither the tasks set nor the worksheets provided correspond to the needs of each pupil.

77 The quality of the assessment, recording and reporting procedures is good and meets statutory requirements in full. Detailed and regular records are kept of the achievements and progress of all pupils, and effective use is made of the information collected when planning the programmes of work.

78 Pupils' work is marked regularly. Appropriate and constructive comments are provided, together with advice on how to make further improvement. However, opportunities are not always provided for pupils to act on these recommendations.

79 The school has begun to collect portfolios of pupils' work in all subjects but they have not been sufficiently developed to become an effective tool for moderating judgements and raising standards across the school.

80 The quality of the reports to parents is good and they offer a detailed picture of pupils' progress. Parents are happy with the information provided in the reports and with the opportunity provided to discuss their contents with the teachers.

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

Grade 1: Good with outstanding features

81 The findings of the inspection team do not match the grade 2 judgement made by the school in its self-evaluation report. The self-evaluation report has failed to recognise the outstanding features of the school's provision.

82 The school provides equal access to a broad, balanced and high quality curriculum. It fully satisfies legal requirements.

83 The curriculum for the under-fives successfully promotes the Desirable Outcomes for Children's Learning and effectively fulfils the needs of individual

children. The curriculum for key stage 1 and key stage 2 is of a very high standard and provides rich learning experiences for pupils.

- 84 The school's planning procedures are an outstanding feature. There is thorough planning for the development of pupils' basic and key skills in all subjects.
- 85 The development of pupils' bilingual skills is promoted effectively by introducing aspects of subjects through the medium of Welsh and English. Appropriate attention is given to the development of Y Cwricwlwm Cymreig.
- 86 Pupils' spiritual, moral, social and cultural development is promoted effectively. The daily sessions of collective worship make a considerable contribution to pupils' spiritual development by providing them with valuable opportunities for reflection, to recite personal prayers and to listen to relevant stories. Appropriate consideration is given to the content of the Personal and Social Education Framework when providing learning experiences.
- 87 The school's partnership with parents, the community and other schools is an outstanding feature. Extensive use is made of the school by the local community and members of the community and beyond are invited into school to share their experiences and expertise with pupils. The Friends of the School Association is active in organising a diverse programme of activities for parents.
- 88 There are effective procedures for communicating with parents. The school handbook is a good quality document and conforms to statutory requirements.
- 89 There is a very productive partnership with the two neighbouring primary schools. They co-operate on art and drama projects, sharing resources and transport arrangements.
- 90 The partnership with the secondary school to which the vast majority of pupils transfer at the end of Key Stage 2 is effective.
- 91 The school has benefited from the sponsorship received from local companies. Pupils' awareness of the world of work is raised through visits to local businesses. They gain some experience of entrepreneurial skills by producing, publishing and selling the school newspaper.
- 92 The school succeeds in raising awareness and improving pupils' understanding of sustainable development through their involvement in the Green Schools Initiative that focuses on energy saving and recycling.

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

Grade 2: Good features and no important shortcomings

- 93 The inspection findings match with the school's judgement in its self-evaluation report.
- 94 The quality of the care, guidance and support provided to pupils is good. A wide range of policies relating to these aspects has been adopted and they are operated in full.
- 95 All members of staff know the pupils well and have a good awareness of their needs. All pupils receive full access to a programme of varied and relevant personal and social education. Specialist services are used as and when required.
- 96 Recently, the School Council and 'circle time' sessions were established. They provide pupils with the opportunity to express their views about aspects of the school's provision and to contribute to decisions that affect them. To date, these activities have not been developed to their full potential.
- 97 The younger pupils settle in quickly at school as staff create a happy and safe environment for them. There is good provision for admitting latecomers to school.
- 98 There are effective strategies in place for ensuring good behaviour. Pupils are aware of school rules and of the expectations placed upon them. Good behaviour is regularly rewarded.
- 99 The school conforms to legal requirements in relation to registering pupil attendance. There are clear arrangements for promoting attendance and punctuality; parents are regularly informed of their responsibilities in this regard.
- 100 Effective procedures have been established to secure pupils' safety, well-being and health. Pupils are carefully supervised during their time at school. Healthy eating practices are promoted by allowing pupils to only to eat fruit or vegetables during break time.
- 101 The school has adopted an appropriate policy for child protection. All members of staff are aware of the arrangements and understand its requirements.
- 102 The school's procedures for identifying the learning needs of individual pupils are an outstanding feature.
- 103 Teachers and support staff know the pupils well and provide additional suitable and relevant support for their needs. The individual education plans are of good quality and they contain suitable targets that are known to staff and parents.
- 104 Effective use is made of the contribution of learning assistants, educational psychologists, medical experts and other external agencies.

- 105 The school's procedures for recognising and respecting the diversity of pupils' backgrounds are an outstanding feature. In accordance with parental choice, appropriate activities and support are provided for pupils who do not attend the sessions of collective worship. Sex equality and equal opportunities are promoted in all aspects of the work of the school.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 106 The inspection findings match the school's judgement in its self-evaluation report.
- 107 The positive leadership provided by the headteacher co-ordinates the work of staff and governors to very good effect and gives clear direction to the work of the school. Agreed values and ideas are shared with regard to learning, behaviour and inter-relationships.
- 108 Equality of opportunity is promoted for all members of the school community. Pupils' voice is represented through the School Council but no formal links have been established between the Council and the governing body.
- 109 Teaching staff execute their leadership and management responsibilities effectively. They play a key role in the monitoring arrangements and in the evaluation of curriculum subjects but there is room to develop further their responsibilities in relation to teaching observation.
- 110 Appropriate consideration is given to Welsh Assembly Government priorities when planning the development of the school. The school has gained the Basic Skills Agency Quality Mark, there are plans afoot to join the 'Healthy Schools' initiative and the school is part of the 'Green Schools' initiative.
- 111 Sound arrangements have been established for monitoring pupil performance. Good use is made of internal tests and of National Curriculum data in order to set whole-school targets. The school's detailed assessment system ensures that suitable improvement targets are set for each pupil.
- 112 Effective use is made of the Performance Management system in order to promote teachers' Continuous Professional Development.
- 113 The members of the governing body know the school well and they play an active part in the school's development. They undertake their role of being a critical friend to the headteacher in an open and supportive manner. Their monitoring and evaluation role has not been fully developed.
- 114 They execute their legal responsibilities in full.

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

Grade 3: Good features outweighing shortcomings

- 115 The findings of the inspection team differ to the grade 2 judgement made by the school in its self-evaluation report. The school's report paid insufficient attention to all aspects of self-evaluation.
- 116 There are an appropriate number of self-evaluation strategies already in place, but the school is aware that there are certain gaps in its arrangements. The headteacher, the governing body and staff are well-informed about the school's performance in the curriculum subjects.
- 117 The school avails itself of a wide range of evidence when evaluating standards in the various areas. This includes lesson observation records, the views of Local Education Authority advisers, an investigation of pupils' work and analyses of test and assessment data.
- 118 Oral reports are presented to the governing body on the evaluations, but the school has not developed a system of written reports. Neither has it established a formal and regular arrangement for gathering parents' views about the educational provision.
- 119 The School Development Plan is a useful document that sets a strategic direction for the work of the school. It contains an outline of the expected outcomes together with the proposed monitoring methods. Operational responsibilities are identified for individuals and resources to support developments are earmarked. The implementation of the Plan, together with the impact of the developments on the school, are monitored and evaluated at the end of the year.
- 120 There is room to strengthen the links between the outcomes of the self-evaluation arrangements and the priorities identified in the Development Plan.
- 121 The school has made good progress in acting on the key issues identified in the 1999 Report. The standards in the six subjects inspected have improved since the last inspection, a more pro-active role has been established for all members of the staff in the development of the school and a fire alarm has been installed according to requirements. Considerable progress has been made with regard to the strategic role of the governing body although there remains room to develop further the self-evaluation arrangements.
- 122 The self-evaluation report produced by the school prior to the inspection is clear and readable, although a little lengthy. The views outlined on the seven Key Questions are objectively honest.
- 123 The views of the inspection team match the school's judgements in its self-evaluation in four of the seven Key Questions. Inspection evidence shows that

the school, in coming to a view on key questions 3 and 7, had failed to sufficiently recognise the outstanding quality of curricular provision and financial planning. In Key Question 6, the school's self-evaluation had not been sufficiently searching so as to allow it to identify all shortcomings.

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

Grade 1: Good with outstanding features

- 124 The findings of the inspection team differ to the grade 2 judgement made by the school in its self-evaluation report due to the fact that the school has under-valued a number of outstanding elements of its budgetary control.
- 125 The school has a sufficient supply of teaching staff and the pupil:teacher ratio is favourable. Teachers are well versed in the areas they teach and the support staff execute their responsibilities effectively. The teachers are appropriately located in the school and efficient use is made of their expertise.
- 126 Teachers regularly update their curricular knowledge and their teaching skills by following a training programme and by receiving support visits by Education Authority advisers.
- 127 The school has an outstanding supply of resources for pupils of all ages, including the under-fives. They are of good quality and are conveniently accessible for all pupils.
- 128 The classrooms provide sufficient space for the numbers of pupils accommodated. There is extensive space in the hall for holding practical activities and whole-school gatherings, and effective use is made of it by the school and the local community.
- 129 School buildings and grounds are well maintained and they are used effectively and efficiently.
- 130 The school environment is enhanced by tasteful and interesting displays that provide a pleasant learning environment for pupils that facilitate their learning. The artwork exhibited in all rooms at the school is outstanding.
- 131 The school's financial management is good and the headteacher and governing body provide careful budgetary control. Resources are used efficiently and effectively in order to support school priorities. The headteacher and staff review and evaluate needs and the use of resources on a regular basis in order to secure value for money.
- 132 The school provides good value for money.

Standards achieved in subjects and areas of learning

The under-fives

133 The under-fives are educated in the same class as Key Stage 1 pupils. The educational provision made for them is appropriate and it promotes the Desirable Outcomes for Children's Learning.

134 The standards achieved by the children are as follows:

Areas of learning	Standards	
	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 1
Mathematical development	Grade 2	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Creative development	Grade 1	Grade 1
Physical development	Grade 1	Grade 1

Good and outstanding features

Nursery

135 The children make good progress in their early literacy skills. They listen attentively and correctly follow instructions. They speak confidently in their first language and learners make good progress in their understanding of Welsh. They converse freely together during role-play sessions.

136 The children's personal and social development is good. They work together happily, are able to wait for their turn, and they share fairly. They display independence when selecting activities and resources.

137 The children's mathematical development is good. They recognise and are able to match colours and simple two-dimensional shapes. They correctly classify and count a small number of objects.

138 The children's knowledge and understanding of the world is an outstanding feature. They speak confidently about their families and about the work done by various people. They begin to understand the concept of time; they are able to describe how housewives washed their clothes in days gone by and can compare the methods used to wash clothes past and present.

139 The children's physical development is an outstanding feature. They make skilful use of a variety of small and large equipment, and balancing and climbing equipment. They have good control when handling pencils and scissors.

- 140 The children's creative development is an outstanding feature. They enjoy dressing up and role-play and show a lively imagination when responding to each other. They sing a range of songs and nursery rhymes, and they respond enthusiastically when modelling and painting.

Reception

- 141 The development of the children's literacy skills is good. They listen attentively to presentations and the vast majority provide appropriate oral responses. They speak confidently; they express opinions and offer sensible ideas. They read short sentences, they successfully arrange events in a story and write words and some simple sentences independently.
- 142 The children's personal and social development is an outstanding feature. They behave appropriately in all situations and show awareness of the needs and feelings of other people. They display growing independence when dressing and looking after their personal hygiene. They show respect for property and they understand the need to give thanks for favours.
- 143 There are outstanding features to the mathematical development of the reception age children. They recognise and make patterns that reflect appropriate continuity. They match numbers with objects and are able to count objects up to a minimum of 10. They have a sound understanding of concepts such as 'less' and 'more' and 'taller' and 'shorter'. They make effective use of a pictograph and block graph to compare data in various contexts.
- 144 The children's knowledge and understanding of the world is an outstanding feature. During their role-play sessions in the 'Dogs Home' play corner, they describe in detail how they care for pets. They handle the 'mouse' skilfully when playing computer games and this reinforces their basic skills. By sharing some activities with Key Stage 1 pupils, they come to understand and to be able to describe the characteristics of various materials and lifestyles 'in days gone by'.
- 145 The children's physical development is an outstanding feature. They handle small items of equipment, such as crayons, pencils and scissors with ease. They regularly use large items of equipment to crawl, climb, jump and balance. They have good control of their movements.
- 146 The children's creative development is an outstanding feature. By joining in the art lessons with Key Stage 1 pupils, they become aware of pattern and they make sensible choices about colour and materials. They make effective use of their imagination and creativity during role-play.

Shortcomings

- 147 There are no significant shortcomings.

Welsh

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Good and outstanding features

- 148 Pupils in Key Stage 1 listen attentively to their teacher's instructions and comments. The vast majority make confident oral contributions, using complete sentences and their pronunciation is clear.
- 149 The vast majority read freely and without difficulty. They are well-informed about the characteristics of books and have a sound awareness of the use of punctuation to convey meaning. They discuss characters and events enthusiastically and gain obvious enjoyment from the texts.
- 150 The younger pupils in Key Stage 1 construct sentences in an orderly and correct manner, giving good attention to punctuation rules. By Key Stage 2 they effectively vary their sentence constructions, using correct syntax and ensuring appropriate continuity. They write in an extended mode for a range of different purposes. These are outstanding features.
- 151 In Key Stage 2, pupils speak fluently and confidently. They respond well in whole-class discussions and as members of groups in order to share ideas and opinions. By Year 5 and Year 6, they express their opinions confidently, offering sensible reasons for and against building new houses in the village.
- 152 The vast majority of pupils in Key Stage 2 read fluently, giving good attention to expression. They read aloud correctly and meaningfully. They speak freely about the books they have read and about the characters and events that feature within them.
- 153 There are outstanding features to pupils' written work in Key Stage 2. Pupils write in an extended mode in a wide range of different forms, including imaginary and creative work, and factual accounts. They make effective use of literature as a stimulus for their language activities. They are aware of different dialects as they respond to texts, and the poems and creative stories they have written display maturity of expression and a sound grasp of the craft of composition. Their written work is correct in terms of spelling, syntax and punctuation.

Shortcomings

- 154 There are no significant shortcomings.

Science

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

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

Good and outstanding features

- 155 With the assistance of their teacher, pupils in Key Stage 1 are able to find scientific information and to use it to extend their understanding of the field of study. They discuss their work confidently, using appropriate technical vocabulary.
- 156 They work on an appropriate number of scientific activities and they occasionally suggest their own ideas for possible investigations. They understand the characteristics of fair testing and make sensible predictions of the possible outcomes of their investigations. They make direct observations and record their investigations in simple tabular and graphical formats. By Year 2, a good number of pupils are able to offer a simple explanation for their findings.
- 157 Pupils' knowledge and understanding of the programmes of study are good. When studying everyday materials, they are able to identify the similarities and differences between them and can describe in detail the various ways in which their shape can be changed.
- 158 Pupils in Key Stage 2 discuss scientific issues knowledgably. They offer their own ideas, asking scientific questions and working with a measure of independence. They have a sound awareness of the requirements of fair testing and are able to identify the variables that need to remain constant and those that need to be changed. They use a range of standard measures; they form valid findings on the basis of evidence and they record their findings in an orderly manner. The older pupils are able to offer scientific explanations of their findings.
- 159 Pupils' knowledge and understanding of materials and their characteristics are good. Pupils in Year 3 and Year 4 describe everyday materials in appropriate detail, and are able to make correct classifications according to set criteria. By Year 5, pupils have a sound understanding of the characteristics of solids, liquids and gases.

Shortcomings

- 160 The ability of Key Stage 1 pupils to use a range of different scientific equipment has not developed sufficiently.
- 161 Pupils in Year 5 and Year 6 do not plan, undertake and record their scientific investigations independently.

History

Key Stage 1 - Grade 1: Good with outstanding features

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

Good and outstanding features

- 162 Key Stage 1 pupils' understanding of how to discover evidence about the past is one of the outstanding features of their work. Their awareness of the passage of time is developing well as they compare lifestyles in the past with their own. They make appropriate use of the vocabulary related to the passage of time when talking about the past and are able to place events in correct chronological order.
- 163 When studying the methods used to wash clothes in the past, they develop a good understanding of everyday life in days gone by. They know of the significance of artefacts from the past and present and are able to link them with the lifestyles of people from a particular period.
- 164 Pupils are very well-informed about the historical characters they have studied and can convey their knowledge of them in a number of interesting and imaginative ways. This is an outstanding feature.
- 165 Pupils in Key Stage 2 are well-informed about different historical periods such as the Tudor Period and their understanding of chronology is developing appropriately as they use a timeline to trace the development of houses throughout the centuries. They are able to compare features from the past and present in detail and can discuss the living conditions of people in a particular period. By following the theme 'Communications', they are able to identify the changes that took place within and across periods, and they come to understand the causes and effects of some of the main events.
- 166 When interpreting the past, they are able to differentiate between fact and opinion and they make effective use of information and communications technology in order to find information.

Shortcomings

- 167 Pupils in Key Stage 2 make little use of historical documentation as the basis for investigating the past.

Art

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

Key Stage 2 - Grade 1: Good with outstanding features

Good and outstanding features

- 168 In Key Stage 1, pupils experiment with a wide range of media to sketch, paint, make models and create collage. They talk intelligently about their own work and about the work of other artists. They produce their own original work by imitating world famous artists such as Picasso.
- 169 They use a wide range of techniques and apply them to fulfil the requirements of various tasks. They mix colours successfully to create different shades and they conduct detailed observations and respond imaginatively to various

stimuli. Their awareness of a number of artistic elements such as pattern is developing appropriately.

- 170 In Key Stage 2, pupils' work with a very wide range of materials, exhibiting a sound understanding of the visual language of line, colour, pattern, texture, shape, form and space. They experiment with various two and three-dimensional processes and techniques and on a number of different scales. They successfully use their techniques to produce pictures of outstanding quality. They have produced self-portraits of very good quality.
- 171 Pupils have a good awareness of some of the major world artists. They are able to compare their own work with the work of some of these artists, and can elaborate upon the media and styles they have used. They produced work of a very high standard when copying the paintings of Van Gogh.
- 172 They are able to discuss and evaluate their own work and that of others to very good effect.

Shortcomings.

- 173 There are no significant shortcomings.

Religious education

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

Key Stage 2 - Grade 1: Good with outstanding features

Good and outstanding features

- 174 Pupils in Key Stage 1 know of the Bible as a sacred book. They have a good knowledge of Biblical stories and are able to recount them fluently, both in oral and written forms.
- 175 They understand the Christian lifestyle, how Christians celebrate important personal, family and religious events, and the importance of chapels and churches.
- 176 They have a sound understanding of themselves, their family and friends and of the importance of positive relationships within community life.
- 177 They have a good awareness of the Hindu faith. They describe in detail some of the symbols and objects associated with Hinduism, and pupils in Year 2 can intelligently explain their significance.
- 178 In Key Stage 2, pupils engage with a good range of different aspects of the subject, and they record their work in interesting and effective ways, using a wide range of forms of writing. There are outstanding features to this work.

- 179 They are well-informed and have a sound understanding of Christian beliefs and practices. They are able to recount a number of the parables of Jesus, explaining the message conveyed by some of them and relating this to their everyday lives.
- 180 They confidently discuss some of the main characteristics of chapels and churches and show a good understanding of the symbols and rituals of the Christian religion.
- 181 Pupils reinforce their knowledge and understanding of worship and reflection by studying other religions. They have a good awareness of the symbolism of Judaism and they understand the impact of religious rules on people's lives.
- 182 The older pupils in Key Stage 2 ask intelligent questions about various religions and about God. They discuss these issues confidently, expressing sensible personal responses.
- 183 They display a good awareness of their existence as members of a worldwide family and of their responsibilities towards people less fortunate than themselves in other parts of the world.

Shortcomings

- 184 There are no significant shortcomings.

School's response to the inspection

Having received the inspection report, the staff and governors of Ysgol Cylch y Garn are of the view that it is a fair and positive report that reflects the good work of the school.

The production of the self-evaluation report gave us an opportunity to look back at and to reflect upon the work and achievements of the school.

The findings of the inspection team differ to the school's judgements in 3 of the key questions in the self-evaluation document. In questions 3 and 7 the school has failed to recognise the outstanding features of its provision, and in question 6 there is room to further develop aspects of the self-evaluation system. In the other 4 key questions the findings of the inspection team match the school's own judgements.

We consider the report to be both positive and constructive, and believe that it enables the school to move forward and to raise standards in all areas, whilst allowing us at the same time to take pride in the school's existing achievements. It was seen that good progress had been made since the last inspection.

It was felt that the involvement of the nominee in the inspection process led to a recognition of the school's strengths. Opportunities were provided to present relevant evidence and to express views and opinions on specific and relevant aspects.

The inspection highlights a number of the school's achievements and outstanding features. The pupils' learning skills are one such feature, in which we take great pride. Pupils are able to work independently, but are also able to provide mutual support. The same high standards are to be seen in pupils' behaviour. Reference is also made to the standard of courtesy and friendliness towards each other and towards visitors to school. They make good progress in their personal, social and moral development, and the development of their bilingual skills is similarly commended. We take great pride also in the equal opportunities afforded to all our pupils. We acknowledge the high standards of teaching and the teachers' commitment to thorough planning and the provision of a range of resources and tasks for pupils. Another outstanding feature highlighted in the report is the partnership with parents, the community and other schools.

The report acknowledges the high standards of financial planning undertaken by the headteacher and the governing body with regard to the provision of resources at the school in order to satisfy curriculum requirements.

We take great pride in the high standards found in the Early Years that lay a sound foundation for the good or better standards achieved in the other areas. The outstanding levels of creativity displayed by pupils in both key stages are acknowledged, as is the progress they make in the key skills of language, numeracy and information and communications technology.

Priority will be given to the recommendations for future action in the report.

We take great pride as a school in our achievements. It may be that we are not always fully aware of the outstanding features of our work, but we believe that the inspection recognises and reflects those outstanding features.

Appendix A

Basic information about the school

Name of school	Cylch y Garn
School type	Community
Age-range of pupils	4-11 years
Address of school	Llanrhuddlad Holyhead Ynys Môn
Post-code	LL65 4HT
Telephone number	(01407) 730432
Headteacher	Miss Ann Roberts
Date of appointment	November 1999
Chair of governors/ Appropriate authority	Mrs Awena Jones
Reporting inspector	Mr Wil Williams
Dates of inspection	19-21 April 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	1.5	8	10	6	8	7	7	7	54.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	0.4	2.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil: adult (fte) ratio in nursery classes	3:1
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	Nursery	Reception	Rest of school
Summer 2004	83	89	92
Autumn 2004	92	88	92
Spring 2005	95	86	94

Percentage of pupils entitled to free school meals	32%
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	7
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	71%	In Wales	80%

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2004	Number of pupils in Y6	8
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	75%	In the school	75%
In Wales	72%	In Wales	72%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

- The 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;
- eighteen 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;
- seven parents were present at the pre-inspection meeting and 17 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.	Science; history; art.
Jean Marshall	Team	Key questions 2; 3; 4.	Under fives; Welsh; 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 CYLCH Y GARN

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Ysgol Cylch y Garn 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 Cylch y Garn took place between 19-21 April 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 views of the inspection team match with the school's judgements in its self-evaluation in four of the seven Key Questions. Inspection evidence shows that the school, in coming to a view on key questions 3 and 7, had failed to sufficiently recognise the outstanding quality of curricular provision and financial planning. In Key Question 6, the school's self-evaluation had not been sufficiently searching so as to allow it to identify all shortcomings.

Table of grades awarded

The inspection team adjudged 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?	1
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?	3
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
11%	83%	6%	0%	0%

The standards achieved by pupils exceed the all-Wales Welsh Assembly Government targets of 95% of lessons adjudged to be satisfactory (Grade 3) or better and 75% good (Grade 2) or better.

The standards of achievement of the under-fives are as follows:

Areas of learning	Standards	
	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 1
Mathematical development	Grade 2	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Creative development	Grade 1	Grade 1
Physical development	Grade 1	Grade 1

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

In Key Stage 1 and Key Stage 2, in the subjects inspected, standards of achievement are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 1	Grade 1
Science	Grade 2	Grade 2
History	Grade 1	Grade 2
Art	Grade 2	Grade 1
Religious education	Grade 2	Grade 1

Each individual, including pupils with special educational needs, make progress in their work, regardless of ability, social or linguistic background.

The under-fives and pupils in Key Stage 1 and Key Stage 2 make good progress in the basic skills of language and communication, numeracy and information and communications technology.

Pupils' bilingual skills are developing well. Their creative skills are outstanding.

At the end of Key Stage 1, in 2004, pupils' attainment levels in the National Curriculum core subjects were considerably higher than the national average in Welsh and were lower in mathematics and science. In Key Stage 2, pupils' attainment levels were considerably higher than national averages in Welsh, English and science, and were comparable in mathematics.

Pupils' learning skills are one of the school's outstanding features. They show interest in their work and work hard in lessons.

Standards of behaviour are outstanding throughout the school. The standard of courtesy and friendliness shown by pupils towards each other, adults and visitors is a particular feature of the life and work of the school.

For the three full terms prior to the inspection, the average level of attendance at the school was 93%. A small minority of parents take their children on holiday during term times.

Pupils make outstanding progress in their ability to work independently. The skills required to sustain lifelong learning are developed effectively. Pupils accept responsibilities with ease and provide good mutual support in all school activities.

Pupils in both key stages make good progress in their personal, social and moral development. They are caring of each other; they exhibit responsible attitudes and show respect for the diversity of other beliefs and cultural traditions.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	70%	6%	0%	0%

The quality of teaching exceeds the all-Wales Welsh Assembly Government targets of 95% of lessons adjudged to be satisfactory [Grade 3] or better and 75% good [Grade 2] or better.

The outstanding features of the teaching include lessons that have been planned thoroughly and the practice of sharing the learning objectives with pupils at the beginning of lessons.

The good features of the teaching include good learning resources, tasks that give intensive consideration to the needs of each individual pupil, effective use of learning assistants and effective development of pupils' bilingual skills.

In a small number of lessons the presentations are too long and the tasks set do not correspond to the needs of all pupils.

The quality of the assessment, recording and reporting procedures is good. Detailed and regular records are kept of the achievements and progress of all pupils. Pupils' work is marked regularly but opportunities are not always provided for pupils to act on their teachers' recommendations. The quality of the reports to parents is good and they offer a detailed picture of pupils' progress.

The school provides equal access to a broad, balanced and high quality curriculum.

The curriculum for the under-fives successfully promotes the Desirable Outcomes for Children's Learning and effectively fulfils the needs of individual children.

The school's planning procedures are an outstanding feature. The development of pupils' bilingual skills is promoted effectively, and appropriate consideration is given to the content of the Personal and Social Education Framework when providing learning experiences.

The school's partnership with parents, the community and other schools is an outstanding feature. The Friends of the School Association is active in organising a diverse programme of activities for parents. There are effective procedures for communicating with parents.

There is a good partnership with neighbouring primary schools and with the local secondary school.

Pupils' awareness of the world of work is raised by visiting local businesses and they gain some experience of entrepreneurial skills.

The school succeeds in raising awareness and improving pupils' understanding of sustainable development through their involvement in the Green Schools Initiative that focuses on energy saving and recycling.

The quality of the care, guidance and support provided to pupils is good. All members of staff have a good knowledge of the pupils and their individual needs.

Recently, the School Council was established together with the introduction of 'circle time' sessions, but these activities have not been developed to their full potential.

There are effective strategies in place for ensuring good behaviour. Pupils are aware of school rules and of the expectations placed upon them.

Effective procedures have been established to secure pupils' safety, well-being and health. Pupils are carefully supervised during their time at school and healthy eating practices are promoted.

The school's procedures for identifying pupils' individual learning needs are an outstanding feature. The provision for these pupils is good. The teachers and support staff know the pupils well and provide appropriate additional support for them.

The school's procedures for recognising and respecting the diversity of pupils' backgrounds are an outstanding feature. Sex equality and equal opportunities are promoted in all aspects of the work of the school.

Leadership and management

The positive leadership provided by the headteacher co-ordinates the work of staff and governors to very good effect and gives clear direction to the work of the school. Teaching staff execute their leadership and management responsibilities effectively.

The members of the governing body know the school well and they play an active part in the school's development. Their monitoring and evaluation role has not been fully developed.

A number of self-evaluation strategies are already in place, but there are some gaps in the arrangements. The School Development Plan is a useful document for providing a strategic lead to the work of the school.

The school has an adequate supply of teaching staff and the pupil:teacher ratio is favourable. The school has an outstanding supply of resources and the classrooms provide sufficient space for the numbers of pupils accommodated.

The school's financial management is good and the headteacher and governing body provide careful budgetary control. Resources are used efficiently and effectively, and the school provides good value for money.

The school has made good progress in acting on the key issues identified in the 1999 Report.

Recommendations

In order to improve the areas inspected at the school, the staff and governors need to:

- R1: Continue to develop the school's self-evaluation procedures by addressing the gaps identified and establishing a more formal method of providing written feedback to the governing body.
- R2: Continue to develop the role of the School Council, establish regular circle time sessions and act on the intention to join the Healthy Schools Initiative.
- R3: Aim at excellence in all subjects by building on existing good standards.

The governing body is responsible for changing its present development plan to incorporate action steps to be taken in response to the recommendations within 45 working days of receipt of the report showing how the school intends to address the recommendations. This plan, or a summary of it, will be distributed 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.