

INSPECTION UNDER SECTION 10 OF
THE SCHOOLS INSPECTIONS ACT 1996

YSGOL GYMUNED DWYRAN
DWYRAN
LLANFAIRPWLL
YNYS MÔN
LL61 6AQ

School Number: 660/ 2139

Date of Inspection: 9 – 11 March 2004

By
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Registered Inspector WO 92/16768

Date: 14 May 2004

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

This community school maintained by Ynys Môn Local Education Authority (LEA), is located in the village of Dwyran, in the South West of the Island. It serves the village and its rural hinterland.

Pupil numbers have fallen over recent years and there are currently 48 pupils between 4 and 11 years of age on the school register, and according to the school, they come from a catchment area half of which is economically disadvantaged with the other half being neither prosperous nor economically disadvantaged. It is also considered that the school has many less able pupils and a few able pupils.

Thirty per cent of pupils are entitled to receive free school meals – a figure that is significantly above county and national averages. Ten (21%) are identified as having special educational needs (SEN), three of whom are statemented.

The school does not provide for children of nursery age and pupils begin their education on a full time basis at the beginning of the September following their fourth birthday. Eighty per cent of pupils come from homes where Welsh is the main spoken language. The school follows the first language Welsh Programme of Study of the National Curriculum (NC).

The school was last inspected in July 1998 and there have been several key changes since then. The most important change has been the introduction of the pilot two-school partnership in which Ysgol Dwyran has been involved since September 2000. This means that it shares a headteacher and staff expertise with a neighbouring school, and following a trial period, the governing body is now eager to establish the arrangement on a permanent footing. The school has also been forced to make reductions in its teaching complement since September 2003 and the number of classes has been reduced from three to two.

The prospectus distributed to parents contains a general statement of the school's aims and objectives and the priorities identified in the School Development Plan (SDP) include the following:

- develop the Newborough/Dwyran Cluster arrangements;
- literacy strategy;
- numeracy strategy;
- information and communications technology (ICT) strategy;
- personal and social education (PSE).

The school has set the following targets for the end of Key Stage (KS) 1 in 2004.

Percentage of pupils achieving Level 2 (L2) or above

Subject	Welsh	Mathematics	Science
Target	92%	85%	69%

The school has set targets according to the requirements of the Welsh Assembly Government (WAG) for KS2 for 2004, but they are not published in order to safeguard the anonymity of

the pupils in question. However, they are discussed with a member of the LEA advisory team.

2. MAIN FINDINGS

The main findings of the report

- The overall quality of educational provision for the under-fives is appropriate to their needs. Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Good
Personal and Social Development	Very good
Mathematical Development	Good
Knowledge and Understanding of the World	Good
Physical Development	Satisfactory
Creative Development	Good

- In KS 1 and KS2, pupils' standards of achievement in the different subjects of the NC and religious education are as follows:

	KS1	KS2
Welsh	Satisfactory	Satisfactory
English	-----	Satisfactory
Mathematics	Good	Good
Science	Good	Good
Design and technology	Unsatisfactory	Satisfactory
Information technology	Satisfactory	Satisfactory
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Good
Physical education	Good	Good
Religious education	Good	Good

- In KS1 in 2003, according to teacher assessments, 67% of pupils attained L2 or above in the core subjects at the end of the key stage. In 2002 the figure was 75% (Wales 80.4%; Ynys Môn 73.2%) and in 2001 it was 67% (Wales 81%; Ynys Môn 73.2%).
- Pupils' results as determined by task/test results in the core subjects at the end of KS2 were not published in 2003 or in 2002, in order to safeguard the anonymity of the small number of pupils in question. In 2001, no pupils at the school in this key stage attained L4 (Wales 68%; Ynys Môn 68.9%).
- Over recent years, in relation to comparator schools in Wales, the school's performance in KS1 has been within the lowest performing 50%, and at times within the lowest

performing 25% of schools. In KS2, its performance has consistently been within the lowest performing 25% of schools.

- The progress made by the under-fives in the application and improvement of their developing skills in early literacy and numeracy and in their use of ICT across the six areas of learning is generally good. In KS1 and KS2, pupils listen attentively to their teachers and fellow pupils. They respond well to questioning in Welsh in KS1 and in both languages in KS2. They read satisfactorily across the curriculum in Welsh in KS1 and in both languages in KS2. Pupils' writing skills in Welsh and English across the curriculum are generally satisfactory. They make good use of their numeracy skills in various contexts across the curriculum in both key stages, including handling and recording data in history and science, and measuring accurately in design and technology in KS2. Pupils' ICT skills are developing satisfactorily in both key stages and they are used effectively in some activities, particularly so in KS2.
- Pupils' spiritual, moral and cultural development is good and their social development is very good. A very positive aspect of the school's work is the clear sense of devotion and worship exuded by the morning assemblies, although this was interrupted by the fact that some pupils were withdrawn from the assembly to receive instrumental tuition. Pupils are given opportunities to contribute directly in the assemblies and to engage in quiet reflection. Racial equality is promoted effectively. Pupils receive few opportunities to develop an awareness of becoming global citizens and of sustainable development, due to the lack of a specific programme of provision for PSE.
- Pupils' behaviour and attitudes are very good. Their behaviour and their attitudes towards their work have improved greatly since the last inspection. This has a very positive impact on the life and work of the school. Pupils are respectful of and courteous towards their teachers and to visitors to the school. The interaction amongst pupils is very good.
- Pupils' levels of attendance are satisfactory.
- The quality of teaching is generally good. It was good in 72% of lessons observed by the inspectors and satisfactory in 28%. Good teaching was seen across both key stages. No instances of unsatisfactory teaching were seen.
- The quality of the arrangements for assessment, recording and reporting is generally good.
- The quality of the curriculum provided by the school is satisfactory, and meets the requirements of the NC and of the Agreed Syllabus for religious education, together with the Desirable Outcomes for the under-fives. The curriculum for the under-fives provides good opportunities for development in the six areas of learning within a series of appropriate themes. The practice of joint planning within the two school partnership is commendable. However, the schemes of work for KS2 have to provide for a broader range of years than the other school in the partnership and this impacts upon the continuity and progress of learning. The guidance they offer also varies in their usefulness, as witnessed in the schemes of work for music and art.
- The provision for pupils with SEN is good. The progress they make is also good, according to age and ability. The school's commitment to its pupils with special

educational needs is a striking and commendable feature of its work. All pupils are given equal opportunities and the curriculum they receive is appropriate to their needs.

- The quality of self-evaluation and planning for improvement at the school is satisfactory. Under the leadership of the headteacher, the school's system for self-evaluation is developing effectively. It was seen that the school is familiar with working to a programme of monitoring various aspects of its provision. The programme operates on a term-to-term basis only, and to date, the headteacher has shouldered almost all responsibilities in this respect. There is room to extend and develop the role of the subject co-ordinators in this context.
- The quality of leadership and efficiency at the school is satisfactory. The headteacher has no class responsibilities and shares his time between the two schools in his care. Under his leadership, and in his absence – that of the assistant headteacher – all members of staff work well together and the school is a very happy institution. The daily routines and procedures are undertaken smoothly and without difficulty. The school provides satisfactory value for money. The information provided to parents in the form of a prospectus is comprehensive and well presented, but it does contain some shortcomings in relation to what is required. The annual report of the governing body to parents also fails to fully meet statutory requirements. The lack of ensuring secure boundaries to the school compromises pupil safety as noted in the previous inspection. A short distance from the school's rear boundary lies an open ditch, full of water and there is little to prevent pupils from gaining access to it.
- Good use is made of displays of pupils' work to create stimulating areas for learning across the school. These help to increase pupils' feeling of self-value and they show that their achievements are recognised and appreciated.
- Internally, the school is kept in a neat and tidy condition, but the area between the school and the school house is untidy. Regular incidents of vandalism are a contributory factor in this respect. It is very difficult for the sole supervisor to keep an eye on all parts of the school grounds during breaktimes. There is further concern for pupil safety as the gate is not closed at all times during the school day.
- The progress made by the school in addressing the key issues for action identified by the inspectors in 1998 is satisfactory. It was seen that standards have improved significantly in science and music, and the teaching is now generally good across the school. As noted above, the quality of the schemes of work is uneven and currently they do not all offer the required guidance in order to provide for the continuity of pupils' learning. There has been insufficient emphasis on the role of curriculum leaders in monitoring the quality of provision in the various subjects, a role that is currently under-developed. Overall, teachers ensure that pupils complete their work, and that it is presented in an acceptable manner. There are certain shortcomings in the annual report of the governing body and the situation in relation to the school boundary is unacceptable and gives cause for concern.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- Pupils' standards of achievement were good in 70% of lessons observed by the inspectors and satisfactory in 30%.
- The standards achieved by the under-fives are good in four of the six areas of the Desirable Outcomes. Their personal and social development is very good, and their physical development is satisfactory.
- In KS1, pupils' standards of achievement are good in mathematics and science and are satisfactory in Welsh. English is not taught formally in this key stage.
- Standards of achievement are good in history, geography, art, music, physical education and religious education. Standards are satisfactory in information technology and are unsatisfactory in design and technology.
- In KS2, standards are good in mathematics and science and are satisfactory in Welsh and English.
- Standards are satisfactory in design and technology and also in information technology. Standards in history, geography, art, music, physical education and religious education are good.
- In KS1 in 2003, according to teacher assessments, 67% of pupils attained L2 or above in the core subjects at the end of the key stage. In 2002 the figure was 75% (Wales 80.4%; Ynys Môn 73.2%) and in 2001 it was 67% (Wales 81%; Ynys Môn 73.2%).
- Pupils' results as determined by task/test results in the core subjects at the end of KS2 were not published in 2003 or in 2002, in order to safeguard the anonymity of the small number of pupils in question. In 2001, no pupils at the school in this key stage achieved L4 (Wales 68%; Ynys Môn 68.9%).
- In KS1, the school's results in the NC assessments for 2003 are lower than national and county averages (2002) in Welsh, mathematics and science.
- Over recent years, in relation to comparator schools in Wales, the school's performance in KS1 has been within the lowest performing 50%, and at times within the lowest performing 25% of schools. In KS2, its performance has consistently been within the lowest performing 25% of schools.
- There is no obvious pattern of differences between the performances of boys and girls from year to year.

3.2 Standards achieved in key skills across the curriculum

- The progress made by the under-fives in the application and improvement of their developing skills in early literacy and numeracy and in their use of ICT across the six areas of learning is generally good.

- In KS1 and KS2, pupils listen attentively to their teachers and fellow pupils. They respond well to questioning in Welsh in KS1 and in both languages in KS2. They speak confidently to visitors and have a good grasp of appropriate vocabulary and terminology across the subject range. They read satisfactorily across the curriculum in Welsh in KS1 and in both languages in KS2. Pupils, and in KS2 in particular, have not sufficiently developed the skills related to independently discovering information in reference books. Pupils' writing skills in Welsh and English across the curriculum are generally satisfactory. They do not always write sufficiently accurately and extensively in a range of contexts.
- They make good use of their numeracy skills in various contexts across the curriculum in both key stages, including handling and recording data in history and science, and measuring accurately in design and technology in KS2.
- Pupils' ICT skills are developing satisfactorily in both key stages, and they are used effectively in some activities, particularly so in KS2. They use computers to conduct research in design and technology and history and to discover and record data in tabular and graphical format. They produce spreadsheets and a range of artwork.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

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

- Pupils' spiritual development is good. A very positive aspect of the school's work is the clear sense of devotion and worship exuded by the morning assemblies, although this was interrupted by the fact that some pupils were withdrawn from the assembly to receive instrumental tuition. Pupils are given opportunities to contribute directly in the assemblies and to engage in quiet reflection.
- The school promotes good moral standards. Pupils have a good understanding of the difference between good and bad. Their inter-relationships are typified by care and tolerance towards each other. They consistently show respect to others and for property and they contribute regularly to charitable work, both locally and further afield. Racial equality is promoted effectively. Pupils receive few opportunities to develop an awareness of becoming global citizens and of sustainable development, due to the lack of a specific programme of provision for PSE.
- Pupils' social development is very good as is witnessed by their relationships with adults, including their teachers, assistants and strangers. They extend a very warm welcome and are very courteous to visitors. They work very well with each other, sharing resources fairly. They show care and concern for each other and this promotes social inclusion.
- Pupils' cultural development is good. They are aware of the area's Welsh traditions and Welsh culture is reflected in aspects of the curriculum, particularly so in art and the work

undertaken with the resident artists. They receive opportunities through religious education and geography lessons and the morning assemblies to appreciate the diversity and wealth of other cultures. Their experiences are further enhanced through educational visits and the opportunity to join the Ynys Môn children's choir.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes are very good.

- The school has adopted a good range of procedures, practices and formal recognition of good behaviour. The older pupils are given responsibilities that further develop this aspect.
- Pupils' behaviour and their attitudes towards their work have improved greatly since the last inspection. This has a very positive impact on the life and work of the school.
- Pupils are respectful of and courteous towards their teachers and to visitors to the school. The interaction amongst pupils is very good.
- The school is proactive in its attitude to anti-bullying practice. During the inspection no instances of bullying or of aggressive behaviour were witnessed. This makes a good contribution to social inclusion and the school's records show clearly the firm measures are taken in the very few cases when standards of behaviour are lower than expectations.

4.3 Attendance

Levels of attendance are satisfactory.

- Levels of attendance over the last three terms are slightly above 93%. Levels of attendance amongst the under-fives are a fair reflection of whole-school levels.
- The registers are administered accurately and they meet the requirements of the WAG. The records and letters received from parents confirm the accuracy of the registers. There are very few instances of unauthorised absences and the school makes immediate enquiries in cases of concern.
- Pupil punctuality is good and this provides for a prompt start to the school day.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is generally good. It was good in 72% of lessons observed by the inspectors and satisfactory in 28%. Good teaching was seen across both key stages. No instances of unsatisfactory teaching were seen.

- Teachers' knowledge and understanding of the majority of subjects they teach and of the requirements of the NC are good across the curriculum.
- With a few exceptions, the quality of lesson planning is good and it provides clear aims and appropriate development to pupils' learning.

- Teachers make effective use of a range of teaching techniques and strategies. The presentations engage pupils' interest and stimulate them to respond. The majority of lessons are appropriately paced and inter-relationships within classes are noteworthy.
- Classroom organisation is in the main appropriate to the work in hand. Teachers make regular and effective use of pair and group work as well as working with individual pupils, and this enhances pupils' experiences and improves the standards of their work.
- To a large extent, teachers are able to provide tasks that are appropriate to the ability range found in each class. The contribution made by the learning assistants to the progress made by pupils with special needs is at least significant and at times exemplary.
- Without exception, teachers strive effectively to support and guide pupils by moving about the classroom and providing individual support. All pupils are given opportunities to contribute during whole-class discussions.
- In KS2, good and confident use is made of the interactive whiteboard to stimulate and support pupils.
- In the lessons where the teaching is less effective, the tasks are not always sufficiently challenging and there is at times room to provide work that is more extensive. Pupils are occasionally given too much guidance, and excessive use is sometimes made of worksheets. Occasionally, the under-fives have to listen to class presentations that are too long and not always suitable for their age and stage of development.

5.2 Assessment, recording and reporting

The quality of the arrangements for assessment, recording and reporting is generally good.

- Baseline assessments are conducted when the children attend school for the first time. These give the school the information it requires for curriculum planning, target setting and the early identification of any pupils with SEN.
- The systems for assessing pupils with SEN are good and they are used to set targets in pupils' Individual Education Plans (IEPs).
- A range of standardised tests are used throughout both key stages and the results of reading tests are used to inform decisions as to which pupils are to be placed on the SEN register. Test and assessment results and findings are recorded on the pupils progress tracking form.
- Personal targets are set for each pupil but they are not involved in this process.
- The procedures for end of key stage assessments conform to statutory requirements.
- Teachers organise assessments in the core subjects on a termly basis, focussing in turn on different aspects. Each foundation subject is assessed cyclically every two years, focussing on one subject each term. Examples are kept of pupils' work in individual portfolios every term, and during discussions within the two school partnership, they are levelled, reasons given for the level and an indication offered as to the way forward for each individual pupil.

- There is some unevenness in the frequency and consistency of marking across the school.
- The annual reports to parents conform to statutory requirements in KS1 and for most pupils in KS2. Parents appreciate the opportunity to discuss their children's work in a formal parents' evening. However, the reports use a bank of comments which do not always promote the way forward for each pupil with sufficient consistency.

5.3 Curriculum

The quality of the curriculum provided by the school is satisfactory and meets the requirements of the NC and of the Agreed Syllabus for religious education, together with the Desirable Outcomes for the under-fives.

- The curriculum for the under-fives provide good opportunities for development in the six areas of learning within a series of appropriate themes.
- The practice of joint planning within the two school partnership is commendable. However, the schemes of work for KS2 have to provide for a broader range of years than the other school in the partnership, and this impacts upon the continuity and progress of learning.
- The guidance offered in the schemes of work also varies in their usefulness, as witnessed in the schemes of work for music and art. Few are the assessment opportunities noted in the schemes and fewer still are the references to the key skills.
- The curriculum provided for pupils with SEN is appropriate and is planned according to their needs. These pupils receive full access to all school activities.
- The provision for the Cwricwlwm Cymreig is good, particularly so in art and history, and the curriculum is further enhanced by good links with institutions such as the Countryside Council for Wales.
- The visits made to support the curriculum and the extra-curricular activities enhance pupils' experiences.
- Homework is set regularly in KS1 and in KS2. In the examples of best practice, the homework tasks make a useful contribution towards achievement and standards and are based on class work.
- The school has a county policy document on PSE but it has not been adapted for the needs of the school. There are no specific arrangements for PSE and there is no reference to it in other schemes of work. However, the ethos of the school leads pupils to nurture and adopt commendable personal attitudes and values.
- The school effectively operates the language policy of the LEA.

5.4 Support, guidance and pupils' welfare

The quality of the provision for support, guidance and pupils' welfare is good.

- All members of staff, both teaching and support, are very careful of pupils' personal welfare during lessons and break times. Pupils are trusting of their teachers.
- The school makes a particular effort to ensure that all pupils receive full access to all aspects of its provision, in accordance with the policy. These standards make a good contribution to social inclusion.
- The school's arrangements for first aid and fire precautions were found to be good.
- The headteacher is aware of the necessary procedures in the area of child protection, and all members of staff have received training on aspects of the legislation. In the absence of the headteacher, the assistant headteacher undertakes the necessary duties. The governing body has adopted the guidelines produced by the LEA. Staff are also familiar with the detailed guidelines in the field of child protection.
- There are good links between the school and organisations such as Dr Barnados. The school maintains regular contact with the Highway Safety team and the nurse. The nurse make a significant contribution to the children's sex education in accordance with school policy.
- The school provides information about alcohol and drug misuse in accordance with adopted policies and parents are aware of the procedures to be followed in relation to administering medicines to children.
- There is nevertheless concern about the neglect in relation to the sorry state of the school's boundaries, with particular reference to the danger represented to pupils' health and safety.

5.5 Provision for pupils with Special Educational Needs (SEN)

The provision for pupils with SEN is good. The progress they make is also good, according to age and ability.

- Ten pupils have been identified as having SEN, three of whom are statemented. The pupils concerned have a wide range of needs.
- The school has a general statement of policy on special needs, but it does not contain sufficient detail to guide the work.
- The register is correctly maintained and is reviewed on a regular basis.
- The school's commitment to its pupils with special needs is a particular and praiseworthy feature of its provision. All pupils receive equal opportunities and the curriculum with which they are provided is appropriate to their needs. It was seen that the classroom assistants make a very valuable contribution to work undertaken in the various classes.

- The assessment system is effective in identifying pupils with SEN; appropriate use is made of diagnostic testing and appropriate and comprehensive records are kept of their progress.
- Support is provided for individual pupils through withdrawal sessions by a specialist teacher who visits the school for one day per week. Some pupils, whose needs are more intensive, benefit from the support of other specialists for specific periods of time. These arrangements work well and are clearly beneficial for the pupils concerned.
- It was seen that the IEPs are of good quality and they are reviewed twice a year. Parents are invited to school to discuss them and the majority avail themselves of such opportunities. Relevant records are kept of the matters discussed. The targets contained in the IEPs are clear and they reflect pupils' needs.
- Reviews of statements are conducted according to requirements, but the reports to parents do not always satisfy requirements.
- The various external agencies are highly supportive of the school. However, the psychological service is not always able to offer the level of service currently required by the school.
- The designated member of the governing body with responsibility for SEN is aware of the responsibilities involved in this area of work and is very supportive of all the school's efforts in this respect.

5.6 Partnerships with parents and community, schools and other institutions

The partnership with parents is satisfactory. Partnerships with the community, schools and other institutions are generally good.

- Few parents provide day-to-day support and assistance at the school. Very few parents' questionnaires were returned to the inspectors and just four parents attended the pre-inspection meeting. However, the questionnaires that were returned reflect parental appreciation of the work of the school and although there is no formal parents and teachers association, they are very supportive of any efforts to arrange social or other activities.
- The quality of the information provided for parents is good. They receive details of the various events and activities in good time, together with the latest information about the state of the two-school partnership. The school has a Home/School Agreement that has been distributed to parents, but the response from parents has been poor.
- The school makes a good contribution to the social life of the village. They stage services, concerts and fairs during the year and are well supported by local residents. They also visit the senior citizens and collect significant sums of money for charitable causes. Good use is made of the community room at the school by organisations such as the local youth club, senior citizens and for quiz evenings.
- The partnership with Ysgol Gynradd Niwbwrch works very well. There is close curricular co-operation between staff at both schools and pupils from both schools come together for special occasions. The local Cylch Meithrin uses the school building and the relationship between them is very good and facilitates the arrangements for pupil transfer.

- The arrangements for the transfer of pupils from Year 6 (Y6) to the secondary sector are good. Suitable bridging courses are provided for pupils, with which they are most comfortable.
- The LEA and its support officers provide a good and effective service for the school. Good support is also provided by the Fire Brigade, the Police and the Library Service.
- Occasionally, pupils from Ysgol David Hughes, Porthaethwy visit the school to gain work experience. Opportunities are also provided to students from Coleg Menai and to prospective teachers from University of Wales College, Bangor.

5.7 Partnership with industry

The school's partnership with industry is good.

- There is no written policy for promoting this aspect of the school's work, but it is aware of the importance of developing a partnership with the world of industry. Evidence was seen that pupils' and teachers' learning, experiences and awareness of the world of work are enhanced through the links already made.
- There have been several successful links and visits, such as visits to a power station, local shops, sponsorship by businesses, tourism enterprises and an industrial museum. The pupils have had experience of visiting a science fair at the University at Bangor and have been responsible for buying and selling at the school fruit shop.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

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

- Under the leadership of the headteacher, the school's system of self-evaluation is developing effectively.
- The school's policy outlines the procedures for self-evaluation, but the responsibilities of the governing body as outlined in the document are not currently operational.
- The self-evaluation report presented to the inspectors provides a valuable analysis of the aspects of its work that the school has addressed. However, it does not place sufficient emphasis on evaluating standards and is not clearly linked to a development plan and targets.
- It was seen that the school is familiar with working to a programme of monitoring various aspects of its provision. The programme operates on a term-to-term basis only, and to date, the headteacher has shouldered almost all responsibilities in this respect. There is room to extend and develop the role of the subject co-ordinators in this context.
- Reports on self-evaluation are presented to the governing body on a termly basis.
- The current SDP identifies priorities that are both clear and appropriate to the school's present situation. However, it contains little reference to quantitative targets to facilitate

the work of measuring success. Governors are given the opportunity to express their views on the Plan, but the headteacher is primarily responsible for its production.

- A useful annual analysis is undertaken of pupils' attainments at the end of KS1, and a similar exercise is undertaken of SATs results in KS2.
- There is a good awareness of the school's performance in a local and national context, and through the network of county support, the school is aware of its performance and position in relation to comparator schools in Wales.
- Whole-school targets are set for the core subjects over a three-year period in both key stages. They emanate from the practice now in operation of setting targets and tracking individual pupil progress across both key stages. The targets set for KS2 for the year 2004 are not particularly challenging, but are realistic and a fair reflection of the situation. Higher targets were set for 2005.
- The progress made by the school in addressing the key issues for action identified in the last inspection report is satisfactory.

6.2 Leadership and efficiency

The quality of leadership and efficiency at the school is satisfactory.

- The headteacher has no class responsibilities and shares his time between the two schools in his care. Under his leadership, and in his absence – that of the assistant headteacher – all members of staff work well together and the school is a very happy institution.
- Day to day routines are undertaken smoothly and without any difficulty.
- The school's general direction is guided by an appropriate statement of its aims and objectives found in the SDP. Its value is restricted because of the limited circulation of the SDP, and as a result, it is not therefore sufficiently well known to parents and those considering sending their children to the school.
- There are a number of school policies and county guidelines relating both to the curriculum and management of the school. However, there is a lack of statements in key areas and this aspect requires a specific programme of review and improvement.
- The teachers' handbook is developing into a useful source of information.
- Staff at the two schools meet together regularly to discuss curricular and management issues. This is a means of strengthening the two-school partnership.
- The allocation of curricular responsibilities is clear for almost all subjects and it is intended to fill the gaps that currently exist. Although all members of staff are in agreement with their responsibilities, the job descriptions have not been signed.
- The governing body is supportive of the school and is eager to provide assistance. To a large extent, they are dependent on the headteacher for guidance and through his reports they are able to add to their knowledge of a range of issues. There is capacity to add to the current membership of the governing body.

- The budget is managed by the headteacher in consultation with the governing body. Within a year, the school has moved from being marginally in debt to a position of an expected substantial surplus. Partially responsible for this is the lack of information about “new” funding in time to allow the school to engage in effective forward planning.
- The school provides satisfactory value for money.
- The information provided to parents in the form of a prospectus is comprehensive and well presented. It contains a great deal of useful information, including details of the two-school partnership and the times when the headteacher is available. It contains some shortcomings in terms of statutory requirements.
- The annual report of the governing body to parents also fails to fully satisfy statutory requirements.
- The school satisfies the requirements in relation to teaching time.
- Currently, the school does not have a sufficiently well developed awareness of issues relating to sustainable development.
- The lack of ensuring secure boundaries to the school compromises pupil safety as noted in the previous inspection. A short distance from the school’s rear boundary lies an open ditch, full of water and there is little to prevent pupils from gaining access to it.

6.3 Staffing, accommodation and learning resources

Overall, staffing, accommodation and learning resources are satisfactory.

- The school has an adequate number of experienced teachers.
- The support staff make an effective contribution to pupil development.
- Inspectors observed the good practice of sharing expertise with the partnership school across both key stages in physical education.
- Staff attend in-service training (INSET) courses in accordance with the annual audit of need. This assists them to overcome the limited range of initial qualifications available due to the small number of staff at the school. With reference to the school’s results for language, it is noted that there have been few opportunities for additional training in this area, despite the obvious benefits to be gained from such an undertaking.
- Good use is made of displays of pupils’ work to create stimulating areas for learning across the school. These help to increase pupils’ sense of self-value and to show that their achievements are recognised and appreciated.
- Books are effectively displayed to promote current work. However, little evidence was seen of KS2 making use of the reference library. The furniture in the library is not appropriate for KS2 pupils and they have difficulty in reaching the books.
- Learning resources are generally good and the collection of books in KS2 has been significantly augmented in recent times. However, the collection of religious education artefacts is inadequate, particularly so in the context of other religions. The supply of large play equipment for the under-fives is also inadequate.

- The present accommodation is suitable for the number of pupils but the room for the older pupils is restrictive for undertaking certain activities. There is no designated outdoor play area for the under-fives.
- Internally, the school is kept in a neat and tidy condition, but the area between the school and the school house is untidy. Regular incidents of vandalism are a contributory factor in this respect.
- It is very difficult for the sole supervisor to keep an eye on all parts of the school grounds during breaktimes. There is further concern about pupil safety as the gate is not locked at all times during the school day.
- There are signs of water seeping in through the ceiling in the junior department. Given its proximity to nearby computers, there are concerns in relation to safety.
- The building provides suitable disabled access.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

Overall, the educational provision for the under-fives is appropriate and successfully promotes the desirable outcomes for children's learning. Planning for learning is good and the standards achieved by the full-time reception children are good in four of the six areas of the Desirable Outcomes. Their personal and social development is very good and their creative development is satisfactory.

Good features

- The children's language, literacy and communication skills are developing well. They listen well and respond enthusiastically and naturally to stories, and a good number of them are able to pronounce clearly and intelligibly. They enjoy looking at and handling books and come to recognise letters and simple words. The more mature amongst them begin to write independently.
- The activities provided for the children promote very effectively their personal and social development. They show self-respect and respect to others when establishing effective inter-relationships with peers and adults. Their attitude towards discipline and orderliness and to new learning opportunities is positive, and this creates an appropriate atmosphere and environment both in whole-class and group situations.
- In mathematics, the children know their numbers from one to ten and are coming to understand their value. Their understanding of money is developing very well through practical activities and the enjoyment they gain from buying and selling at *Caffi Angela*. They recognise and are able to name some basic two-dimensional shapes. Their mathematical vocabulary is developing well.

- The children's knowledge and understanding of the world is developing well. They are able to talk about their home and about their parents' work, and can also name the village in which they live. They can describe the weather and are aware of seasonal changes. They are able to talk about their favourite fruits and know about the order of the day, starting with breakfast and what they like eating. Their computer keyboard skills are developing as they use programmes that assist them to recognise letters and to draw.
- The children make satisfactory progress in their physical development. Through practical activities, they exhibit the initial control skills of pencils, brushes and simple equipment, and their hand-eye co-ordination is also developing. They display clear signs of body control during their contributions to the physical education lesson.
- The children's creative development is generally good. During creative activities they experiment with a range of different media. Their work is displayed effectively and the children take great pride in their efforts. They express themselves well during role-play sessions at *Caffi Angela* and they come to enjoy singing, learning and memorising nursery rhymes, listening and responding in various ways to simple pieces of music.

Shortcomings

- The development of the children's physical skills is hampered by the fact that they are not given sufficient opportunities to use items of large equipment. The cutting skills of some individuals are also limited.
- The children do not have access to an outdoor play area specifically designated for their use.

Welsh

Overall, pupils' standards of achievement are satisfactory in KS1 and KS2. Standards of oracy are good in both key stages and standards in reading and writing are satisfactory.

Good features

- In KS1, pupils listen with interest to stories and presentations. They exhibit a good understanding of what they have heard by responding correctly to appropriate questions asked by the teacher.
- A number of pupils are able to pronounce words and phrases clearly and the minority of more confident pupils can offer more observations of a more extended nature when discussing various subjects.
- Some pupils read well and with expression and interest, but the standards achieved by the majority are satisfactory. Several pupils read confidently but are reluctant to voice opinions. Regular use is made of homework to seek to promote reading skills.
- Pupils across KS1 write in various keys and for a range of different audiences. They are able to write descriptions, basic letters, a diary and a script, and they begin to create effects with words to a satisfactory standard. They are able to compose a poem to convey feelings about fear. Some older pupils in KS1 make correct and independent use of a number of punctuation marks.

- In KS2 the pupils listen attentively and respond well and enthusiastically to the teacher's questions.
- Some pupils read a range of different texts correctly, fluently and meaningfully. A number read various works of fiction. The more able pupils can respond to the contents of books they read and justify their opinions, but the reading standards of the majority are satisfactory.
- Their punctuation and paragraphing skills are satisfactory. Some pupils are able to employ a range of methods to create effects by making appropriate use of adjectives and similes.
- A small number of pupils write correctly and interestingly, using a range of sentence patterns.

Shortcomings

- Some pupils in KS1 and KS2 have difficulty in understanding what they are reading and in expressing views upon it.
- A number of pupils in KS1 have difficulty in writing independently and to stick to a task without support from a member of staff.
- Pupils in KS2 do not make sufficient use of dictionaries and they have difficulty in finding materials in reference works in the reference library without assistance from others.
- The excessive use made of work sheets and the lack of extended work hampers the ability of pupils at the top of KS2 to write in extended fashion.

English

English is introduced formally at the beginning of KS2. Overall, pupils' standards of achievement are satisfactory in KS2. Standards of oracy are good and standards in reading and writing are satisfactory.

Good features

- In KS2, the vast majority of pupils listen attentively and respond well and enthusiastically to the teacher's questions.
- The pupils speak fluently and confidently in formal and informal situations. Several older pupils are able to express their feelings and discuss their experiences effectively. They can also present information clearly when discussing the contents of a story.
- The reading standards of the majority of pupils are satisfactory. Some pupils read a range of texts correctly, fluently and meaningfully. A good number can read a range of works of fiction. The more able pupils can respond to the contents of the books they read and justify their viewpoints.

- Across the key stage, a small number of pupils write correctly and interestingly when describing or writing a newspaper article, using a variety of sentence patterns. Their punctuation and paragraphing skills when writing letters are satisfactory.
- They are able to appreciate poetry and they write their own poems in Haiku and Tanka form.

Shortcomings

- Some pupils have difficulty in understanding what they are reading and in expressing their opinions of it in any depth. Pupils' use of dictionaries is inadequate and they have difficulty in finding materials in reference works in the reference library without assistance from others.
- Some pupils at the bottom of KS2 have difficulty in writing independently and in sticking to a task without a member of staff being present. The excessive use made of work sheets and the lack of extended work hampers the ability of pupils at the top of KS2 to write in extended fashion.

Mathematics

Standards of achievement are good in both key stages.

Good features

- In KS1, pupils have a good awareness of number patterns. They correctly calculate simple addition and subtraction problems, interpreting the appropriate symbols to the expected standard.
- They make correct use of terms such as odd numbers and even numbers.
- Their understanding of money is developing well. They recognise the main items of coinage and are able to use them confidently to pay for goods in the class shop. They greatly enjoy activities that allow them to apply their skills.
- They can correctly read the time on an analogue clock, to the hour, half hour and quarter hour.
- Following research conducted by the class on pupils' favourite fruits, they have come to be able to present the data they have collected in graphical form. They make good progress, and through questioning, it was seen that they are able to correctly interpret the information in their graphs.
- They recognise a variety of two-dimensional shapes, correctly describing their characteristics.
- They are able to correctly measure in centimetres.
- In KS2, their current and earlier work shows that pupils develop a good grasp of the four rules of number.
- They employ various strategies to assist them in their number work. They make competent use of calculators.
- They display a clear understanding of negative numbers.

- Their understanding of mathematical terms is developing well. They come to understand and use range, median and mode correctly.
- By looking at the sizes of various adverts, they have a developing understanding of area and of how it is calculated.
- The older pupils handle data well, arranging and classifying correctly according to the criteria set for them. The majority of pupils make confident use of the computer to create a spreadsheet of the data they have collected.
- The work on shape, space and the measures is developing appropriately in this key stage.
- The older pupils begin to develop their understanding of probability.

Shortcomings

- A number of younger KS2 pupils are too dependent on their teacher when producing simple graphs.

Science

Standards are good in KS1 and in KS2.

Good features

- In KS1, it was found from discussions with pupils that they can name various parts of the body and that they know of the main characteristics and functions of their senses. They have a good understanding of the foods that are beneficial to them.
- They know of the seasonal cycle and that some animals hibernate throughout the winter.
- They are familiar with everyday items of equipment that use electricity at school and in the home. They know of the dangers of electricity.
- Their current work on materials is comprehensive and has given pupils the opportunity to develop their investigative skills to a good standard. They use a good range of scientific terms and they know of the requirements for conducting a fair test.
- By experimenting and observing various materials, they come to understand that they can change. They can describe the changes correctly, offering reasons for what has happened.
- The investigative work undertaken by pupils in KS2 make a significant contribution to their understanding of materials and their characteristics. During investigative tasks relating to dissolving solids, they predict sensibly, record relevant observations and form reasonable conclusions based on their findings.
- The investigations completed recently on changes to materials when burnt, conductors and investigations into how much air a bar of chocolate such as *Aero* contains, are thorough and comprehensive.
- They understand the importance of fair testing and give due consideration to this aspect of their work during experimentation.
- Their skills in the use of items of equipment are clearly developing and they are able to measure accurately and correct errors as required.

- The majority are able to talk confidently about their work, displaying a good understanding of the activity in question.

Shortcomings

- There is room for KS2 pupils to further develop their skills by becoming less dependent on the framework prepared for them in scientific investigations.

Design and technology

No lessons were observed in KS1, but on the basis of an examination of pupils' work and discussions with them, it was adjudged that standards are unsatisfactory. They are satisfactory in KS2.

Good features

- In KS1, pupils are able to offer quite sensible explanations for their choice of various materials to build a house.
- They are familiar with using a programmable toy.
- In KS2, pupils appreciate the importance of research as a key element of their work before setting about designing their bridges.
- They have an increasing understanding of structures and have familiarised themselves with simple ways of reinforcing them.
- Some of the designs of bridges exhibit an appropriate awareness of simple mechanisms.
- The lorries to transport foodstuffs to supermarkets they completed recently indicate that their making skills are developing well.

Shortcomings

- The range of experiences of KS1 pupils is too limited to allow for the appropriate development of skills related to design and technology.
- Their ability to produce good quality designs is under-developed. The designs do not reflect sufficient development from the initial idea to the final design.
- They find difficulty in conveying their like or dislike of what they have produced.
- In KS2, some pupils have difficulty in evaluating their work as it develops and they do not always display sufficiently well developed marking and cutting skills.

Information technology

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- Pupils in KS1 make use of a word processor and a graphics package to describe and draw a picture of their homes. Some are able to find their way around the keyboard effectively, correctly forming capital letters.
- There are examples of work using a graphics package to present information.

- Their Modelling skills are developing satisfactorily and pupils receive opportunities to undertake pre-Logo work by using the Turtle.
- In KS2, pupils use information technology software to convey ideas and information in textual and pictorial format and to draft and re-draft their work. They have begun to send and receive e-mail.
- A number of pupils are able to load, store and retrieve work effectively, developing a growing independence in their use of hardware and software.
- They make use of a database package to present data in graphical format in cross-curricular fashion.
- Elements of Modelling work are developing well through the use of spreadsheets. Some pupils are able to create and use a formula to discover an average score.

Shortcomings

- Only some pupils in Y2 are able to retrieve and store their work. They are not all confident in their use of computers and those whose work was observed had difficulty with basic editing work.
- Pupils in KS2 do not combine picture, text and sound to create multi-media materials.
- They do not use a database to sort and cross-reference the data and they do not yet predict different results by using Logo.

History

Standards of achievement are good in KS1 and in KS2.

Good features

- As a result of their study of old washing equipment and changes in washing methods, the pupils in KS1 have developed a good awareness of the order of time and of changes over time. They use appropriate vocabulary to describe the passage of time and their discussions in this area of work are enthusiastic.
- They are able to place events and objects in chronological order when comparing bicycles between 1818 and 1990.
- By describing and comparing shopping in different periods and practices past and present, pupils are aware of the difference between past and present. They are able to recognise and use methods of discovering information about the past, including the use of questionnaires to gather information from parents, grandmothers or even great grandmothers.
- They enjoy looking at shopping-related artefacts and are able to correctly interpret what they have seen.
- In KS2, pupils have a good understanding of the lifestyles of people in the past.

- Pupils use ICT to observe and compare local census data from two periods, presenting the information in graphical format. They are able to handle the data quite confidently, observing the main differences between both periods.
- They understand the concept of change over time and are able to compare the work undertaken by women and young girls past and present.
- Pupils have good chronological awareness and are able to place key events in the Victorian era on a timeline.
- They gain great pleasure from discussing and explaining the purposes of the wide range of historical artefacts to be seen within the classroom.

Shortcomings

- Pupils in KS2 do not make sufficiently independent use of reference books or information during research activity.

Geography

No lessons were observed in KS1, but on the basis of discussions with pupils and an examination of their work, it was adjudged that standards are good. They are also good in KS2.

Good features

- In KS1, pupils develop their understanding of the concept of place. They are able to describe their local area, making good use of appropriate vocabulary and terminology. They are able to name physical and human characteristics to be found locally by reference to village maps and plans.
- They are familiar with observing and collecting evidence during fieldwork by arranging to take photographs using a digital camera in order to identify their homes, various shops and buildings in the village. They are able to note the use made of the various buildings and to produce a graph showing the different types of houses to be found in Dwyran.
- Their mapping work is developing to a good standard. They recognise a map of Wales and are able to indicate the general location of Dwyran. They can explain the difference between a drawing and a plan and have produced simple but accurate maps of the village. They make correct use of simple co-ordinates.
- Through practical activities, and particularly with the Turtle, their awareness of direction is developing appropriately.
- Pupils are able to use questionnaires to discover where they buy food, making comparisons between the village shop and a shop in a town.
- In KS2 pupils are able to make effective comparisons between their own locality and an economically developing area. They confidently discuss the main features of Gweta in Botswana and are aware that the weather there is very different to what they are familiar with.
- They are able to use spreadsheets to record weather data in Gweta and on Anglesey, in order to compare both and produce appropriate graphs.

- They are well-informed about the continents and oceans of the world and the majority are able to make correct use of atlases to discover the location of countries in the world.
- Pupils are able to create and interpret maps effectively. They understand symbols and make correct use of grid references. They have a firm knowledge and understanding of the location, features and character of places, and are able to note the changes that have taken place in the village by comparing maps produced in 1888 with modern day versions.
- They are able to discuss effectively the impact of man on his environment. They understand that some of the things that humans do can have an impact on the environment and that it is possible to re-consider our actions and to choose different methods of working that are less harmful to the environment.

Shortcomings

- There are no significant shortcomings.

Art

Standards of achievement are good in KS1 and in KS2.

Good features

- Pupils in KS1 enjoy investigating line and tone and experimenting by mixing colours.
- Pupils have benefitted from their experiences of working with Heather Lowe, the artist in residence, when they designed pictures for the mural.
- They are introduced to a wide range experiences, including montage work based on the folk tales of Anglesey, weaving and aspects of three-dimensional work in clay.
- The understanding of KS2 pupils of colour, shape, tone and line is developed effectively through their experience of studying the work of the local artist Keith Andrew. They benefitted greatly from studying the techniques he employs and seeking to imitate his style by working in pastel. Their work in this respect is of a good standard.
- They gain a range of experiences of working in textiles and with a range of fabrics and thread. They look at how the study of old crafts and local history can impact upon design ideas for art projects in the school.
- Pupils develop good observational skills through sketching activities and the standard of their artwork is good.
- Their work is displayed attractively throughout the school and the displays make a significant contribution to engaging pupils' interest in their own square mile.

Shortcomings

- There are no significant shortcomings.

Music

Pupils' standards of achievement are good in KS1 and in KS2.

Good features

- In both key stages, pupils sing a variety of songs and hymns enthusiastically and with obvious enjoyment. They give due attention to phrasing and the quality of the collective singing is good.
- They are given good opportunities to listen to and appreciate a particularly broad range of music in the morning assemblies.
- In KS1, when listening to the music of the *Carnival of Animals*, pupils are able to differentiate between fast moving and slow sounds, and other musical elements. They recognise several instruments by name and are able to correctly choose the instruments best suited to convey the nature of the different pieces of music they have heard.
- They enjoy singing a selection of familiar Welsh nursery rhymes. They do so tunefully and with clear pronunciation and appropriate breathing techniques.
- The majority are able to correctly clap and maintain rhythm as part of a class and individually, according to their teacher's instructions.
- In KS2, the older pupils are able to compose a simple computer-generated graphic score.
- They come to be able to sing songs such as *Banua* in two parts, doing so with increasing confidence.
- They use appropriate playing techniques when playing the xylophone when performing an instrumental piece in a group, whilst others keep independent parts.
- A good number of pupils in this key stage benefit from instrumental tuition provided by peripatetic tutors.

Shortcomings

- There are no significant shortcomings.

Physical education

On the basis of the dance lessons observed, it was adjudged that standards are good in KS1 and in KS2.

Good features

- Pupils in both key stages show a good awareness of the need for appropriate warm-up and cooling-down exercises before and after activities.
- They are aware of the issue of safety in the multi-purpose hall in which the activities are held and they dress appropriately for their lessons.
- In KS1, pupils have a good awareness of space. They move about confidently but carefully, paying due attention to others.
- They concentrate well when refining their creative ideas to the stimulus of *Travelling to Space*. With the assistance of their teacher, they are able to effectively combine a number of movements, expressing opinions about each other's performances.

- In KS2, pupils understand the effect that warming up has on the heartbeat and they respond in a highly disciplined fashion to their teacher's instructions.
- They gain obvious pleasure from responding to music suitable to the theme *Underneath the Sea*. They exhibit a variety of movements that reflect the various images in the music.
- They work well together creatively as members of a group to compose different parts of the dance.
- According to documentation seen by the inspectors, together with discussions held at the school, pupils are given opportunities to develop their swimming skills and through the *Dragon Sports* programme. They take part in a range of tournaments throughout the year.

Shortcomings

- There are no significant shortcomings.

Religious education

Standards of achievement are good in KS1. No lessons were observed in KS2, but on the basis of discussions with pupils and an examination of their work, it was adjudged that standards are also good in this key stage. The contents of the Agreed Syllabus are considered during the planning stage.

Good features

- Pupils in KS1 are aware that the Bible is a holy book and they are well-informed about some of the familiar stories within it which they are able to accurately recall. They know many of the stories relevant to the Welsh religious tradition, such as the story of Mari Jones and the importance of the Bible to her.
- They have visited the local chapel and are aware that people attend places of worship regularly on Sundays. They are able to recognise and label different parts of the church and the associated artefacts, and are aware of the use made of them.
- They show a good awareness of the Hindu faith. They know the names of some of the gods and can effectively explain the worship practices in the sanctuary. They are well-informed of the practices related to the Divali celebrations.
- They understand that praying means talking to God and are able to effectively explain the characteristics of prayer.
- Pupils in KS2 show a good awareness of other religions and can effectively explain their main characteristics.
- They understand the importance of prayer to the Christian and can recognise different types of prayer.
- They show a good awareness of Christian values such as sharing and caring for others and they contribute regularly and with great generosity to charity collections such as the NSPCC and *Operation Christmas Child*.

- Pupils show a very real awareness of the ritual of worship and this is reflected in the range of morning assemblies where they are given appropriate opportunities for reflection.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The report produced following the 1998 inspection lists the following as being key issues for action:

- take the appropriate steps to raise standards in science in both KS, and in music in KS2;
- complete trans-school schemes for all NC subjects in order to create a broad and balanced curriculum that provides appropriate continuity of learning;
- produce an appropriate strategy for monitoring the quality of provision in all subjects, developing the role of the curriculum leaders in this respect;
- strengthen further the quality of teaching to ensure that none is unsatisfactory;
- raise teachers' expectations, with particular reference to the presentation of work, and ensuring that work is completed regularly;
- ensure that the annual report of the governing body to parents meets statutory requirements;
- further strengthen school boundaries.

The progress made by the school in addressing the key issues for action identified by the inspectors in 1998 is satisfactory. It was seen that standards have improved significantly in science and music, and the teaching is now generally good across the school. As noted above, the quality of the schemes of work is uneven and currently they do not all offer the required guidance in order to provide for the continuity of pupils' learning. There has been insufficient emphasis on the role of curriculum leaders in monitoring the quality of provision in the various subjects, a role that is currently under-developed. Overall, teachers ensure that pupils complete their work, and that it is presented in an acceptable manner. There are certain shortcomings in the annual report of the governing body and the situation in relation to the school boundary is unacceptable and gives cause for concern.

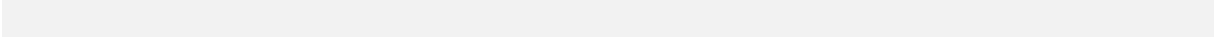
8.2 Key issues for action

There is a need to:

- raise standards in those subjects that are unsatisfactory and satisfactory by attending to the shortcomings noted;
- ensure that all schemes of work offer the necessary guidance and pay appropriate attention to the development of pupils' key skills and to their personal and social education;

- ensure that subject co-ordinators play a fuller role in the work of monitoring curricular standards;
- fully satisfy requirements in relation to daily collective worship, together with the contents of the prospectus and the annual report of the governing body to parents;
- address as a matter of urgency the shortcomings in relation to site safety.

NB: The school prioritises literacy, information technology and the pupils' personal and social education in its current SDP.



APPENDIX

A. Basic information about the school

Name of School	Ysgol Gymuned Dwyran
School type	LEA maintained
Age-range of pupils	4-11 years
Address of school	Dwyran Llanfairpwll Ynys Môn
Post-Code	LL61 6AQ
Telephone Number	(01248) 430447
Headteacher	Mr H J Thomas
Date of appointment	September 2000
Chair of Governors / Appropriate Authority	Dr David Williams
Registered Inspector	Mr D M Cray
Dates of inspection	9 – 11 March 2004

B School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		6	6	13	6	7	7	4	49

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

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	24.5:1
Pupil : adult (fte) ratio in nursery classes	:1
Pupil : adult (fte) ratio in special classes	:1
Average class size, excluding nursery and special classes	24.5
Teacher (fte) : class ratio	1.5:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
Term	R	KS1	KS2	Whole school
1 Spring				93.2%
2 Summer				92.5%
3 Autumn				94.4%

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

C. Results of National Curriculum assessments.

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS 1 Results: 2003			Number of pupils in Y2: 6					
Percentage of pupils at each level			D	W	1	2	3	4
WELSH	Teacher Assessment	School			33	17	50	
		National		2	11	63	24	
Speaking and Listening	Teacher Assessment	School			33	33	33	
		National		2	11	63	23	
Reading	Teacher Assessment	School			33	17	50	
		National		3	17	57	22	
Writing	Teacher Assessment	School				50	50	
		National		4	20	65	10	
MATHEMATICS	Teacher Assessment	School			33	33	33	
		National		2	9	61	26	
SCIENCE	Teacher Assessment	School		17	17	50	17	
		National		2	10	68	20	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school:	67%	In Wales:	80.4%
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D Excepted or disapplied under Sections 364 or 365 of the Education Act 1996.

W Working towards level 1

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2003	Number of pupils in Y6: 4
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.	

D. The 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 seven 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;
- four parents were present at the pre-inspection meeting and six (19%) questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr D M Cray	Rgl	1; 2; 3.1; 3.2; 5.1; 5.5; 6.1; 6.2; 8.1; 8.2	Under fives; mathematics; science; design and technology; music; physical education.
Mr ME Pryse	Team	4.1; 5.2; 5.3; 5.4; 6.3;	Welsh; English; information technology; history; geography; art; religious education.
Mr W Owen	Lay	4.2; 4.3; 5.6; 5.7	

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.

A SUMMARY FOR PARENTS ON THE INSPECTION OF YSGOL GYMUNED DWYRAN

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Ysgol Gymuned Dwyran was inspected as part of a national programme of school inspection. The purpose is to identify strengths and weaknesses 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 children's schools. 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 Gymuned dwyran took place between 9-11 March 2004. It was undertaken by an independent team of three inspectors, led by Mr Martin Cray. The inspection was commissioned by Estyn, a department of central government.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the efficiency with which financial resources were used and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

Name of School	Ysgol Gymuned Dwyran
School type	LEA maintained
Age-range of pupils	4-11 years
Address of school	Dwyran Llanfairpwll Ynys Môn
Post-Code	LL61 6AQ
Telephone Number	(01248) 430447
Headteacher	Mr H J Thomas
Date of appointment	September 2000
Chair of Governors / Appropriate Authority	Dr David Williams
Registered Inspector	Mr D M Cray
Dates of inspection	9 – 11 March 2004

Context

This community school maintained by Ynys Môn Local Education Authority (LEA), is located in the village of Dwyran, in the South West of the Island. It serves the village and its rural hinterland.

Pupil numbers have fallen over recent years and there are currently 48 pupils between 4 and 11 years of age on the school register, and according to the school, they come from a catchment area half of which is economically disadvantaged with the other half being

neither prosperous nor economically disadvantaged. It is also considered that the school has many less able pupils and a few able pupils.

Thirty per cent of pupils are entitled to receive free school meals – a figure that is significantly above county and national averages. Ten (21%) are identified as having special educational needs (SEN), three of whom are statemented.

The school does not provide for children of nursery age and pupils begin their education on a full time basis at the beginning of the September following their fourth birthday. Eighty per cent of pupils come from homes where Welsh is the main spoken language. The school follows the first language Welsh Programme of Study of the National Curriculum (NC).

The school was last inspected in July 1998 and there have been several key changes since then. The most important change has been the introduction of the pilot two-school partnership in which Ysgol Dwyran has been involved since September 2000. This means that it shares a headteacher and staff expertise with a neighbouring school, and following a trial period, the governing body is now eager to establish the arrangement on a permanent footing. The school has also been forced to make reductions in its teaching complement since September 2003 and the number of classes has been reduced from three to two.

The prospectus distributed to parents contains a general statement of the school's aims and objectives and the priorities identified in the School Development Plan (SDP) include the following:

- develop the Newborough/Dwyran Cluster arrangements;
- literacy strategy;
- numeracy strategy;
- information and communications technology (ICT) strategy;
- personal and social education (PSE).

The school has set the following targets for the end of Key Stage (KS) 1 in 2004.

Percentage of pupils achieving Level 2 (L2) or above

Subject	Welsh	Mathematics	Science
Target	92%	85%	69%

The school has set targets according to the requirements of the Welsh Assembly Government (WAG) for KS2 for 2004, but they are not published in order to safeguard the anonymity of the pupils in question. However, they are discussed with a member of the LEA advisory team.

The main findings of the report

- The overall quality of educational provision for the under-fives is appropriate to their needs. Standards in the six areas of learning are as follows:

Language, literacy and communication skills

Good

Personal and Social Development	Very good
Mathematical Development	Good
Knowledge and Understanding of the World	Good
Physical Development	Satisfactory
Creative Development	Good

- In KS 1 and KS2, pupils' standards of achievement in the different subjects of the NC and religious education are as follows:

	KS1	KS2
Welsh	Satisfactory	Satisfactory
English	-----	Satisfactory
Mathematics	Good	Good
Science	Good	Good
Design and technology	Unsatisfactory	Satisfactory
Information technology	Satisfactory	Satisfactory
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Good
Physical education	Good	Good
Religious education	Good	Good

- In KS1 in 2003, according to teacher assessments, 67% of pupils attained L2 or above in the core subjects at the end of the key stage. In 2002 the figure was 75% (Wales 80.4%; Ynys Môn 73.2%) and in 2001 it was 67% (Wales 81%; Ynys Môn 73.2%).
- Pupils' results as determined by task/test results in the core subjects at the end of KS2 were not published in 2003 or in 2002, in order to safeguard the anonymity of the small number of pupils in question. In 2001, no pupils at the school in this key stage attained L4 (Wales 68%; Ynys Môn 68.9%).
- Over recent years, in relation to comparator schools in Wales, the school's performance in KS1 has been within the lowest performing 50%, and at times within the lowest performing 25% of schools. In KS2, its performance has consistently been within the lowest performing 25% of schools.
- The progress made by the under-fives in the application and improvement of their developing skills in early literacy and numeracy and in their use of ICT across the six areas of learning is generally good. In KS1 and KS2, pupils listen attentively to their teachers and fellow pupils. They respond well to questioning in Welsh in KS1 and in both languages in KS2. They read satisfactorily across the curriculum in Welsh in KS1 and in both languages in KS2. Pupils' writing skills in Welsh and

English across the curriculum are generally satisfactory. They make good use of their numeracy skills in various contexts across the curriculum in both key stages, including handling and recording data in history and science, and measuring accurately in design and technology in KS2. Pupils' ICT skills are developing satisfactorily in both key stages and they are used effectively in some activities, particularly so in KS2.

- Pupils' spiritual, moral and cultural development is good and their social development is very good. A very positive aspect of the school's work is the clear sense of devotion and worship exuded by the morning assemblies, although this was interrupted by the fact that some pupils were withdrawn from the assembly to receive instrumental tuition. Pupils are given opportunities to contribute directly in the assemblies and to engage in quiet reflection. Racial equality is promoted effectively. Pupils receive few opportunities to develop an awareness of becoming global citizens and of sustainable development, due to the lack of a specific programme of provision for PSE.
- Pupils' behaviour and attitudes are very good. Their behaviour and their attitudes towards their work have improved greatly since the last inspection. This has a very positive impact on the life and work of the school. Pupils are respectful of and courteous towards their teachers and to visitors to the school. The interaction amongst pupils is very good.
- Pupils' levels of attendance are satisfactory.
- The quality of teaching is generally good. It was good in 72% of lessons observed by the inspectors and satisfactory in 28%. Good teaching was seen across both key stages. No instances of unsatisfactory teaching were seen.
- The quality of the arrangements for assessment, recording and reporting is generally good.
- The quality of the curriculum provided by the school is satisfactory, and meets the requirements of the NC and of the Agreed Syllabus for religious education, together with the Desirable Outcomes for the under-fives. The curriculum for the under-fives provides good opportunities for development in the six areas of learning within a series of appropriate themes. The practice of joint planning within the two school partnership is commendable. However, the schemes of work for KS2 have to provide for a broader range of years than the other school in the partnership and this impacts upon the continuity and progress of learning. The guidance they offer also varies in their usefulness, as witnessed in the schemes of work for music and art.
- The provision for pupils with SEN is good. The progress they make is also good, according to age and ability. The school's commitment to its pupils with special educational needs is a striking and commendable feature of its work. All pupils are given equal opportunities and the curriculum they receive is appropriate to their needs.

- The quality of self-evaluation and planning for improvement at the school is satisfactory. Under the leadership of the headteacher, the school's system for self-evaluation is developing effectively. It was seen that the school is familiar with working to a programme of monitoring various aspects of its provision. The programme operates on a term-to-term basis only, and to date, the headteacher has shouldered almost all responsibilities in this respect. There is room to extend and develop the role of the subject co-ordinators in this context.
- The quality of leadership and efficiency at the school is satisfactory. The headteacher has no class responsibilities and shares his time between the two schools in his care. Under his leadership, and in his absence – that of the assistant headteacher – all members of staff work well together and the school is a very happy institution. The daily routines and procedures are undertaken smoothly and without difficulty. The school provides satisfactory value for money. The information provided to parents in the form of a prospectus is comprehensive and well presented, but it does contain some shortcomings in relation to what is required. The annual report of the governing body to parents also fails to fully meet statutory requirements. The lack of ensuring secure boundaries to the school compromises pupil safety as noted in the previous inspection. A short distance from the school's rear boundary lies an open ditch, full of water and there is little to prevent pupils from gaining access to it.
- Good use is made of displays of pupils' work to create stimulating areas for learning across the school. These help to increase pupils' feeling of self-value and they show that their achievements are recognised and appreciated.
- Internally, the school is kept in a neat and tidy condition, but the area between the school and the school house is untidy. Regular incidents of vandalism are a contributory factor in this respect. It is very difficult for the sole supervisor to keep an eye on all parts of the school grounds during breaktimes. There is further concern for pupil safety as the gate is not closed at all times during the school day.
- The progress made by the school in addressing the key issues for action identified by the inspectors in 1998 is satisfactory. It was seen that standards have improved significantly in science and music, and the teaching is now generally good across the school. As noted above, the quality of the schemes of work is uneven and currently they do not all offer the required guidance in order to provide for the continuity of pupils' learning. There has been insufficient emphasis on the role of curriculum leaders in monitoring the quality of provision in the various subjects, a role that is currently under-developed. Overall, teachers ensure that pupils complete their work, and that it is presented in an acceptable manner. There are certain shortcomings in the annual report of the governing body and the situation in relation to the school boundary is unacceptable and gives cause for concern.

Key issues for action.

There is a need to:

- raise standards in those subjects that are unsatisfactory and satisfactory by attending to the shortcomings noted;
- ensure that all schemes of work offer the necessary guidance and pay appropriate attention to the development of pupils' key skills and to their personal and social education;
- ensure that subject co-ordinators play a fuller role in the work of monitoring curricular standards;
- fully satisfy requirements in relation to daily collective worship, together with the contents of the prospectus and the annual report of the governing body to parents;
- address as a matter of urgency the shortcomings in relation to site safety.

NB: The school prioritises literacy, information technology and the pupils' personal and social education in its current SDP.

The governing body is responsible for drawing up an action plan within 40 working days (or 45 working days where a translation is necessary) of receiving the report, showing what the school is going to do about the issues. This action plan, or a 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.