

INSPECTION UNDER SECTION 10 INSPECTION OF SCHOOLS ACT 1996

**Ysgol Henblas
Llangristiolus
Anglesey
LL62 5DR**

School number : 660 / 2156

Date of the Inspection : 2 - 4 February, 2004

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Registered Inspector: W19 / 17166
Date: 5 April, 2004
under ESTYN contract number – T/94/03P**

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CURRICULUM AND KEY STAGES NOMENCLATURE

A new nomenclature to describe pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education until the age of 18 should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression.

The term "Reception" (R) refers to the year group of pupils in a primary school (not a nursery class) whose fifth birthday will occur during the academic year. "Year 1" (Y1) is used for the year group of pupils whose sixth birthday will occur during the academic year and so on until Y13 - the year group whose 18th birthday will occur during the academic year:

{PRIV ATE }	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Age	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 includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

GRADE DESCRIPTIONS

The following five point scale is used to represent the main opinions in the report as follows:

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

**Inspection Report
(V1.005)
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1. CONTEXT

The school and its priorities

Ysgol Henblas, Llangristiolus, is a naturally bilingual school for 4–11 year old pupils, maintained by the Anglesey Local Education Authority (LEA). It has 88 full time pupils, including 10 reception age children, on roll.

The school is located in the village of Llangristiolus, near the old A5, between Llangefni and Mona. The pupils are from the village and the rural vicinity.

Pupils from the full ability range attend the school. Almost all the pupils have received pre-school education. Four pupils have a statement of special educational needs (SEN): two further pupils receive extra support with their work. No pupil is disapplied from the National Curriculum (NC).

Welsh is the first language of approximately three quarters of the pupils; and the remainder speak English at home. 84% are able to speak Welsh to a standard equivalent to that of first language speakers. The school's aim is to ensure that all the pupils are bilingual before they leave school. All pupils belong to the white ethnic group. No pupil is in the care of the local authority.

The school states that the area is neither advantaged nor disadvantaged economically. Eight per cent of pupils are registered as being entitled to free school meals.

The school was last inspected during the spring term 1998.

The school's main priorities for 2003- 2004 are to:

- a) improve the teaching of investigative work in science in order to ensure that there is an opportunity for pupils of all ages to attain their full potential;
- b) implement fully the strategy agreed by the school in order to improve pupils' abilities to use and apply mathematics;
- c) raise standards of accuracy in oral and written Welsh;
- d) improve the identification of the needs of SEN pupils and take steps to provide the best provision for them;
- e) continue with the task of improving achievement in music as a subject by giving pupils more performing experiences;
- f) promote education for sustainable development and world-wide citizenship

The school's quantitative targets for 2004 and 2005 are as follows:

	KS1: %Level 2		KS2: %Level 4	
	2004	2005	2004	2005
Welsh	100	80	78	94
English	65	70	86	88
Mathematics	94	90	86	94
Science	82	90	86	88
Core subjects indicator	82	90	86	88

2. MAIN FINDINGS

The main findings of the report

Introduction

This school has maintained the strengths noted in the last inspection. It is led by an industrious and firm head who is dedicated to raising standards within a Welsh, homely, supportive and inclusive ethos. The pupils, and the children under five, are happy in school. The teaching is good and the standards are frequently good or very good. The results of external tests and assessments are consistently better than local, county and national results. Pupils' behaviour and their attitude towards their work is very good, and there is a good relationship with parents and the community. The provision for SEN pupils is very good.

Standards in the subjects and in the key skills

During the inspection, standards were satisfactory or above in all lessons observed. They were very good in 22%, good in 65% and satisfactory in 13%. The statistics reflect differences in standards between subjects rather than any significant differences between key stages [KS]. The best standards are seen in Y5 and Y6.

The educational provision for children under five is appropriate and successfully promotes the Desirable Outcomes for teaching children. The standards of children under five are as follows:

Area	Standards, reception age
Language, literacy and communication skills	Good
Personal and social development	Very good
Mathematical development	Good
Knowledge and understanding of the world	Good
Physical development	Good
Creative development	Good

The table below shows the standards in NC subjects and in religious education.

SUBJECT	Standards KS1	Standards KS2
Welsh (First language)	Very good	Very good
English	Good	Very good
Mathematics	Very good	Very good
Science	Very good	Very good
Design and Technology	Very good	Very good
Information Technology	Good	Good
Geography	Very good	Very good
History	Very good	Very good
Art	Very good	Very good
Music	Good	Good
Physical education (specific aspects)	Good	Good
Religious education	Very good	Very good

- Standards achieved by SEN pupils are good.
- Children under five make good progress in applying their early literacy and numeracy skills and in using information and communication technology (ICT) skills across the six areas of learning.
- The following table shows the standards in the key skills across the curriculum:

Key skill	Standards, KS1	Standards, KS2
Oral, Welsh and English	Very good	Very good
Listening, Welsh and English	Very good	Very good
Reading, Welsh and English	Good	Good
Writing, Welsh and English	Good	Good
Information and communication technology	Good	Good
Numeracy	Good	Good

- This school succeeds to a significant degree in promoting pupils' bilingual skills, including pupils from non-Welsh speaking homes; they are able to discuss knowledge gained in one language, in the other language, both orally and in writing.

Results of statutory tests and assessments

- The school's results are good. Frequently, they are very good. Tests and assessments over the past three years in KS1 and KS2 show that the school's results are usually better than those of the catchment area and the county in the four core subjects at KS2, and in Welsh, mathematics and science at KS1. Over the same period, the core subjects indicator (CSI1) has been above those for the catchment area, the county and Wales. Results of individual subjects (Welsh, mathematics and science at KS1 and the same subjects plus English at KS2) have been above the national mean and often among the top quartile of Welsh schools at both key stages. The school voluntarily enters KS1 pupils for English assessments. In 2003, the results of English assessments at KS1 were slightly lower than national results.

Quality of teaching

- The quality of teaching was deemed to be satisfactory or better in all lessons observed. It was very good in 27% of the lessons, good in 53% and satisfactory in 20%. Detailed planning and tasks which prepare pupils well for working independently are a frequent feature of the teaching.

Curriculum

- The curricular provision for children under five is good. Activities are well planned for the reception group.

¹ CSI – Namely the percentage of KS1 pupils achieving level 2, and the percentage of KS2 pupils

achieving level 4 in mathematics, science and Welsh and English.

- At KS1 and KS2, the school provides a broad and balanced curriculum which conforms with statutory requirements. The school succeeds, to a significant degree, to overcome the problem of having children of different ages within the same class. The use of Welsh and English as media of teaching and learning is carefully planned from Y1 onwards. The curriculum is reinforced by a satisfactory contribution from the world of industry and by varied and rich extra-curricular activities. The school provides opportunities for pupils to participate in a good range of competitive sports.

Leadership and efficiency of the school

- The head has a clear vision and provides very good leadership. She has established appropriate strategies to maintain and improve subject standards within a work ethos where pupils are happy. The governing body, which is very supportive of the school, and dedicated teaching and support staff help her in her work.
- The responsibility for class management lies with class teachers, and for subject management with curriculum coordinators, namely the permanent members of staff. In the past, all the coordinators have monitored standards in their subjects by direct observation and by evaluating pupils' work. Up to now, this subject monitoring has been inconsistent. The monitoring reports provide priorities which are fed into the school development plan (SDP).
- The quality of the SDP and the strategies for promoting standards in the subjects and key skills are very good. The quality of self-assessment within the school is also good.
- Resources are managed efficiently and effectively. The substantial sum of money held in reserve for 2003-2004 will be used to ensure that staffing remains at the current level next year despite a reduction in the number of pupils. Bearing in mind the school's ethos, external test and assessment results, standards in class and the contribution of extra-curricular activities, the school provides good value for money.

Social Inclusion

- The school is inclusive. Pupils from different backgrounds and of all abilities are respected. Pupils with SEN are well cared for and the most able pupils are extended. The support and guidance provided by staff, and the values they hold personally, make a substantial contribution to ensuring that pupils understand and respect people who are different from them or who are less fortunate.

Progress since the last inspection

- The school has responded positively to the key issues identified during the last inspection and has been successful in meeting expectations.

Spiritual, moral, social and cultural development

- Pupils' spiritual development is good and their moral, social and cultural development is very good. They show respect towards others and towards property; they take an active part in assemblies, they undertake responsibilities and are aware of expectations regarding behaviour.

Health and safety issue

- The school takes good care of pupils' safety and wellbeing. However, there is dangerous barbed wire on the fence surrounding the school.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

During the inspection, standards were satisfactory or better in all the lessons observed. They were very good in 22% of them, good in 65% and satisfactory in 13%. The statistics reflect differences in standards between subject rather than any significant difference between key stages. The best standards are seen in Y5 and Y6.

- The educational provision for children under five is appropriate and successfully promotes the Desirable Outcomes for teaching children. The standards achieved by the children in five out of the six areas of learning are good. The children's social development is very good. The details are provided in the table in section 2 of this report.
- At KS1 and KS2, standards were very good in Welsh, mathematics, science, design and technology, geography and history throughout the school. Standards in English were also very good at KS2. At KS1, standards were good in English. Standards are good in information technology [IT], art, music and aspects of physical education at KS1 and KS2.
- The standards achieved by SEN pupils are good.

Results of statutory tests and assessments

- The school's results are good. Frequently, they are very good. The NC tests and assessments over the past three years, at KS1 and KS2, show that the school's results are usually above those of the catchment area and the county in the four core subjects at KS2, and in Welsh, mathematics and science at KS1. Over the same period, the CSI has been above those for the catchment area, the county and Wales. The results of the individual subjects (Welsh, mathematics and science at KS1 and the same subjects plus English at KS2) have been above the national average and were often amongst the top quartile of Welsh schools at both key stages. The school voluntarily enters KS1 pupils for assessment in English. In 2003, the results of the assessments in English at KS1 were slightly lower than the national results.

3.2 Standards in key skills

The standards achieved and the progress made by the children in the linguistic and mathematical skills in the early years are good. They are also good in early information and communication technology [ICT]. At KS1 and KS2, the standards in speaking are very good across the curriculum in Welsh and the listening skills are very good in both languages. The standards of spoken English at KS1 are good and reading and writing standards in Welsh and English are good at KS1 and KS2. The standards of numeracy and ICT across the curriculum are also good at both key stages.

This school succeeds to a significant degree to promote pupils' bilingual skills.

- At KS1 and KS2, pupils listen very carefully to teachers' presentations and to one another's contributions.
- They respond with clarity in both languages, expressing personal views and facts; they use good quality vocabulary and idioms. Younger pupils', whose first language is Welsh, respond less confidently when speaking English, their contributions are shorter and their vocabulary is more restricted. However, by the end of KS2, there is no significant difference in their achievement in both languages. Similarly, those pupils whose first language is English become more confident and respond at greater length in Welsh as they progress through school.

- Pupils throughout the school read aloud correctly in both languages. They show full understanding when reading in Welsh and English. When they study and carry out investigations in different subjects, they use books in both languages. Frequently, they transfer information gained in one language into the other language when they respond orally or in writing.
- At KS1 and KS2, pupils write regularly, and successfully adapt their style to suit different contexts and audiences. Pupils at KS2 use both languages on a regular basis to present written work in subjects across the curriculum. At KS1, some individuals at KS1 whose first language is Welsh have problems with verb formation in English. Despite there being spelling errors in the first drafts of a significant number of pupils, they produce extended written pieces in both languages.
- Pupils use their numeracy skills effectively in a number of subjects. They deal with numbers confidently in mental, oral and written tasks. They use standard measurements in science and design and technology lessons, and show good standards when interpreting and using data and presenting it in various forms across the curriculum.
- Pupils' ability to use ICT to find, collate and present information across the curriculum is good. They create databases at a level appropriate to their age and interrogate them successfully. Pupils use appropriate programs to reinforce their work in literacy and numeracy, to compose music and to model the world. Pupils at KS2 make regular and effective use of the Internet to collate information, to communicate with others and to control devices. Pupils at KS1 control the floor turtle successfully.
- At both key stages, pupils co-operate well. Standards in problem solving are good; pupils make good use of their learning to improve their performance.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

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

- The school conforms fully with statutory requirements to hold a daily act of worship. A devotional atmosphere is created during communal worship; on occasion, pupils are given opportunities to participate and to reflect. Despite this, a spiritual atmosphere is not always created.
- The school community is happy and organised, and a good relationship exists between pupils and between them and teachers or other adults.
- Staff know the children well and promote high values, such as honesty and respect. They promote and develop high moral standards.
- Pupils have strong awareness of the importance of respecting the environment. They undertake responsibilities in class and within the school. The senior pupils display initiative.

- Pupils are aware of the needs of people who are less fortunate than themselves and respond by collecting towards good causes and local and national charities on a regular basis.
- The pupils' social and cultural awareness is very effectively developed through regular opportunities to participate in a range of community activities. Urdd activities are a prominent feature of school life.
- The pupils' curricular experiences are enhanced by visiting places of educational interest linked to school themes.
- The school pays good attention to the Welsh Curriculum both in its curriculum and social activities, and appropriate attention is paid to nurturing pupils' awareness of other cultures and religions. They are aware of the need to respect different values and traditions.

4.2 Behaviour and attitudes

The pupils behaviour and attitudes are very good.

- The school has clear policies and specific procedures to ensure high standards of behaviour and positive attitudes towards work. These are successfully implemented.
- The school is a naturally disciplined and civilised society. Pupils are motivated and interested in their work. This is clearly demonstrated by the standards achieved.
- Pupils respect one another, co-operate well and interrelate happily and contentedly. They are polite and tolerant and respect their teachers, support staff and school visitors.
- During the inspection, no act of bullying, threatening behaviour or any act of a racial or discriminatory nature was witnessed. The high standard of behaviour and the pupils' positive attitudes make a very good contribution to social inclusion.

4.3 Attendance

Attendance levels are very good.

- The school has policies and procedures which ensure high levels of attendance. Over the past three full terms, the average attendance was 96.5%; absences are carefully monitored.
- The registers are completed correctly, and in accordance with Welsh Assembly Government guidelines. They are neatly kept. Reasons for pupils' relatively rare absences are shown in the absence monitoring records, and letters from parents show that they are aware of their responsibility for explaining why their child was absent at any time.
- The attendance levels of children under five are on a par with those for the rest of the school.
- Punctuality is good and this ensures a smooth start to the school day.

5. QUALITY OF EDUCATION

5.1 Quality of teaching

The quality of teaching was judged to be satisfactory or above in all the lessons observed. It was very good in 27% of lessons, good in 53% and satisfactory in 20%.

- Teachers possess good knowledge and understanding of the subjects they teach. They make good use of a range of teaching strategies and appropriate resources to prepare purposefully for the age and ability range within their classes.
- Teachers create a pleasant, co-operative relationship with children. Teachers constantly praise the pupils' efforts and urge them to co-operate.
- The very good teaching is characterised by detailed preparation. Subject presentations are of a high standard. Individual pupils are given a great deal of freedom to develop independent work.
- Where the teaching is good, lessons are appropriately based and effectively organised. These lessons provide a variety of motivating activities and make good use of a range of resources. There is effective continuity from one lesson to the next and there are clear links with previous work. All pupils are included in the lesson and each individual is given an opportunity to suggest ideas and to respond to questions.
- Where the teaching is satisfactory, the pace of presentations is sometimes too slow. Pupils do not achieve much within the lesson and they do not always understand what is expected of them.
- The experiences and activities provided make a good contribution to promoting pupils' skills in Welsh and English.
- At the lower end of KS2, insufficient attention is paid to developing the handwriting and presentational skills of some pupils.

5.2 Assessment, recording and reporting

The quality of arrangements for assessing, recording and reporting are very good.

- The quality of the baseline assessments made soon after children start school full time is appropriate. When children are transferred from the local playgroup, a personal and educational information booklets are received. Effective use is made of these booklets to discover an individual's level of attainment and to target any weaknesses which may become apparent. A record is kept of the progress made by children under five in the six areas of learning and targets are set for the future.
- The school conforms fully with the statutory requirements for SEN pupils. Appropriate assessments of their needs and individual education plans are prepared.
- Recently, the effectiveness of the school's arrangements for assessing and recording were evaluated and, as a result, the policy was adapted and new documents were prepared. All NC subjects are assessed in detail and relevant comments are presented to encourage further development. A booklet is prepared for each pupil; this is an effective means of tracking an individual's progress through school.
- Records are kept of pupils' current work which offer an overview of their progress and development. This is an integral part of the planning cycle.

- A portfolio of pupils' work in the core subjects and the humanities is kept. The work has been levelled according to NC requirements. The portfolio is used to moderate pupils' work and to ensure consistency throughout the school.
- By sharing educational aims and success criteria with the pupils, teachers ensure that they take an active part in the assessment process. Elements of self-evaluation occur on a daily basis and, at times, pupils are given opportunities to respond in writing.
- Pupils' written work is marked regularly. With a few exceptions, the comments offered give pupils clear guidance as to how they can improve the quality of their work.
- Parents appreciate the opportunities they are given, twice a year, to discuss their children's development. Annual reports to parents conform with statutory requirements. They offer relevant comments on pupils' progress in all the subjects, and advice as to how achievement can be improved. Despite this, some parents are critical of the impersonal nature of the reports.

5.3 Curriculum

The school offers a broad, balanced and varied curriculum which meets the requirements of the Desirable Outcomes, the NC and religious education.

- The curriculum for children under five is appropriate and promotes the Desirable Outcomes in the six areas of learning.
- The provision for pupils with SEN is good. A range of stimulating and relevant experiences is provided for them.
- Schemes of work and policies have been prepared in each subject of the curriculum. The schemes seen were of good quality and offered valuable guidance for teachers.
- Whole school planning is meticulous and detailed. This ensures continuity and balance in pupils' educational experiences. The curriculum is effectively presented through specific topics and a record is kept of pupils' subject experiences from Y2-Y6. This provides a record of the way in which the demands of the NC and religious education are met.
- The school makes a conscious effort to include the key skills when planning units of work across the curriculum. Due attention is paid to the Welsh Dimension. This promotes pupils' awareness of their national heritage and the culture and traditions of their own area.
- At KS1, teachers begin to use English as well as Welsh as a medium of education. At KS2, the school increasingly structures its use of English as a medium of education in order to promote pupils' bilingual skills. The linguistic balance is carefully planned.
- The school has appointed a Personal and Social Education (PSE) co-ordinator and has prepared a PSE policy based on the Qualifications, Curriculum and Assessment Authority for Wales [ACCAC] Framework. It covers all the relevant aims. In addition, the subject schemes of work show how the school meets the requirements which have been statutory since September 2003.
- The whole ethos of the school promotes pupils' values and encourages positive attitudes.
- Various extra-curricular activities are arranged which include cultural events as well as sports

and games. This provision, as well as experiences from the world of work, enriches the pupils' experiences in several areas.

- Homework is used purposefully to reinforce knowledge and to develop pupils' skills. Tasks are set in addition to the reading required of every pupil. Tasks are frequently interesting and challenging; homework is recorded in a homework booklet. The consistency with which homework is set varies from class to class.
- All pupils are given full access to the school's life and curriculum. A conscious effort is made to integrate SEN pupils into class activities.
- No pupil has been disapplied from the requirements of the NC.
- The NC has not been modified for any pupil.

5.4 Support, guidance and pupils' welfare

The quality of support, guidance and pupils' welfare is very good.

- Teachers and assistants know pupils well and take care of their safety and welfare.
- Pupils are happy in school and are willing to ask teachers or assistants for help.
- Staff are aware of the appropriate steps to follow to protect children from abuse.
- The school has a PSE policy and appropriate plans are made for its implementation.
- The school has clear policies on equal opportunities, racial equality and cultural variety and on sex education. Equal opportunities are provided for all, without exception, in all school activities, and pupils are well nurtured to show tolerance towards different cultures and peoples.
- Pupils are well supervised within the classrooms and outside the school building during breaks. When out of school activities are arranged, pupils' safety is paramount.
- Electrical and fire fighting equipment are regularly inspected and fire practices are held on a regular basis.
- Three members of staff are responsible for first aid and they possess relevant qualifications.
- Parents praise the quality of care which children receive.

5.5 Provision for pupils with special educational needs (SEN)

The provision for pupils with SEN is very good. They make good progress according to their age and ability.

- The school's policy and systems are comprehensive and appropriate and conform with the requirements of the Code of Practice.
- There are two pupils at the school action stage and four have a statement of SEN.
- The SEN co-ordinator possesses good knowledge of the pupils' requirements. The member of the Governing Body responsible for SEN is aware of her responsibilities. They both meet on a

regular basis to discuss relevant issues. The Governing Body receives regular reports about the provision and responds appropriately when the need arises.

- Individual Education Plans (IEPs) have been prepared for pupils with SEN. They set specific learning targets which correspond to the needs of the individual pupil. They receive good support from a part-time SEN teacher and the classroom assistants. The support given to statemented pupils is caring and appropriate and contributes significantly to their development.
- The school has established an appropriate system for identifying pupils with SEN. Reading and spelling tests are set twice a year in both languages from Y2-Y6. As a consequence of these tests, some pupils receive further support which is provided by the part-time SEN teacher. These sessions when pupils are taken out of class are beneficial and the pupils make obvious progress.
- In line with school policy, SEN pupils' statements are reviewed on a regular basis. Meetings with parents are held and agreement on suitable targets is reached.
- The school has established a good relationship with the special education unit which is attended by one pupil. The school appreciates this link.
- The school has already met the SEN teacher at the relevant secondary school in order to ensure the smooth transfer of statemented pupils. This link is strong and is an example of good practice.
- The support provided by the class teachers is good. The tasks planned match the pupils' needs in the vast majority of lessons.

5.6 Partnership with parents and community, schools and other institutions

The partnership with parents and the community, schools and other establishments is good.

- The parents appreciate the school. Evidence of this was apparent in the questionnaires returned and the positive responses at the pre-inspection meetings. At times, some parents help in the school and on visits, but, primarily, they help with Dragon Sports and the Urdd (Welsh League of Youth). Despite the fact that there is no formal body to represent parents or friends of the school, their support and contribution to the partnership with the school is good.
- The contents of The Parents' Handbook and the Home and School Agreement meet the requirements. The parents receive good quality information by means of letters, formal meetings and reports. Some parents report, however, that the school does not provide sufficient warning of when activities are to be held.
- The school is a very important establishment in the village and surrounding area and has strong family and historical links. The school organise a good range of concerts, religious services and fairs during the year. Public support at these activities is good. They provide good opportunities to raise pupils' awareness of the importance of community and neighbourhood. In the past, some community members have visited the school to share and discuss their life experiences. Also, local ministers and clergy provide good support.
- Pupils are aware of their responsibilities towards society as shown by their generous donations to charity and their help in distributing Harvest Thanksgiving gifts to a home for the elderly in the town of Llangefni.
- The heads of local primary schools meet for discussions, and, at times, pupils from these

school have the opportunity to socialise. Good pastoral links exist between this school and the catchment secondary school and arrangements for transferring Y6 pupils to the secondary school are good. In addition, there are examples of effective curricular links between the sectors.

- The partnership with the LEA and its advisory officers is good, and the school appreciates their contribution. Other establishments, such as the Police and the Fire Service, reinforce the partnership with the community. Another typical example is the contribution made by the Rural Wales Council to the Erddreiniog Marsh study.
- Occasionally, the school provides placements for students from the local college of further education and the secondary school. Recently, links with the teacher training agencies have been rare.

5.7 Partnership with industry

The partnership with industry is satisfactory.

- The school has adopted a policy on partnerships with industry, and the partnership is developing along promising lines. There are good examples of project work, mainly historical, which study the slate industry and farming, following a visit to the Slate Museum at Llanberis.
- Also, links have been established with the Forestry Commission and Careers Wales; these links are currently in the process of being developed. Some pupils have had experience of buying and selling in school fairs and other events during the year.
- A member of staff has taken advantage of a short placement with Careers Wales.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

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

- The school has established an effective system for evaluating NC subjects, paying attention to pupils' standards of achievement, the quality of teaching as well as some managerial aspects. In the subjects and aspects which have already received attention, strengths and issues which need addressing are identified. The aspects noted feed naturally into the SDP. Up to the present, very few lessons have been observed.
- The SDP states clearly what developments are planned during the school year. In addition, it includes an evaluation of the implementation of the previous SDP. Priorities relevant to the school's situation and needs are noted. Responsibilities are allocated, time limits are set and finance, resource and staff training requirements are noted.
- The results of national tests and tasks are analysed thoroughly and the aspects which need to be reinforced are noted. This analysis has a bearing on the forward planning process.
- Following an analysis of reading and spelling tests in both languages, a target group of underachieving pupils is identified and these pupils are given extra support.

6.2 Leadership and efficiency

The school is led effectively and efficiently.

- The school is well led by a head who has clear vision and appropriate strategies to raise subject standards within a work ethos where pupils are happy. She is assisted by a very supportive governing body and by dedicated teaching and support staff.
- Class teachers are responsible for class management and subject management is the responsibility of curriculum coordinators, namely the permanent members of staff. In the past, all the co-ordinators have monitored the provision and standards in their subjects through direct lesson observation and by evaluating pupils' work. As yet, this subject monitoring has been inconsistent. The monitoring reports identify priorities which feed into the SDP.
- The quality of the SDP and the strategies for promoting standards in the subjects and the key skills are very good.
- Resources are managed efficiently and effectively. The budget is controlled effectively by the head in conjunction with the Education Department of the LEA. The school responded appropriately to issues identified in the County Audit Report in November 2002.
- For a number of years, the percentage of money held by the school in reserve has been significantly above that recommended by the Audit Commission. It is envisaged that there will be 12% in reserve this year. The money held in reserve has enabled the school to live within its allocation. Up to now, the amount held in reserve has been justified as a means of maintaining current staffing levels in September 2004 when it is expected that there will be a reduction in the number of pupils, and in order to conform with the teachers' new conditions of work which will come into force in September 2004. The school has begun to plan financially for the period, within the next financial year, when there will be little money in reserve.
- Taking into consideration the ethos of the school, external assessment and test results, standards in the subjects and the curricular experiences provided for the pupils, the school provides good value for money.
- The day-to-day administration of the school is good.
- The school conforms fully with all Welsh Assembly Government statutory guidelines and requirements for schools.

6.3 Staffing, accommodation and learning resources

The school is an effective institution which makes good use of all the resources available. The school has adequate staff and the quality of the staffing, both teachers and assistants, is good. The school has a good supply of equipment, and the condition of the building is very good.

- The school has sufficient, qualified teaching staff to meet its needs. During the prolonged absence of two members of the teaching staff, the school has managed to obtain the services of two suitably qualified teachers. Also, the school has sufficient and appropriate ancillary members of staff who contribute significantly to the life of the school and to the standard of work in classes.
- Teachers make good use of professional courses to supplement their qualifications.
- All members of staff are appropriately qualified and attend professional development courses to update their subject knowledge as the need arises. Three of the four permanent teachers have been through the performance management process; the process was followed appropriately. In one instance, it has not been possible to complete the process because of illness.
- The condition of the building is good and the standard of cleanliness both inside and outside is very good.
- Despite the shortage of storage space, and the fact that the hall is rather small for large physical education classes, in general, there is enough space for the current number of pupils on roll. Small rooms are located between Y0 /Y1, Y1/Y2, Y3/4 and Y5/Y6 classrooms, and good use is made of them for group activities.
- The standard of displays in classrooms and on the corridors is very good; they contribute towards the effectiveness of the teaching and learning.
- A suitable play area has been allocated for the children under five and the infants.
- The school has a large, even field and it is possible to use this for most of the year. The school yard has been marked for various games and the condition of the surface is good.
- The supply of resources for teaching all NC subjects is at least good. The use pupils make of these resources has a positive impact on standards.
- The supply of small instruments for subjects such as mathematics, design and technology and science is good. The supply of ITC equipment is good. The school has a good supply of English and Welsh books. These books are to be found either in classrooms or in the small rooms located between the main classrooms. They are easily accessible to the pupils.

7. SUBJECTS AND AREAS OF LEARNING

7.1 Standards achieved by pupils

Provision for the under-fives

The educational provision for children under five is appropriate and promotes the Desirable

Outcomes in the six areas of learning. The standards of achievement are good. Reception age children are taught in the same classroom as Y1 pupils. Appropriate plans are made for them and they are given experiences relevant to their age.

Good features

Reception Age Children (4-5 years)

Language, literacy and communication

- The children's language, literacy and communication development is good. The vast majority of them listen well. They enjoy listening to stories and participating in group oral activities. A substantial number speak to one another and to adults with confidence and individuals talk enthusiastically about their activities. The vast majority recognise familiar letters and a substantial number read simple words and sentences. The most able read simple books very well at their own level of development. They understand some of the purposes of writing. They are able to copy correctly, and the most able write simple sentences independently.
- The children's personal and social development is very good. The children have a good relationship with their peers and adults. They concentrate well on their tasks and are willing to take responsibilities in class. They enjoy participating in activities which encourage sharing and playing together. They are aware of stories from the Bible and they learn about caring and friendship.
- Their mathematical development is good. They are able to count correctly up to ten, at least, and they recognise some large numbers. They are able to count out the correct number of objects to correspond to a number up to nine. The children's mathematical vocabulary is developing well and they understand the concept of "number before" and "number which follows". They recognise two dimensional (2D) shapes and can create and follow a pattern.
- Their knowledge and understanding of the world is good. They talk about themselves and their families with confidence and talk simply about some of the characteristics of the weather and the seasons. They understand that flowers need water and light to grow. They observe the properties of different materials, such as metal and wood. They can plan and make a variety of products, using a range of materials. Their ITC skills are developing very well as they control the mouse and as they draw pictures and move objects around on screen.
- The children's physical development is good. Their fine physical skills are being developed increasingly as they use scissors, pencils and paint brushes, as well as blocks, to create and build. The children follow instructions correctly, move in different ways and show awareness of space.
- The children's creative development is good. They enjoy singing a range of appropriate songs, and they have started to recognise the sounds produced by different instruments. The children work enthusiastically with paint and other creative media in 2D and 3D. They enjoy role play in the Wendyhouse and shop and do so imaginatively.

Shortcomings

- The children's play experiences have not been sufficiently planned and, as a result, opportunities to develop skills in the six areas of learning are missed.
- Some individual children are unsure when they count objects.
- Some individual children are unable to read what they have written.

- In creative work, because of a tendency to have things done for them, children are unable to take personal decisions.

Welsh

The standards of speaking, listening, reading and writing are very good at both key stages.

Good features

- At KS1, the pupils listen well. They talk about their experiences with ease and take part in group and class activities with confidence, being able to explain and clarify. Some individuals possess good vocabulary and a sound grasp of the basic syntax of the language.
- Reading standards are very good. The pupils read a wide range of books which are relevant to their age, and are aware of the importance of tone and expression when reading aloud. Younger and less able pupils can decompose the majority of unfamiliar words successfully. All the pupils enjoy reading.
- The writing standards of KS1 pupils are very good, and they make discernible progress throughout the key stage. The youngest pupils form letters correctly and write sentences and short paragraphs independently. By Y2, pupils write cohesive paragraphs, using a number of sentence patterns. The content is often interesting, and they spell and punctuate with a good deal of accuracy.
- Throughout KS2, pupils listen and respond very well to work across the curriculum. The vast majority discuss maturely, and as they progress through school their vocabulary, phrases and use of extended constructions show development. By Y5 and Y6, a substantial number of pupils respond intelligently and offer extended and spontaneous comments.
- KS2 pupils read a wide range of books and display positive attitudes towards reading. They know of books by different authors and have developed a liking for a particular author. They discuss characters and express views about the books they read. They make good use of their reading skills to gather information from books and other sources.
- Pupils produce a wide and varied range of written work for different purposes. Their ability to punctuate and to paragraph is appropriate and they vary sentence patterns to create different effects. By Y5 and Y6, they compose interesting stories and descriptions, letters, scripts and poems. Frequently, their work is carefully structured and the language is rich. Following work on a recent tragedy, they produced moving poems, using similes and images effectively.

Shortcomings

- There are no significant shortcomings.

English

Standards are good at KS1 and very good at KS2.

Good features

- Pupils' listening skills are good throughout the school. They listen intently and concentrate for extended periods. They have good recall of what they have heard.
- Pupils throughout the school redraft their written work, thereby ensuring a higher level of

accuracy in their final versions.

- At KS1, pupils answer questions and participate in class discussions.
- They read a good range of books which correspond to their skills as readers. They recognise many common words and are able to decompose unfamiliar words. The most able pupils read fluently and use commas to help them to read meaningfully.
- Y1 pupils compose individual sentences and Y2 pupils write more extended pieces; they have a good grasp of the basic syntax of English.
- Pupils' oral expression shows development throughout KS2. By Y5 and Y6, they respond intelligently to questions and offer extended comments when they express or defend a point of view. Many of the older pupils develop their ideas, using rich vocabulary and the appropriate oral registers.
- Reading standards are very good throughout the key stage, and a good number of the most able pupils reach a very high standard. The majority read fluently and with appropriate expression and intonation when reading aloud. Less able pupils persevere to read simpler books and show progress.
- Pupils study a wide range of literature, showing enjoyment and the ability to analyse texts, and to discuss character, plot and genre effectively. They discuss the work of a number of authors and express personal reading preferences with confidence.
- Pupils' higher reading skills have been well developed. The older pupils skim read effectively to find relevant information in texts.
- Pupils at KS2 write in a number of linguistic forms and for different purposes within formal English lessons and also across the curriculum. They write creatively and for recording purposes, adapting the style as necessary. The best work exemplifies a sound grasp of syntax and accurate spelling and punctuation. Pupils structure their creative work well. When they write, they have good awareness of audience.
- The vast majority of pupils have developed neat handwriting.

Shortcomings

- A substantial percentage of pupils mainly in Y1 to Y3, do not offer extended, spontaneous oral responses.
- Some pupils in the lower school have difficulty in using verb forms correctly when they speak and write.
- By the end of KS2 there are no significant shortcomings.

Mathematics

Standards are very good at both key stages.

Good features

- At KS1, pupils make good progress in mental work. They use different strategies when solving mental work problems. They recognise and are able to complete number sequences, including even and odd numbers. They have a good mastery of adding and subtraction and by Y2 they use multiplication and division processes confidently. Their understanding of number

bonds is secure.

- They are familiar with standard measurements and when they do practical work they predict the measurements. Individuals are able to measure distances well. They use appropriate language when measuring distances. They use mathematical language correctly.
- Pupils gather simple data, record it in graph form and interpret the results intelligently.
- They recognise the value of different coins and use them correctly to calculate sums of money and give change.
- Pupils recognise 2D and 3D shapes and describe their characteristics correctly. They understand simple fractions and concept of symmetry.
- Their knowledge of time is good. They name the seasons, months of the year and days of the week, understand the clock and tell the time correctly in accordance with their ability.
- At KS2, the vast majority of pupils have a secure grasp of the four rules of number. The eldest pupils possess an appropriate range of reasoning strategies and respond quickly when discussing number problems. They recall their multiplication tables well. They are able to explain their workings clearly.
- They have a secure understanding of 2D and 3D shapes. They calculate perimeters and the area of shapes correctly and are good at estimating and measuring angles to the nearest degree. When dealing with shapes, they use logo confidently. The work in pupils' exercise books indicates a good understanding of length, mass and volume measurements.
- Y5 and Y6 pupils have a sound understanding of the relationship between fractions, decimal fractions and percentages.
- Pupils' ability to interpret and display data is appropriate. They use a good range of graphs of varying types to record their findings. They use computers effectively to create tables and line and block graphs.
- By the end of KS2, pupils complete a vast amount of work to a very good standard in many aspects of mathematics.

Shortcomings

- There are no significant shortcomings.

Science

Standards are very good at KS1 and KS2.

Good features

- KS1 pupils conduct investigations, make simple predictions, compare the events observed and come to a logical conclusion. They record their findings in an organised manner, using drawings, text and block graphs. They discuss their findings in simple language and occasionally use technical terms.
- They are very familiar with the life cycle of plants and understand that they need light and

water. They are also very familiar with the properties of different materials.

- At KS2, pupils deal with a good range of investigative tasks and they have a very good understanding of the need for a fair test. Older pupils benefit from opportunities to devise their own experiments. They repeat observations and measurements in order to ensure their reliability. They make intelligent predictions and offer mature reasons when carrying out investigations.
- They record their results in detail using graphs or tables, text and drawing. They draw sensible conclusions based on their results.
- Pupils gather and record scientific information from the Internet, books and CD-ROM. They possess good knowledge of parts of the body and their characteristics. They are well aware of what endangers health and of the characteristics of force. They are very good at classifying materials according to their properties and are familiar with conventional electrical circuits.
- KS2 pupils use subject terms with ease when discussing their work and they understand scientific concepts very well.

Shortcomings

- There are no significant shortcomings.

Design and technology

Standards are very good throughout the school

Good features

- Pupils throughout the school are well aware of the characteristics of different materials and their fitness for purpose.
- Their control skills are very good. KS2 pupils are able to control the turtle on the computer screen, using a number of procedures and KS1 pupils control the movements of the floor turtle very well.
- Pupils' making skills are good. They evaluate their work well and offer good suggestions for improving similar work in future.
- KS1 pupils complete a good range of design assignments in a good variety of media.
- They gather ideas, investigate possibilities when planning and then record the planning process on sheets designed for the purpose. They use sketches of the objects and adhere closely to the plan when producing it.
- They produce different types of models with moving parts; the finish of the design and technology work is often good.
- At KS2, pupils research their projects carefully using a very good range of different sources.
- They plan very well and at times use appropriate design software.
- They justify the final form of an object on the basis of fitness for purpose or aesthetic reasons.

Shortcomings

- There are no significant shortcomings.

Information technology

Standards are good at KS1 and KS2.

Good features

- At both key stages, pupils are confident when using hardware and software with which they are familiar.
- Pupils make good use of subject specific software to model the world.
- At KS1, pupils use a drawing program effectively to produce good quality pictures to exemplify various aspects of the class topic. Pupils carry out simple word processing.
- They make appropriate use of use a simple database program to gather and organise information and record results in block graph form.
- At KS2, pupils use CD-ROM and the Internet effectively and purposefully to gather, discuss and select information.
- Older pupils at KS2, successfully use a publishing programme to produce leaflets. They know how to import pictures from the Internet or a digital camera. Frequently, presentations are polished.
- Some of the older pupils use spreadsheets to record data and they devise simple formulae in order to simplify calculations.

Shortcomings

- Pupils have very little knowledge of the use made of computers in society in general, outside school.
- At KS2, pupils' ability to analyse data is elementary.

History

Standards are very good at both key stages.

Good features

- Pupils' historical empathy skills are good throughout the school.
- Pupils at both key stages have a sound awareness of chronology. They are able to place significant historical events correctly on a time line.
- Pupils in Y1 are able to differentiate between today and long ago and Y2 pupils between today, long ago and very many years ago. They refer to differences between past and present in their own lives and in other people's lives, within the context of their own experiences. They discuss differences in the day-today lives of children in Victorian times compared with

today.

- They use various sources, including adults' reminiscences, artefacts and pictures, confidently to uncover facts about the past. They convey their knowledge and understanding in various ways, including writing and illustration.
- KS2 pupils have a very good awareness of how to obtain information about the past from a range of historical sources. They make effective use of pictures, artefacts and documents, including local census records, as well as gather information from computer programs and the Internet. They differentiate between primary and secondary evidence and the most able check the validity of such evidence.
- In their study of the Second World War, pupils appreciate how the lives of ordinary people can be affected by events which are beyond their control.
- They develop good awareness of cause and effect.
- Pupils' knowledge of the history of their own area is good.
- They use appropriate historical vocabulary in their oral and written work and present their work in an organised manner in a range of forms. They use information technology intelligently in their historical investigations.

Shortcomings

- There are no significant shortcomings.

Geography

The standard is very good at both key stages

Good features

- At KS1, pupils' knowledge of their local area is very good. They are able to describe its main geographical features and offer simple views about the quality of the area's environment.
- They are aware of some differences between a town and a village, and can compare their own area with different areas, expressing simple views.
- The youngest KS1 pupils know the difference between a drawing and a plan, and they can plan a simple map to accompany relevant stories. By Y2, pupils' mapping skills are good. They can produce imaginary and factual maps.
- KS1 pupils are able to locate Llangristiolus and some other towns and cities, such as Llangefni and Bangor, on a map of Wales, and name some of the country's main features.
- They recognise Wales on a map of Britain and possess good knowledge of other countries of the world, particularly those they visit on holiday.
- When studying a contrasting area, they are able to name some of its features and note similarities and differences between that area and their own area.
- At KS2, a good majority of pupils are able to read maps which are appropriate for that age group, using four and six figure grid references confidently to discover a location on a map. They recognise compass points, and measure distance correctly, using scale on OS maps.

- Following field visits, pupils differentiate between human and physical aspects when describing the area; they compare these aspects with features of their own area.
- They discuss the advantages and disadvantages of tourism in a specific area and can compare a seaside resort in summer and winter, noting the differences.
- Pupils have a very good understanding of their local area.
- They discuss changes which have occurred over a period of time and the effect they have had. They express views about the changes very effectively. Older pupils discuss the appropriateness of building a new supermarket in a neighbouring town and note the advantages and disadvantages of the proposed sites.
- In studying a less economically developed country, older pupils make appropriate comparisons between an area in that country and the contrasting rural area they have studied. They compare appropriately the nature of the community, the way of life and the weather. They have definite views about which area they would prefer to live in.
- The pupils' geographical skills show very good progress and progress and they make regular and appropriate use of ICT to enrich their studies.

Shortcomings

- There are no significant shortcomings.

Art

Standards are very good at both key stages.

Good features

- At KS1, pupils use a good range of resources and media and produce work of a very good standard.
- They are aware of the elements of art and discuss colour, tone, texture and pattern appropriately. These elements are portrayed in the work that they produce. They produce their own shades and use them effectively in their work.
- The portraits produced by them show careful observation. They imitate the work of famous artists successfully.
- They use a computer program successfully to create patterns and interesting and colourful pictures.
- As they go around school, they observe different types of texture and this is reflected in their work in appropriate ways.
- Interesting and relevant 3D work is produced in conjunction with other curriculum subjects; pupils' manipulative skills are developing well.
- At KS2, pupils experiment and create with a wide range of methods and media. This has a very good effect on standards.
- Pupils sketch with confidence and use shadows effectively. They adapt their knowledge of famous artists and their styles skilfully when imitating their pictures.

- Pupils use the vocabulary of art very effectively when discussing a picture, when explaining their intentions and when using a wide range of techniques.
- They use a digital camera to take photographs which they then use in interesting and imitative ways to create experimental work involving faces.
- They produce interesting collages of different scenes, using a wide range of materials and tastefully displaying them.
- When producing a variety of 3D work in clay, they discuss the process confidently. They take pride in their work.
- Pupils have visited a local gallery and discuss their impressions with confidence.
- Y5 and Y6 pupils possess a good degree of confidence and have many original ideas in the field of art.

Shortcomings

- There are no significant shortcomings

Music

Standards are good at both key stages.

Good features

- At KS1, pupils sing an appropriate range of songs and hymns to a satisfactory standard.
- Pupils listen to and recognise the different sounds they hear as they move around school and begin to understand elements such as high and low sounds. Once they return to class, they compose music to imitate the sounds heard, using untuned instruments. They record their composition in the form of a graphic score and evaluate their performance.
- They can imitate a rhythm correctly and follow a rhythmic pattern set in an interesting way. They create and perform a simple rhythmic composition and perform it in two parts. When performing, they pay attention to elements such as forte and piano.
- The majority can recognise untuned and tuned musical instruments. They compose simple melodies using a computer program and select an instrument for its performance. This was interesting work.
- When they listen to music by famous composers, they express simple views about the music.
- At KS2, pupils continue to sing a range of songs to a satisfactory standard. Some individuals sing well. They are given the opportunity to perform musically in the community.
- After listening to music by a famous composer, pupils experiment with different instruments in order to imitate the music. They produce effective work and record it in graphic score form.
- After listening to three contrasting pieces of music, pupils express their emotions appropriately and note what aspect of the music gave rise to that emotion. In their responses, they show

good understanding of the elements of music.

- Pupils understand notation and are able to create four beat patterns. When performing, they keep correct time.
- In response to a story stimulus, older pupils are able to compose an interesting musical sequence to convey the story, using a good range of tuned and untuned instruments. In performing, they heed dynamics and structure. Their composition is recorded, the strengths and weaknesses discussed and suggestions are made for improving the composition and performance. This work was very good.
- Pupils at the lower end of KS2 have good knowledge of Welsh folk songs. They experiment appropriately in order to create ostinato, using words and phrases from a folk song. They perform their composition in two parts, expressing a simple view about their performance.
- Some pupils benefit from instrumental lessons, and this contributes towards standards in the subject.

Shortcomings

- At both key stages, pupils' control over breathing and dynamics is inadequate. At KS2, the range of songs they sing is limited.
- KS1 and lower KS2 pupils' time and rhythm skills have not been sufficiently developed.

Physical education

The scheme of work shows that the school provides a wide programme of activities. One KS1 gymnastics lesson was observed. The standards are good. One games lesson was observed at KS2. The standards are good. In addition, a Y3 and Y4 swimming lesson was observed. There is insufficient evidence to express an opinion about physical education as a whole.

Good features

- At both key stages, pupils are aware of the need to warm-up at the beginning of lessons before undertaking physical exercises and they relax appropriately at the end of the lesson. They listen well and respond well to the teacher's instructions. Every pupil dresses appropriately for the lessons.
- KS1 pupils set to work enthusiastically and work physically hard throughout the lesson. When they move in different ways around the hall, they use the space appropriately and their movements are light and supple. They can extend their bodies to create various shapes and support their weight on different parts of the body. They plan a simple sequence, and move appropriately when varying body positions on the floor and on the bench. They maintain good posture at the end of the sequence.
- When they joined the reception class for dance movements, a small group of Y1 pupils formed a specific shape with the body and created movements to convey different types of weather. They come up with imaginative ways of presenting ideas. They move satisfactorily in response to a musical stimulus.

- KS2 pupils listen and concentrate well in a ball skills lesson. They work in a disciplined manner as individuals and as members of a team. They respond enthusiastically when developing ball throwing and catching skills and they use these skills in games, practising tactics effectively.

Shortcomings

- Some individuals do not listen carefully enough to instructions.

Religious education

Standards are very good at both key stages.

Good features

- At both key stages pupils are very aware of the importance of protecting the environment and they understand the significance of families, communities, homes and buildings.
- They are familiar with elements of other religions, such as Judaism at KS1 and Islam, Hinduism and Judaism at KS2. They discuss their features well and respect religious traditions which differ from their own.
- Their understanding of social and moral principles, such as friendship, care for others and sharing with others, is very good.
- Pupils' response to the 'important' religious questions has developed well.
- At KS1, pupils have very good knowledge of familiar stories from the Bible; they are able to explain their religious significance.
- Pupils write personal prayers of good quality. They understand the significance of worship.
- At KS2, pupils have more knowledge of the Bible. They are able to repeat a number of stories and link a number of main events in the New Testament with many Christian festivals.
- They are very aware of the importance of religious symbols in a number of religions and can explain the significance of religious artefacts in detail.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school was inspected during the spring term 1998. The report highlighted five key matters for action.

The school needs to:

1. *further develop the system for monitoring the quality of the curriculum to include monitoring the quality of teaching and learning in every class and to develop the role of the curricular leaders in this respect;*
2. *develop a comprehensive system for monitoring the progress made towards reaching the targets noted in the SDP;*
3. *further improve the comments made in written reports to parents, to make them more specific as regards achievement and the next steps in the pupil's progress;*
4. *improve the quality of the Governing Body's annual reports;*
5. *secure the boundaries of the school.*

The school has made good progress in implementing the key issues noted in the 1998 report.

- An effective monitoring system, which fully includes subject co-ordinators, is in operation.
- By now, the school effectively evaluates the targets identified in the SDP.
- Reports to parents include relevant comments and offer guidance on further development.
- The quality of the Governing Body's annual report has improved and is now good.
- The school boundaries have been secured.

8.2 Key issues for action

The school needs to:

- raise the quality of the few satisfactory aspects to good, and maintain the good and very good standards in the subjects and areas of study;
- build on the existing good practice in the management and monitoring of individual subjects, and ensure consistency and continuity within the system;
- ensure that the school's boundary fence poses no danger to pupils and children.

{!}{!}APPENDIX

{~}School Data

A. Basic information about the school

Name of school	Ysgol Henblas, Llangristiolus
School type	Primary, Maintained by the LEA / community
Age range of pupils	4 – 11
School Address	Ysgol Henblas Llangristiolus Anglesey
Post-Code	LL46 5DR
Telephone Number	01248723944

Headteacher	Mrs Janette Pritchard
Date of appointment	January 1995

Chair of Governors	Mr Arnold Milburn
Registered Inspector	Mr Gareth W. Roberts
Dates of inspection	2 – 4 February, 2004

{~}B. School data and Indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total (fte)
Number of pupils	11	11	17	9	10	17	14	89

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.2

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	22 :1
Average class size, excluding nursery and special classes	22
Teacher: class ratio	1 :1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Spring 2003	97	96.5	96.5	96.5
Summer 2003	96	96	97.5	97
Autumn 2003	95	96	98	96

Number of pupils excluded during 12 months prior to inspection.	0
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C. NATIONAL CURRICULUM ASSESSMENT RESULTS

NATIONAL CURRICULUM ASSESSMENT RESULTS KS1: 2003

National Curriculum Assessment KS1 Results: 2003	Number of pupils in Y2: 9
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than five but fewer than 10, overall performance indicators only are included.	

Percentage of pupils achieving at least level 2 in mathematics, science and Welsh			
By Teacher Assessment			
In the school:	100%	In Wales:	83%

NATIONAL CURRICULUM ASSESSMENT RESULTS KS2: 2003

National Curriculum Assessment KS2 Results: 2003							Number of pupils in Y2:12					
Percentage of pupils at each level												
			D	A	N	B	W	1	2	3	4	5
Welsh	Teacher Assessment	School								8	50	42
		National	1				1	1	4	18	51	25
	Test/Task	School								8	50	42
		National	1	1		2			3	15	50	28
English	Teacher Assessment	School								8	67	25
		National						1	6	16	45	31
	Test/Task	School									33	67
		National		2	1	1			5	12	38	40
Mathematics	Teacher Assessment	School								8	50	42
		National							4	19	46	30
	Test/Task	School									50	50
		National		2	1				4	18	42	33
Science	Teacher Assessment	School									58	42
		National							2	13	49	35
	Test/Task	School									25	75
		National		2					1	9	48	39

Percentage of pupils achieving at least level 4 in Welsh, English, science and mathematics			
By test		By test	
In the school:	100%	In Wales:	68.1%

D. The evidence base of the inspection

The school was inspected for three days by a team of two team inspectors and one lay inspector. During the period:

- 56 sessions were observed, endeavouring to share the time fairly equally between classes;
- discussions were held with the pupils, the head and all members of staff;
- pupils' knowledge and understanding of the work done by them were tested;
- inspectors listened to a cross-section of pupils reading in both languages;
- samples of pupils' work were inspected;
- analyses were made of the school policy documents and plans, short and long terms plans by teachers and schemes of work;
- attendance registers, pupils' records and teachers' assessment notes were inspected;

- detailed attention was given to the school's budgetary information;
- formal meetings were held with the governors before and after the inspection;
- a parents' meeting was held, which was attended by 17 parents and 36 questionnaires were received for analysis, together with four letters.

E. Composition and Responsibilities for the Inspection Team

Name	Type of Inspector	Sections of the report	Subjects
Gareth W. Roberts	Registered Inspector	1, 2, 3.1, 3.2, 5.2, 6.2, 8.2 Appendix	English, science, Design and technology, information technology, history, geography, religious education
William Owen	Lay inspector	4.2, 4.3, 5.6, 5.7, contributing to 6.3	
Rhianwen H. Roberts	Team inspector	4.1, 5.1, 5.3 5.5, 6.1, 6.3, 8.1	Children under 5, Welsh, mathematics, music, art, physical education

The inspectors wish to express their gratitude to the governors, headteacher, staff and pupils at the school for their willing co-operation during the inspection.