

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

**YSGOL GYNRADD KINGSLAND
FFORDD CYTTIR
KINGSLAND
HOLYHEAD
ANGLESEY
LL65 2TH**

SCHOOL NUMBER: 660 2176

DATE OF INSPECTION: 26 –29 APRIL 2004

BY

MR M THOMAS

REGISTERED INSPECTOR: W0 93/17639

DATE: 1 JULY 2004

UNDER ESTYN CONTRACT NUMBER: T/296/03P

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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:

	R	Y	Y	Y	Y	Y5	Y6	Y7	Y8	Y9	Y1	Y1	Y1	Y1
		1	2	3	4						0	1	2	3
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

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

GRADE DESCRIPTIONS

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

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

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
AT	-	Attainment Target
CoP	-	Code of Practice
GB	-	Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NC	-	National Curriculum
PSE	-	Personal and Social Education
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
WAG	-	Welsh Assembly Government
Y	-	Year

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Ysgol Gynradd Kingsland is located in the Kingsland district of Holyhead on Holy Island, Anglesey. The school serves the local community but some pupils also attend from other areas of the town. The area is described by the school as one which is subject to economic disadvantage; 31% of pupils receive free school meals. No pupils come from homes where Welsh is spoken as a first language, and English is the main medium of education; however, the school has taken specific steps to aim towards the bilingual policy of the LEA and is making good progress in this respect, with a number of pupils now taking the NC tests and meeting national requirements. The number of pupils has been fairly stable over the last few years; during the inspection 166 full-time pupils are on roll and 21 children attend the nursery on a part-time basis. Currently seven children have a statement of SEN according to the requirements of the new CoP and a further 39 pupils appear on the SEN register.

The school was last inspected in the summer 1998 and describes its main priorities as follows:

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

The present targets of the school include a commitment to;

- improve standards of Welsh reading throughout the school;
- improve problem solving skills in mathematics;
- further develop the organisation for evaluating teaching and to develop the role of curriculum leaders in relation to performance management.

2. MAIN FINDINGS

The main findings of the report

Ysgol Kingsland is an effective school, one that has made good progress in the majority of the key issues noted at the end of the last inspection. The school is a happy, homely, supportive community and the commitment of staff is evident in all aspects of the work. Standards of achievement have been raised substantially in several subjects, with the school now in a position to target excellence in KS2. All developments are managed by a sincere head who has a good sense of vision for further developments and improvements and a very good overview of the strengths and shortcomings of the present situation.

- The educational provision for children under five is generally appropriate and promotes the Desirable Outcomes in the six areas of Learning; standards are as follows:

Nursery

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

Reception

Language, literacy and communication skills	Very good
Personal and social development	Very good
Mathematical development	Very good
Knowledge and understanding of the world	Very good
Physical development	Very good
Creative development	Very good

- During the inspection standards of achievement are at least satisfactory in 100% of lessons including approximately 53% where they are good and 30% very good. In KS1 standards are good in approximately 50% of sessions and very good in approximately 17% further; in the 33% remaining, standards are satisfactory. In KS2 standards are good in approximately 52% of sessions and very good in approximately a further 36%; in the 12% remaining standards are satisfactory. Standards in individual subjects are as follows:

	KS1	KS2
English	Good	Very good
Mathematics	Good	Very good
Science	Satisfactory	Good
Welsh second language	Good	Very good
Design Technology	Satisfactory	Satisfactory
Information Technology	Good	Very good
History	Very good	Very good
Geography	Good	Good
Art	Good	Good
Music	Good	Very Good
Physical Education	Satisfactory	Good
Religious Education	Satisfactory	Satisfactory

- In key skills, standards are good in listening, speaking, reading, writing and numeracy. In ICT standards are good in KS1 and very good in KS2, where pupils have a broad range of challenging skills, using these appropriately to deepen their knowledge across the range of curriculum subjects.

- Pupils' spiritual, moral and social development is good but there remain some shortcomings in provision of collective worship. Whole school assemblies observed during the inspection are somewhat long and on one day, singing practice is held as a substitute for a period of worship, which is insufficient. The quality of assemblies held within classes is inconsistent, with some tendency for these to become religious education lessons. However, pupils' self-awareness is evidently good.
- Pupils' cultural development is satisfactory. There is special emphasis on the Welsh dimension across the range of activities, and comparative studies in geography are good; work in religious education is somewhat superficial in this respect however and as a result pupils' knowledge of other religions and their traditions, ceremonies and festivals lacks depth. Opportunities to use artefacts in order to deepen their experiences is somewhat limited, and as a result, their appreciation of diversity is only satisfactory overall.
- The quality of behaviour and attitudes is very good. The school is an exceptionally homely community and pupils flourish within the supportive ethos that has been nurtured. There is a warm and happy relationship between pupils and each other and evident respect towards teachers and visitors. The four school rules that emphasise listening, working, honesty and smiling obviously influence all pupils. They persevere well in their work and show considerable interest in their tasks; this commitment to concentration has a very positive effect on standards of achievement.
- Attendance is satisfactory with statistics showing an average of 92.6% over the last three terms. The school monitors attendance carefully and has a good relationship with the Welfare Officer when required. Specific targets are set in the SDP for improving attendance and good progress is made in achieving these. Teachers complete the registers diligently and all are complete. However, they are not always correct, particularly when recording pupils who take holidays in school time. In general however, the school meets well the requirements of circular 3/99 WAG regarding the registration of pupils.
- During the inspection the quality of teaching is at least satisfactory in 100% of sessions including approximately 41% where it is good and a further 41% where it is very good. In the early years teaching is at least good in all sessions and very good in 69%. In KS1 teaching is at least satisfactory in 100% of sessions including approximately 68% where it is good and a 16% further where it is very good. In KS2 teaching is good in approximately 36% of sessions and very good in 40% and satisfactory in the 24% remaining.
- The quality of assessment recording and reporting is good. The assessment policy gives clear guidelines to teachers and there are purposeful systems to ensure that pupils' progress is continuously recorded. Assessments are accurate and meet statutory requirements, including those for SEN.
- The quality of the curriculum is satisfactory. It is sufficiently broad and meets statutory requirements. Provision reflects social inclusion in all aspects of access and equal opportunities and is well structured according to the main aims of the school. The curriculum is based on a topic cycle, each of which lasts for a term and a half. Although the mid-term planning for each individual topic is detailed, there remains some imbalance in long-term planning as the schemes of work do not always show clearly the continuity

and progression of learning. In some subjects, such as science and design technology, a few aspects of the programme of study are not visited sufficiently regularly and planning for religious education does not allow for sufficient depth within activities.

- All pupils enjoy a broad range of competitive games and sports within provision in physical education and as extra-curricular activities. The curriculum is enriched by a number of other extra-curricular activities including considerable progress recently in the activities of the Urdd and a successful computer club, which has had an obvious influence on standards in information technology.
- The quality of support, guidance and pupils' welfare is good in all aspects.
- Provision for SEN is very good under the careful management of the SENCO. Very good use is made of all support assistants in this respect and appropriate pupils make progress which is at least good, and sometimes very good, according to their age and ability. Protocols meet the requirements of the CoP in full.
- The quality of the school's partnerships is good whilst the partnership with the local cluster of primary schools is very good, with consistent sharing of activities and expertise.
- The partnership with industry is satisfactory. The GB has adopted a useful policy and the school makes good use of all the industrial resources of the area. However, no member of staff has taken advantage of an educational business partnership, and the manner in which activities promotes their professional skills is somewhat limited. There is insufficient emphasis on developing small enterprises for the older pupils of the school.
- The quality of self-evaluation and planning for improvement is good. Consistent use is made of all local and national data in order to compare aspects of school performance. Results of NC tests are interpreted in detail and used with other year groups to help in the process of setting targets that are both challenging and achievable.
- An ethos of monitoring the quality of provision, standards and teaching is well established across the school, with the head giving sound leadership in this respect. Teachers' written outcomes of their personal audit in areas of responsibility identify strengths and shortcomings in a positive fashion. In some areas such as mathematics, measurable outcomes include a new, more challenging published scheme and increased emphasis on specific areas of the subject, sound evidence that the process has beneficial influence on both standards and provision.
- The head has undertaken some monitoring of the quality of teaching. His written commentaries on lessons observed are positive and identify strengths and areas for development. Expertise has also been purchased from the LEA to help in this work but the contribution of curriculum leaders has been somewhat limited to date.
- The school has a good SDP to drive improvements in standards and provision. It contains an honest evaluation of the previous plan and gives a clear overview of the strengths and shortcomings of the current situation. It gives appropriate attention to the obligations of personnel, INSET and expenditure and is a useful tool that is regularly updated. Identified priorities match the current situation of the school well whilst the document also outlines several conclusions from the self-evaluation cycle, providing an equitable judgement

regarding quality of provision and standards in several areas.

- The quality of leadership and efficiency is very good. It is easy to discuss with the head who is extremely hard working and sincere in his commitment to the school. He has a sound sense of vision and a very good appreciation of the strengths and shortcomings of the current situation. Some of the main documents of the school show his evident ability to evaluate honestly and to influence important developments. His management of raising standards and maintaining the successful ethos of the school is an evident strength and he has created a feeling of team purpose amongst all staff.
- The GB is also hard working and sincere in its commitment to the school and well organised in the manner in which it undertakes its statutory duties. A small number of sub-committees have been established to shoulder the burden of the work equitably and there has been good commitment to all available INSET. Minutes of the governor's meetings show an informed discussion of several aspects of management including finance and the SDP; it is evident that governors often question and challenge rationales before coming to final decisions, and as a result they have a very good overview of the strengths of the current situation.
- The GB produces a concise annual report to parents but there are some gaps in the statutory requirements in this respect.
- Financial management is rigorous. Staffing is prioritised within the budget and a sensible annual under-spend is managed well to ensure that present staffing levels are maintained. Close attention is paid to the priorities of the SDP in setting the budget and although the school faces a considerable deficit this year, it is succeeding well in achieving its aims and remains within budget. The SDP is used very well to plan ahead and to forecast finance, relating proposed numbers to income and allocating expenditure accordingly. The monitoring of the quality of teaching by the head is a valuable means to ensure value for money from the main priority, while the consistent monitoring of SEN by the SENCO also ensures value for money in staffing and resources spent on this aspect.
- The school gives good value for money.
- Human and teaching resources are effectively and efficiently managed. On the whole the collection of resources is sufficient to meet the needs of the NC. However, the pupil-computer ratio is high and there are insufficient artefacts for studying other faiths in religious education. The building is in good condition with careful attention to hygiene throughout. Space within some of the classrooms is limited but efficient use is made of what is available on all occasions.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

During the inspection standards of achievement are at least satisfactory in 100% of lessons including 53% where they are good and 30% where they are very good. In KS1 standards are good in approximately 50% of sessions and very good in approximately further 17%; in the

33% remaining standards are satisfactory. In KS2 standards are good in approximately 52% of sessions and very good in the remaining 37%; in the 12% remaining, standards are satisfactory.

- The quality of educational provision for children under five taken overall is generally appropriate and promotes the Desirable Outcomes of the six areas of learning. In the nursery class standards in the six areas of learning are at least good and very good in language, literacy and communication skills, personal and social development, mathematical development and knowledge and understanding of the world. In the reception class, standards are very good in all six areas.
- In core-subjects standards are good in English in KS1 and very good in KS2 where pupils speak confidently, are fluent readers and write in an extended fashion. In mathematics, standards are good in KS1 and very good in KS2; older pupils are exceptionally quick and accurate in mental arithmetic work and display broad mathematical vocabulary. Standards in science are good in KS2 and satisfactory in KS1 where there are some shortcomings in AT1 because of insufficient opportunity for pupils to experiment practically.
- In foundation subjects standards are good in Welsh second language, information technology and music in KS1 but very good in all three subjects in KS2; older pupils are confident in their use of language in all its features, have challenging computer skills and are very capable performers and composers in music. Standards in history are very good in both key stages, with pupils reflecting broad and detailed knowledge of the programme of study and very good understanding of chronology.
- Standards in geography and art are good in both key stages.
- In physical education standards are satisfactory in the lesson observed in KS1 and good in KS2; pupils in KS1 do not develop their skills with sufficient confidence.
- Standards in design technology and religious education are satisfactory in both key stages; design work is not undertaken in sufficient detail and pupils' knowledge of other religions is superficial.
- In KS1 teacher assessments for 2003 show that the majority achieve national expectations (level two) in English, mathematics and science. In English, approximately 53% of pupils achieve level two and a 10% further level three. In mathematics, approximately 45% achieve level two and 9% level three. In science, approximately 75% level two. 63% of pupils achieve the core subject indicator.
- Comparing these assessments with schools where 25-32 % of pupils are qualified to receive free school meals, results are in the lower quartile, but do not compare with the school's usual results which are normally substantially higher.
- In KS2, pupils' achievements in their NC tests for 2003 show that the majority achieved national expectations (level four) in English, mathematics and science. In English, approximately 57% achieve level four and a further 30% level five. In mathematics approximately 57% achieve level four and a 30% further level five. In science approximately 73% achieve level four and a further 23% level five. 86% of pupils

achieve the core subject indicator.

- Comparing these assessments with other schools where 25-32% of pupils receive free school meals, standards are in the upper quartile in English and science and above the median in mathematics.
- The school's results in NC tests are consistently substantially higher than local and county norms in both key stages. There are no significant differences in the performance of boys and girls.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards are good in listening, speaking, reading, writing and numeracy; in ICT standards are at least good but very good at the upper end of KS2.

- The progress and achievement of children under five in the key skills across the six areas of learning is at least good and often very good.
- Pupils in KS1 and KS2 listen closely to their teachers and peers. The quality of listening in periods of worship is also good and pupils respect other viewpoints in a sensible fashion. Through careful listening, pupils contribute in a lively fashion to whole class discussions at the beginning of lessons. In subjects such as music, they show the ability to listen critically.
- Pupils often speak in a lively fashion and are full of ideas when contributing to discussions. Within individual lessons they develop subject-specific vocabulary well and use this confidently; a good number of pupils in KS2 respond in an extended fashion. Pupils' oracy in Welsh as a second language is at least good with some pupils achieving very good standards.
- Pupils read to discover information confidently and quickly, both from the internet and reference books; they sort and use their results correctly. They show good understanding of worksheets and their attitude towards all forms of printed material is very positive.
- Across the curriculum there are good examples of writing to record practical experimentation or research facts. Pupils often write in extended detail and as in oracy, adapt their knowledge of subject-specific vocabulary well in their work.
- Pupils make good use of a range of data in several curriculum areas and interpret this sensibly in their discussions. As they investigate scientifically, they measure carefully in a variety of contexts using a purposeful range of equipment confidently. They apply their knowledge of mathematics to discover averages and choose different graph formats to present information in the most clear and appropriate fashion. In history, they handle large numbers well when using various dates.
- Pupils' ICT skills are promoted often across the curriculum; their knowledge of concepts and control of a range of skills is at least good. At the upper end of KS2 standards are often very good; pupils' ability to work independently is well developed

and standards in individual subjects evidently benefit from the broad range of challenging skills which pupils deploy.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

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

- Acts of collective worship are soundly based on Christian values, using contemporary contexts, fables and examples from pupils' the daily lives to ensure the relevance of messages. The spiritual atmosphere is successfully maintained and appropriate opportunities for pupils to reflect on what is presented are provided, including an invitation to share further ideas with the head during the course of the day.
- Hymns and sincere prayers also make a substantial contribution to pupils' spiritual development.
- There are some shortcomings in provision regarding acts of worship however. Whole school assemblies observed during the inspection tend to be somewhat long and on one day a week singing practice is used as a substitute for an act of worship, which is insufficient. The quality of assemblies held in classes is inconsistent, with some tendency for them to become religious education lessons.
- Opportunities offered in music and art are a means of deepening pupils' feelings of awe and they respond with enthusiasm. Their self-awareness is good and they discuss a range of emotions with understanding and in a mature fashion.
- Moral provision places a special emphasis on the difference between right and wrong and pupils' understanding of this is good in a variety of contexts. There is a strong feeling that sound moral values are key to the success of the school's ethos and respect towards the individual, others and property have been soundly established within the school rules. Honesty is another important rule emphasised at every opportunity. In one assembly during inspection, pupils were seen to show a very good appreciation of concepts such as tolerance and justice.
- Pupils' moral responsibility is promoted by annually supporting a number of charities and the humanitarian nature of this work contributes positively to standards; they show good knowledge of the purpose and outcomes of such activities. The emphasis on aspects of a local child-based charity and a national cause offers a range of appropriate experiences for pupils to reflect upon, and they do so sensibly.
- Teachers delegate sensible responsibilities to older pupils, including helping to supervise younger children; they are all very caring of each other and thrive within the supportive society built in the school. Some responsibilities offer suitable challenge, such as the school council on green issues, where pupils decide and discuss different aspects of conservation and take responsibility for a project in sustainable development. Appropriate pupils show great interest in these opportunities to show initiative and complete their activities with pride.

- Every opportunity is taken to play a prominent part in the life of the local community and the community in turn appreciates the role and contribution of the pupils and staff. All pupils understand citizenship increasingly well, and relate this soundly to their lives in Holyhead.
- There is special emphasis on the Welsh dimension within the curriculum and pupils' appreciation of the Welsh culture on a local and national level is good. Teachers are fully aware of their responsibility to ensure that pupils respect racial equality and take every opportunity that rises naturally within lessons and periods of worship to nurture sound attitudes in this respect. In one assembly during inspection, pupils in Y6 lead a very good reflective assembly on the history of Martin Luther King and his battle for justice. Pupils' appreciation of racial diversity is good.
- Comparative studies in geography are good but those in religious education are somewhat superficial; as a result pupils' knowledge of other religions and their traditions, ceremonies and festivals lacks depth. Opportunities to use artefacts to deepen their experience are somewhat limited, and as a result, their appreciation of diversity is only satisfactory overall.
- Pupils respond well to the school's efforts to nurture their spiritual, moral, social and cultural development.

4.2 Behaviour and Attitudes

The quality of behaviour and attitudes is very good.

- The school is an exceptionally homely community and pupils flourish within the supportive ethos which has been nurtured. There is a warm and happy relationship between pupils, and an evident respect towards teachers and visitors.
- Teachers' expectations are high regarding behaviour and discipline. The four school rules which emphasise listening, working, honesty and smiling have an evident influence on all pupils. They persevere well in their work and show an evident interest in all tasks; this commitment to concentration has a positive effect on standards of achievement.
- The school has an appropriate policy to tackle any incidents of bullying, relating the contents well to the requirements of PSE. During the inspection, no incidence of bullying was seen.
- There have been no exclusions during the last educational year.

4.3 Attendance

The quality of attendance is satisfactory.

- Attendance statistics show an average of 92.6% over the last three educational terms.
- The school monitors attendance closely and has good relationships with the Welfare Officer when needed. A specific target is set in the SDP for improving attendance and good progress is made in achieving this.
- Teachers complete registers conscientiously and all are complete. However they are not always correct, especially in relation to recording pupils who take holidays during school time. In general however, the school meets well the requirements of circular 3/99 WAG regarding the registration of pupils.
- Pupils arrive at school punctually and lessons start promptly throughout the day.

5. QUALITY OF EDUCATION

5.1 Teaching

During the inspection, the quality of teaching is at least satisfactory in 100% of sessions including approximately 41% where teaching is good and a further 41% where it is very good. In the early years teaching is at least good in all sessions and very good in 69% of sessions. In KS1 teaching is at least satisfactory in 100% of sessions including approximately 68% where it is good and a further 16% where it is very good. In KS2 teaching is good in approximately 36% of sessions and very good in a 40% further. Teaching is satisfactory in the 24% remaining.

Good features

- The expectations of the majority of teachers are high in all aspects of the work and pupils try hard to respond to this.
- Individual lessons are carefully planned with well honed aims and objectives introduced at the start of lessons and revised in detail at the end of the learning session. Teachers' knowledge and understanding NC subjects is often good and, at the upper end of the school, very good.
- Lessons are well resourced which is further evidence of careful planning. At the upper end of the school consistent emphasis is placed on developing pupils' ability to organise their own resources.
- Teachers' questioning skills are at least good and often very good with sound sequence and continuity evident and sufficient differentiation to ensure that the most able pupils are well challenged.
- Teaching techniques and strategies are well varied to meet the needs of the task and individual pupils.
- Specialist teaching seen within music is very good and this is reflected in standards of

achievement, especially in KS2.

- The consistent emphasis on developing concepts is a special feature of the teaching. This includes the work on the musical elements and the different aspect of style in art.

Shortcomings

- Not all teachers provide a good linguistic model for pupils. In some subjects there is a tendency to confuse English and Welsh, which has a slightly detrimental effect on activities.
- In some lessons tasks are not sufficiently challenging for the most able pupils and too much emphasis is placed on colouring worksheets.
- In some lessons the pace of learning is not sufficiently tightly controlled.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is good.

- The school's assessment policy gives clear guidelines to teachers and well-organised systems have been developed to ensure that pupils' progress is assessed and recorded consistently. Assessments are accurate and meet statutory requirements, including those for SEN.
- Teachers know their pupils well and are aware of their abilities.
- Baseline assessments are effectively completed when pupils start at school. This information is used well by teachers to plan the curriculum, set targets and for early recognition of pupils with SEN.
- The school has an effective whole school organisation for assessment and recording pupils' progress. LEA booklets are used to record progress in core-subjects each term. Assessments in foundation subjects are undertaken twice a year. Assessments are used effectively in planning future work.
- Appropriate use is made of NC tests to audit results and to set targets.
- Pupils play an active role in the process of setting personal targets in order to encourage them to improve standards of achievements; however, this only happens once annually and the wording of the targets is not always understood by all pupils.
- Pupils self-assess their work effectively in foundation subjects and their comments are taken into account for future planning.
- Teachers pay good attention to regular marking and generally the comments are constructive and provide instruction on how to improve the work further.
- Three open evenings are held annually for parents to see their children's work and to

discuss progress. Annual reports to parents meet statutory requirements in full. They show clear information on pupils' achievements as well as suggestions for further development; they are of a very good quality.

5.3 Curriculum

The quality of the curriculum is satisfactory.

- The curriculum is sufficiently broad and meets statutory requirements. Provision reflects social inclusion in all aspects of access and equal opportunities and is well structured according to the main aims of the school.
- The curriculum for children under five is very good and provides enriching experiences which stimulates their development and enthusiasm across the six areas of learning.
- Curriculum policies emphasise the Welsh dimension and key skills purposefully. They form a collection of useful documentation for curriculum management.
- The curriculum is based on a topic cycle with each topic lasting for a term and a half. Planning for the key skills is good. Although the mid-term planning for each individual topic is detailed, there remains some imbalance in long-term planning as the schemes of work do not always show clearly the continuity and progression of the teaching. In some subjects, such as science and design and technology, a few aspects of the programme of study are not visited sufficiently regularly and planning for religious education does not allow for sufficient depth within activities.
- The use of curriculum time is good. The decision to cancel afternoon playtimes in KS2 is effective as it enables teachers to maintain activities for longer and for pupils to complete more work.
- Currently, two pupils are disapplied from the NC; provision for these pupils is appropriate and they make good progress according to the educational programme which they are following.
- Homework is very well organised. Parents are advised of the nature and time-scales of homework by an annual newsletter and evident progress and continuity in provision is seen. Parents who expressed an opinion support these activities enthusiastically.
- There is no formal scheme of work for PSE, but the school uses a number of guidelines and resources such as those by ACCAC to prepare a teaching programme that meets the needs of pupils. All necessary statutory policies have been adopted and a purposeful start has been made on some challenging aspects for pupils, such as the School Council for running a Green School which oversees a project in sustainable development; this is very good practice.
- All pupils enjoy a broad range of competitive games and sports within provision for physical education and also as extra-curricular activities. The curriculum is enriched by a number of other extra-curricular ventures including evident progress recently in

the work of the Urdd and the very successful after-school computer club, which has had an evident affect on standards in information technology.

5.4 Support, Guidance and Pupils' Welfare

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

- All matters of health and safety are managed by means of a useful policy; teachers implement this equitably and pupils are aware of a number of issues which relate to their daily lives, including fire drills and safe play on the yard.
- Useful relationships have been established with several agencies. The police visit the school regularly and there are also regular connections between the fire brigade and the nurse to promote good support and guidance.
- Staff show good knowledge of the detailed guidelines prepared concerning child protection. Substantial use is made of the LEA guidelines in this respect and protocols for implementation are well established.
- Supervision arrangements for pupils are noted well within documentation and are effectively implemented throughout.
- The school policy on equal opportunities ensures that no pupil is discriminated against on the basis of race, faith, language, educational ability, social standing or disability. Again this policy is implemented well in the daily life of the school and as a result social inclusion is good.
- The school prepares clear information for pupils on the misuse of alcohol and drugs, and helps them to understand the likely effects of abuse. The nurse is closely related to these arrangements. Only under exceptional circumstances does the head agree to dispense medicines to pupils.
- The GB decided that sex education should not be taught as part of the curriculum. However, appropriate arrangements have been made for the nurse to visit Y6 annually to discuss different aspects of reproduction and growth; parents who expressed an opinion are happy with these arrangements.
- The GB has adopted a policy regarding disability issues as is statutory, which is implemented well in all respects.
- Pupils' work is marked regularly and the quality of educational support and guidance is good.

5.5 Provision for Pupils with SEN

The quality of provision for pupils with SEN is very good.

- Arrangements for the 46 pupils, including seven with statements, meet statutory

requirements of the CoP. Appropriate pupils make progress which is at least good and sometimes very good.

- Pupils with SEN have full access to all areas of the curriculum and are fully integrated into the work and activities of the school. This reflects good social inclusion.
- Appropriate use is made of standardised tests to recognise pupils' needs early.
- Detailed IEPs are prepared by the SENCO, class teachers and support assistants, with clear and achievable targets noted clearly within. Appropriate pupils make good progress towards achieving their targets.
- A register of pupils with SEN is kept by the SENCO as well as detailed comments regarding their progress. This is regularly revised and updated.
- Appropriately differentiated work is set in the vast majority of lessons in order to provide appropriately for pupils of different abilities.
- The very good withdrawal support given by the specialist teacher promotes pupils' progress well. Additional help is provided in reading skills for pupils with SEN by support assistants which also promotes good improvement.
- The teacher from the dyslexia unit spends eight hours in the school giving very good attention to pupils with reading difficulties. These pupils make good progress according to their abilities.
- Parents of pupils with SEN are consulted regularly and this close relationship between school and home promotes progress.
- Good use is made of outside agencies, especially medical ones, and there is good support from the GB member who has responsibility for SEN.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The quality of school partnerships is good; there are some very good features to the partnership with other schools.

- The school prepares a good range of information for parents and makes every effort to ensure a regular discussion on several aspects of education and social issues. As part of the inspection process, 13 questionnaires completed by parents were received, and the vast majority of these were positive in their support of the school and staff efforts. Apart from one parent-governor, no parents attended the pre-inspection meeting with the registered inspector and as a result, no meeting was held.
- Parents' contribution to the school is a valuable one, including volunteering to listen to pupils read, helping with art work and providing transport for sporting events. There is no formal parent-teacher association, but parents are very enthusiastic in their efforts to raise substantial sums of money, which is a valuable means of purchasing

further learning resources; this in turn has a beneficial effect on standards of achievement. The parental prospectus meets statutory requirements well.

- The school plays a prominent part in the local community, which in turn, appreciates the role played by pupils and staff. Beneficial links have been developed with the religious establishments of the locality and religious leaders often hold acts of worship in school. Good use is made of community members to address pupils in several curriculum areas, for instance their experience of living in Holyhead during the Second World War. Good use is made of the many resources of the locality to enrich curriculum provision.
- Ysgol Kingsland has transfer arrangements with three secondary schools. These primarily exist on a pastoral level, but recent developments in curriculum links have also begun to influence provision. The relationship with the local cluster of primary schools is very good with evident sharing of resources and expertise noted.
- Appropriate arrangements are in hand to receive students on teaching practice from the local university. It was decided not to extend an invitation to students during the current year, but documentation shows that the relationship has been successful in the past.

5.7 Partnership with Industry

The quality of the partnership with industry is satisfactory.

- The GB has adopted a useful policy.
- The school makes good use of all the industrial resources of the area including the port and the nearby nuclear power station.
- Some success is enjoyed in ensuring sponsorship and the curriculum is enriched by these links.
- No member of staff has taken advantage of an educational business partnership, and the manner in which activities promotes their professional skills is somewhat limited.
- There is insufficient emphasis on developing small enterprises for the older pupils of the school.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

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

- Good use is made of local and national data to compare different aspects of the school's performance. The results of the NC tests are interpreted in detail and used

with other year groups to help in the process of setting targets that are appropriate and challenging.

- The school is continually refining the manner in which it sets targets and has succeeded in promoting a closer relationship between target and result. Processes also raise teachers' ability to recognise pupils who are borderline in respect of level, and to prepare additional support for specific target groups in order to raise standards further; this strategy has been an evident success.
- An ethos of monitoring the quality of provision, standards and teaching is well established across the school with the head giving sound leadership in this respect. Teachers' written outcomes of their personal audit in areas of responsibility identify strengths and shortcomings in a positive fashion. In some areas such as mathematics, measurable outcomes include a new, more challenging published scheme and increased emphasis on specific areas of the subject, sound evidence that the process has considerable influence on both standards and provision.
- Self-evaluation is always open and honest and as a result, all staff have a good overview of the current situation of the school and share the same vision regarding current priorities.
- The head has undertaken some monitoring of the quality of teaching. His written comments are positive, and identify strengths and areas for development. Some expertise from the LEA has been purchased to help in this work but the contribution of curriculum leaders has been limited to date.
- The school has a good SDP to drive improvements in standards and provision. It contains an honest evaluation of the previous plan and gives a clear overview of the strengths and shortcomings of the current situation. It gives appropriate attention to the obligations of personnel, INSET and expenditure and is a useful tool that is regularly updated. Identified priorities match the current situation of the school well whilst the document also outlines several conclusions from the self-evaluation cycle, providing an equitable judgement regarding quality of provision and standards in several areas.

6.2 Leadership and Efficiency

The quality of leadership and efficiency is very good.

- The GB has adopted a number of purposeful aims and objectives for the school and these are included as an introduction to the SDP.
- It is easy to discuss with the head who is extremely hard working and sincere in his commitment to the school. He has a sound sense of vision and a strong appreciation of the strengths and deficiencies of the current situation. Some of the main documentation of the school shows his evident ability to evaluate honestly and to influence important developments. His management of raising standards and maintaining the successful ethos of the school is an evident strength and he has succeeded in creating a strong sense of team purpose amongst staff.

- The GB is also hard working and sincere in its commitment to the school and is well organised in the manner in which it undertakes its statutory duties. A small number of sub-committees have been established to shoulder the burden of the work equitably. There has been a good commitment to all available INSET.
- The GB presents a concise annual report to parents but there are some statutory gaps in this respect.
- Minutes of the GB meetings show an informed discussion of several aspects of school management, including finance and the SDP. It is evident that governors often question and challenge rationales before coming to final decisions and, as a result, they have a very good overview of the current situation.
- Financial management is rigorous. Staffing is prioritised within the budget and a sensible annual under-spend is managed well to ensure that present staffing levels are maintained. Close attention is paid to the priorities of the SDP in setting the budget and although the school faces a considerable deficit this year it is succeeding well in achieving its aims, and remains within budget. The SDP is used very well to plan ahead and to forecast finance, relating proposed numbers to income and allocating expenditure accordingly. The monitoring of the quality of teaching by the head is a valuable means to ensure value for money from the main priority, while the consistent monitoring of SEN by the SENCO also ensures value for money in staffing and resources spent on this aspect.
- There is a written policy which deputises the expenditure powers of the head. An internal audit of the financial systems was held in 2001 and these were found to be working efficiently and effectively with only minor recommendations regarding a number of small issues.
- Day-to-day management of the school is smooth and sound under the leadership of the head.
- The school meets statutory requirements and pays appropriate attention to guidelines issued by the WAG.
- The school gives good value for money.

6.3 Staffing, Accommodation and Learning Resources

Current staffing is appropriate for the school and reflects the commitment of the GB to prioritise staffing within the budget. The collection of resources is generally good as is the condition of the buildings.

- There are eight full-time teachers including the head. Five are graduates and the remaining three have teaching certificates. The range of their initial qualifications is quite wide and provides a sound basis for preparing a broad and balance curriculum for pupils. There is good commitment to extended INSET which strengthens this base further and is well related annually to the priorities identified in the SDP. The SENCO receives a responsibility point which is efficient expenditure.

- There are five one-to-one support assistants within classes to support pupils with statements of SEN; this provision is financed by the LEA and the quality of provision is at least good and often very good.
- The nursery nurse works in the nursery class in the morning and in KS1 in the afternoon; again the quality of this provision is good.
- A specialist dyslexia teacher visits the school for eight hours a week to support five pupils; the quality of this support is very good and is based on close relationships and co-operative planning with classroom teachers.
- Three peripatetic music teachers visit to offer lessons in brass, woodwind and strings. Part of this provision was inspected and the quality of teaching is good. Appropriate pupils make progress which is at least good, and enrich the curriculum with their skills.
- A school secretary is employed for half a week.
- On the whole the collection of resources is sufficient to meet the needs of the NC. However, the pupil-computer ratio is high and there are insufficient artefacts for studying other faiths in religious education.
- Accessibility of resources is good and good use is made of them during the lessons.
- Space is generally appropriate for pupils although somewhat limited in some of the classes in KS2. However the use made of available space is consistently efficient.
- Evident attention is paid to hygiene on all occasions by the cleaner.
- The hard yard is smoothly surfaced and safe for pupils. The school boundaries are also secure.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The quality of provision for children under-five is generally appropriate and promotes the desirable outcomes in the six areas of learning. In the nursery class standards are very good in language, literacy and communication development, personal and social development, mathematical development and knowledge and understanding of the world. Physical and creative developments are good. In the reception class, standards are very good in the six areas of learning.

Language, literacy and communication development

Standards are very good in the nursery and reception class.

Good features

- Nursery children listen well and understand and respond to instructions. They use appropriate vocabulary as they role play in the class shop and speak confidently with adults. They use books correctly and understand well how books are used. They show evident pleasure as they discuss characters in a story and understand the purpose of marks on paper. The majority have a good understanding of Welsh.
- Reception children listen closely and speak confidently. A number make extended comments on the organisation of the day and relevant events. They discuss their favourite stories and repeat them, correctly sequenced. They empathise well with characters in stories. A number copy and write their own names correctly and construct simple words. They understand much Welsh and the vast majority respond confidently to questions.

Shortcomings

There are no significant shortcomings.

Personal and social development

Standards are very good in the nursery and reception class.

Good features

- Nursery children respond happily to activities and show good levels of independence. They co-operate well in pairs and small groups. They respond very well to whole class activities, respecting class rules, by, for instance not speaking when the teacher speaks. They show very good willingness to wait their turn and give opportunities to others. They have good concentration and realise that they have to tidy resources at the end of the session.
- Reception children show confidence in the company of adults. They have very good appreciation of respect towards their peers and property, and understand the sequence of the day very well. They follow instructions well and mix well with older pupils when playing on the yard. They show very good levels of independence.

Shortcomings

- There are no significant shortcomings

Mathematical development

Standards are very good in the nursery and in reception.

Good features

- Nursery children count up to ten and beyond, confidently. They know the shape

of many numbers and use these correctly as they respond to questions and sing number rhymes. They create simple sequences on the basis of colour and know the order of the days of the week. They name two-dimensional shapes with ease and understand simple concepts such as long and short very well.

- Reception children count forwards confidently and know a range of numbers. They write the symbols of many correctly. They use simple mathematical terms appropriately. They understand what is meant by heavy and light and use volume vocabulary well. They have good knowledge of the value of different coins in money.

Shortcomings

- There are no significant shortcomings

Knowledge and understanding of the world

Standards are very good in the nursery and reception class.

Good features

- Nursery children relate good information about the weather and which clothes to wear in different kinds. They know much about a caterpillar and understand the life cycle of a frog. They know that living things need light and water to grow and they discuss healthy foods enthusiastically. They recall the story of Noah very well and name several animals. They know which materials are used to make an umbrella and they have very good knowledge of road safety.
- Reception children understand the several changes that have happened to them since they were babies and they talk confidently about old toys. They understand the order of the days of the week and months. They discuss activities in the park enthusiastically. They have very good knowledge about things that grow, speaking with much enthusiasm about tadpoles and chicks. They know how to care for some pets. As they plot the journey for Elen Benfelen they show simple mapping skills.

Shortcomings

- There are no significant shortcomings.

Physical Development

Standards are good in the nursery and very good in reception.

Good features

- Most nursery children develop good hand to eye co-ordination as they write, complete a jigsaw or build with blocks. As they move on the yard, they show developing ball skills and use empty spaces sensibly.

- Reception children use and small equipment very successfully, for instance as they build with blocks or use scissors safely. They show good control as they use the mouse correctly on the computer. The majority have very good control of a pencil as they write.

Shortcomings

- There are no significant shortcomings.

Creative Development

Standards are good in the nursery and very good in reception.

Good features

- Nursery children sing a range of songs enthusiastically, including nursery and number rhymes. They choose appropriate colours for painting and produce tasteful patterns of raindrops, cotton wool collages of snowmen and lively clay models of caterpillars. They use the computer to create interesting pictures and use silk paper well to create a collage of the woods.
- In the reception class, children sing with energy and enunciate clearly. They use a variety of techniques, such as printing, paint and batik to create interesting artwork. Their pictures of *Lost in the snow*, where they use a combination of techniques are striking, as are the puppets of Humpty-Dumpty. They role play in a lively fashion in the classroom house and use the computer skilfully to create pictures of Magi-Ann.

Shortcomings

- There are no significant shortcomings

English

Standards are good in KS1 and very good in KS2.

- In KS1 pupils listen well and speak confidently with good levels of accuracy. They discuss their work with enthusiasm, suggest comments, ask questions and voice opinions effectively. They role-play in a lively fashion as they use puppets to present the story of the Three Little Pigs.
- KS1 pupils read well according to their age and their ability. They read books well matched to their abilities and interests, both individually and within a group. Most read fluently and with good levels of understanding, using a range of strategies to cope with unfamiliar words. They are familiar with the books of Beatrix Potter and discuss these with enthusiasm. They use dictionaries effectively.
- Pupils in KS1 write effectively for a number of purposes and use different formats. Y1

pupils write simple sentences about people who work at night. By Y2 the majority write independently, some in an extended fashion. They show a good appreciation of the sequence of events, for instance as they recall the story of the Three Little Pigs. Punctuation and spelling is at least satisfactory and often good. Pupils make effective use of the language guidelines displayed in class.

- In KS2 pupils' listening skills are good. They listen closely to their teachers and to each other and respond well to oral instructions, questions and comments. They ask sensible, relevant questions, and voice opinions confidently.
- The vast majority of pupils in KS2 read correctly with understanding, and use appropriate strategies to decode unfamiliar words. They read a good range of books and read from print and screen effectively. Y3 pupils are very familiar with the work of Dick King-Smith and discuss his books in a mature fashion. In Y4 pupils are aware of how authors design plots and create atmosphere. As they review books, pupils in Y5 voice opinions very effectively and the most able readers in Y6 discuss the styles of authors very well. Pupils across the key stage have good library and research skills.
- Pupils in KS2 write well in a variety of different formats. Pupils in Y3 and Y4 vary sentence patterns effectively and consider the length of sentences. As they write about themselves, pupils across the key stage use appropriate adjectives. This can also be seen in the poems they write where they use interesting idioms and striking adverbs. The majority of pupils in Y5 and Y6 show a very good grasp of syntax and vocabulary. In all classes, language patterns that are linked to the class novel have a beneficial effect on the standards of written language. The most able pupils in all classes write in an extended fashion and produce work of high quality.
- Handwriting and presentation of work are good.

Shortcomings

- There are no significant shortcomings.

Mathematics

Standards are good in KS1 and very good in KS2.

Good features

- Pupils in Y1 discuss numbers from one to ten confidently and develop well their knowledge of number bonds. They remember several useful number facts well and understand concepts such as odd and even numbers thoroughly.
- Pupils in Y2 work confidently with a broader range of numbers and discuss bonds up to twenty with understanding. They count quickly to a hundred with good understanding of place value in tens and units, and the simplest multiplication tables have been thoroughly learnt. They understand well the use of zero and have a good understanding of number in money contexts. A small number of pupils are particularly quick in mental arithmetic.

- Pupils in Y1 recognise an appropriate range of two-dimensional shapes and in Y2 are challenged to understand more complex examples. They discuss the relevant properties with understanding. By the end of Y2 they measure very carefully with a ruler and record their work correctly in standard units. Work on time also develops well using conventional clocks.
- In KS1 pupils gather simple information correctly and record this in appropriate graph formats. Their interpretations skills are well developed.
- Standards of numeracy are good in Y3 and Y4. Pupils show good understanding of place value up to a hundred with correct and neat addition and subtraction work. Their knowledge and understanding of fractions develops well and they organise negative numbers correctly.
- Shape and measurement work is also good in Y3 and Y4. Measurement facts have been carefully and correctly memorised and pupils apply this knowledge well across the curriculum. Challenging shape vocabulary develops well and pupils' understanding and recognition of a broad range of two and three-dimensional shapes is good
- Y4 pupils continue to make evident progress in numeracy. The most able pupils know a good range of multiplication tables and develop appropriate strategies for doubling large numbers. They show a good understanding of place value up to thousands and understand the relationship between simple equivalent fractions thoroughly. They begin to use some of the conventions of algebra in their work.
- In Y5 standards of numeracy are at least good and the most able pupils achieve very good standards. Pupils undertake work with a wide range of numbers and respond well to challenging investigative tasks. They discover number patterns confidently and explain their strategies well, using mature vocabulary.
- In Y4 and Y5 work on measurements and shape develops well. Pupils in Y4 develop their work to include detailed measurements in millimetres and understand the relationship between different units of length and weight well. In both classes, pupils work with a challenging range of two and three-dimensional shapes, developing further broad vocabulary as a result.
- In Y6, standards in numeracy are at least good and often very good. Pupils discuss a broad range of numbers including square and prime examples; they understand the relationship between percentages, fractions and decimals thoroughly. They discover factors and multiples quickly and are always aware of patterns which promote their pace of work, such as strategies for multiplying by a hundred, or the pattern within the multiples of the nine times table. The vast majority of the class know their multiplication tables fluently.
- In shape work, older pupils discover area quickly by the process of multiplication and discover perimeters equally quickly. They discuss challenging two and three-dimensional shapes, developing very good vocabulary and a good understanding of a broad range of properties.

- Older pupils in KS2 discuss a broad range of data with understanding and apply their knowledge of numbers well, for instance, multiplication skills as they discuss pie charts. They are also quick to apply their knowledge of fractions as they solve probability problems.

Shortcomings

There are no significant shortcomings.

Science

Standards are satisfactory in KS1 and good in KS2.

Good features

- Pupils in KS1 know, discuss and label the external parts of the body correctly.
- In Y1 and Y2 pupils construct simple electrical circuits, are aware of the use of electricity within different rooms and note which aspects of health and safety need to be taken into account. They name a good number of light sources.
- Pupils in KS1 know basic forces such as pushing and pulling and the effect these have on objects, for instance, changing their shape.
- Younger pupils in KS2 develop their knowledge of forces by discussing gravity, friction and up-thrust well. They show detailed understanding of how a parachute works in great detail and demonstrate with models which they have made.
- In Y4 pupils undertake challenging work regarding different mixtures of materials and understand the difference between melting and dissolving. They know that magnets attract or repel different objects and understand the basic properties of conductors and insulators.
- At the upper end of KS2, pupils' scientific knowledge is broad and they have a mature and wide vocabulary of appropriate terms. Their ability to organise their own experiments is well developed and they have a sound appreciation of the most important aspects of fair testing. They measure correctly and in detail in a range of contexts.
- Older pupils have good knowledge of the main internal organs of the human body and understand life processes thoroughly.
- Pupils in Y6 have knowledge of the several ways to mix and separate mixtures, including sieving, evaporation and filtering. They explain the different processes thoroughly, both orally and in written work.

Shortcomings

- There is insufficient emphasis on practical experimentation in KS1 and as a result a number of pupils have an insufficient grasp of fair testing.

Welsh second language

Standards are good in KS1 and very good in KS2.

Good features

- Pupils in KS1 listen well and follow instructions correctly. They understand a significant amount of Welsh and speak clearly. They respond confidently to greetings and understand a broad range of language patterns to ask and answer questions. They play roles enthusiastically and sing number rhymes with enthusiasm.
- Pupils in KS1 read familiar words and simple sentences well. They respond with enthusiasm to simple stories and read confidently in public. The majority read correctly with good understanding. They construct words successfully and use dictionaries to discover meaning.
- Pupils in KS1 copy sentences correctly and formulate simple sentences to describe themselves well. A small number in Y2 write independently and effectively.
- Pupils in KS2 listen well and understand a significant amount of Welsh. They speak confidently, with good pronunciation and use a broad range of language patterns. In Y4 pupils talk about their treasures using simple sentences and appropriate adjectives. They count confidently and know the days of the week and the months of the year. Pupils in Y6 design and perform dialogues, which are especially lively, and succeed very effectively in including argument and voicing opinions within their work.
- The majority of pupils in KS2 read their own work in public confidently and read books in groups well. They name characters and events in a story correctly and voice opinions on books effectively.
- Pupils in KS2 show a good range of sentence patterns in their written work. They complete worksheets correctly and use the language patterns that they have practised. For instance pupils in Y4 show the imperfect tense of the verb to describe Mari Jones walking to Bala. Pupils in Y5 succeed well in completing challenging tasks such as creating a parody of a pop song. Pupils in Y6 use very appropriate idioms as they work with a partner to create lively dialogue.

Shortcomings

- There are no significant shortcomings.

Design and technology

Standards are satisfactory in both key stages.

Good features

- In both key stages, pupils give suitable consideration to a variety of designs. They research in detail the purpose of artefacts and different kinds of objects and produce a

number of designs before deciding on the final one. Pupils in KS2 design in a simple fashion by means of an appropriate computerised programme.

- For the most part finished artefacts correspond well to the initial requirements of the task.
- The quality of evaluation is often good and develops in detail by the end of KS2. Pupils give sound consideration to their work and comments on how it may be improved are often constructive.
- In both key stages, pupils add simple moving parts to their work. By the end of KS2, they apply their knowledge of electrical circuits to make their products more complex.
- Pupils show a good appreciation of health and safety issues relating to tasks in food technology.
- For the most part pupils are aware of the purpose of the task and give sound consideration to the manner in which their products will be used, and by whom.

Shortcomings

- Pupils do not always label their ideas and designs in sufficient detail; the use of specific measurements in this respect is too limited in the work of some pupils.
- As some areas of the programme of study are not visited often enough, pupils do not always strengthen their skills and knowledge sufficiently.

Information technology

Standards are good in KS1 and very good in KS2.

Good features

- In KS1, the vast majority of pupils work independently on the equipment and name the different parts of the computer correctly. They succeed in clicking the mouse correctly and move objects across the screen quickly and confidently.
- Pupils' word processing skills develop well in KS1.
- Pupils in KS1 design simple programs for a roamer and control these successfully.
- There are several good examples of computer-based art work in KS1; pupils use the potential of the program well to investigate concepts such as colour and line.
- Pupils in KS2 familiarise themselves well with the use of databases. They collect, input and question information confidently and correctly.
- Pupils in Y5 make good progress in using PowerPoint as a means of presenting information. They make evident progress in a range of challenging skills including

adding sound, inputting pictures and simple animations which enriches the quality of presentation considerably.

- Word processing work at the upper end of the school is especially good. Pupils produce an interesting newspaper for a varied audience. They design the pages tastefully and locate text and pictures in a variety of forms to maintain interest and to attract attention.
- Pupils in Y6 make good use of spreadsheets to model expenditure within a proposed fruit shop for the school. They understand the use of simple formulae as they use spreadsheets, highlight different parts as well as cutting and pasting their work in order to improve the pace of activity.
- Pupils make good progress with control and modelling programs such as LOGO across KS2; they formulate a range of instructions that are increasingly challenging.

Shortcomings

- There are no significant shortcomings.

History

Standards are very good in both key stages.

Good features

- Pupils in KS1 have a good concept of a long time ago and today. They understand that various things such as toys change over time. The collection of artefacts, such as an iron, a lamp and a timeline constructed from pegs and all toys in the class, all bring the past to life for pupils.
- Pupils' appreciation in both key stages of the passing of time and of its influence on our way of life is very good. By investigating artefacts and questioning members of the family, they understand the historian's way of working and they understand how to gather information about the past. At the upper end of the school, they investigate a range of different historical sources to discover information relevant to their investigations; for instance, pupils in Y5 use a copy of the court documents in Caernarfon in 1541 to research very effectively crime in the Tudor period.
- Consistent and very effective use is made of timelines and pupils in both key stages, and pupils have a very good appreciation of chronology.
- Pupils across the school have good knowledge of the periods studied; for instance pupils in KS1 and Y4 discuss with enthusiasm different aspects of the Victorian Age. Pupils in Y3 know about the Second World War and read fiction books to increase their knowledge of the period. Pupils in Y5 have very good knowledge about the Tudors and pupils in Y6 have good knowledge on the construction of roads in Anglesey over the centuries.
- By means of visits to places such as the Sea Museum, Plas Mawr Conwy and Castell

Penrhyn and visits to the school by local people, pupils in both key stages empathise with those who were living under different conditions in the past.

- Pupils in KS1 and KS2 know and discuss the importance of historical characters. Pupils in KS1 discuss Florence Nightingale and the manner in which hospitals today are different from hospitals long ago. They are also familiar with the story of Susan Rees and her work in the coal pits, and know about the life of Jane Pritchard who worked in a Stewart mansion house. Pupils in KS2 know and discuss the contribution of the Esgob William Morgan very well.
- Pupils in KS2 have very good knowledge of local history. Pupils in Y6 know much about the almshouses by the school. As they study old postcards, pupils re-create one of the pictures by dressing in traditional costume and placing themselves outside the almshouses as in the original. Pupils in Y3 know the history of the bombing of Holyhead during the Second World War and of newspaper articles of the period.
- Pupils at the upper end of the school, know the history of the building of the port in Holyhead and the importance of the sea to Anglesey. Pupils in Y6 are familiar with the story of the Titanic and know many facts about the tragedy of the Royal Charter.

Shortcomings

- There are no significant shortcomings.

Geography

Standards are good in KS1 and KS2.

Good features

- Pupils across the school use appropriate vocabulary and geographical terms as they discuss their work.
- Pupils in KS1 use simple mapping skills well, to record their journey from school to Ebenezer Chapel. They know the names of the streets and buildings, such as the almshouses. They use the computer well to design simple maps of the area.
- Pupils in KS1 set the seasons in their correct order and they know about the features of each one. They have a good understanding of the effect the weather has on people and plants. They also know about light and day and about people who work during the night.
- Pupils in both key stages have good knowledge about their locality. They discuss some physical and human features effectively. Pupils in Y4 discuss the Port of Holyhead and transport across Ynys Môn well. Pupils in Y5 use aerial photos effectively to locate specific features of the locality and pupils in Y6 create striking pamphlets to attract visitors to the area.
- Pupils in Y3 have a good knowledge of the points of the compass and a good

understanding of a map keys. Older pupils of KS2 use four and six reference map grids well to locate specific areas on a map.

- Pupils in KS1 know some basic facts about Australia; pupils in KS2 have good knowledge of the countries, continents and capital cities of the world.
- Across the school, pupils' ability to discuss the influence of man on the environment is good; they know much about pollution and conservation.
- Pupils in KS2 have good knowledge of living conditions in economically developing countries. Pupils in Y4 compare Lesotho and Wales effectively and pupils in Y5 study Chembakoli in southern India and look at the differences and similarities of the way of life in Wales.
- In Y3 and Y4, pupils compare the port of Holyhead with the city of Bangor effectively and pupils in Y5 look at elements that are similar and different between Holyhead and Llandudno. Pupils in Y6 contrast Holyhead with Cardiff successfully.

Shortcomings

- There are no significant shortcomings.

Art

Standards are good in both key stages.

Good features

- In KS1 pupils come to a good understanding of the effect that mixing paint has on colours. They experiment enthusiastically in their work and use their results sensibly in their own efforts.
- In KS1 pupils emulate Starry Night by Van Gogh; their efforts in crayon shows increasing understanding such as colour, line and shape.
- Attractive collage work depicting owls in KS1, shows that pupils are able to discuss confidently, different tones of the same colour to create striking effects.
- Pupils in KS1 use clay to create three-dimensional candleholders, an item that relates well to their work in science and history. The finished products are of good quality with sound understanding of shape and good effort to paint in detail on a small scale.
- Good use is made of computerised programs in KS1 to investigate concepts such as line and colour and pupils create good work as a result.
- In Y3 pupils emulate the work on Kandinsky. They discuss the use of line and tone within the work and experiment with crayons and paints to decide which medium gives the best results. The work also promotes well their understanding of primary and secondary colours.

- Pupils in Y6 study the work of Lowry. They plan their work carefully, investigating concepts such as foreground, background and scale. Final emulations are tasteful and of very good quality in terms of detail with pupils understanding the best place to stand in order to appreciate their work correctly.
- Across KS2 a number of simple techniques are used well in three-dimensional work such as producing letters in Y3 and work on bending wire in Y6 to emulate the work of Giacometti.

Shortcomings

- There are no significant shortcomings

Music

Standards are good in KS1 and very good in KS2.

Good features

- The quality of singing is very good. Pupils enunciate clearly and sing in a rhythmic fashion and the vast majority maintain pitch consistently. They breathe carefully to give additional interpretation to the words. Pupils respond very well to vocal exercises which strengthen their techniques well, and by the end of KS2 they make good progress in two-part singing in the round, or as they include descants to whole school singing in the school choir.
- Pupils in KS2 make very good use of concepts such as drone and ostinato to provide accompaniments to singing. They keep to individual parts competently and confidently and enjoy the complexity of the texture. Their final performances are tasteful.
- A good number of older pupils make progress which is at least good in their specialised instrumental lessons. They adapt these skills to classroom music to add to the quality and textures within performance work; this good practice develops their skills and confidence further.
- KS1 pupils choose different sounds as the accompaniment to a story. They develop simple graphic scores to record their ideas and explain these with understanding. They keep well to a constant beat.
- Pupils in KS2 make good progress in their composing skills. By the end of Y6 they produce compositions of good length, complex, challenging textures and specific structure.
- Very good use is made of improvisation skills as pupils plan their compositions in KS2.
- Pupils' appraisal skills are developed well through frequent opportunities for them to listen to a broad range of music of different styles, including examples from the

western classical tradition, pop music, folk music and Welsh culture. They discuss the use of a good range of musical elements correctly in their work.

Shortcomings

- There are no significant shortcomings

Physical education

During the inspection, one lesson in sport in KS1 and lessons in sport in every class in KS2 were seen. Based on this evidence, standards are satisfactory in KS1 and good in KS2.

Good features

- Pupils across the school know about the health benefits of physical education and show enthusiasm and perseverance in their work. They are aware of the importance of taking care as they undertake physical activity.
- In the games lesson in KS1, pupils demonstrate satisfactory throwing and catching skills, and understand that it is necessary to keep an eye on the ball.
- Tennis skills develop well in Y4. Pupils succeed in striking the ball effectively with a racket and show good control.
- Pupils in Y5 have good ball control skills as they play striking games; they design, perform and evaluate their work effectively.
- Pupils in Y6 have good athletic skills as they work with enthusiasm on the field. They jump over hurdles using good techniques, throw a discus effectively and practise relay races with enthusiasm. They succeed in improving their performances by evaluating their work effectively.

Shortcomings

- In the lesson in KS1, pupils do not work to an appropriate pace or with sufficient confidence.

Religious education

Standards are satisfactory in both key stages.

Good features

- Pupils across the school have a good knowledge of the Bible. They know a number of Biblical stories and recall these well, talking with enthusiasm about characters and events. Pupils in KS1 know that the Bible comes in two parts and understand the stories of the Old Testament. Pupils in KS2 explain the significance of Bible stories

well.

- Through relevant activities and through the life and work of the school, pupils in both key stages have a good understanding of what it means to belong to a Christian community. They have satisfactory knowledge of some of the main Church festivals.
- As they visit the local chapel, pupils in KS1 come to understand the main features of the artefacts of the building and the use made of them.
- Pupils of both key stages understand the significance of prayer and write their own sincere ones in Welsh and English.
- Pupils in KS1 have good knowledge about the life of humanitarians such as Dewi Sant and Martin Luther King. Pupils in Y4 recall the story of Mari Jones and her Bible well, whilst pupils in Y6 discuss saints such as Bernadette knowledgeably.
- Pupils in Y1 and Y2 recall basic information about some aspects of Judaism and Hinduism and pupils in KS2 discuss aspects of Hinduism satisfactorily.
- Pupils across the school are aware of the importance of protecting the environment and have a good understanding of the family, community and homes.
- The school follows the Locally Agreed Syllabus satisfactorily.

Shortcomings

- Pupils show only a limited knowledge of other religions apart from Christianity.
- Pupils' understanding of some aspects of the work suffers due to insufficient opportunity for them to use artefacts related to other religions.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school was last inspected in the summer term 1998, when seven key issues were identified. Progress is usually at least good, but only satisfactory regarding two issues.

To raise standards in art, science and technology in KS1, technology in KS2 and information technology in Y3 and Y4.

- Progress is good with standards having been raised significantly in several subjects. They are now satisfactory in science and technology in KS1 and good in art; in KS2 standards in technology are satisfactory and work in information technology very good.

To deal with shortcomings noted in aspects of subjects where pupils undertake satisfactory standards.

- Progress is good. Although standards in religious education remain satisfactory, standards in every other subject have been raised substantially, sometimes from satisfactory to very good.

To devise and implement a whole school approach to curriculum planning including new schemes of work that promote continuity and progression in knowledge, skills and understanding of the subjects of the NC.

- Progress is satisfactory. The new schemes of work have evidently influenced standards of achievement positively but there remain some shortcomings in progression and continuity of learning and balance is not always ideal as some aspects of certain subjects are not visited sufficiently often.

To improve assessment procedures to measure achievement and pupils' progress in more detail according to NC criteria.

- Progress is good; provision for assessment is now implemented in detail, and to specific criteria.

To develop the role of curriculum leaders as they monitor the provision of the curriculum and the standards of pupils' work.

- Progress is very good. Curriculum leaders all contribute to the self-evaluation systems of the school by monitoring provision and standards in their areas of responsibility.

To improve toilet facilities for KS1 and to prepare a designated playing space for children under-five.

- Progress is good. Toilet facilities are now appropriate. An appropriate play area for the children under-five was set up following the last inspection but because of changes to the school grounds, following the arrival of the new A55 road, it was necessary to re-organise further. There is now a designated space for the pupils but it is not yet fenced off.

To revise the content of the annual report of the GB to parents in order to meet in full the requirements of the Welsh Office.

- Progress is satisfactory. The annual report is concise and full of information but a few statutory gaps remain.

8.2 Key Issues for Action

The school needs to:

- take appropriate steps to raise standards in subjects judged to be satisfactory, and respond to the challenge of targeting and maintaining excellence, particularly in KS2;
- ensure that curriculum leaders refine planning further, so as to ensure balance, continuity and depth in every subject, and that they play a more prominent role in monitoring the quality of teaching;
- substantially strengthen the partnership with industry;
- continue with the goodwork in monitoring and improving attendance;

- respond to the provisional aspects regarding daily worship within the report;
- ensure that the governors' reports meet statutory requirements in all aspects.

Issues 2 and 4 above are already noted in the current SDP.

Inspectors wish to thank the GB head, staff, teachers and pupils of Ysgol Kingsland for their cooperation before and during the inspection.

APPENDIX

A. Basic Information About the School

Name of School	Kingsland Primary School
School type	Primary
Age -range of pupils	3-11
Address of school	Ffordd Cyttir Kingsland Holyhead, Anglesey
Post-Code	LL65 2TH
Telephone Number	01407 763295

Headteacher	Mr Owen Meredydd Thomas
Date of appointment	September 1997
Chair of Governors	Mr Mark Meredith Williams
Registered Inspector	Mr Meurig Thomas
Dates of inspection	26 th -19 th April 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	10.5	26	14	16	32	21	29	28	176.6

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	0	8

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil : adult (fte) ratio in nursery classes	11.5:1
Average Class size, excluding nursery and special classes	27
Teacher (fte) : class ratio	1.1:1

	Reception	KS1	KS2	Whole school
Term 1	92.3	87	94.4	91.2
Term 2	94.5	92	94.5	93.6
Term 3	92.9	92.3	94.3	93.1

Number of pupils excluded during 12 months prior to inspection.	0
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C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 1: 2003

National Curriculum Assessment KS 1 Results: 2003			Number of pupils in Y2: 30						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	3	0	0	34	53	10	0
EN: Reading	Teacher Assessment	School	3	0	0	25	47	25	0
EN: Writing	Teacher Assessment	School	3	0	9	41	38	9	0
EN: Speaking and listening	Teacher Assessment	School	3	0	0	25	72	0	0
MATHEMATICS	Teacher Assessment	School	3	0	14	32	45	9	0
SCIENCE	Teacher Assessment	School	3	0	0	22	75	0	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	63%	In Wales:	79%

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

CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2003							Number of pupils in Y6: 30						
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	0	26.6	60	13.4	0
		National	0	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	0	0	0	0	0	3.4	10	56.6	30	0
		National	0	2	1	1	0	0	5	12	38	40	0
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	70	30	0	0
		National	1	0	0	0	1	1	4	18	51	25	0
	Test/Task	School	0	0	0	0	0	0	0	66.7	33.3	0	0
		National	1	1	0	2	0	0	3	15	50	28	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	26.6	60	13.4	0
		National	0	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	0	3.4	10	56.6	30	0
		National	0	2	1	0	0	0	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	0	0	0	0	16.7	66.6	16.7	0
		National	0	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	0	3.3	73.4	23.3	0
		National	0	2	0	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	77%	In the school:	86%
In Wales:	70%	In Wales:	71%

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

D. The Evidence Base of the Inspection

- The inspection took place over three days by three inspectors. Professional inspectors were in school for eight and the lay inspector for two days. 42 sessions or part sessions were observed.
- All teachers were visited and work in all subjects of the NC and religious education inspected.
- Regular discussions were held with pupils to ascertain their knowledge of curriculum areas and their attitude to learning.
- Pupils work across the age and ability range was examined systematically and the school provided the inspection team with a comprehensive record of pupils' work and other school activities.
- Discussion also took place with the head and staff, including non teaching staff, to establish their specific responsibilities and profession perspectives.
- School documentation was examined and a detailed discussion took place with the head concerning financial matters.
- The views of parents and governors were received and analysed.

E. Composition and Responsibilities of the Inspection Team

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