

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

**Ysgol Llanfair Pwllgwyngyll
Ffordd Caergybi
Llanfair Pwllgwyngyll
Anglesey
LL75 8AX**

School Number: 660-2152

Date of Inspection: 18-20 October 2004

by

**Mrs Sylvia Clough
W261/78919**

Date: 20 December 2004

Under Estyn contract number: T16/04P

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Ysgol Llanfair Pwllgwyngyll was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school.

The inspection of Ysgol Llanfair Pwllgwyngyll took place between 18-20 October 2004. An independent team of three inspectors, led by Mrs Sylvia Clough undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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Context

The nature of the provider

The school is situated in the village of Llanfair Pwllgwyngyll, in the south of Anglesey. It serves an area which is neither prosperous nor economically disadvantaged. The vast majority of the pupils receive nursery education in the village and outside and have had a secure educational foundation before starting at the school. Two hundred and seventy-five pupils attend the school. Pupils' age range is from four to 11 years of age. 3.9 per cent have been registered on the school's census form as being entitled to free school meals.

Welsh is the main medium of teaching but the school prides itself in its ability to ensure that pupils are bilingual by the time they are 11 years of age.

Welsh is the language spoken in 57 per cent of the homes of pupils, 42.3 per cent are English-speaking homes and 0.7 are from homes where Polish and Punjabi are spoken.

The headteacher was appointed in September 1991 and was in the post when the school was last inspected.

The school's priorities and targets

The school's main priorities for 2004-2005 are:

- maintaining the role of subject leaders and strengthening the monitoring of changes and improvements and focussing on the further development of personal and social education this year;
- promoting pupils' good behaviour and strengthening the impact of circle time;
- developing further pupils' thinking skills;
- strengthening the role of pupils through developing a school council.

Summary

- 1 Ysgol Llanfair Pwllgwyngyll is a very good school. The school has continued to raise standards since the last inspection. The inspection team agrees with most of the school's judgements within its school self-evaluation, but the team believes that there are excellent features in pupils' standards of achievement and in the school's efficiency in teaching, training and assessing.

Table of grades awarded

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

Standards

- 2 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. However, there is a need to develop the school's outdoor teaching facilities to broaden children's experiences in aspects of knowledge and understanding of the world.
- 3 Children under five make very good progress in the key skills of speaking, listening, reading, number development and information and communications technology (ICT).
- 4 In both key stages, pupils' standards of achievement in the key skills of speaking, listening, reading and writing and developing mathematics are very good and standards in extended language and ICT are a particular strength of this school, and an example of an excellent feature.
- 5 Pupils' ability to work bilingually shows outstanding features throughout the school with pupils managing easily with presenting information in various styles and in an extensive manner in both languages.
- 6 Pupils with special educational needs (SEN) make good progress towards attaining their individual targets and they make very good progress towards reaching their potential.
- 7 Pupils demonstrate very good progress in their personal and social skills and they co-operate diligently and conscientiously showing mutual respect.
- 8 They demonstrate very good problem-solving skills using various strategies and very effective co-ordination. They show enjoyment, enthusiasm and incentive, by working very productively.
- 9 They demonstrate progressiveness when measuring their own success and when thinking of ways to improve their performance and progressing to the next learning stage, particularly in the key skills.
- 10 At the end of Key Stage (KS) 1 in 2004, Standard Assessment Tests' (SATs) results, by teacher assessment, show that the school compares favourably with county and national results.
- 11 At the end of KS2 in 2004, SATs' results show that the school compares favourably with county and national results. The results are consistent with the school's targets and at times, better than expected.
- 12 Pupils show real enthusiasm when learning and show maturity when concentrating for extended periods, presenting their ideas and discussing and debating sensibly.
- 13 Pupils attain a good level of attendance and they are punctual arriving at the school and their lessons during the day.
- 14 They take a very effective part in the community and they develop their ability to work thoroughly and in an independent way across the curriculum. This gives the necessary skills to support their lifelong learning.

The quality of education and training

15 The quality of teaching was adjudged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
85.7	14.3	0	0	0

16 The percentage of lessons judged to be very good is higher than the Welsh Assembly Government average of 50 per cent of good lessons or better.

17 The teachers and support staff motivate and challenge learners through setting clear objectives to the lessons and identifying specific targets that pupils can understand and reach through hard work, be it in lessons or other experiences.

18 In those lessons where excellent features were seen, teachers:

- plan carefully, ensuring effective instructions at the start of lessons to enable the pupils to work independently;
- hold effective question and answer sessions to encourage pupils to research into ideas enthusiastically, to form a sensible argument and to express opinion in a responsible way;
- offered personal support and guidance of a high standard to learners encouraging them to judge their performance;
- analyse individuals' learning needs thoroughly and use them to prepare tasks which enable the pupils to reach their full potential;
- promote equality and equal opportunities for all, whatever their educational, linguistic, ethnic background or their individual needs, such as learners with a hearing impairment;
- hold sessions to strengthen concepts and skills effectively.

19 The standard of assessment is very good, with a class overview method of assessment minimizing bureaucracy, while at the same time ensuring that teachers have the necessary knowledge to ensure continuous coherence. This is a help when the school formulates its annual targets.

20 Support and guidance of high quality are offered across the school's activities including personal and social education, with the pupils dealing with equality, sex, race and disability issues in a pro-active, sensitive and friendly way.

21 The school is a very happy community where the feeling of belonging is created. The pupils support themselves effectively by imitating their teachers' attitudes towards them.

22 The provision for pupils with SEN is good but does not make further use of more diagnostic tests, in order to plan for improvement in pupils' abilities to read.

23 Security issues were discussed with the school during the inspection.

24 The condition of the school playing field is unsatisfactory and is an issue which needs urgent attention.

Leadership and management

- 25 School leadership and management are very good. The headteacher gives clear and purposeful leadership which gives effective direction to the life and work of the school.
- 26 Values, aims, objectives and targets that are fully understood by everyone are promoted, monitored and implemented very effectively.
- 27 They promote equality for all and this is fully highlighted in the life and work of the school.
- 28 Self-evaluation systems have long been established and work very effectively to ensure that realistic and challenging targets are set. These targets:
 - 29 ensure that there is a way of appraising effective and honest staff;
 - 30 ensure that the managers promote the professional development of teaching staff, but it has not yet developed a way of appraising the performance of support staff;
 - 31 continuously maintain and improve staff knowledge and performance in the areas they are responsible for.
- 32 The governing body is very supportive and contributes effectively to the school. The members take note of the opinion of learners, staff and advisers from the local authority when determining priorities and note steps to implement improvement.
- 33 The governors are very pro-active in monitoring standards and provision. The school's self-evaluation document is systematically comprehensive and based on first-hand evidence which arose from the monitoring. Although the School Prospectus and Governors' Annual Report to Parents are comprehensive, they do not fully meet the statutory requirements.
- 34 The School Development Plan (SDP) is also comprehensive and detailed, with priorities clearly noted. Governors make a regular evaluation of the steps that have been implemented and ensure value for money, through careful allocation according to the school's priorities.
- 35 The school has progressed very well since the last inspection with all key issues fulfilled. This has had a very good impact on standards in classes and on the managerial side of the school.
- 36 The role of subject leaders has developed very well.
- 37 There are adequate teaching, training and support staff who are very qualified in terms of expertise and training.
- 38 School accommodation is very luxurious, attractive and very well suited to the needs of pupils. The only weakness is the condition of the school playing field which is totally unacceptable with regards to giving pupils the opportunity to develop their skills, as the surface of the land is dangerous and often flooded.
- 39 In both key stages, very effective use is made of the school environment and other places to enrich pupils' learning experiences and curricular understanding in history, art, outdoor activities, geography, science and personal and social education.

Recommendations

- R1 Develop an awareness and strategy for using directive assessment criteria in order to broaden the knowledge about shortcomings in reading among the pupils who are having difficulty, and to plan which strategies to use to solve their problems.
- R2 Develop pupils' initiative skills.
- R3 Strengthen the experiences of the under-fives through using the school's outdoor environment more effectively to fulfil more direct learning experiences.
- R4 Address immediately the condition of the school field which impairs the development of pupils' skills in physical education. These safety measures require urgent attention.

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

Standards

Key question 1: How well do learners achieve?

Grade 1 good with outstanding features

- 40 The inspection team judgement is different to the one in the school self-evaluation where Key Question 1 was adjudged as Grade 2.
- 41 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes. Baseline assessment shows that children's achievement on their entry to the school is good and there is a close working relationship between the school and the nearby nursery school.
- 42 Children under five years of age make good progress in the key skills of speaking, listening, reading and developing their ability to deal simply with number and ICT.
- 43 The opportunities the children have of working outdoors within the environment of the school do not give them first-hand experiences of an understanding of the world and their physical skills.
- 44 In both key stages, pupils' standards of development and achievement in the key skills of listening, speaking, reading and developing mathematics are very good and standards in extended writing and using ICT are outstanding.
- 45 Pupils show good development with regards to their creative skills across the school.
- 46 Pupils respond relevantly to questions by the teachers, and also pay attention to the opinion of other pupils. They show enthusiasm when working together to solve problems, and when responding to a challenge within their tasks.

- 47 Pupils speak confidently, using rich language and a wide range of words, when discussing a variety of texts within their lessons. They are able to participate and enrich their experiences in lessons through assessing and helping one another, and give constructive feedback which reflects the aims of the lessons followed.
- 48 Pupils fulfil mathematical work across the curriculum, in science, geography and art lessons. They handle equipment skilfully, make accurate measurements and come to wise conclusions on the basis of their findings. They use their recording skills and give sufficient attention to the accuracy of language and mathematics.
- 49 Pupils show care when moving around the school, inside and outside the building and show respect towards one another in formal situations in lessons, and informally, during break and lunch time.
- 50 When working in pairs, or in small groups, pupils behave politely and in a friendly manner, while helping one another.
- 51 The school's actions and policies regarding attendance conform to the statutory requirements of Welsh Assembly Government circular 3/99. Pupils' attendance is good with an attendance percentage of 95.1 per cent over the past year, and they are consistently punctual arriving at school and attending lessons.
- 52 Pupils show high skills of ability solving problems in a variety of lessons, through commitment within individual work and tasks, or through negotiating and co-operating in group activities. They offer improvements, assess attainments and give oral feedback to each other confidently, when discussing lesson tasks.
- 53 Pupils play a very effective part in the community and they develop their ability to work thoroughly and independently across the curriculum. This gives them the necessary skills to maintain lifelong learning.
- 54 The ethos established in a number of lessons encourages pupils to ask questions about their activities and the targets that are set and encourages them to offer suggestions on how their performances can be improved.
- 55 Teachers offer purposeful experiences to the pupils through interesting activities in a range of subjects. This broadens and enriches the experience of learners and enriches their personal development through experiences which include moral and social aspects.
- 56 A good number of pupils demonstrate intelligent communication abilities bilingually, and can express themselves confidently and with understanding, in Welsh and English.
- 57 Pupils co-operate through listening to others, and show respect towards each member of their group or class – whatever the pupil's background or race.
- 58 Pupils have various interesting and purposeful experiences and opportunities to extend their ICT skills across the curriculum. Pupils understand that subjects such as ICT have value within the workplace and they take advantage of opportunities to look at the impact of ICT in the world of work and during leisure times.
- 59 Pupils' behaviour and attitudes in classrooms and around the school are very good, are a strength of the school and have a positive effect on the learning and life of the school in general. School life is based on respect, trust and an awareness of the needs of others and pupils follow the example of teachers in

this respect. They are friendly and polite to each other, to staff and visitors to the school and there is a very close relationship between them and the staff.

- 60 Pupils' attendance percentages are consistently good. Parents are aware of their responsibility regarding attendance and punctuality and inform the school in any case of absence. The vast majority of pupils arrive at school punctually and the school day and the lessons begin on time. Registers are kept neatly and are monitored regularly by the headteacher; they meet statutory requirements.
- 61 Pupils make very good progress in their personal, social and moral development through the variety of learning experience offered to them. Pupils' personal and social attitudes are developed effectively through cross-curricular activities and as a result, pupils have a clear sense of ownership and responsibility towards each other and their environment.
- 62 The organisation within the school nurtures a positive attitude towards equal opportunity and respects diversity across a number of activities. All pupils are given equal opportunity and the activities appeal to pupils of different cultural backgrounds. Pupils benefit from the vast experiences had through the close link with the local community and also the numerous visits to a number of places during the year.

The quality of education and training

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

Grade 1 good with outstanding features

- 63 The inspection team judgement is different to the one made by the school in its self-evaluation where Question 2 was adjudged Grade 2.
- 64 A wide range of lessons across the curriculum was observed, pupils' work was looked through in detail during the inspection and the team agrees that all of it is of a very good quality.
- 65 In the lessons observed, teaching standards were awarded as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
85.7%	14.3%	0%	0%	0%

- 66 27. In the lessons judged to have outstanding features, the following outstanding points were seen:
- 67 polished presentations to lessons by teachers who obviously consider pupils' ability and needs, and prepare skilfully by using their subject knowledge wisely and timely. They use their ability to question effectively in order to retain pupils' interest and spark their enthusiasm.
- 68 effective and good use of purposeful resources, especially those which develop pupils' ICT ability, ensuring that their presentation work is of a higher standard and that they nurture and develop wide skills.
- 69 ensuring that each pupil has equal right in class and in other activities, ensuring that the tasks are suitable to their ability, background and their interests.
- 70 introducing challenging tasks to the pupils by encouraging and guiding them carefully to ensure that they exercise independence when working, that they

reason and make sensible decisions through discussion and purposeful research work.

- 71 The school has adopted a class overview plan for assessing pupils' achievements, progress and attainments. The plan shows attainments against criteria on different levels within subjects. This plan is used to identify strengths and weaknesses of each pupil, and then to prepare subsequent lessons and set new progress targets.
- 72 In the core subjects, the assessment process is continuous when marking work and offering feedback; mathematical schemes of work require regular assessment after each series of six lessons.
- 73 There are language targets for, and known to, each pupil and this information is made known to parents also.
- 74 At the end of the academic year, information about each pupil's targets and achievements is transferred from one class teacher to the next, providing progression, continuity and consistency in the assessment, identifying and reporting process.
- 75 Assessments of reading progress are held through the All-Wales Scheme for Year (Y) 3 pupils and the results on the basis of a norm-directive test are used to identify pupils who are having difficulties, or underachieving. The school does not make use of directed criteria tests, or of informal reading lists, to identify the nature of strengths and weaknesses in reading skills which would promote further planning for individuals.
- 76 There is a developmental profile for each pupil. These profiles contain information about pupils' academic abilities as well as annual reports, attainment records and samples of their work in the core subjects and foundation subjects.
- 77 The procedure of assessing and reporting is convenient throughout the school and avoids unacceptable levels of unnecessary bureaucracy.
- 78 The system of recording pupils' attainments matches National Curriculum (NC) levels, and suits the statutory requirements for assessment and reporting.
- 79 Through offering written notes in pupils' workbooks, teachers highlight the outstanding features and offer relevant and constructive suggestions on how to show improvement. The nature of these suggestions is offered to each pupil, whatever the ability and the attainments.
- 80 Reports to parents are comprehensive, correspond to statutory requirements and are of a high standard. Teachers give suggestions in the core subjects on how to improve, by setting general targets for each pupil. The reports are clear, and note pupils' achievements, simply and, with a clear text and message.

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

Grade 1 good with outstanding features

- 81 The inspection team's judgement agrees with the school self-evaluation that Grade 1 is an accurate description of standards in issues dealing with Key Question 3.

- 82 The school responds very well to pupils' needs, giving equal opportunities to all through presenting a complete and balanced curriculum. Teachers' careful planning ensures that there is continuous progress in standards and in the experiences pupils have.
- 83 The staff are very skilled in teaching the key skills. The secure foundation set in language, number and ICT prepares the pupils very well for the future as they learn at an early stage how to work independently.
- 84 They have the opportunity to practise their skills further through field work and regular visits dealing with aspects of subject study.
- 85 Spiritual, moral, social and cultural development is well promoted through the variety of learning experiences offered to pupils. Pupils' moral and spiritual development is promoted in Worldwide Education activities, personal and social education and during assemblies and general life of the school. Personal and social education is threaded into the schemes of work and the pupils deal with the customs of different cultures and religions maturely and conscientiously.
- 86 The school has a very good relationship with parents and carers. They support the school with enthusiasm. The foundation of these close links begins in the nursery. The information found in the school handbook and the governors' annual report is very comprehensive but they do not fully meet the statutory requirements. Letters are sent to homes on a regular basis and termly information is given about the themes and activities of each class. Parents and carers are very satisfied with the information they receive from the school by letter, meetings and reports. The Home/School Agreement which conforms to statutory requirements, has been signed by almost all of the parents and carers. The Parent Teacher Association raises significant sums of money during the year towards resources such as instruments, books and a system to secure the school.
- 87 There are very close links between the school and the community, which is one of the strengths of the school. Pupils play a prominent part in the village and island activities. A number of services, concerts, fairs and other activities are held throughout the year and pupils collect towards charities and good causes regularly. A very good feature is the very great number of individuals and groups who attend the school to talk to pupils about their work and their experiences. Local agencies are also very supportive and enrich pupils' education and understanding. There are numerous visits to a number of places across North Wales which support and enrich children's education very extensively. The school has a prosperous *Urdd* Section and also a number of extra-curricular clubs and there are various opportunities for pupils to take part in competitive sports.
- 88 There is a very good bridging system between the local nursery school and the school and the teachers in the reception classes visit the nursery regularly. There are clear guidelines on contact and transfer between KS2 and KS3. The pastoral arrangements are effective and there are also curricular bridging activities for pupils who transfer to the secondary school, with teachers in both schools holding joint training days to organise joint activities in Welsh, English and mathematics.
- 89 The school has an agreement to receive prospective students from the University in Bangor and the mentoring arrangements are effective. The school will also be receiving students from Coleg Menai.

- 90 The curriculum contains elements of understanding business, trade and industry and advantage is taken every opportunity to visit the world of work. The school has benefited financially from its industrial relationship with Hogan Bros Group, 'Teledu Annibynnol Cymru' and SPAR. The school is currently collaborating with Careers Wales to arrange work experience for teachers in the near future. The school has already held a multi-agency day during the year with representation from the local fire brigade and the police and the paramedic service discussing and giving a demonstration of their work. Local business owners also come to the school to give experiences of the world of work to pupils.
- 91 Although industrial links are good, the school fully realises that there is room to develop pupils' adventure experiences and skills.
- 92 Pupils' bilingual skills have been very effectively developed and are one of the strengths of the school. Both languages are used regularly across the curriculum.
- 93 Great emphasis is placed on Welsh heritage and the school works enthusiastically in *eisteddfodau* and *Urdd* activities.
- 94 The school has a World-Wide Education policy which gives attention to fair trade and also promotes education for sustainable developments.

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

Grade 2	good features and no important shortcomings
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- 95 The inspection team judgement agrees with the school self-evaluation that grade 2 is an accurate description of standards in issues relating to Key Question 4.
- 96 The school is a happy community and supports the pupils very well through giving care to the pupils who themselves show courtesy and respect towards those who support them.
- 97 The school makes effective use of support staff, especially with the pupils who need further attention. These assistants also listen to, and offer support to, pupils who have been identified as needing support for reading. This support is regular at the beginning of each morning.
- 98 The assistants show care for pupils with specific difficulties by using sign language with a pupil who has hearing problems, and by adapting visual methods for a pupil who has sight-related problems.
- 99 Parents co-operate well with the school and believe they have a voice in the school as there is an open door for them to have the opportunity to voice opinion and to discuss ideas with the headteacher and the staff. The school does not use a questionnaire to seek the opinion of parents but the management team is considering doing this in the future.
- 100 School registers are kept accurately and neatly. Attendance and punctuality are monitored carefully. Registration periods are a time when pupils can relax and enjoy a conversation with their teachers before carrying on with subject lessons. There are policies on child protection, racial equality and cultural diversity, sex education and fire arrangements which are well known to everyone and are effectively realized.

- 101 The school has effective procedures to help pupils to settle when they start at school and when moving from one year to the next. However, the school does not ensure that the same procedures are fully in place when pupils transfer to the secondary school.
- 102 The school provides well for pupils with SEN, and the provision meets the Welsh SEN Code of Practice requirements.
- 103 There are eight pupils on a special education statement and 24 children on school support levels, or additional support through school arrangement.
- 104 The All-Wales Reading Test is used to assess reading. The results of this test are norm-directive and offer statistical information on pupils' attainments. No use is made of directive criteria reading assessments by the school to focus on analysing pupils' misreading.
- 105 The reading scheme, together with the Basic Skills Agency, has shown an increase in good attainments among pupils over a period of six months and the Agency has awarded its Quality Mark to the school on the basis of pupils' attainments.
- 106 The Individual Education Plans are relevant, are updated regularly and parents have the opportunity to contribute to annual reviews of the pupils who have a special education statement.
- 107 There is differentiated provision for groups of pupils of different abilities within the class. This provision offers support and suitable instructions, and considers pupils' attainment levels and development. Differentiated provision is available through support, through adapting tasks, and through purposeful resources.
- 108 The special education co-ordinator has enough specific time to implement the school's policy on special education and her duties in this area throughout the school.
- 109 There is a wide range of provision for the different learning abilities of each pupil which offers excellent activities of visual, audio, kinesthetic (mobile) and technological methods of teaching.
- 110 The school receives regular support from the education authority's education psychologist, and follows this up through implementing the relevant suggestions for specific pupils, under the care of the special education co-ordinator.
- 111 Support by the language and speech therapist is implemented through a work programme which is reviewed through monthly visits by the therapist.
- 112 Staff from Holyhead special education unit visit the school to give support to specific pupils who have language problems.
- 113 The school opens its doors to welcome specific support for a child with dyslexia. This provision is supported by the University of Wales (Bangor) through a parent's independent arrangement, with the school's co-operation.
- 114 No instances of bullying or aggressive behaviour were seen during the inspection. The school routine and discipline policy includes guidelines, a clear strategy and structured steps on how to respond to, and deal with, any instance of disorder and bullying. The school has a specific and clear policy for anti-bullying.

- 115 Suitable resources are developed and produced which give equal opportunities of education to each pupil.
- 116 There are particularly good opportunities to extend and develop pupils' awareness of world-wide issues through references to fair trade in a way which promotes an understanding of the importance of racial interrelationship and fairness world wide.
- 117 The school's equal opportunity policy document shows clearly its objectives and guidelines for the inclusion of all individuals in the school's activities, through nurturing healthy attitudes towards sex, colour, religion and special education.
- 118 Equal opportunities are evident in morning services, with the headteacher wearing a microphone for pupils who have hearing problems.

Leadership and management

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

Grade 1 good with outstanding features

- 119 The inspection team findings agree with the school self-evaluation that grade 1 is an accurate description of standards in issues dealing with Key Question 5.
- 120 The school evaluation is an outstanding feature. It is very complete and is a result of first-hand evidence arising from careful and thorough monitoring of aspects relating to standards in subjects, key skills, resources and managerial aspects. The self-evaluation is honest and is discussed and monitored regularly throughout the school year.
- 121 The headteacher gives clear and firm leadership to the school. It is ensured that all members of staff have a contribution to make and this ensures that agreed aims and objectives are set in the SDP when planning for improvement or maintaining standards in the future.
- 122 Subject leaders and the management team give sufficient attention to national and catchment priorities. The staff work closely with nearby schools and the local authority.
- 123 The school is working on creating a school council to be able to make more effective use of pupils' ideas and contribution.
- 124 The SDP is a complete document which gives clear direction to the staff and managers. The school has an effective teaching staff appraisal system but the managers have not as yet developed a method of appraising support staff. However, these staff members are hard working and contribute much to the life of the school.
- 125 A close eye is kept on pupils' achievement and the teaching team is very effective in supporting each other and the pupils they are responsible for.
- 126 There is a very hard working governing body in the school and the members have a very good knowledge and understanding of developments in the world of education and care for pupils. The body makes a large contribution to the school's leadership and efficiency and the members are very aware of their

responsibilities by virtue of their offices with regard to ensuring continuous improvement.

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

Grade 1 good with outstanding features

- 127 The inspection team judgement shows that standards in issues relating to Key Question 6 deserve grade 1, although it was adjudged grade 2 in the school self-evaluation.
- 128 The headteacher, the governing body and the subject leaders show full commitment towards maintaining and raising standards. The self-evaluation process has been fully established in this school and the findings of that evaluation are used to create a challenging development plan, stretching over a period of three years.
- 129 In the SDP, the managers identify priorities giving consideration to the cost and creating a timetable to meet the targets that were chosen for implementation. They also measure school success in meeting the priorities against criteria.
- 130 The school has, with the help of the local authority, analysed SATs' results and other tests carefully and the results of the analyses are used to:
- structure the teaching and learning;
 - make decisions relating to staff development and arranging training;
 - set new targets;
 - select homework activities in order to strengthen concepts and aspects on various subjects.
- 131 The school has made very good progress since the last inspection and has fully dealt with the key issues.

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

Grade 1 good with outstanding features

- 132 The inspection team judgement agrees with the school self-evaluation that standards relating to Key Question 7 deserve grade 1.
- 133 The school has an adequate supply of teachers and support staff, who are suitably qualified in a wide range of subjects.
- 134 The school assistants offer support of a high quality to the pupils with SEN, as well as to other pupils who need support from time to time.
- 135 The school support staff offer effective service and the voice of the support staff is represented among the governors by the inclusion of the school secretary on the governing body. This gives the governors a view on wider experiences of aspects of the school.
- 136 There are adequate resources for the variety of pupils' needs and abilities, and across all subjects. There are a number of resources to motivate the pupils. There is an information technology room of the highest standard, an appropriate

- hall, and extensive classrooms. It is possible to move about the school in an orderly manner along wide corridors.
- 137 There are insufficient opportunities for the under-fives to use their outdoor environment to fulfil experiences while learning.
- 138 School leaders and managers promote equality for all and this is highlighted in the life and work of the school on a daily basis.
- 139 The school building is in a luxurious and good condition, and there are a number of colourful, attractive displays, corresponding to pupils' learning needs and which are relevant to the subjects, to be seen on the walls of classes and corridors.
- 140 The condition of the school playing field is unsatisfactory and in an untidy condition. The shortcomings prevent the pupils from developing their physical education skills to the utmost, as the surface of the field is dangerous because of holes. The surface of the field is also prone to heavy floods and gathers pools of water. In order to overcome the shortcoming, the school has made arrangements with the local council to make use of a multi-purpose field near the school. Similar use is made of a local leisure centre and the resources that are there to extend skills in physical education.
- 141 In both key stages, very effective use is made of the school environment and places beyond to enrich learning experiences and pupils' curricular understanding in history, art, outdoor activities, geography, science and personal and social education.
- 142 The school spends money according to the priorities designated by subject leaders in the context of schemes of work.
- 143 The teachers regularly go on training courses, and update their subject knowledge in the context of the school's priorities. This has a constructive and developmental effect on new plans in the school. An example of this is the class overview assessment plan which has been developed by the school staff to improve the system of assessment, recording and reporting.
- 144 The school governors promote the professional development of members of staff within the teaching teams, but it has not developed a method of appraising the performance of support staff.
- 145 The self-evaluation systems supports and improves, continuously, staff knowledge and performance in the areas for which they are responsible.
- 146 The school plans for relevant resources by focussing on its priorities, and its developmental plans. Effective differentiated sheets are produced by staff for the different abilities shown by pupils in their lessons.
- 147 The headteacher and the governors review and evaluate the resources and their effectiveness regularly. The SDP is comprehensive and detailed, with priorities clearly identified. They support the evaluation of steps which have been implemented through careful allocation according to the school's priorities. This gives value for money.

School's response to the inspection

The governing body and staff appreciate the professional and courteous way in which the inspection was conducted.

The school will now incorporate the recommendations into the Development Plan and implement these recommendations as soon as possible.

The school is pleased with the results of the inspection, which is testament to the hard work, commitment and professionalism of staff, diligent pupils and supportive parents.

Appendix A

Basic information about the school

Name of School	Ysgol Llanfair Pwllgwyngyll
School type	Community Bilingual
Age-range of pupils	4-11 years
Address of school	Ffordd Caergybi Llanfair Pwllgwyngyll Anglesey
Post-Code	LL75 8AX
Telephone Number	01248 715361

Headteacher	Dafydd Idriswyn Roberts
Date of appointment	September 1991
Chair of Governors	Dr Eryl Wynn Davies
Registered Inspector	Mrs Sylvia Clough
Dates of inspection	18-20 October 2004

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		42	39	33	43	41	40	37	275

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	2	12

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25:1
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	11:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 03	94.6	N/A	N/A	94.0
Spring 04	94.7	N/A	N/A	94.6
Summer 04	94.9	N/A	N/A	95.5

Percentage of pupils entitled to free school meals	3.9
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results

End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:		44			
Percentage of pupils at each level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School		2	11	73	14	
		National	1	1	11	64	23	
We: oracy	Teacher Assessment	School		2	11	73	14	
		National	1	2	12	63	22	
We: reading	Teacher Assessment	School		7	18	43	32	
		National	1	3	17	59	21	
We: writing	Teacher Assessment	School		11	14	64	11	
		National	1	3	20	65	10	
Mathematics	Teacher Assessment	School			9	57	34	
		National		2	11	63	24	
Science	Teacher Assessment	School			7	57	36	
		National		2	10	66	22	

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

In the school	86	In Wales	80.1
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D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004			Number of pupils in Y6		12							
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School		2				6.1	12.1	27.3	54.5	
		National	0.5	0.1		0.4	0.7	5.0	16.4	46.1	30.4	0.1
	Test/Task	School		3	3				9.1	33.3	51.5	
		National	0.5	1.2		0	0	3.5	12.6	42.2	36.8	0
Welsh	Teacher assessment	School					6.1	3.0	6.1	45.5	39.4	
		National	1.0	0.0		0.4	0.7	3.3	17.1	48.9	27.8	0
	Test/Task	School		6.1				3.0	6.1	48.5	36.4	
		National	1.2	1.1		0	0	2.4	15.2	48.6	30.2	0
Mathematics	Teacher assessment	School						12.1	6.1	45.5	36.4	
		National	0.4	0.1		0.3	0.5	3.4	17.2	46.3	31.4	0.1
	Test/Task	School		3.0				9.1	6.1	45.5	36.4	
		National	0.5	1.4		0	0	3.3	15.3	42.9	35.5	0
Science	Teacher assessment	School						3.0	9.1	30.3	57.6	
		National	0.4	0.1		0.3	0.3	1.4	10.7	50.0	36.5	0
	Test/Task	School		3					9.1	39.4	48.5	
		National	0.5	1.3		0.0	0.0	0.7	7.7	50.7	38.7	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	81.8	In the school	81.8
In Wales	71.9	In Wales	72.3

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

Appendix D

Evidence base of the inspection

A team of three inspectors spent a period equivalent to eight days in the school.

Pre-inspection meetings were held with pupils' parents and the school governing body to discuss issues relating to the life of the school arising from the seven key questions.

Forty-six parents' questionnaires were received and time was spent carefully analysing the information which they raised and making none of them.

Twenty-one cross-curricular lessons were observed.

A sample of pupils was heard reading in both key stages. Discussions were held with a number of pupils and they were questioned about aspects of work and school life. Particular attention was given to the key skills and extra-curricular aspects were discussed

Samples of work and school schemes of work were scrutinised.

Discussions were held with school staff covering a wide variety of issues relating to their responsibilities, life and work of the school.

Consideration was given to assessment documents, individual programmes of work and school reports.

Registers and school management documents were scrutinised.

Morning service was attended.

The main findings were discussed with staff and the school nominee.

The governing board were met following the inspection, to discuss the team's findings and to give feedback on the inspection.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Sylvia Clough Rgl	Question 1 1.1 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 Question 2 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 Question 3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 Question 4 4.4, 4.5, 4.13, 4.15, 4.16, 4.17, 4.18 Question 5 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8 Question 6 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7
Glyn Griffiths, Team	Question 1 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16 Question 2 2.9, 2.10, 2.11, 2.12 Question 4 4.1, 4.10, 4.11, 4.12 Question 7 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7.
Gwynoro Jones Lay	Question 3 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14 Question 4 4.2, 4.6, 4.7, 4.8, 4.9 Question 5 5.3, 5.9 Gave support during the inspection with 4.17.

Acknowledgement

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

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

A Summary Report For Parents

**Ysgol Llanfair Pwllgwyngyll
Ffordd Caergybi
Llanfair Pwllgwyngyll
Anglesey
LL75 8AX**

School Number: 660-2152

Date of Inspection: 18-20 October 2004

by

**Mrs Sylvia Clough
W261/78919**

Date: 20 December 2004

Under Estyn contract number: T16/04P

Ysgol Llanfair Pwllgwyngyll was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school.

The inspection of Ysgol Llanfair Pwllgwyngyll took place between 18-20 October 2004. An independent team of three inspectors, led by Mrs Sylvia Clough undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

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Basic information about the school

Name of School	Ysgol Llanfair Pwllgwyngyll
School type	Community Bilingual
Age-range of pupils	4-11 years
Address of school	Ffordd Caergybi Llanfair Pwllgwyngyll Anglesey
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Telephone Number	01248 715361

Headteacher	Dafydd Idriswyn Roberts
Date of appointment	September 1991
Chair of Governors	Dr Eryl Wynn Davies
Registered Inspector	Mrs Sylvia Clough
Dates of inspection	18-20 October 2004

Context

The nature of the provider

The school is situated in the village of Llanfair Pwllgwyngyll, in the south of Anglesey. It serves an area which is neither prosperous nor economically disadvantaged. The vast majority of the pupils receive nursery education in the village and outside and have had a secure educational foundation before starting at the school. Two hundred and seventy-five pupils attend the school. Pupils' age range is from four to 11 years of age. 3.9 per cent have been registered on the school's census form as being entitled to free school meals.

Welsh is the main medium of teaching but the school prides itself in its ability to ensure that pupils are bilingual by the time they are 11 years of age.

Welsh is the language spoken in 57 per cent of the homes of pupils, 42.3 per cent are English-speaking homes and 0.7 are from homes where Polish and Punjabi are spoken.

The headteacher was appointed in September 1991 and was in the post when the school was last inspected.

The school's priorities and targets

The school's main priorities for 2004-2005 are:

- maintaining the role of subject leaders and strengthening the monitoring of changes and improvements and focussing on the further development of personal and social education this year;

- promoting pupils' good behaviour and strengthening the impact of circle time;
- developing further pupils' thinking skills;
- strengthening the role of pupils through developing a school council.

Summary

- 1 Ysgol Llanfair Pwllgwyngyll is a very good school. The school has continued to raise standards since the last inspection. The inspection team agrees with most of the school's judgements within its school self-evaluation, but the team believes that there are excellent features in pupils' standards of achievement and in the school's efficiency in teaching, training and assessing.

Table of grades awarded

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

Standards

- 2 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. However, there is a need to develop the school's outdoor teaching facilities to broaden children's experiences in aspects of knowledge and understanding of the world.
- 3 Children under five make very good progress in the key skills of speaking, listening, reading, number development and information and communications technology (ICT).
- 4 In both key stages, pupils' standards of achievement in the key skills of speaking, listening, reading and writing and developing mathematics are very good and standards in extended language and ICT are a particular strength of this school, and an example of an excellent feature.
- 5 Pupils' ability to work bilingually shows outstanding features throughout the school with pupils managing easily with presenting information in various styles and in an extensive manner in both languages.
- 6 Pupils with special educational needs (SEN) make good progress towards attaining their individual targets and they make very good progress towards reaching their potential.
- 7 Pupils demonstrate very good progress in their personal and social skills and they co-operate diligently and conscientiously showing mutual respect.

- 8 They demonstrate very good problem-solving skills using various strategies and very effective co-ordination. They show enjoyment, enthusiasm and incentive, by working very productively.
- 9 They demonstrate progressiveness when measuring their own success and when thinking of ways to improve their performance and progressing to the next learning stage, particularly in the key skills.
- 10 At the end of Key Stage (KS) 1 in 2004, Standard Assessment Tests' (SATs) results, by teacher assessment, show that the school compares favourably with county and national results.
- 11 At the end of KS2 in 2004, SATs' results show that the school compares favourably with county and national results. The results are consistent with the school's targets and at times, better than expected.
- 12 Pupils show real enthusiasm when learning and show maturity when concentrating for extended periods, presenting their ideas and discussing and debating sensibly.
- 13 Pupils attain a good level of attendance and they are punctual arriving at the school and their lessons during the day.
- 14 They take a very effective part in the community and they develop their ability to work thoroughly and in an independent way across the curriculum. This gives the necessary skills to support their lifelong learning.

The quality of education and training

15 The quality of teaching was adjudged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
85.7	14.3	0	0	0

- 16 The percentage of lessons judged to be very good is higher than the Welsh Assembly Government average of 50 per cent of good lessons or better.
- 17 The teachers and support staff motivate and challenge learners through setting clear objectives to the lessons and identifying specific targets that pupils can understand and reach through hard work, be it in lessons or other experiences.
- 18 In those lessons where excellent features were seen, teachers:
 - plan carefully, ensuring effective instructions at the start of lessons to enable the pupils to work independently;
 - hold effective question and answer sessions to encourage pupils to research into ideas enthusiastically, to form a sensible argument and to express opinion in a responsible way;
 - offered personal support and guidance of a high standard to learners encouraging them to judge their performance;
 - analyse individuals' learning needs thoroughly and use them to prepare tasks which enable the pupils to reach their full potential;
 - promote equality and equal opportunities for all, whatever their educational, linguistic, ethnic background or their individual needs, such as learners with a hearing impairment;

- hold sessions to strengthen concepts and skills effectively.
- 19 The standard of assessment is very good, with a class overview method of assessment minimizing bureaucracy, while at the same time ensuring that teachers have the necessary knowledge to ensure continuous coherence. This is a help when the school formulates its annual targets.
 - 20 Support and guidance of high quality are offered across the school's activities including personal and social education, with the pupils dealing with equality, sex, race and disability issues in a pro-active, sensitive and friendly way.
 - 21 The school is a very happy community where the feeling of belonging is created. The pupils support themselves effectively by imitating their teachers' attitudes towards them.
 - 22 The provision for pupils with SEN is good but does not make further use of more diagnostic tests, in order to plan for improvement in pupils' abilities to read.
 - 23 Security issues were discussed with the school during the inspection.
 - 24 The condition of the school playing field is unsatisfactory and is an issue which needs urgent attention.

Leadership and management

- 25 School leadership and management are very good. The headteacher gives clear and purposeful leadership which gives effective direction to the life and work of the school.
- 26 Values, aims, objectives and targets that are fully understood by everyone are promoted, monitored and implemented very effectively.
- 27 They promote equality for all and this is fully highlighted in the life and work of the school.
- 28 Self-evaluation systems have long been established and work very effectively to ensure that realistic and challenging targets are set. These targets:
 - ensure that there is a way of appraising effective and honest staff;
 - ensure that the managers promote the professional development of teaching staff, but it has not yet developed a way of appraising the performance of support staff;
 - continuously maintain and improve staff knowledge and performance in the areas they are responsible for.
- 29 The governing body is very supportive and contributes effectively to the school. The members take note of the opinion of learners, staff and advisers from the local authority when determining priorities and note steps to implement improvement.
- 30 The governors are very pro-active in monitoring standards and provision. The school's self-evaluation document is systematically comprehensive and based on first-hand evidence which arose from the monitoring. Although the School Prospectus and Governors' Annual Report to Parents are comprehensive, they do not fully meet the statutory requirements.
- 31 The School Development Plan (SDP) is also comprehensive and detailed, with priorities clearly noted. Governors make a regular evaluation of the steps that have

been implemented and ensure value for money, through careful allocation according to the school's priorities.

- 32 The school has progressed very well since the last inspection with all key issues fulfilled. This has had a very good impact on standards in classes and on the managerial side of the school.
- 33 The role of subject leaders has developed very well.
- 34 There are adequate teaching, training and support staff who are very qualified in terms of expertise and training.
- 35 School accommodation is very luxurious, attractive and very well suited to the needs of pupils. The only weakness is the condition of the school playing field which is totally unacceptable with regards to giving pupils the opportunity to develop their skills, as the surface of the land is dangerous and often flooded.
- 36 In both key stages, very effective use is made of the school environment and other places to enrich pupils' learning experiences and curricular understanding in history, art, outdoor activities, geography, science and personal and social education.

Recommendations

- R1 Develop an awareness and strategy for using directive assessment criteria in order to broaden the knowledge about shortcomings in reading among the pupils who are having difficulty, and to plan which strategies to use to solve their problems.
- R2 Develop pupils' initiative skills.
- R3 Strengthen the experiences of the under-fives through using the school's outdoor environment more effectively to fulfil more direct learning experiences.
- R4 Address immediately the condition of the school field which impairs the development of pupils' skills in physical education. These safety measures require urgent attention.

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

Acknowledgement

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