

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

**YSGOL GYNRADD LLANFAWR  
FFORDD TUDUR  
MORAWELON  
HOLYHEAD  
ANGLESEY  
LL65 2DS**

**SCHOOL NUMBER: 660 2169**

**DATE OF INSPECTION: 4th – 7th MAY 2004**

**BY  
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**REGISTERED INSPECTOR: W0 93/17639**

**DATE: 7 JULY 2004**

**UNDER ESTYN CONTRACT NUMBER: T/297/03P**

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

Key stage 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 Llanfawr is located in the Morawelon district of the town of Holyhead on Ynys Cybi, Anglesey. The school serves the local community but a few pupils come from other areas of the town as well. The area is described by the school as one that is subject to economic disadvantage; 56% of pupils receive free school meals. No child comes from a home where Welsh is spoken as a first language and English is the main medium of education; however, the school is taking specific steps to aim towards the LEA's bilingual policy and making evident progress in this respect. The number of pupils has been stable over the last few years; during the inspection 158 full-time pupils are on roll and 24 children attend the nursery on a part-time basis. Currently 12 pupils have a statement of SEN, according to the requirements of the new CoP, whilst a further 38 pupils appear on the school's SEN register.

The school was last inspected during the summer term of 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 school's present targets include a commitment;

- to continue with the development of Welsh within the school;
- to continue to reflect high expectations and high standards regarding discipline and behaviour;
- to maintain a secure environment for the pupils.

### **2. MAIN FINDINGS**

#### **The main findings of the report**

Ysgol Llanfawr is an improving school. A happy and homely community is well established and the commitment of staff is evident in all aspects of the work. Standards of achievement have improved substantially in several subjects since the last inspection, particularly in KS1, but shortcomings remain in a number of subjects in KS2. All developments are managed by a sincere head who has a secure sense of vision for further improvements and developments. Outstanding progress is evident in two aspects that are key to the school's success, namely pupil's behaviour and provision in SEN. Progress in the key issues identified in the last inspection is usually at least satisfactory and sometimes very good but unsatisfactory concerning one issue.

- 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	Satisfactory
Personal and social development	Good
Mathematical development	Good
Knowledge and understanding of the world	Very good
Physical development	Good
Creative development	Good

### Reception

Language, literacy and communication skills	Good
Personal and social development	Very good
Mathematical development	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 sessions including 50% where they are good. In KS1 standards are good in approximately 78% of lessons and satisfactory in the 22% remaining. In KS2 standards are good in approximately 38% of sessions and satisfactory in the 62% remaining. Standards in the individual subjects are as follows:

	<b>KS1</b>	<b>KS2</b>
English	Satisfactory	Satisfactory
Mathematics	Good	Satisfactory
Science	Good	Good
Welsh second language	Satisfactory	Satisfactory
Design technology	Good	Good
Information technology	Good	Satisfactory
History	Good	Satisfactory
Geography	Good	Satisfactory
Art	Good	Satisfactory
Music	Good	Good
Physical education	Good	Good
Religious education	Good	Satisfactory

- In the key skills, standards are very good in listening, good in reading and satisfactory in speaking, writing, numeracy and ICT. Pupils listen very closely to their teachers and peers and this is an evident means of enriching the quality of lessons which involve debate or voicing opinions. They often speak in a lively fashion, but the syntax of a significant number of pupils is unsteady and has a detrimental effect on standards overall. There are good examples of writing to record practical experimentation or research facts, but only a

small number of the most able pupils write in an extended fashion and there is insufficient opportunity to develop individual and original forms of recording. Pupils make good use of data in several curriculum areas but on the whole are slow to adapt their numeracy skills and succeed in doing so only with teacher guidance. Their ability to work independently with ICT programs is well developed but the work is not sufficiently extended in subjects such as music and design and technology.

- Pupils' moral and social development is good; their cultural and spiritual development is satisfactory. Collective worship is soundly based on Christian values, but at times the worshipful atmosphere is not maintained. There are some shortcomings in provision of collective worship; on one day a week it is replaced by singing practice, which is insufficient to meet statutory requirements and the quality of class assemblies are somewhat inconsistent, although good and meaningful at the upper end of KS2.
- Every opportunity is taken to explore the Welsh dimension, and pupils' appreciation of the Welsh culture on a local and national level develops satisfactorily; however, they are not always aware when Welsh examples are being used. A good number of pupils show increasing knowledge of other faiths as they discuss festivals and special ceremonies; however, the quality of comparative studies in geography is superficial in the middle years of KS2 and consequently not all features of diversity are promoted in sufficient depth.
- The quality of behaviour and attitudes is very good. The behaviour of a number of pupils is challenging, but teachers cope well in all situations and succeed in ensuring that all take an interest in their work and concentrate appropriately. During the inspection, very few incidents of disruption were seen. Very good standards of behaviour have a positive effect on the ethos of the school; staff and pupils appreciate that sound discipline is key to its success. Standards of achievement also benefit evidently from pupils' commitment in this respect.
- The quality of attendance is satisfactory. Statistics show an average of 91.6% over the last three terms. The school targets individuals carefully in order to aim for consistent attendance, but these are not unified into whole-school targets and no reference is made to attendance within the current SDP. The punctuality of a significant minority of pupils is unsatisfactory, although staff strive hard to improve on this. However, the practice of keeping registers open until half past nine in the morning makes it impossible to monitor punctuality appropriately.
- During the inspection the quality of teaching is at least satisfactory in 100% of session including approximately 58% where it is good and 8% where it is very good. In the early years teaching is good in approximately 84% and very good in the 16% remaining. In KS1 teaching is good in 78% of sessions and very good in a further 11%; in the 11% remaining teaching is satisfactory. In KS2 teaching is good in approximately 43% of sessions and very good in a further 4%; teaching is satisfactory in the 53% remaining.
- The quality of assessment, recording and reporting is good. Teachers know their pupils well and are aware of their abilities. Assessments are consistent and correct and meet statutory requirements including those for SEN.
- The quality of the curriculum is satisfactory; it is sufficiently broad and balanced and meets statutory requirements. Provision reflects social inclusion in all aspects of equal

opportunities and is well structured according to the main aims of the school.

- Schemes of work are detailed in several aspects and at best show continuity and progression of learning well, especially in terms of activities. However, there is insufficient planning for key skills and from time to time, when a commercial scheme is used, teachers do not always adapt it sufficiently for the specific situation in class. Short and mid-term plans are not always sufficiently detailed in KS2, although good at the upper end of the school.
- All pupils enjoy a broad range of competitive games and sports and considerable success in local competitions. The curriculum is enriched by a purposeful range of extra-curricular activities making good use of local industry, but insufficient use is made of the geographical and historical resources of Anglesey in this respect.
- The quality of support, guidance and pupils' welfare is good, with outstanding work as a health promoting school.
- The provision for SEN is very good under the careful management of the head. Procedures for recognising, registering, providing and reviewing SEN arrangements are effective, appropriate and meet in full the requirements of the new CoP. Appropriate pupils make progress which is at least good. Very good use is made of all support assistants.
- The quality of school partnerships is good, with a number of very good features in the pastoral and curriculum links with the secondary school.
- 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 staff member has taken advantage of an education-business partnership and the effect of provision on promoting professional skills is somewhat limited. There is insufficient emphasis on developing appropriate enterprise schemes for older pupils.
- The quality of self-evaluation and planning for improvement is satisfactory. Good use is made of local and national data in order to compare aspects of school performance. The head has undertaken some monitoring of the quality of the teaching although this work is somewhat occasional. Although some specific and successful outcomes are in evidence, commentaries are not always formally recorded and, therefore, there is no specific structure to revisit matters requiring further development.
- The role of the curriculum leader is gradually developing with each teacher currently responsible for designing specific tasks as a basis for levelled portfolios; this work is developing well and is a means to influence standards. However, the contribution of curriculum leaders to monitoring the quality of standards and provision in general is underdeveloped, and thus unsatisfactory overall.
- The school has a satisfactory SDP to drive developments in standards and organisation. It contains an honest evaluation of the previous plan, sets some priorities that meet the school's current situation and outlines the INSET needed to ensure that these are realised. Aspects of expenditure, personnel and timescales are noted in detail. In general, however, there are too many priorities within the one document and few success outcomes are

measurable and specific, which makes it difficult to monitor developments in detail. Insufficient attention is given to some important aspects such as attendance.

- The quality of leadership and efficiency is satisfactory. It is easy to discuss with the head who is extremely sincere in his commitment to the school. He has a secure sense of vision and an appreciation of the strengths and shortcomings of the present situation. He has succeeded in creating a sense of teamwork amongst the staff and also forms a very effective unit with the deputy and one other teacher in monitoring and maintaining high expectations regarding standards of behaviour. However, the manner in which he influences the process of raising teacher expectations and raising standards in KS2 is insufficiently rigorous. The deputy shares the same vision as the head in every aspect of the school's work.
- The GB is 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 is good commitment to all available training.
- The minutes of GB meetings show an informed discussion of several aspects of management. However, governors do not monitor the post-inspection action plan sufficiently rigorously in all its aspects. Some features, such as behaviour, receive fair scrutiny, but less attention is given to attendance for instance. The statement that all aspects of the post-inspection action plan receive attention within the current SDP is incorrect and there are some statutory gaps in the annual report to parents.
- Financial management is rigorous. Staffing is prioritised within the budget and a suitable under spend is aimed at annually to ensure that current levels are maintained. Close attention is given to the priorities in the SDP when the annual budget is set. Consistent monitoring of the SEN provision by the SENCO is a useful means to ensure value for money in staffing and resources spent on this aspect; monitoring of teaching is, however, under developed as a means of ensuring value for money from the main priority.
- The school gives satisfactory value for money.
- Human and teaching resources are effectively and efficiently managed. The building is in good condition and much care and attention is given to hygiene throughout by the caretaker. The yard and school grounds are also in good condition.

### **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 sessions including 50% where they are good. In KS1 standards are good in approximately 78% of lessons and satisfactory in the 22% remaining. In KS2 standards are good in approximately 38% of sessions and satisfactory in the 62% remaining.

- The educational provision for children under-five is generally appropriate and promotes the Desirable Outcomes in all six areas of learning. Standards are consistently at least good and often very good, apart from language skills in the nursery class, which are satisfactory.
- In core-subjects, standards are satisfactory in English in both key stages. The quality of reading is at least good, but shortcomings in syntax have a detrimental effect on standards in speaking and writing. Standards in mathematics are good in KS1 but satisfactory in KS2, where pupils find it difficult to explain strategies; the range of numbers used at the upper end of the school is insufficiently broad. Standards in science are good in both key stages, with pupils showing detailed knowledge and good appreciation of the requirements of AT1.
- In foundation subjects, standards are good in both key stages in design and technology, music and physical education.
- In Welsh second language, standards are satisfactory in both key stages; pupils try hard but tend to respond in English to the efforts of the teachers to maintain incidental Welsh. Reading is generally good, but only a few pupils write independently.
- In information technology, history, geography, art and religious education, standards are good in KS1, but satisfactory in KS2, where, across the range of these subjects there is insufficient depth to pupils' knowledge and experiences, especially in the middle years of the key stage. In information technology, the skills of pupils who are of middle or lower ability, are not sufficiently developed.
- In KS1 teacher assessment for 2003 show that the majority achieved national expectations (level two) in English, mathematics and science. In English approximately 73% achieve level two. In mathematics approximately 71% of pupils achieve level two and 18% level three. In science, approximately 94% achieve level two. 76% of pupils achieved the core subject indicator.
- Comparing these assessments with schools where there are more than 33% of pupils eligible for free school-meals, results are all above the median and in the upper quartile in mathematics and science. The percentage that achieves the core subject indicator is slightly lower than national norms and the performance of boys is 3% better than girls in this respect.
- In KS2 standards of achievement of pupils in the NC tests in 2003 show that only a minority achieved national expectations (level four) in English and mathematics. In English approximately 41% achieve level four and a further 7% level five. In mathematics approximately 34% achieve level four and a further 7% level five. In science, however, most of the pupils achieved national expectations, with 45% achieving level four and a further 21% level five. 38% of pupils achieve the core subject indicator.
- Comparing assessments with schools that have more than 33% of pupils eligible for free school meals, statistics are all in the lower quartile and substantially lower than national comparisons. However, almost half the pupils in Y6 were on the SEN register in 2003, whilst some absenteeism also had a negative effect on statistics. Girls perform substantially better than boys.

### **3.2 Standards Achieved in Key Skills across the Curriculum**

Standards are very good in listening, good in reading and satisfactory in speaking, writing, numeracy and ICT.

- The progress and achievement of children under-five in the key skills across the curriculum are usually good. Standards of literacy in the nursery class are satisfactory; although children make good progress in a short space of time in their ability to communicate, a number lack sufficient basic vocabulary to cope with some of the classroom activities in Welsh.
- Pupils in KS1 and KS2 listen very closely to their teachers and peers. The quality of listening within periods of collective worship is also good and pupils respect other viewpoints in a sensible fashion. Their careful listening is also an evident means of enriching the quality of lessons when a debate is held or where opinions are expressed.
- Pupils often speak in a lively fashion and are full of ideas as they contribute to discussions. From time to time, in science lessons for instance, extended oral explanations of processes or facts are provided by pupils of higher ability. However, the quality of the syntax of a significant number of pupils is unsteady, and this has a detrimental effect on standards overall.
- Pupils read well from screen and a good number discover information correctly and confidently from the internet, sorting and using this correctly. They read their classroom worksheets with understanding and this helps the most able pupils to work increasingly independently.
- Across the school, there are good examples of writing to record practical experimentation or research facts. However, deficiencies in syntax again affect standards and there are some examples where work is insufficiently detailed. Only a small number of the most able pupils write in an extended fashion and there is insufficient opportunity for pupils to develop their own means of recording, with too much dependence on teachers' worksheets.
- Pupils make good use of data in several curriculum areas and interpret this sensibly in their discussions. In measurement work, they label units of measurement consistently which evidently promotes their understanding. On the whole, however, they are slow to adapt their numeracy skills and succeed in doing so only with the guidance of the teacher; few pupils consider possibilities for themselves.
- Pupils' ability to work independently in ICT programmes develops well and they make developing use of computer programs across the curriculum to promote their skills and understanding. However, work is not sufficiently extended in areas such as music and technology, and pupils do not use facilities such as Power Point, to express information in a more challenging and extended form.

## 4. ETHOS OF THE SCHOOL

### 4.1 Pupils' Spiritual, Moral, Social and Cultural Development

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

- Periods of collective worship are soundly based on Christian values; contemporary contexts, fables and examples from pupils' daily lives are used to ensure the relevance of messages. Appropriate opportunities are given for pupils to reflect on what is presented and this is undertaken in a sensible and sincere fashion. From time to time, however, the worshipful atmosphere is not maintained.
- There are some shortcomings in provision of collective worship; on one day a week it is replaced by singing practice which is insufficient to meet statutory requirements and the quality of class assemblies are somewhat inconsistent, although good and meaningful at the upper end of KS2.
- Experiences in art and music are a means of developing pupils' appreciation of awe and self-awareness. They respond enthusiastically to these opportunities, but, from time to time, in only a superficial a fashion and as a result, their appreciation is not sufficiently deepened.
- Moral provision places special emphasis on the difference between right and wrong and pupils' appreciation is good in this respect 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, property and others are well documented in the school rules. During the inspection, pupils were seen to reflect sensibly on concepts such as fairness, justice and friendship.
- By supporting a number of charities annually, with special emphasis on children's causes, the school develops pupils' moral responsibility well. The humanitarian nature of this work also contributes positively to standards and pupils show good appreciation of the purpose and outcomes of such activities.
- Teachers delegate sensible responsibilities to older pupils during periods of worship and dinner times and all, in turn, serve as monitors within classes. Pupils show great pride in these opportunities to show initiative and complete their duties with well. All pupils are very caring of each other.
- Every opportunity is taken to play a prominent role in the daily life of the local community, which in turn appreciates the role played by pupils and staff. Pupils learn to be responsible citizens who take pride in their achievements.
- Every opportunity is taken to develop the Welsh dimension in activities and pupils' appreciation of the Welsh culture on a local and national level develops satisfactorily; they are not, however, aware, on every occasion when Welsh examples are being used.
- Teachers are fully aware of their duties to ensure that pupils respect racial equality and

take every opportunity that rises naturally in lessons and periods of worship to nurture sound values in this respect.

- A good number of pupils show a developing knowledge of a number of faiths as they discuss special ceremonies and festivals; in this respect they develop increasing knowledge of the concepts of diversity. However, the quality of comparative studies in geography is too superficial in the middle years of KS2, and as such their appreciation of diversity is satisfactory overall in this key stage.
- Pupils respond well to the efforts of teachers to nurture their spiritual, moral, social and cultural development.

## **4.2 Behaviour and Attitudes**

The quality of behaviour and attitudes is very good.

- The behaviour of a number of pupils is challenging but teachers cope well with every situation and succeed in ensuring that every pupil shows interest in their work and concentrates appropriately. During the inspection, very little disruption was seen.
- The very good standards of behaviour have a positive effect on the ethos of the school; staff and pupils appreciate that sound discipline is key to success. Standards of achievement also benefit evidently from pupils' commitment to this respect.
- The school implements a number of appropriate strategies to promote good behaviour. Teacher expectations are high without exception and reward systems are popular and especially successful.
- The school follows the guidelines of the LEA for dealing with any incidents of bullying; 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 91.6% over the last three terms.
- The school targets individuals carefully to try and ensure appropriate attendance; however these are not unified into whole-school targets and no mention is made of attendance in the current SDP.
- Punctuality of a significant minority of pupils is unsatisfactory although the school strives hard to improve this. However, the practice of keeping registers open until half past nine in the morning makes it impossible to monitor punctuality appropriately. Apart from this aspect, the school meets well the requirements WAG circular 3/99 regarding the registration of pupils.

## 5. QUALITY OF EDUCATION

### 5.1 Teaching

During the inspection the quality of teaching is at least satisfactory in 100% of session including approximately 58% where it is good and 8% where it is very good. In the early years teaching is good in approximately 84% and very good in the 16% remaining. In KS1 teaching is good in 78% of sessions and very good in a further 11%; in the 11% remaining teaching is satisfactory. In KS2 teaching is good in approximately 43% of sessions and very good in a further 4%; teaching is satisfactory in the 53% remaining.

#### Good features

- The expectations of most teachers are high in all aspects, and pupils try hard to respond positively to this.
- A good number of individual lessons are carefully planned with well-honed aims and objectives that are introduced to pupils at the start of lessons and reviewed in detail at the end of the learning session.
- Lessons are well resourced and pupils' ability to organise their own resources is often well promoted.
- Teachers' questioning skills are often good with sound sequence and direction evident and sufficient differentiation to ensure that the most able pupils are challenged.
- Teaching techniques and strategies are satisfactorily varied to meet the needs of pupils and the task.
- The majority of teachers prepare appropriately differentiated work for the range of abilities within their classes.

#### Shortcomings

- Teacher expectations are not always sufficiently high in the middle years of KS2.
- In general, there is too much dependency on prepared worksheets in a significant number of lessons.
- The pace of teaching is not always effectively managed by some teachers; introductions are too long, which limits pupils' ability to complete an appropriate amount of work.

## **5.2 Assessment, Recording and Reporting**

The quality of assessment, recording and reporting is good.

- Teachers know their pupils well and are aware of their abilities. Assessments are consistent, accurate, and meet statutory requirements including those for SEN.
- Children under five are appropriately assessed according to baseline assessments and appropriate use is made of outcomes for purposeful planning.
- LEA booklets are used effectively to record educational development of pupils in both key stages in every curriculum area. At least one aspect of every core subject is assessed termly and foundation subjects are assessed annually.
- Reading is assessed in every term in KS2 by use of standardised reading tests; in KS1 these are used to recognise needs early, and to plan the next stages of learning.
- Portfolios of levelled work are currently being developed in every subject in order to ensure consistency of assessment; this is good practice.
- Results of NC tests are interpreted well to note shortcomings and strengths, and to set targets.
- Pupils' work is consistently marked, but in general there is insufficient commentary on how to improve the work further.
- Parents are invited to open evenings to review their children's work twice a year and an open afternoon is held during the summer term. Reports are sent annually during the summer term and parents are invited to discuss these; they give an honest and accurate picture of pupil achievement but do not always suggest a way forward to promote further development.

## **5.3 Curriculum**

The quality of the curriculum is satisfactory.

- The curriculum is sufficiently broad and balanced 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 good and provides enriching experiences, which stimulates development and enthusiasm across the six areas of learning.
- A collection of policies has been adopted for every subject for the NC and religious education. These are useful documents that emphasise the Cwricwlwm Cymreig and key skills purposefully; a good number are sensibly related to the situation at Ysgol Llanfawr

and they form an appropriate collection of documentation for curriculum management.

- Schemes of work are detailed in several aspects and at best show well the continuity and progression of learning, especially in terms of activities. However, there is insufficient planning for key skills and from time to time, when a commercial scheme is used, teachers do not always adapt it sufficiently for the specific situation in class. Short and mid-term plans are not always sufficiently detailed in KS2, although good at the upper end of the school.
- The school has a clear homework policy. Provision is appropriate and promotes standards of achievement positively. Standards in reading benefit well from this provision.
- There is no formal scheme of work for PSE, but the school uses a number of guidelines and resources, such as those from ACCAC, to prepare an educational programme that meets pupils' needs. The work on a health promoting school is outstanding, but no initiatives such as a school council or circle times have been established.
- All pupils enjoy a broad range of competitive games and sports and experience considerable success in local competitions. The curriculum is enriched by a purposeful range of extra-curricular activities making good use of local industry, but insufficient use is made of the geographical and historical resources of Anglesey in this respect.

#### **5.4 Support, Guidance and Pupils' Welfare**

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

- 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 matters relevant to their daily lives.
- Appropriate and beneficial communication exists between the school and a number of agencies. The police visit regularly and there are good connections with the fire brigade and the nurse to promote good support and guidance.
- Staff have good, detailed knowledge of the guidelines in place in the area of child protection. Considerable use is made of LEA guidelines in this respect and protocols for implementation are well established.
- Supervisory arrangements for pupils are noted clearly within documentation and are effectively implemented.
- The school's equal opportunities policy 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 pupils' daily lives and, as a result, social inclusion is good. During the inspection, one class assembly of good quality was seen related to this policy.
- The school informs pupils clearly about misuse of alcohol and drugs, leading them to understand the likely affects of abuse. The nurse is closely involved with these arrangements. Only under exceptional circumstances does the head agree to dispense medicines to pupils.

- There is a detailed policy regarding sex education, which outlines the special arrangements made for pupils in Y6, again by the nurse. Parents who expressed an opinion are happy with the arrangements made, and it is evident that these run smoothly.
- The school enjoys considerable success as a health-promoting school. During the inspection, teachers are in the process of putting on trial the idea of a constant supply of pure water to classrooms, to judge whether this promotes concentration; this is good practice.
- Pupils' work is marked regularly, but the educational support they receive is not always sufficient or detailed in terms of improving the work.

## **5.5 Provision for Pupils with SEN**

The quality of provision for SEN is very good.

- School procedures for recognising, registering, providing and reviewing SEN arrangements are soundly established and effectively implemented. Provision for the 50 pupils with SEN, including 12 pupils on a statement, is appropriate and effective and meets in full the requirements of the new CoP.
- Effective use is made of standardised tests in order to recognise SEN early.
- Pupils with SEN gain full access to all curriculum areas and the very good support they have ensures that they are integrated fully into the life and the work of the school; again this promotes good social inclusion.
- A register of pupils with SEN is kept by the SENCO with very detailed comments regarding their progress; this is regularly updated.
- IEPs are provided for pupils with SEN by class teachers and the SENCO; they contain appropriate and achievable targets.
- Two pupils who attend the local SEN unit every morning make good progress according to their ability.
- The SEN assistant, who works with small withdrawal groups in special classes, relates the work well to what is done in the classroom. Pupils benefit greatly from the support they receive in this respect.
- Four teachers from the dyslexia unit work effectively with pupils on a withdrawal basis; these pupils make good progress.
- The good support given by the six one-to-one assistants substantially promotes the progress of pupils under their care.
- Appropriate differentiated work is set in the majority of classes in order to meet the needs of the individual.

- Every effort is made to advise the parents of pupils with SEN regularly. Further improvements in standards are seen where there is a good relationship between the school and the home.
- Very effective use is made of outside agencies and there is good support from the governor who is responsible for SEN.

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

The quality of school partnerships is good, with very good features characterising the partnerships with other schools.

- The school prepares a range of information for parents and makes every effort to ensure a regular discussion on several educational and social aspects. As part of the inspection process, 20 parental questionnaires were received, and the vast majority of these were positive in their support of the school and the staff's efforts. Three parents attended the pre-inspection meeting with the registered inspector and their comments were also very supportive.
- A number of parents help within classes and a broader number are very supportive in helping with trips. Recently, the parent-teacher association has been resurrected and is now flourishing. Parents are generous in their contribution in all fundraising activities, and the substantial sums raised have been a means of purchasing further resources for the learning. This, in turn, positively influences standards of achievements.
- The prospectus for parents meets statutory requirements.
- The school plays a prominent role in the life of the local community, which in turn appreciates the contribution made by pupils and staff. Beneficial links have been developed with the area's religious establishments as well as a close relationship with the elderly, whom pupils regularly entertain and wait upon in their Christmas meal. The school choir takes part in local activities and the local football club makes good use of the considerable grounds of the school. Pupils learn to be responsible citizens who take pride in their achievements.
- There are several good and some very good features to the relationship with other schools. Transfer arrangements exist with the local secondary school on both a pastoral and curriculum basis, especially in mathematics. Ysgol Llanfawr also receives reports from pupils in Y7 and makes good use of these in the process of planning.
- Pupils from the secondary school come to the school consistently on work experience as well as students on nursery nurse courses from the local college. Arrangements are in hand to receive pupils on teaching practice from the local university and it is evident that these run smoothly.

## **5.7 Partnership with Industry**

The partnership with industry is satisfactory.

- The GB has adopted a useful policy for this partnership.
- The school makes good use of all the industrial resources of the area. Some success is enjoyed in the process of ensuring sponsorship and the curriculum is enriched evidently by these links.
- No member of staff has taken advantage of an education business partnership and the manner in which provision promotes their professional skills is somewhat limited.
- There is insufficient emphasis on developing an appropriate small enterprise scheme 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 satisfactory.

- Good use is made of local and national data 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 challenging and appropriate.
- The school consistently refines the manner in which it sets targets and has succeeded in promoting close links between targets and results. The process has also raised teachers' ability in identifying pupils who are borderline in terms of level, and to provide additional support in order to raise standards further; in several individual cases this strategy has been a specific success.
- The head has undertaken some monitoring of the quality of teaching although the work is somewhat occasional. However, some specific outcomes can be seen, such as the good practice of setting aims and objectives at the beginning of the lesson to pupils and ensuring that these are revised at the end. The commentary on the teaching is not always formally noted, however, resulting in a lack of a specific structure to re-visit matters requiring further development.
- The role of the curriculum leader is gradually developing with each teacher, this year, responsible for designing specific tasks as a basis for levelled portfolios; this work is developing well and is a means to influence standards. However, the contribution of curriculum leaders to monitoring the quality of standards and provision in general is underdeveloped, and thus unsatisfactory overall.

- The school has a satisfactory SDP to drive developments in standards and organisation. It contains an honest evaluation of the previous plan, sets some priorities that meet the school's current situation and outlines the INSET needed to ensure that these are realised. Aspects of expenditure, personnel and timescales are noted in detail. In general, however, there are too many priorities within the one document and few success outcomes are measurable and specific, which makes it difficult to monitor developments in detail. Insufficient attention is given to some important aspects such as attendance.

## **6.2 Leadership and Efficiency**

The quality of leadership and efficiency is satisfactory.

- The GB has adopted a number of relevant aims and objectives for the school and these are included in the introduction to the SDP.
- It is easy to discuss with the head who is extremely sincere in his commitment to the school. He has a secure sense of vision and an appreciation of the strengths and shortcomings of the present situation. He has succeeded in creating a sense of team work amongst the staff and also forms a very effective unit with the deputy and one other teacher in monitoring and maintaining high expectations regarding standards of behaviour. However, the manner in which he influences the process of raising teacher expectations and raising standards in KS2 is insufficiently rigorous. The deputy shares the same vision as the head in every aspect of the school's work.
- The GB is 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 is good commitment to all available training.
- The minutes of GB meetings show an informed discussion of several aspects of management. However, governors do not monitor the post-inspection action plan sufficiently rigorously in all its aspects. Some features, such as behaviour, receive fair scrutiny, but less attention is given to attendance for instance. The statement that all aspects of the post-inspection action plan receive attention within the current SDP is incorrect and there are some statutory gaps in the annual report to parents.
- Financial management is rigorous. Staffing is prioritised within the budget and a suitable under spend is aimed at annually to ensure that current levels are maintained. Close attention is given to the priorities in the SDP when the annual budget is set. Consistent monitoring of the SEN provision by the SENCO is a useful means to ensure value for money in staffing and resources spent on this aspect; monitoring of teaching is under developed however as a means of ensuring value for money from the main priority.
- A written agreement deputises the expenditure powers of the head. A recent internal audit of the school's financial systems found them to be working effectively.
- The day-to-day organisation of the school is smooth and well organised under the leadership of the head.

- The school meets statutory requirements and gives appropriate attention to guidelines issued by the WAG.
- The school gives satisfactory value for money.

### **6.3 Staffing, Accommodation and Learning Resources**

Current staffing is suitable for the school and reflects the priority of the GB to prioritise staffing within the budget. The collection of resources is good, as is the condition of the building and the school grounds.

- There are seven full-time teachers including the head who is currently teaching part-time. Additionally, there is one teacher who teaches 0.9 of the week, sharing her responsibilities between the nursery class and Y3. Seven teachers are graduates and one has a teaching certificate.
- The range of the staff's initial qualifications is quite broad including language, mathematics and a number of foundation subjects. There is a good commitment to extended INSET and as a result a firm basis for presenting a broad and balanced curriculum for pupils. Commitment to INSET is annually related closely to the priorities identified in the SDP.
- One member of staff receives responsibility for leadership in KS1 and this expenditure is efficient.
- There are two assistants in the school, one full-time in the reception class and one part-time in the nursery. The school also finances a full-time SEN assistant who works under the leadership of the head. All support staff co-operate very well with class teachers and make a valuable contribution within the classroom.
- There are six one-to-one assistants within classes financed by the county. Pupils on a statement of SEN benefit greatly from the support that makes a specific contribution to their good progress. Four teachers who are specialists in dyslexia visit the school for different periods during the week to help pupils further and their contribution is also very valuable and of a high standard.
- The teacher from the local SEN unit comes for one afternoon a week to further help two pupils who attend the unit in the morning; this provision was not inspected.
- Two peripatetic music teachers come to the school to offer lessons in brass and guitar, but this provision was not inspected.
- A secretary is financed for half the week and a dinner clerk for eight hours a week to administer money; their work is consistently good.
- There is an appropriate collection of resources, which is enough to satisfy the needs of the NC and religious education in every year. There remains some lack of provision of large toys for the children under-five.

- Accessibility of resources is good and consistent use is made of them within lessons.
- Present space is particularly good for the number of pupils, with large classrooms. The use of the space is consistently effective.
- Much care and attention is given to hygiene throughout by the caretaker.
- The hard yard is smoothly surfaced and safe for pupils. School boundaries are safe and the main entrance is kept locked throughout the day.

## 7. SUBJECTS AND AREAS OF LEARNING

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The educational provision for children under-five is generally appropriate and promotes the desirable outcomes in all six areas of Learning. Standards are consistently at least good and often very good apart from language skills in the nursery class, which is satisfactory.

#### **Language, literacy and communication skills**

Standards are satisfactory in the nursery and good in reception.

#### **Good features**

- Nursery children listen well and respond orally in English with enthusiasm. They speak satisfactorily as they role-play and respond appropriately to stories. They know some letters. They hold books correctly, know a few familiar words in print, and read their names.
- Reception children listen closely and follow instructions well. They speak confidently in English about pictures in books and about their visit to a farm. They know several letters and write their name successfully. A small number write sentences independently.

#### **Shortcomings**

- Although the majority of children understand Welsh, a number, especially children in the nursery, find it difficult to communicate in the language.

#### **Personal and social development**

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

### **Good features**

- Nursery children work and play well together and understand that they must wait their turn and give opportunity to others. They understand the class rules and know the arrangements for the morning. They show good levels of independence and are happy to talk with adults.
- In the reception class children form good relationships with each other and with adults. They understand that they must conform to the requirements of the class. They concentrate very well on their tasks and undertake responsibilities, such as taking charge of the school milk, very well and show independence.

### **Shortcomings**

- There are no significant shortcomings.

### **Mathematical development**

Standards are good in the nursery and reception.

### **Good features**

- Nursery children count confidently up to five and some count up to ten. They sing number rhymes in a lively fashion. They use mathematical terms such as small and large correctly and some individuals show an understanding of 'full' as they play with sand. They are very familiar with a number of two-dimensional shapes.
- Reception children correspond numbers with symbols and they are very familiar with two and three-dimensional shapes. They count up to twenty and some correspond sets of objects well. They have a good knowledge of the important times of the day. They understand the purpose of money and as they play in the café and they create patterns with pegs.

### **Shortcomings**

- There are no significant shortcomings

### **Knowledge and understanding of the world**

Standards are very good in the nursery and reception.

### **Good features**

- Nursery children know their colours and know very much about people who help them around the school. They discuss their visits to Fferm Y Foel with enthusiasm and remember particularly well the visit to the school by a mother and her baby. They speak knowledgeably about their visits to the church and the mock baptism that was held. They know that they live in Holyhead.
- In the reception class, children know and describe farm animals very well. They recall

the parable of the lost sheep very well. They name different types of fruit confidently and know which foods are healthy. They know very much about those who help them and speak with enthusiasm about their visits to the post office. They speak knowledgeably about an experiment they held to discover which material dries best.

### **Shortcomings**

There are no significant shortcomings.

### **Physical development**

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

### **Good features**

- In the nursery class children's skills in using small equipment develop well as they complete jigsaws, and use writing implements and blocks. They click the mouse well, when using the computer. They show good control as they play with water equipment. On the yard they play with energy and are confident in their use of large toys.
- Reception children use writing implements, glue and scissors confidently and safely. They show confidence and control as they work with computers. When they play on the yard they use empty spaces sensibly, show confidence, and a good appreciation of different parts of the body.

### **Shortcomings**

- There are no significant shortcomings.

### **Creative development**

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

### **Good features**

- Nursery children use paint confidently and cut and paste paper effectively. They undertake good collage work using seeds and grass. They sing with energy and create good, colourful pictures using the computer.
- Reception children weave very well with paper and sew artistically. They create very good models of emergency vehicles and also models of fruit from clay. Their paintings of people who help them are lively and they create very effective self-portraits based on the work of the artist Arcimboldo using the computer.

### **Shortcomings**

- There are no significant shortcomings.

## English

Standards are satisfactory in both key stages.

### Good features

- In KS1 pupils listen well and show good levels of understanding as they ask questions and make sensible suggestions. They talk with enthusiasm and reflect preferences confidently. They discuss their work satisfactorily and play lively roles using appropriate and natural language.
- The majority of pupils in KS1 read well. They use appropriate strategies to decode unfamiliar words and also discuss pictures effectively. They have a good knowledge of phonics and a number of pupils read with understanding. They are familiar with terms such as author and title and use these naturally as they discuss books. They read co-operatively from big books in a lively fashion and recognise rhymes, capital letters and exclamation marks. A small number read very well.
- Pupils in KS1 write satisfactorily for a number of purposes across the curriculum, for instance imaginative stories, lists and letters. They sequence events in stories effectively and complete a story about a snowman satisfactorily. A few pupils at the upper end of the key stage write very well, showing accuracy in spelling, syntax and punctuation.
- Pupils in KS2 listen well to each other and to their teachers and they speak with enthusiasm about their work. The oral language of the majority is satisfactory; they ask sensible questions and make interesting suggestions. Pupils in Y6 reflect opinions clearly and very effectively in a debate about whether a fast food chain should come to Holyhead or not.
- The majority of pupils in KS2 read an appropriate range of books well and they discuss events and characters in books effectively. They read in public with appropriate enunciation and emphasis. One or two individuals in each class, particularly at the upper end of the key stage, read fluently. Pupils across the key stage use higher reading skills to discover information from different sources and they use contents pages correctly and indexes appropriately.
- The majority of pupils in KS2 write satisfactorily in a variety of formats and develop their ideas in an organised fashion. The quality of spelling and punctuation is satisfactory. Some individuals show variety in sentence construction for instance, as they design a newspaper report. A small number of pupils in every class write in an extended fashion and show good understanding of how to create atmosphere and use paragraphs correctly.
- The quality of handwriting and presentation of work is satisfactory across the school.

## **Shortcomings**

- Although the majority of pupils speak confidently, a small number make little progress in speaking in more formal situations.
- A small number of pupils across the age range read in a laboured fashion.
- Pupils in KS2 infrequently write in sufficient depth and there are only a few examples of extended work. A number of pupils misspell words that are frequently used.

## **Mathematics**

Standards are good in KS1 and satisfactory in KS2.

### **Good features**

- Pupils in Y1 understand numbers from one to ten confidently and show good knowledge of number bonds; they make good progress in their addition and subtraction work. They understand concepts such as odd and even numbers thoroughly and the most able double and halve small numbers correctly.
- Pupils in Y2 work confidently with a broader range of numbers and discuss number bonds up to twenty with understanding. They understand place value in tens and units thoroughly and the simplest multiplication tables have been learnt fluently. Pupils' ability to discover number patterns is well developed and they use a number of strategies to increase the pace of their work appropriately such as adding 19 by adding 20 and subtracting one; they explain these strategies confidently and successfully.
- Pupils in KS1 know a good range of two-dimensional shapes and discuss their properties with understanding. The range of shapes is extended positively in Y2. Pupils in Y1 develop good measurement vocabulary and measure with non-standard units with understanding, estimating results sensibly. By the end of Y2 pupils measure carefully with a ruler and record their work correctly within standardised units.
- In KS1 pupils collect simple information correctly and record this in a variety of different graph forms. Their interpretation skills are well developed.
- In the early years of KS2 pupils increase their knowledge of place value and work with thousands by the end of Y4. They make satisfactory progress in their knowledge of multiplication tables and compare fractions with understanding. They discover multiples quickly and rounding-up skills are well developed.
- Pupils in Y3 make good progress in their ability to tell the time on both analogue and digital clocks; they know some time facts by memory. They measure more carefully by introducing half centimetres and record their results in different formats.
- Pupils in Y4 discover perimeters correctly, use two figure coordinate references and understand a good number of two and three-dimensional shapes.

- At the upper end of the school, pupils investigate number satisfactorily and make progress in their ability to discover patterns. They increase their understanding of fractions and the most able begin to see the relationship between fractions, decimals and percentages.
- Older pupils discover area by the process of multiplication and experiment with more challenging perimeters. The most able know a good range of angles and triangles and use mathematical terms well to describe them.

### **Shortcomings**

- A significant minority of pupils in KS2 lack confidence in their number work; their knowledge of multiplication tables is not always sufficient and there is lack of rigorous pace in their mental arithmetic work.
- A significant number of pupils in KS2 have difficulty explaining the strategies they use to solve number problems.
- The most able pupils at the upper end of the school do not work with a sufficiently broad range of numbers; their knowledge of square, negative and prime numbers is limited.

### **Science**

Standards are good in both key stages.

#### **Good features**

- Pupils in KS1 know and understand an appropriate range of forces and explain the effects of pulling and pushing on different objects. They predict sensibly what is likely to sink and float and the majority offer detailed reasons why an aluminium can that is full of air is likely to float.
- Pupils in KS1 have a good knowledge of external parts of the body and plants.
- Pupils in Y2 have a sound appreciation of the rules of health and safety regarding the use of electricity. They explain how water and electricity are a dangerous combination and know not to overload single sockets.
- Pupils in KS1 experiment practically in a well-organised fashion to deepen their skills and scientific knowledge. They predict results offering simple hypotheses and their grasp of the simplest features of fair testing is sound.
- Pupils in Y3 understand and create simple electrical circuits and know which materials are likely to repel or conduct electricity. They name a good range of sound sources and know the part that is played by vibration in the process of creating sound. They use their senses well to observe flowers grown in the class, knowing that they require air, water and light to grow healthily.

- Pupils in Y4 explain a broad range of forces including friction, gravity and air pressure. They explain the use of a parachute in detail and understand that forces can speed, slow, change shape or alter the direction of moving objects. In their work on magnets, they develop their knowledge of the effect different combinations of poles will have.
- Pupils in the middle years of KS2 categorise materials successfully according to an appropriate range of properties, including flexibility.
- At the upper end of the school, pupils show detailed scientific knowledge of all aspects of the programme of study. They discuss forces and materials in detail and their knowledge of the internal organs of the body is very good. They explain well a number of scientific processes including mixing and dissolving.
- Across KS2 evident progress is seen in pupils' understanding of how to experiment practically. By the end of the key stage, their understanding of fair testing is good and they understand constants and variables well. Pupils predict on the basis of sensible hypotheses and are aware that repeating experiments is a useful technique to produce reliable data.

### **Shortcomings**

- There are no significant shortcomings.

### **Welsh second language**

Standards are satisfactory in both key stages.

### **Good features**

- Pupils in KS1 listen well and follow instructions correctly. They understand greetings and show satisfactory understanding as they answer simple questions about themselves or the weather. They enunciate clearly and with enthusiasm as they emulate the language of teachers.
- Pupils in KS1 read simple words and sentences satisfactorily. They respond well to simple stories especially when they read in groups. A small number in Y1 and Y2 read with ease and good understanding and read their own work confidently.
- As they write, pupils in KS1 copy sentences correctly and the minority form their own simple sentences independently. In Y1 pupils ask and respond to written questions satisfactorily and some in Y2 create interesting portraits of themselves. In both classes, they make appropriate use of the language guidelines on the walls of the classrooms to improve their written work.
- In KS2 pupils listen well and enunciate clearly. The majority have a satisfactory understanding of the language. They respond correctly to greetings and instructions and use a limited range of language patterns to ask and respond to questions. In Y3 they understand and use reports effectively to ask questions about the location of objects. Pupils in Y5 know a number of words regarding fear and repeat these adding enthusiastic gestures.

- Pupils in KS2 read satisfactorily. Pupils in Y3 and Y4 name characters and list events in a story. Pupils in Y5 and Y6 read together well, enunciating clearly. When they read individually, the majority read worksheets or simple books with satisfactory levels of understanding.
- Pupils in KS2 write satisfactorily using a number of language patterns in their written work. In general, written tasks are based on oral work from the class topics, such as a book or poem, which succeeds in firing pupils' imagination. For instance, pupils in Y4 use appropriate adjectives to describe a giant. In Y5 pupils create interesting poems of satisfactory standards. Pupils in Y6 are familiar with, and make consistent use in written work, of terms such as review and publishers. Their written work on 'guess who?' show a good use of varied, descriptive sentences.

### **Shortcomings**

- Generally, in both key stages, pupils do not have a sufficient vocabulary or appropriate knowledge of language patterns to enable them to speak or write in an extended fashion in Welsh.

### **Design and technology**

Standards are good in both key stages.

#### **Good features**

- Across both key stages, pupils work with an appropriate range of techniques and develop good skills as a result.
- For the most part, finished artefacts correspond well to the initial requirements of the task.
- Pupils in KS1 build moving vehicles including axes and wheels. The quality of the work is neat and includes good attention to decoration. The finished products move easily and smoothly.
- As they design and make healthy sandwiches, pupils in KS1 taste produce from the local supermarket to develop their ideas; the final product reflects a good balance of ingredients.
- Pupils in Y3 and Y4 construct models of bridges. They research in detail, different kinds of local and national bridges and reflect a good range of designs in the finished work. They have a good understanding of which bridge is the strongest and investigate in an effective fashion to test different hypotheses.
- Pupils in Y3 and Y4 also investigate the use of pulleys and levers in order to create a framework for carrying food from the rocks to a nearby lighthouse. They understand the purpose of the task clearly and the quality of the finished work is good.
- Pupils in Y5 and Y6 add challenging moving parts to their artefacts, including the use of pulleys and models to control vehicles and syringes to control a Jack-in-the-box. Again, they

explain the different mechanisms with understanding.

- Evident progress is seen in textile work across the school; pupils sew neatly and dye different materials for different purposes.
- The quality of design shows evident progress across both key stages. Pupils in KS1 design by means of pictures mainly. By the end of KS2, pupils design in detail adding appropriate measurements to the work and the most able present designs in three dimensions.
- The quality of evaluation is usually good and pupils offer sensible and well-considered suggestions as to how to improve the quality of their work.

### **Shortcomings**

There are no significant shortcomings.

### **Information technology**

Standards are good in KS1 and satisfactory in KS2.

#### **Good features**

- In KS1 the 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 in moving objects across the screen confidently and quickly. Under the leadership of the teacher they also move objects well on the interactive white board.
- Pupils in KS1 design simple programs for a roamer and control these successfully.
- In KS1 pupils develop well in their use of their word processing skills and the most able vary font, punctuate consistently and correctly and design suitable borders to enhance the presentation of their work.
- There are several good examples of computerised artwork in KS1; pupils use the program well to investigate concepts, such as line and colour, and this is reflected in the finished products.
- Pupils in KS2 create an appropriate range of computerised graphs to handle data; their interpretative skills often develop well.
- Across KS2 satisfactory progress is seen in pupils' word processing skills. A good number produce a suitable amount of work in this respect, punctuating correctly and locating the text neatly on the page.
- At the upper end of the school, pupils of higher ability make good progress in a variety of more challenging skills. They use spreadsheets successfully, modelling and controlling simple formulae to promote speed in their work. They input and question databases quickly and correctly and develop a broad range of purposeful graphs and interpret these with

understanding. They develop a number of basic shapes in LOGO work and adapt their knowledge of mathematics within this task.

### **Shortcomings**

- The skills of pupils of medium and lower ability are insufficiently developed across KS2. By the end of the key stage, a significant minority of these pupils lack experience in modelling and control work, and as a result, underachieve in important skills.

### **History**

Standards are good in KS1 and satisfactory in KS2.

### **Good features**

- In KS1 pupils have a good appreciation of the concepts of long ago and today and understand that people, and objects such as toys, can change over a period of time.
- Pupils across the school understand chronology well and make effective use of timelines.
- Pupils in KS1 have sound knowledge of some aspects of the Victorian age. They look at pictures of the old school and compare education today with that in the past very effectively. They also know about toys used by children over a hundred years ago.
- Pupils in KS1 have good understanding of the manner in which people learn about the past. They know that it is possible to discover information from books, artefacts and photographs. They realise the value of visiting a museum, such as the Toy Museum in Beaumaris or to receive a visitor to talk to them about old toys.
- Pupils in KS1 have appropriate information about famous Welsh characters, such as Betsy Cadwaladr and Mari Jones.
- Pupils in KS2 have detailed information of the periods they have studied and effectively recall knowledge and facts about their previous and current work; for instance, pupils in Y5 and Y6 know much about the Celts, Romans and Tudors.
- Pupils in Y3 show good knowledge about the period of the Romans and discuss with enthusiasm their effect on Britain. They know much about the Roman soldier and the evident influence of their visit to a nearby Roman Museum in Chester influences their understanding of the period well.
- Pupils in Y4 have satisfactory knowledge of a few aspects the Tudor period. They know about punishment, trade, medicine and the plague and compare today's houses with Tudor ones satisfactorily. They also broadly compare life in the period of Elizabeth I with that of Elizabeth II.
- Pupils in Y5 show satisfactory knowledge of some aspects of the Victorian age. They know about the work of women during the period and many facts about Victoria and

Albert. They have a satisfactory knowledge of work conditions in the coalmines during the nineteenth century and they empathise well with children who were working underground.

- Pupils in Y6 gather much information about the period of the Second World War and recall a good range of facts about this period. By investigating several resources, including the Diary of Anne Frank and fiction books, they have some understanding of how the experience of the period affected ordinary people's daily lives.

### **Shortcomings**

- Pupils in KS2 have an insufficient appreciation of the history of the locality.
- Pupils in the middle years of KS2 have only a superficial knowledge of the periods they study. They depend too much on information presented to them by the teacher rather than using a variety of their own skills to undertake research.

### **Geography**

Standards are good in KS1 and satisfactory in KS2.

#### **Good features**

- Pupils in Y1 know about the features of the weather; they describe and discuss confidently the manner in which climate influences their lives.
- Pupils in KS1 have simple mapping skills as they record their journey around the Morawelon district. Pupils in Y1 discuss pictures of the journey with enthusiasm, name buildings and streets and know their own addresses. Pupils in Y2 show a good understanding of the locality as they correctly name buildings, shops and factories in Holyhead. They collect data on how pupils come to school and design appropriate graphs to record their results.
- Pupils in KS1 compare country and town well by studying Holyhead port and Llanddeusant village. They locate some villages and towns in Anglesey correctly on a map of the island. They understand that some places are close to Holyhead and that other places like Russia are very far away from Anglesey.
- Pupils in KS2 locate places on maps satisfactorily; older pupils use four and six reference grid points correctly. Pupils in Y5 use aerial photographs and maps to recognise human and physical features of the locality. They have appropriate knowledge of the points of the compass and a good understanding of a map key.
- Following a visit to Beaumaris pupils in Y4 compare some aspects with Holyhead satisfactorily. Pupils in Y6 study Lesotho as a land of economic development and compare living conditions there, with those in Wales, well. They succeed in making suitable reference to the processes that influence economic development in Lesotho.

- Pupils across the school have an appreciation of the manner in which man influences the environment. Through their study of rubbish and recycling, pupils in Y3 have a good understanding of safeguarding the world and the importance of sustainable development.
- Pupils have a satisfactory knowledge of continents, oceans, countries and capitals of the world and they make appropriate use of atlases.

### **Shortcomings**

- Pupils in KS2 have only a superficial knowledge of some aspects of the work. They do not collect, record or interpret information correctly or make sufficient use of fieldwork to effectively research geographical features.

## **Art**

Standards are good in KS1 and satisfactory in KS2.

### **Good features**

- In KS1 pupils come to a good understanding of the effect that mixing paint has on colours. They experiment enthusiastically with the work and use their results sensibly in their own efforts.
- There are several examples of good computerised work in KS1; pupils use the program well to research concepts such as line and colour and reflect the results in the finished products.
- Pupils in KS1 create three-dimensional masks that form a striking display in classes. The final articles are tasteful, with good attention given to scale.
- When they create portraits, pupils in KS1 plan their work carefully. They study the portraits of the masters and note the different techniques and concepts, such as line, colour, tone and texture. They experiment by sketching different aspects of the face before undertaking their final efforts. The quality of the finished products is tasteful and good with sound attention to scale of the different facial features.
- Pupils in KS2 emulate a number of Masters including Welsh artists. They discuss the history of the artist in detail and their products show that they experiment with the most appropriate medium for the work.
- Pupils in KS2 develop a satisfactory appreciation of a number of artistic concepts including the use of line, colour, background and foreground.
- The work on different mosaics in KS2 gives pupils some experience in three-dimensional work; they give appropriate attention to aspects such as scale in their work and deepen their understanding of texture and colour by means of these activities.

## **Shortcomings**

- In KS2 there is insufficient detail in several examples of art which emulate famous artists, and pupils do not discuss the appropriate styles in sufficient detail.
- Pupils in KS2 do not extend their artistic skills sufficiently by work in three-dimensions; they have only limited experience and understanding of working on a large scale.

## **Music**

Standards are good in both key stages.

### **Good features**

- The quality of singing is good. Pupils enunciate clearly and sing in a rhythmic fashion and the majority keep well to pitch. They breathe carefully to add additional interpretation to the lyrics and maintain long phrases competently. They develop suitable posture for these activities.
- In KS2 pupils make good progress in two-part singing and respond enthusiastically to the challenge of singing rounds.
- In KS1 pupils choose and sort different sounds to use as accompaniment to a story. The work on the Three Little Pigs shows their ability to use instruments, voices and different materials to produce sound and in a performance they follow the instructions of the teachers well; there is a specific structure to the finished composition.
- In formal composition situations, pupils in KS2 construct structured textures to represent a storm. They use ostinato and drone competently and show ability to keep a constant beat confidently for a challenging period of time. The quality of the finished composition is tasteful.
- Pupils in KS2 also compose in an improvised fashion to create different effects. They present a good mix of instrumental and vocal effects and their finished work suits the initial topic well, which is further evidence of competent interpretation skills.
- In both key stages pupils develop in their ability to listen critically to a broad range of music. By the end of KS2 they recognise and make commentaries on a number of different musical elements and understand the quality of different instrumental textures well. After a period of listening, they succeed in grading dynamics and pace well through improvised work that uses body sounds.

### **Shortcomings**

- There are no significant shortcomings.

## **Physical education**

During the inspection one lesson in dance was seen in KS1, one lesson dance in KS2, one sports lesson in KS2 and one netball session after school with pupils in KS2; standards are judged to be good in both key stages.

### **Good features**

- As they dance, pupils in KS1 move with enthusiasm and represent the movements of a washing machine effectively. They use different levels and show satisfactory appreciation of different parts of the body. They evaluate their work well.
- In the dance lesson in KS2, pupils work with energy and co-operate well in groups and emulate their own movements satisfactorily. They respond to music appropriately and plan and evaluate their work appropriately.
- In the games lesson, pupils in Y6 send and receive balls well with increasing control. Their striking and fielding skills develop well. They improve their performance through effective evaluation.
- In the netball session, pupils show good ball management skills and use appropriate and varied tactics as they play the game.
- Pupils across the school understand the beneficial effect of physical education on health and are aware of health and safety in their work.

### **Shortcomings**

- There are no significant shortcomings.

## **Religious education**

Standards are good in KS1 and satisfactory in KS2.

### **Good features**

- Pupils in Y1 and Y2 have a good appreciation of the Bible as a holy book. They know a number of Biblical stories and recall these well; for instance they give an enthusiastic rendition of the story of Zacheus.
- In KS2 pupils' knowledge of the stories of the Old and New Testaments is good. They relate stories such as the Parable of the Lost Sheep effectively to contemporary contexts.
- As a result of their visit to the church and the mock baptism, pupils in KS1 are familiar with some of the main features of the building and the use made of the artefacts within it. Pupils in Y3 visit a church and are familiar with the symbols of Easter.
- Through purposeful activities and the life and work of the school, pupils in both key stages

have a satisfactory understanding of what it means to belong to a Christian community. Their understanding of principles such as friendship and sharing is good.

- Pupils in KS1 have good knowledge about the lives of some of the famous religious figures in Wales, such as Dewi Sant.
- Pupils in KS2 know about the work and contribution of humanitarians such as Cybi Sant, Martin Luther King and Ghandi.
- Pupils in both key stages have a good appreciation of man's responsibility towards the environment.
- Across the school, pupils have a good understanding of the significance of prayer and they write their own small sincere prayers in Welsh and English.
- Pupils in KS1 have very good knowledge of Hinduism. They know where the Hindu worships and the names of their gods. Pupils in KS1 create their own sacred Hindu spaces within the classes where they display varied artefacts; they speak with enthusiasm about the artefacts and know their significance well.
- At the upper end of KS2, pupils discuss aspects of Islam in detail; they succeed well in comparing and contrasting features of Christianity with this faith.
- The agreed local syllabus is followed well.

### **Shortcomings**

- Many pupils in KS2 show only a superficial knowledge of other religions.
- Pupils in KS2 produce insufficient work in religious education work over the school year.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress Since the Last Inspection**

The school was last inspected during the summer term of 1998 where seven key issues were identified. Progress varies from unsatisfactory to very good.

**To improve present standards by raising expectations in design and technology and information technology in both key stages.**

- Progress regarding design and technology is good with standards now good in both key stages in this subject. Evident progress has also been made in information technology, but standards remain satisfactory in KS2; the skills of pupils of middle and lower ability are insufficiently developed.

**To establish a whole school strategy to improve literacy of pupils of middle and lower abilities.**

- Progress is satisfactory. The school has taken steps to establish appropriate strategies and these are beginning to influence provision and standards, especially in reading, which is good across the school. However, standards in speaking and writing remain satisfactory, as a significant number of pupils make errors in syntax.

**To continue to develop the role of curriculum leaders ensure progress and continuity in pupils' work from class to class and to provide specific suggestions for raising pupils' standards of work.**

- Progress is unsatisfactory; insufficient attention has been given to developing the role of curriculum leaders and their contribution to monitoring provision and standards is limited; they do not monitor the teaching in their subject areas. However, this year, all teachers are engaged in the process of developing subject portfolios with examples of levelled work across age and ability and this is good practice.

**To target more effectively the help given to pupils who have learning difficulties.**

- Progress is very good with the school operating very effective organisation for pupils with SEN under the capable leadership of the head.

**To develop teaching strategies further by giving attention to strategies that target work more effectively across the range of abilities in classes.**

- Progress is satisfactory. The school succeeds very well in meeting the needs of pupils of lower ability in several subjects, but not in information technology in KS2. From time to time, expectations are insufficiently high regarding the progress of the more able pupils and not all activities provide sufficient challenges for them.

**To improve the quality of the current SDP by linking forecast of pupil numbers to finance and maintaining specific targets for monitoring improvements that are aimed at.**

- Progress is satisfactory. There is good organisation for the financial aspects of the SDP and some of the targets are specific. However, too many of the success outcomes are noted in a desirable fashion rather than in a measurable and specific manner.

**To revise current organisations for improving attendance and punctuality of pupils.**

- Progress is satisfactory. Levels of attendance remain satisfactory and the punctuality of a significant minority of pupils is unsatisfactory, although the school tries hard to improve on this. The school targets individuals carefully to ensure consistent attendance; however these targets have not been unified into a whole-school target and no reference is made to attendance within the current SDP.

**To continue with efforts to improve the behaviour of a small number of pupils, mainly boys, who create difficulties in some classes in KS2.**

- Progress is very good. Staff expectations are high without exception regarding behaviour and standards during the inspection are consistently very good.

#### **To ensure that the school meets statutory requirements for sex education**

- Progress is very good and the policy now fully meets statutory requirements.

## **8.2 Key Issues for Action**

The school needs to;

- take appropriate steps to raise standards in all subjects and key skills judged to be satisfactory within the report;
- raise teacher expectations regarding achievement, especially in KS2, and ensure that curriculum planning reflects this;
- significantly strengthen the role of curriculum leaders, with greater emphasis on the monitoring of standards and provision;
- continue with the good work on monitoring attendance and punctuality, setting specific and measurable whole-school targets;
- strengthen further the partnership with industry;
- further refine the SDP so that all success outcomes are specific and measurable;
- ensure more rigorous monitoring of the post-inspection action plan by the GB and updating progress by means of the annual report;
- give attention to the provisional aspects regarding daily worship within the report.

**The inspectors wish to thank the GB, head, staff, parents and pupils of Ysgol Gynradd Llanfawr for their co-operation and help before and during the inspection.**

## APPENDIX

### A. Basic Information About the School

Name of School	Ysgol Llanfawr
School type	Primary
Age -range of pupils	3-11
Address of school	Ffordd Tudur, Morawelon, Caergybi Ynys Môn
Post-Code	LL65 2DS
Telephone Number	01407 762552

Headteacher	Mr Gareth Jones
Date of appointment	September 1998
Chair of Governors	Mr L. G. Owen
Registered Inspector	Mr Meurig Thomas
Dates of inspection	May 4 <sup>th</sup> – 7th 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	12	22	16	24	18	26	29	23	170

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	1	7.9

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil : adult (fte) ratio in nursery classes	24:1
Average class size, excluding nursery and special classes	22
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	90	93	92.8	91.9
Term 2	88	95	93	92
Term 3	89	91.7	92.2	90.9

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: 17						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	6	18	76	0	0
EN: Reading	Teacher Assessment	School	0	0	18	18	64	0	0
EN: Writing	Teacher Assessment	School	0	0	6	18	76	0	0
EN: Speaking and listening	Teacher Assessment	School	0	0	0	24	58	18	0
MATHEMATICS	Teacher Assessment	School	0	0	12	0	70	18	0
SCIENCE	Teacher Assessment	School	0	0	0	6	94	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:	76%	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.

NATIONAL CURRICULUM ASSESSMENT RESULTS  
END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2003							Number of pupils in Y6:						
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	7	24	10	52	7	0
		National	0	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	3	0	0	0	3	11	35	41	7	0
		National	0	2	1	1	0	0	5	12	38	40	0
Welsh	Teacher assessment	School	0	0	0	0	9	2	22	41	0	0	0
		National	1	0	0	0	1	1	4	18	51	25	0
	Test/Task	School	0	3	0	0	28	1	31	31	0	0	0
		National	1	1	0	2	0	0	3	15	50	28	0
Mathematics	Teacher assessment	School	0	0	0	0	0	7	4	34	45	10	0
		National	0	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	3	0	0	0	0	22	34	34	7	0
		National	0	2	1	0	0	0	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	0	0	3	7	21	41	28	0
		National	0	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	3	0	0	0	0	0	31	45	21	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:	55%	In the school:	38%
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, three inspectors were involved and forty-one sessions were observed.
- During this time all teachers were visited, all classes seen and all subjects of the NC inspected.
- Discussion with pupils to ascertain their knowledge of curriculum areas and their attitude to learning took place on a regular basis.
- 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 and support staff 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 3.1 Standards 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 6.2 Leadership and efficiency 8.1 Progress since the last inspection 8.2 <u>Key issues for action</u>	Mathematics Science Design and Technology Information Technology Music Art
Mr Gwilym Morris	4.2 Behaviour and attitudes 4.3 Attendance 5.4 Support, guidance and pupils welfare 5.6 Partnership with parents and community, schools and other institutions 5.7 <u>Partnership with industry</u>	
Mrs Zorah 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