

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

**YSGOL RHOSNEIGR
LÔN DYWOD
RHOSNEIGR
YNYS MÔN
LL64 5XA**

School Number: 660/ 2164

Date of Inspection: 27-29 April 2004

By

Mr D. M. Cray

Registered Inspector WO 92/16768

Date: 1 July 2004

Under Estyn contract number T/198/03P

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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:

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

Ysgol Rhosneigr is located in the seaside village of Rhosneigr on the western coast of Ynys Môn. It is maintained by the Local Education Authority (LEA) and serves the village itself and its rural hinterland. Pre-inspection documentation suggests that the majority of the area is considered neither prosperous nor economically deprived and that part of it is economically disadvantaged. Pupils reflect the full range of ability.

Currently, there are 85 pupils between 3 and 11 years of age on the school register, and they are admitted on a part-time basis in the September following their third birthday and on a full-time basis in the September following their fourth birthday. Over the years pupil numbers have remained fairly constant.

Some 30% of pupils are entitled to receive free school meals – a figure that is significantly higher than county and national averages - and 19 (22%) are designated as pupils with special educational needs (SEN). Only 8% come from homes where Welsh is the main spoken language. The school was last inspected during the summer term of 1998. The headteacher is newly appointed since January 2004 and all other members of the teaching staff have also changed since the last inspection.

Following the 1998 inspection, the school changed its Welsh programme of study to Welsh as a second language. Following consultation with parents and the governing body, Welsh is now the main medium of teaching and learning for the under-fives.

The school has a statement of aims and objectives in its prospectus and the current School Development Plan (SDP) contains the following priorities:

- raise standards in investigative science across the school;
- develop the role of curriculum leaders;
- develop pupils into lively and investigative thinkers;
- whole-school monitoring;
- improve standards in information technology;
- improve pupils' compositional skills.

The following targets have been set for 2004:

Percentage of Key Stage (KS) 1 who have attained Level 2 (L2) or above

Subject	Welsh	English	Mathematics	Science
Target	67%	67%	67%	67%

Percentage of KS2 pupils who have attained L4 or above

Subject	Welsh	English	Mathematics	Science
Target	60%	77%	69%	77%

2. MAIN FINDINGS

The main findings of the report

- Ysgol Rhosneigr has a close and caring ethos.
- The overall quality of educational provision for the under-fives is appropriate to their needs. Standards in the six areas of learning are as follows:

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

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

	KS1	KS2
English	Good	Good
Mathematics	Good	Good
Science	Good	Good
Welsh (second language)	Very Good	Very Good
Design and technology	Satisfactory	Satisfactory
Information technology	Good	Satisfactory
History	Good	Good
Geography	Satisfactory	Satisfactory
Art	Good	Satisfactory
Music	No judgement	Satisfactory
Physical education	No judgement	Very Good
Religious education	Good	Good

- In KS1 in 2003, according to teachers' assessments, 89% of pupils attained L2 or above in the core subjects at the end of the key stage (Wales 79%; Ynys Môn 79%). In 2002 the figure was 82% (Wales 80%; Ynys Môn 73%) and in 2001 it was 63% (Wales 81%; Ynys Môn 73%).
- In KS2 in 2003, 92.3% of pupils at the school attained L4 or above, as determined by task/test results in the core subjects (Wales 71%; Ynys Môn 71%). In 2002 it was 89% (Wales 68.1%; Ynys Môn 69.7%) and in 2001 the figure was 57% (Wales 68%; Ynys Môn 68.9%).

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- In relation to comparator schools in other parts of Wales, the school's performance in KS1 has moved from being amongst the 25% lowest performing schools in 2001 to being amongst the 25% highest performing in 2003. In KS2, the school's performance has been within the 25% highest performing schools for the past two years.
 - The under-fives make good progress in the application of their developing skills across the six areas of learning. Pupils' listening standards are very good in both key stages. The progress they make is good in English and satisfactory in Welsh as they use their speaking, reading and writing skills in a range of different contexts across the curriculum. Pupils in KS1 and KS2 make good use of their numeracy skills across the curriculum and they make satisfactory progress in their use of Information and communications technology (ICT) skills in a variety of contexts.
 - The recent change that has led to the introduction of Welsh as the main medium of learning and teaching for the under-fives, together with the good emphasis on its development in KS1, is beginning to bear fruit and makes an important contribution to raising standards in Welsh as a key skill for pupils across the curriculum.
 - Pupils' moral, social and cultural development is good and their spiritual development is satisfactory. The principles and positive values expressed in the aims of the school are apparent in the everyday life of the school. These are promoted by the headteacher, teachers and others involved with the school.
 - Pupils' standards of behaviour and attitudes are very good. They are self-disciplined and responsible, and their behaviour, their friendship and their inter-relationships all make a very good contribution to social inclusion.
 - Levels of attendance amongst pupils are satisfactory, with the figures over the last three terms barely above 90%. During the summer term of 2003, it was significantly below 90%, and was therefore unsatisfactory. Levels of attendance have fallen by over 5% since the last inspection and the school does not currently have sufficiently effective policies to address this. Evidence was also seen of periods of family holidays in excess of 10 days being permitted and shown as having been authorised. The school does not therefore fully meet the registration requirements based on the guidelines of the Welsh Assembly Government (WAG). It was also seen that some pupils arrive late.
 - Overall, the quality of teaching is very good. Teaching is very good in 46% of lessons observed by inspectors, good in 37% and satisfactory in 17%. The quality of teaching is one of the main strengths at Ysgol Rhosneigr and very good teaching is to be seen in all classes.
 - The quality of assessment, recording and reporting is satisfactory. The setting of targets for individual pupils is becoming a more visible feature of the work of the school. Personal targets are set in some of the pupils' workbooks as part of their efforts to improve the quality of their work. The reports produced for the under-fives are appropriate and they satisfy the requirements of the Desirable Outcomes. The most recent reports for parents of pupils in KS1 and KS2 do not conform to statutory requirements, as the format does not enable teachers to make observations on each of the foundation subjects individually.

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- The quality of the curriculum provided for pupils is satisfactory. It is based on a wide range of learning experiences and conforms to the requirements of the Desirable Outcomes, the NC and the Agreed Syllabus for religious education. Effective schemes of work are provided for the under-fives, that ensure continuity and progression in the six areas of learning. Firm foundations are set for their future education. The school has produced policies and schemes of work for all subjects, but a number of these have been put in place in the very recent past and in some instances the content does not sufficiently reflect the Welsh dimension to the curriculum. Neither do the short and mid term-plans contain regular references to opportunities to develop key skills and assessment opportunities. The school has embarked upon the process of refining its schemes of work.
 - The provision for pupils with SEN is good. The progress they make is also good, according to age and ability.
 - The school makes good provision for support, guidance and pupils' welfare. Pupils are happy and secure in an environment that is both supportive and stimulating.
 - The partnerships with parents and community, schools and other institutions are good and are satisfactory with industry.
 - The quality of self-evaluation and planning for improvement is satisfactory. The useful procedures to guide the work of self-evaluation and the monitoring of standards and quality of provision have been in place for some time. However, over time, the school has not been able to sustain the momentum of the work it has begun, and as a result this aspect of its work is no longer implemented to good enough effect. The SDP fails to target some important issues that the school should be addressing if it is to move forward and develop further.
 - The quality of leadership and efficiency at the school is satisfactory. The headteacher, who is in charge of a class and who was only recently appointed, has succeeded in a short period of time to create an ethos of co-operation and mutual dependence amongst members of staff. She provides good leadership and the administrative procedures and daily routines are undertaken effectively. There is a good range of curricular policies that have been revised in the recent past, but its range of management policies is very limited. There are gaps in key areas and this aspect has been a weakness in the management of the school for some time.
 - Neither the monolingual English prospectus distributed to parents nor the annual report of the governing body fully meet statutory requirements.
 - Staff members update their knowledge and skills through continuing professional development. Teachers have attended a range of training courses. The support staff make a good contribution to the life and work of the school. The displays to be seen throughout the school are well-prepared and appropriate, and they contribute towards the effectiveness of the learning and teaching. The buildings are maintained in good condition. There is a good emphasis on pupils' safety within the building and entrance to the school is restricted so as to prevent unauthorised access. However, the campus is not completely secure, as sections of the school perimeter fence are in need of repair, with one of the gaps providing unhindered access to the field and the schoolyard.
 - The building does not provide full disabled access.

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- The school has made satisfactory progress in addressing the key issues raised in the last inspection report.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- It was adjudged that pupils' standards of achievement are very good in 31% of sessions observed by inspectors, good in 59% and satisfactory in 10%.
- The under-fives achieve standards that are at least good in each of the six areas of the Desirable Outcomes.
- In KS1, pupils' standards of achievement are good in English, mathematics and science. Standards are very good in Welsh as a second language and are good in information technology, history, art and religious education. Standards are satisfactory in design and technology and geography. No lessons were observed in music or in physical education in this key stage and there was insufficient evidence available to enable the inspectors to express a view on standards.
- In KS2, pupils' standards of achievement are good in English, mathematics and science. Standards are very good in Welsh as a second language and are good in history and religious education. Standards are satisfactory in design and technology, information technology, geography, art and music. Very good standards were seen in the one dance lesson observed in physical education.
- In KS1 in 2003, according to teachers' assessments, 89% of pupils attained L2 or above in the core subjects at the end of the key stage (Wales 79%; Ynys Môn 79%). In 2002 the figure was 82% (Wales 80%; Ynys Môn 73%) and in 2001 it was 63% (Wales 81%; Ynys Môn 73%).
- In KS2 in 2003, 92.3% of pupils at the school attained L4 or above, as determined by task/test results in the core subjects (Wales 71%; Ynys Môn 71%). In 2002 it was 89% (Wales 68.1%; Ynys Môn 69.7%) and in 2001 the figure was 57% (Wales 68%; Ynys Môn 68.9%).
- In KS1, the school's results in the NC assessments for 2003 are significantly higher than national and county averages in English and are comparable in mathematics and science.
- In KS2, the results for 2003 are significantly higher than national and county averages in English and mathematics and are higher in science. It was seen that a high percentage of KS2 pupils in 2003 had attained L5 in the core subjects.
- Whilst some pupils were assessed in Welsh in both key stages in 2003, it is not appropriate to publish the information in order to safeguard the confidentiality of the small number of pupils in question.

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- In relation to comparator schools in other parts of Wales, the school's performance in KS1 has moved from being amongst the 25% lowest performing schools in 2001 to being amongst the 25% highest performing in 2003.
 - In KS2, the school's performance has been within the 25% highest performing schools for the past two years.
 - There are no significant gender-based differences in performance in either key stage.
 - Over time, it was seen that teachers' assessments of KS2 pupils are close to the test/task results.

3.2 Standards achieved in key skills across the curriculum

- The under-fives make good progress in the application of their developing skills in early literacy across the six areas of learning. They also make good progress in numeracy and ICT.
- Pupils' listening skills are very good in both key stages. Pupils make confident oral contributions and to a good standard in English across the curriculum in both key stages, but the ability of the majority to respond to comments and to express opinions fluently in Welsh outside the confines of designated lessons is more restricted and standards here are satisfactory.
- Reading standards in English across the curriculum are generally good in both key stages. Pupils in KS1 are well informed about the characteristics of books and the ability of the majority of KS2 pupils to discuss books and to gather information from various sources is also developing well. Pupils do not practise their reading skills to the same extent in Welsh across the curriculum and standards here are satisfactory.
- Pupils in KS1 successfully complete a good variety of writing tasks in English across the curriculum, achieving good standards, with some examples of very good work. In KS2 they also write in a range of forms for various purposes in English, achieving good standards, again with some examples of very good work. Their standards of achievement in writing Welsh across the curriculum in KS1 and in KS2 are satisfactory.
- Pupils in KS1 and KS2 make good use of their numeracy skills in a range of contexts across the curriculum. It was seen that older pupils in KS2 apply their scientific skills to very good effect.
- Pupils in both key stages make satisfactory progress in the use of their ICT skills across the curriculum.
- The recent change that has led to the introduction of Welsh as the main medium of learning and teaching for the under-fives, together with the good emphasis on its development in KS1 is beginning to bear fruit and makes an important contribution to raising standards in Welsh as a key skill for pupils across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

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

- The principles and positive values expressed in the aims of the school are apparent in the everyday life of the school. These are promoted by the headteacher, teachers and others involved with the school.
- The caring ethos is an impressive feature of the life and work of the school and pupils come to be eager to contribute and to learn. A happy, stable and caring environment is provided for all.
- The arrangements for collective worship conform to statutory requirements and the daily act contributes to the promotion of pupils' moral, social and cultural development. However, in some services, insufficient emphasis is placed on their spiritual development and the opportunities for quiet reflection are insufficient.
- They are given opportunities to contribute and parents were recently invited to school for a special service to celebrate Mothering Sunday.
- The school's Christian ethos is enhanced through the monthly visit of a local cleric.
- Pupils' moral development is nurtured effectively and pupils have a clear understanding of the difference between good and bad. They show respect for property and for school rules and those of society in general.
- They learn to support others less fortunate than themselves and they contribute to a number of local and international charities such as NSPCC and Operation Christmas Child.
- The school is an integral part of the local community and plays an important part in the social and cultural life of Rhosneigr.
- Pupils' social and cultural development is further enhanced through regular visits from members of the local community together with the extra-curricular activities such as the sports, science and music clubs.
- Pupils develop a good knowledge of the culture and heritage of Wales through their study of celebrations such as Santes Dwynwen, Saint David's Day and traditions such as collecting calennig (New Year's Gift).
- The curriculum and the daily life of the school provide regular opportunities for pupils to gain a knowledge and understanding of the beliefs and social and cultural traditions of others. Positive attitudes towards global citizenship are nurtured and this is done on a daily basis and in designated personal and social education (PSE) and religious education lessons.

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- The school has a draft policy on racial equality. Justice and tolerance come naturally to the pupils and they are aware of the need to show respect for others irrespective of their race, background or difficulties.

4.2 Behaviour and attitudes

The standard of pupils' behaviour and attitudes is very good.

- The school has effective policies and procedures. They relate to behaviour, anti-bullying (draft) and strategies for teaching. The school also promotes and sustains positive attitudes.
- Pupils are self-disciplined and responsible, and their behaviour, their friendship and their inter-relationships all make a very good contribution to social inclusion. The care shown by the older pupils of the younger children reflects their maturity and is an impressive feature of the life of the school.
- Pupils' attitudes towards learning and their commitment to their work have a positive impact upon standards.
- Pupils respond courteously to their teachers, support staff and visitors to school.
- The school adopts a pro-active anti-bullying approach and no instances of bullying, racism or other forms of misbehaviour were seen during the inspection.

4.3 Attendance

Levels of attendance are satisfactory.

- Levels of attendance over the last three full terms were slightly above 90%, but in the Summer term of 2003 they were well below 90%, and were therefore unsatisfactory.
- Levels of attendance have fallen by over 5% since the last inspection and the school does not currently have sufficiently effective policies to address this. The attendance levels of the under-fives are also a reflection of this situation.
- It is difficult to reconcile levels of unauthorised absences of almost 10%, which although recorded, are not fully confirmed by the available evidence. Evidence was also seen of periods of family holidays in excess of 10 days shown as having been authorised. The school does not therefore fully meet the requirements for registration as determined by WAG guidelines.
- Overall, pupils' punctuality is satisfactory, but it was seen that some pupils arrive late.

5. QUALITY OF EDUCATION

5.1 Teaching

Overall, the quality of teaching is very good. Teaching is very good in 46% of lessons observed by inspectors, good in 37% and satisfactory in 17%. The quality of teaching is one of the main strengths at Ysgol Rhosneigr and very good teaching is to be seen in all classes.

- All the teachers are enthusiastic and have a good understanding of the subjects they teach. They vary their teaching strategies effectively according to the respective requirements of the lesson and opportunities are provided for pupils to work as a whole class, in groups, in pairs and individually.
- The teachers and assistants know their pupils well and they enjoy a warm relationship. The high degree of maturity displayed by pupils stems from the respect they are shown by their teachers.
- They go to great trouble to gather a selection of resources and equipment that are used to very good effect to enhance pupils' experiences.
- Teachers' expectations are suitably high and clear aims are set for all lessons. Almost without exception, the stimulus is particularly lively and engages pupils' interest from the outset. Interesting tasks are planned, maintaining a suitable balance between formal activities and those of a more practical nature. Appropriate differentiation is made for the range of age and ability, including pupils with SEN.
- Important concepts are reinforced through detailed questioning that encourages pupils to recall earlier work as a basis for moving on to the next step and for developing a sense of curiosity towards their learning in general. Pupils become independent learners through theorising, predicting, making decisions and explaining their work and its logic to others.
- Sessions are appropriately and effectively paced but it was seen that some afternoon sessions, particularly in KS2, were too long and required a break in order to re-focus and retain interest.
- Classroom assistants make an important and valuable contribution in class by assisting individuals and groups. There is careful and well-structured co-operation between the adults in the classroom in order to provide the highest quality teaching.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is satisfactory.

- The school has a suitable policy and clear guidelines on assessment methods and procedures, together with a termly timetable in order to assess elements of the core subjects.
- The under-fives are assessed at an early stage during their first term at school, in accordance with LEA procedures. Suitable booklets are used in order to keep the necessary records. The Baseline Assessment and the Record of Achievement are also completed during the year. Appropriate use is made of the findings in order to identify at an early stage those children who have special needs.

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- A range of appropriate tests is used to measure pupils' progress and appropriate records are kept of their assessments in suitable assessment files.
 - The assessment opportunities for pupils are not noted regularly in the mid and short term schemes of work and are not used to full effect as a means of promoting future planning.
 - Staff know the pupils well and observe them on a regular basis. They keep a detailed record of their progress in reading and spelling.
 - Setting targets for individual pupils is becoming a more prominent feature of the work of the school. Individual targets are set in some of the pupils' workbooks as part of their efforts to improve the quality of their work.
 - The arrangements for assessing pupils with SEN are good and effective use is made of the information gained in order to set targets in their Individual Education Plans (IEPs).
 - Analyses of KS2 pupils' SATs results together with commercial tests are used as a means of evaluating and developing learning and teaching.
 - The school does not have a marking policy, but pupils' work is nevertheless marked regularly. Positive comments are made and effective use is made of the information to improve their performance.
 - Parents are invited to school twice a year to discuss their children's work and a report is sent to them at the end of the summer term.
 - The reports produced for the under-fives are appropriate and they satisfy the requirements of the Desirable Outcomes.
 - The most recent reports for parents of pupils in KS1 and KS2 do not conform to statutory requirements, as the format does not enable teachers to make observations on each of the foundation subjects individually.

5.3 Curriculum

The quality of the curriculum provided for pupils is satisfactory. It is based on a wide range of learning experiences and conforms to the requirements of the NC and of the Agreed Syllabus for religious education.

- The curriculum for the under-fives is wholly appropriate and promotes the Desirable Outcomes. Effective plans are provided that ensure continuity and progression in the six areas of learning. Firm foundations are laid for their future education.
- The school has produced policies and schemes of work for all subjects, but a number of these have been put in place in the very recent past and in some instances the content does not sufficiently reflect the Welsh dimension to the curriculum. Neither do the short and mid term plans contain regular references to opportunities to develop key skills and assessment opportunities. The school has embarked upon the process of refining its schemes of work.

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- Homework is set regularly, although the school has no specific policy. Overall, it builds on the work undertaken by pupils in class.
 - Pupils participate in a good number of extra-curricular activities including sports, music, science and chess clubs.
 - Appropriate use is made of educational visits to support their learning and visitors are invited to school on a regular basis. All of this reinforces pupils' educational and social experiences.
 - The school has a policy and programme of work for PSE and pupils' personal and social development is promoted through the curricular provision made in this regard, including Circle Time.
 - The quality of provision for pupils with SEN is good.
 - The school promotes pupils' bilingualism and makes increasing use of the language outside the designated Welsh lessons.

5.4 Support, guidance and pupils' welfare

The school makes good provision for support, guidance and pupils' welfare. Pupils are happy and secure in an environment that is both supportive and stimulating.

- All members of staff at the school know their pupils well and they work very conscientiously to care for their well-being. They deal with any problems that arise with great sensitivity and wisdom.
- Pupils relate well to each other. They say that they feel safe and that they are appreciated at school.
- The school has no equal opportunities policy, but without exception all pupils receive full access to all the school's activities.
- The Child Protection procedures are implemented correctly by all members of staff at the school.
- Sex education is taught in accordance with the policy approved by the governing body.
- The school has appointed a designated person for First Aid and the majority of staff possess current First Aid qualifications.
- Pupils are well supervised during play times and the lunch hour.
- Regular fire drills are held, together with all the required health and safety inspections.

5.5 Provision for pupils with Special Educational Needs (SEN)

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

- Nineteen pupils are designated as having SEN. None is statemented, and the vast majority are on the School Action stage. Literacy and numeracy problems are the most common cause for their being placed on the register.
- The school has a comprehensive and useful statement of policy, but it contains little by way of explanation of the various stages of intervention referred to in the Code of Practice that became operational in 2002.
- The register is correctly administered and is reviewed regularly. All the records relating to SEN are kept in a particularly orderly manner.
- All pupils receive equal opportunities and the curriculum with which they are provided is appropriate to their needs. They receive suitable support in the mainstream classes and in regular withdrawal sessions, either individually or in small groups under the guidance of a trained assistant. These arrangements work well and are beneficial to the pupils.
- A specialist teacher visits the school on an occasional basis to provide support for one pupil.
- The assessment system is effective in identifying pupils with SEN; appropriate use is made of diagnostic tests and the records kept of their progress are both appropriate and comprehensive.
- It was seen that the IEPs are of good quality and they are reviewed on a termly basis. Parents are invited to school to discuss them, but the response in this regard is not particularly good. The targets contained in the IEPs are clear and they correspond to the specific needs of each individual pupil. The evaluations undertaken at the end of the term inform the formulating of the next IEPs.
- The designated member of the governing body with responsibility for SEN also serves as a classroom assistant and displays considerable interest in and understanding of the issues involved.

5.6 Partnerships with parents and community, schools and other institutions

The partnerships with parents and community, schools and other institutions are good.

- Parents appreciate the school's work and efforts on behalf of their children, and this is confirmed by the responses in the pre-inspection meetings and questionnaires. They are always willing to help and volunteers provide valuable support in leading clubs such as chess and soccer.
- The quality and contents of the information provided to parents by way of letters, meetings and reports are generally good and are well-received by parents. The school has a suitable Home-School Agreement, which has been signed by the majority of parents.

- The Friends of the School is a supportive and enthusiastic body, that not only raises substantial sums of money for school funds but also serves as an important focus for developing social links between the school, parents and members of the local community.
- Overall, the local community is supportive of the school and attends a number of its activities and events throughout the year. In turn, the pupils also contribute well to the social life of the area, through concerts, services throughout the year, visits to senior citizens and through the generous contributions they make to charitable causes.
- There are good links with other primary schools within the catchment – both professionally between teachers and socially amongst pupils. The transfer arrangements – pastoral and curricular - for pupils in Year 6 (Y6) to the secondary schools, namely Ysgol Caergybi, Bodedern and Llangefni, are good. Pupils are comfortable with the arrangements made on their behalf.
- The support from the LEA and its officers is good and other organisations, such as the Police, the Fire Brigade and, occasionally, the RAF, also make effective contributions to this partnership.
- Students from the secondary schools and from Coleg Menai, spend periods on work experience at the school, as do prospective teachers from the University of Wales, Bangor.

5.7 Partnership with industry

The partnership with industry is satisfactory.

- Although there is no policy statement, the school is aware of the importance of this aspect of its work, and there is evidence that it is developing satisfactorily. Examples were seen of curricular work and projects on energy and food following visits to the Wylfa Power Station and local businesses.
- There are useful links with the Education and Business Partnership (EBP), sponsorship was received from a local company for the purchase of sportswear, and a science project. Members of the various services, such as the RSPCA, Police and Fire Brigade also visit the school and discuss their work. All of this is a means of raising pupils' awareness of the world of work and of various occupations.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

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

- The self-evaluation report produced by the headteacher for the inspectors offers a brief analysis of the school's strengths and identifies a number of specific areas for development – including the Welsh language. This document is a good starting point for the new headteacher.

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- The useful procedures to guide the work of self-evaluation and the monitoring of standards and quality of provision have been in place for some time. However, over time, the school has not been able to sustain the momentum of the work it has begun, and as a result this aspect of its work is no longer implemented to good enough effect.
 - Subject responsibilities are shared amongst the teachers. They work closely together, but their role as curriculum leaders has not been sufficiently developed in terms of monitoring the quality of provision and standards of achievement.
 - The current SDP was produced by the former headteacher in co-operation with the governing body. It contains a valuable evaluation of the previous year's priorities, together with details of those to be developed for this year. It is also linked effectively to training and funding costs. However, it fails to target some important issues that the school should be addressing if it is to move forward and develop further. There is also little evidence that the priorities identified lately for development have actually been acted upon.
 - The arrangements for monitoring the provision for pupils with SEN are good.
 - The results of NC tests and assessments are analysed, and compared with county and national results.
 - The school gives due attention to gender-based performance data.
 - Whole-school targets are set for the core subjects for a cyclical three-year period according to requirements. Overall, they are not particularly challenging.
 - The school has made satisfactory progress in addressing the key issues raised for action identified by the inspectors in 1998.

6.2 Leadership and efficiency

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

- The headteacher, who is in charge of a class and who was only recently appointed, has succeeded in a short period of time to create an ethos of co-operation and mutual dependence amongst members of staff. She provides good leadership and the administrative procedures and daily routines are undertaken effectively.
- Appropriate aims and objectives have been set and positive values are nurtured.
- Several members of the governing body have been appointed in the relatively recent past. They keep in close contact with the school and are eager to support its work. It was seen that they have responsibilities for supervising particular aspects of the curriculum and they receive regular reports from the headteacher.
- Staff meetings are held to discuss curricular and management issues.
- There is a good range of curricular policies that have been revised in the recent past, but the range of management policies is very limited. There are gaps in key areas and this aspect has been a weakness in the management of the school for some time.
- Job descriptions have been produced for all members of staff, but due to recent staffing changes, it is now appropriate to re-consider the distribution of responsibilities.

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- The headteacher and governors, with support from LEA officers, keep a close eye on the working budget on a monthly basis. The school works within its budget and provides satisfactory value for money.
 - The school has acted upon the issues raised by the County Council's internal audit in their report in 2002.
 - Several sub-committees have been established that meet as and when required, but there is no sub-committee dealing with curricular matters.
 - Although the school conforms to requirements in relation to teaching time, the sessions for the nursery children, that end at 11 a.m., are short and lose the opportunity to provide them with a full morning's education and to get the best possible value from the available resources.
 - Neither the monolingual English prospectus distributed to parents nor the annual report of the governing body fully meet statutory requirements.
 - There is a satisfactory awareness of issues relating to sustainable development. The school does not have a specific policy to guide its work in this respect.

6.3 Staffing, accommodation and learning resources

The quality of staffing and accommodation is good. Learning resources are satisfactory.

- Staffing levels are satisfactory and the teachers are appropriately qualified for the classes they teach. The nursery assistant and the classroom assistants are conscientious and make an important contribution to pupils' experiences.
- Staff members update their knowledge and skills through continuous professional development. The teachers have attended a range of training courses.
- The peripatetic teacher, who makes weekly visits to the school, offers instrumental tuition in the flute, saxophone, clarinet and drums, to a number of pupils.
- Support staff make a useful contribution to the life and work of the school.
- The displays staged throughout the school are well designed and effective and they contribute towards the efficiency of learning and teaching.
- The school has a satisfactory supply of resources to provide for and support curriculum requirements. They are stored carefully and are within pupils' reach.
- There are no items of large climbing apparatus for the under-fives to promote their balancing and climbing skills and neither do they have a designated outdoor play area.
- The school has embarked upon the process of establishing a central library area, but its stock is currently limited to a supply of reference books. There is room to further develop this provision to include works of fiction.

- The buildings and rooms are adequate to accommodate the number of pupils on the school register and the storage space is satisfactory. They are maintained in good condition.
- There is a good emphasis on pupils' safety within the building and entrance to the school is restricted so as to prevent unauthorised access. However, the campus is not completely secure, as sections of the school perimeter fence are in need of repair, with one of the gaps providing unhindered access to the field and the school's yard.
- The building does not provide full disabled access.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall quality of provision for the under-fives is appropriate to their needs and successfully promotes the Desirable Outcomes. The part-time nursery and full-time reception children receive a range of rich learning experiences, in a safe and homely atmosphere. The standards of achievement of the nursery and reception children are very good in three of the six areas and are good in the remainder. The nursery children attend school for two hours each morning. The reception children join KS1 pupils on Monday and Friday afternoons.

The language, literacy and communication skills of the nursery and reception children are good.

Good features

- The children enjoy listening to a variety of stories and are aware that pictures and words convey the meaning of a story. They respond to questions with increasing confidence. They are able to sing a range of rhymes and verses with relish. They enjoy experimenting with a variety of materials and equipment in order to practise their writing skills. During role-play sessions in the vet's surgery the children are given opportunities to extend their use of language.
- The reception children listen attentively and gain obvious enjoyment from listening to a wide range of stories. They speak Welsh with growing confidence and with correct intonation and pronunciation. Their vocabulary and sentence patterns are developing well and are stimulated through the effective use made of the appropriate resources and equipment prepared by the teacher. The character Pip stimulates the children in their writing skills as they prepare invitations to his party and produce birthday cards. Some children are able to write and read independently.

The personal and social development of the nursery and reception children is very good.

Good features

- The nursery children settle in quickly at school, forming delightful relationships with adults and other children in the class. They display an increasing ability to play together happily. They respond courteously to the Helper of the Day as they provide them with a portion of milk.

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- The reception children show an interest in what they are doing and are happy to wait their turn during conversations or when playing a game. They are able to concentrate for increasing periods of time when working on specific tasks. The children behave very well and play happily during play times. They are aware of the need for personal hygiene when preparing to eat lunch. They understand that all living things should be treated with respect and concern, as witnessed by their care for the young chicks and during their role-play sessions in the vet's surgery.

The mathematical development of the nursery and reception children is very good.

Good features

- The nursery children enjoy singing number rhymes and playing with number games and jigsaws. They are able to count familiar objects and recognise simple numbers very well. They can link numbers and objects from one to five. They are able to recognise simple two-dimensional shapes. They understand and use simple mathematical language in relation to capacity and volume when playing with water and sand. They are able to follow colour and shape patterns when drawing a pattern on Mrs Wishi Washi's apron.
- The reception children are able to sort, link and arrange. Their awareness of shape extends to three-dimensional shapes as they wrap presents for Pip's party. They make very good progress in their number work and recognise numbers up to at least 20. Their understanding of *one more* and *one less* is developing very well. They have the confidence to discuss and make predictions as they guess which of them is the heaviest and as they use the weighing scales to check their predictions. They use correct vocabulary when working on this task. They know that it is necessary to collect data in order to produce a simple bar graph. They recognise items of common coinage, which they use in the pet shop. They understand the order of time and can tell the time to the hour.

The knowledge and understanding of the world of the nursery and reception children are very good.

Good features

- The nursery children are able to make decisions during their role-play sessions in the vet's surgery. They can talk about the weather and the order of the day. Their awareness of the animals that live on a farm is very good. As a result of their experiences when observing the hatchery, they are able to talk about the chicks hatching, and are able to identify with the conditions necessary for their own health and well-being. They are aware of the importance of following rules, such as those applied in the classroom or on the farm.
- The reception children take a keen interest in their environment and are able to talk knowledgably about the development of the young chicks. They recognise and are able to talk about the work of various types of people who help us and can talk intelligently about the work of the farmer. They correctly record the process of planting mustard seeds and the conditions they require to grow healthily. They exhibit good mouse control and use a range of programmes to support their current work. They know of some of the local traditions such as collecting *Calennig* and *Clapio Wyau* (Begging for Easter gifts using a clapper). They discuss the rules that are needed following their visit to *Fferm y Foel* and talk about the importance of maintaining safety at all times.

The physical development of the nursery and reception children is good.

Good features

- The nursery children move about confidently both inside and outside the school. They use a wide range of materials and equipment to practise their fine motor skills such as jigsaws, scissors and peg tables. They make appropriate use of the space around them as they move about the hall. Their balancing skills are developed as they use items of large equipment such as tractors. They enjoy learning and playing a wide range of playground games.
- The reception children are able to handle items of small equipment such as beads and pencils with great skill. They display good scissor control as they cut out some of the farm animals. The reception children join KS1 pupils for physical education lessons, where they have the opportunity to practise their broad physical skills and their ball skills.

The creative development of the nursery and reception children is good.

Good features

- The nursery children enjoy their experiences in the vet's surgery and exhibit confidence during the role-play sessions. They receive very good opportunities to experiment and to create using a wide range of media and techniques. They are able to rattle and strike a range of non-percussion instruments in order to create low and high sounds. They enjoy performing as a member of Mrs Wishi Washi's band.
- The reception children are able to describe how to produce a sound when using percussion instruments, such as scraping, striking and rattling. They use Mrs Wishi Washi's kitchen utensils to produce a range of sounds. They are able to differentiate between low/high, long/short sounds. They receive a number of opportunities to further extend their creativity during the role-play sessions at the vet's surgery. They receive a range of experiences in a number of very good techniques such as *batik* and they make a considerable contribution to the colourful murals displayed throughout the classroom.

Shortcomings

- There is insufficient equipment available to develop the children's climbing skills and neither do they have a designated outdoor play area.

English

Pupils' standards of achievement are generally good in KS1 and in KS2. Standards in oracy are very good and are good in reading and writing in both key stages.

Good features

- In KS1, pupils listen with interest to the teacher's presentations and to each other. They express themselves very well orally and respond confidently to the teacher's questions.
- Pupils' reading skills are developing well. They enjoy reading and they do so using correct intonation and giving due attention to punctuation. The majority read fluently and are able to answer questions about the characteristics and contents of their reading book.
- Pupils are able to identify with the main features of a story. They write stories, showing an awareness of continuity. They understand the function of the question mark and are able to list several questions based on the story, *Peace at Last*. The older pupils use quotation marks in their written work.

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- In KS2, the majority of pupils are able to make extended responses to a range of discussions, using sound vocabulary and very good listening skills.
 - The majority read fluently and correctly, with a good level of understanding and expression. They display the ability to cast their voice and to modify their tone, pace and style as they read excerpts from a book by Roahl Dahl.
 - Pupils are able to write in a variety of styles including descriptions, reports, dialogues, directions and diaries. They understand the difference between formal and informal language. They make regular use of comparisons and idioms to enhance their work. The older pupils in this key stage are aware of the vocabulary related to imagery and they produce some pieces of very good work.
 - Pupils' poetic output is a particular feature of their written work. They exhibit growing confidence when playing with words and rhyme. They are aware of the difference between literal and figurative language and they write a wide range of poetry.
 - They display a firm understanding of regular paragraphing and punctuation in their current work.
 - They use a range of sources in order to recall and collate information.

Shortcomings

- The handwriting of a number of pupils reflects a lack of continuity and progression and their punctuation is at times careless.

Mathematics

Pupils' standards of achievement are good in both key stages.

Good features

- In both key stages, pupils respond well to the emphasis placed on mental mathematics. Their experiences are enhanced by using a range of games and resources that promote enjoyment whilst reinforcing learning.
- Pupils in KS1 develop a good understanding of number patterns. They are aware of the difference between odd and even numbers and are able to count forwards and backwards in various steps.
- Their understanding of place value is developing. They are able to correctly calculate addition and subtraction problems, and can also estimate to the nearest 10.
- They are able to name two and three-dimensional shapes and can also talk about some of their characteristics.
- Their previous work shows that pupils have a firm grasp of reading the time and they make correct use of standard units to measure mass.
- It was also seen that they are able to collect data and transfer it into simple graphs.
- Pupils in KS2 make good progress with their number work and they have a good awareness of the four rules. They develop a good understanding of place value and come

to be able to correctly deal with large numbers. They employ a range of strategies to assist them with their work and they make competent use of calculators.

- They know that decimal numbers and fractions can be of equivalent value.
- They come to be able to correctly use co-ordinates to determine location.
- It was seen that pupils have a good understanding of their work on shape and the measures.
- They are able to collect, analyse and interpret data confidently, using a range of graphs, such as bar, line and circle charts to record and present their findings.

Shortcomings

- There are no significant shortcomings.

Science

Standards are good in KS1 and in KS2.

Good features

- In KS1, pupils have good recollection of their earlier work on various sources of light. Through simple investigations, using shoeboxes, a pipe and a torch, they come to understand that darkness is the absence of light.
- They follow instructions well and are able to offer sensible suggestions on how to undertake a scientific investigation. They record what they see correctly in the form of simple diagrams and notes.
- They have a sound awareness of a range of different materials and are able to classify them according to their characteristics, correctly recording their findings in tabular format. They make correct use of terms such as transparent in their proper context.
- They are able to design a fair test in order to discover which magnet is the strongest.
- From discussions with pupils, it was found that they understand the importance of eating the correct types of food to stay healthy.
- In KS2, pupils have a good awareness of liquids, solids and gases and are able to confidently explain their characteristics.
- They are knowledgeable of various parts of the body and are very aware of the importance of a balanced diet. They describe effectively the effect that keeping fit has on the heart.
- Their earlier work on changes in materials is comprehensive and it has given pupils an opportunity to develop their investigative skills to a good standard. They correctly use a good range of scientific terms.
- Pupils' investigations into sound are developing very well. It was seen that they are able to work maturely and independently in groups, making predictions, changing variables and forming intelligent conclusions.
- They have a developing awareness of the planets in the solar system.

Shortcomings

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- The work of older pupils in KS2 has not until relatively recently shown regular and consistent development of their investigative skills.

Welsh (second language)

Standards of achievement are very good in both key stages. Standards are very good in all three aspects of oracy, reading and writing across the school.

Good features

- Almost without exception, pupils display a positive attitude towards learning Welsh. Their learning is reinforced through the regular use made of the language in the day-to-day life of the school.
- In KS1, pupils listen attentively to a range of visual and audio stimuli. They respond correctly to a range of greetings and questions and they participate skilfully in role-play sessions.
- They make very good progress in their reading and enjoy reading together from the big books as well as pieces of poetry.
- They are able to link pictures and words and create simple sentences to express their likes or dislikes. They can complete questionnaires about their favourite foods to very good effect. A number of pupils are able to add words or phrases to sentence patterns.
- In KS2, pupils listen and respond very well to teachers' instructions. They speak with increasing confidence and with intelligible pronunciation and intonation. They are able to recall a range of sentence patterns as they take part in role-play activities such as a portrayal of a visit to the vet's surgery.
- They read a range of appropriate books including reference books. The majority are able to give a very good outline of the contents of the books they read.
- They have a very good awareness of language patterns and sentence structures and they write to a very good standard as they undertake tasks such as scripting a telephone conversation, expressing opinions and describing characters. The most able pupils can refine their work to include the compact form of the verb and are able to write pieces of work of a high standard.

Shortcomings

- There are no significant shortcomings.

Design and technology

No lessons were observed in either key stage, but on the basis of discussions with pupils and the examination of their work, it was adjudged that standards are satisfactory in KS1 and in KS2.

Good features

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- In KS1, in their work on food technology, pupils have conducted a successful investigation on the favourite pancake accompaniments of their peers.
 - They are aware of the importance of hygiene in relation to their work and they write a simple record of the steps they have taken to make pancakes.
 - In KS2, pupils have conducted an investigation into various types of cold drinks, with a view to designing a new drink for consumers. Effective use was made of questionnaires to identify consumers' preferences and needs.
 - They are able to describe with a fair measure of accuracy the processes required to make their products. They can also offer some sensible improvements.

Shortcomings

- In both key stages, the pupils are not familiar enough with making designs to record their ideas and do not fully appreciate the importance of developing them thoroughly as part of the design and technology process.
- They do not sufficiently practise the skills related to working with a wide range of materials.
- Older pupils in KS2 do not give sufficient attention to evaluating their work.

Information technology

Standards of achievement are good in KS1 and are satisfactory in KS2.

Good features

- In KS1, pupils' keyboard skills are developing to a good standard and they have good mouse control.
- They successfully use the word processor to present a range of written work.
- They produce correct graphs to record the data they have collected about their favourite foods.
- Their Modelling skills are developing appropriately through using a range of different programmes.
- In KS2, pupils have a good understanding of word processing and they can produce, correct, arrange and present their work to very good effect for a range of different purposes.
- There are good examples of younger children in this key stage using a graphics package to present data in their cross-curricular work.
- They are able to discover information by using CD-ROMs and the Internet with ease.

Shortcomings

- The older pupils in KS2 are not sufficiently familiar with using the computer to collect, arrange, present, question and analyse data.
- Their Modelling skills have not been developed sufficiently.

History

Standards are good in both key stages.

Good features

- In both key stages, pupils benefit from the opportunities they receive to handle historical artefacts. They do so with great care and an awareness of their value.
- In KS1, pupils' understanding of the passage of time is developed effectively as they learn about the changes in toys and houses throughout the centuries.
- They learn and use common words and phrases relating to the passage of time. They are able to place various toys in correct chronological order and can use reference books to discover additional information about toys.
- They know about some of the main figures in Welsh history, and of various festivals celebrated by the Welsh people.
- In KS2, pupils have a firm grasp of a good range of events that occurred during the Second World War.
- They have a good awareness of some of the leaders of the period in question and have discovered this information by searching the Internet.
- They know about some of the inventions of the Victorian period, together with the living conditions and practices of the time.
- They appreciate that the personal recollections of visitors to school help them to gain a better understanding of the past.
- A number of older pupils have a very well developed awareness of chronology.

Shortcomings

- Pupils in both key stages would benefit from improving their awareness of history in a Welsh context.

Geography

No lessons were observed in either key stage, but on the basis of discussions with pupils and the examination of their work, it was adjudged that standards of achievement are satisfactory in KS1 and in KS2.

Good features

- In KS1, pupils are able to talk about some of the main human and physical features of their area.
- They are able to place the school's location in the context of the village as a whole, following a simple plan around the locality.
- They know some of the main weather symbols.
- They have conducted a traffic survey, correctly recording their findings in graphical format.
- In KS2, the younger pupils have prepared an information sheet about the locality and are able to discuss their favourite places in Rhosneigr.
- Pupils' knowledge of a contrasting area, such as Keighley, is developing appropriately. They are able to refer to some of the similar and dissimilar features between the contrasting area and their own.

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- The links with a primary school in Keighley have contributed to pupils' awareness of the cultural diversity to be found within the United Kingdom.
 - They are able to correctly locate several European countries and seas and oceans throughout the world.

Shortcomings

- In both key stages, pupils' geographical investigative skills are under-developed.
- Pupils in KS2 are not sufficiently well informed about the causes and effects of environmental change, and about the degree to which the needs of the present endanger the future.

Art

Standards of achievement are good in KS1 and are satisfactory in KS2.

Good features

- In KS1, pupils investigate a range of fabrics in relation to their colours and patterns. They use various different media and art activities, including weaving, tessellation and tie and dye.
- They exhibit good skills when observing the detail and technique employed by a number of different artists.
- They respond imaginatively to the work of the artist Giuseppe Arcimboldo. They use a variety of materials and techniques in order to copy the artist's unique style.
- They are able to use a wide range of materials and three-dimensional techniques to create simple sculptures.
- In KS2, they investigate and experiment with texture, tone, shape and form.
- They are able to use the scissors accurately and combine cuttings in order to create a sense of depth in a piece of work. They are able to create a range of effects such as depth and texture as they create pictures to produce rubbings.
- They have investigated and produced good quality work based on a study of the works of artists from various periods such as the Pop Art paintings by Andy Warhol.
- Their use of a digital camera and scanner has enhanced their work as evidenced by their study of light and darkness.
- Recently, the older pupils have begun to use their sketchbooks to record and illustrate their ideas.
- They study how stories have been represented on textiles throughout the centuries. Following their work on Romeo and Juliet, they have produced a range of work including masks and designing coats of arms.
- Pupils are familiar with evaluating their own work and that of others.

Shortcomings

- In KS2, pupils' observational skills have not developed sufficiently.
- KS2 pupils' skills in modelling and shaping three-dimensional structures have not progressed sufficiently.
- Pupils are not sufficiently well informed about the work and techniques of well-known artists from Wales.

Music

No lessons were observed in KS1 and there was insufficient evidence to enable inspectors to express a view on standards. In KS2, standards are satisfactory.

The experiences of some pupils are enhanced by receiving lessons from peripatetic teachers. Tuition is offered in flute, clarinet, saxophone and drums.

Good features

- In both key stages, the standard of singing is satisfactory. Pupils sing a growing *repertoire* of songs in both languages.
- In KS2, pupils are able to keep to their part as members of a group in a simple part song.
- They are able to create a 'sound picture' in response to a stimulus. They use percussion and non-percussion instruments to effectively convey the atmosphere of *Midnight Wood*.
- They understand how to create and combine sounds to produce texture. They are able to illustrate their ideas to create a simple score.
- They know how to play an independent part within a group whilst performing a creative piece.
- They evaluate their own work and that of others in order to refine their performance.

Shortcomings

- When singing, pupils do not have sufficient control of dynamics, quality and pitch.
- They do not possess the required degree of knowledge about world famous or Welsh composers.
- Pupils' ability to differentiate between the various musical elements is under-developed.

Physical education

During the inspection, insufficient work was seen in KS1 to enable inspectors to come to a view on standards of achievement. One lesson was observed in KS2 and it was adjudged that standards are very good.

It was seen in the schemes of work that a comprehensive programme of activities is planned for pupils during the year.

Good features

- In KS2, older pupils are aware of the need to warm-up the body before exercising. They do so, showing good control of their movements.
- Pupils dress appropriately for the lesson and they give due attention to safety.
- They exhibit a range of very good dance skills and techniques. They are able to compose interesting sequences that reflect a range of dance styles, building them to form a complete dance.
- They display sensitivity and good control as they respond to the sound stimulus. Their performances are of a very high standard.
- At the end of the lesson and before cooling down, they are able to exhibit light stepping techniques and good control as they perform a folk dance.
- Pupils in Y2-Y6 receive swimming lessons during the year and the school reports that many pupils receive certificates of competence for swimming various distances. They take part in termly activities and team competitions with other schools. They use parents and staff to run a soccer club and Dragon Sports sessions.

Shortcomings

- There are no significant shortcomings.

Religious education

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

The subject is given due prominence in the school curriculum and the experiences provided lay a firm foundation for the promotion of pupils' spiritual, moral, social and cultural development.

Good features

- In KS1, pupils exhibit a good understanding of Christian values and beliefs such as sharing and helping others.
- They are able to tell the story of Saint David and can talk about his influence upon others.
- Through their study of Judaism, pupils exhibit a good awareness of some of the main features related to the Jewish faith, such as the Shabbat.
- Their written work shows their ability to produce their own personal prayers.
- They are aware of the importance of rules in their everyday lives and are able to draw up sensible class rules.
- In KS2, pupils' written work shows that pupils have a firm understanding of religious issues and concepts.

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- They are well informed about the events of Easter and of the significance of the symbols related to Easter week.
 - They have scripted part of the parable of the Kind Samaritan, showing awareness of structure and of the message of the parable.
 - They are happy to think, voice opinions and express their feelings confidently and in a particularly mature fashion.
 - They engage in meaningful discussions about issues such as safeguarding our world, bullying and the temptations of modern life.
 - They are able to interpret the meanings of a wide range of stories from other traditions, such as the fact that compassion is the message of the Kisagotami story from the Buddhist faith.
 - Their awareness of other world religions such as Buddhism, Sikhism and Judaism is developing well.

Shortcomings

- Pupils do not make sufficient use of artefacts in their studies.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

Following the inspection held in the Summer Term of 1998, the following were identified as being key issues for action:

- raise standards in Welsh;
- develop systems to monitor the quality of the curriculum, including teaching and learning, and extend the role of curriculum leaders in this regard;
- allocate curricular responsibilities for assessment and apply whole-school strategies so that outcomes come to inform the planning;
- develop a comprehensive system of evaluating and monitoring the progress made in relation to the targets identified in the SDP;
- further secure school boundaries;
- improve the provision of resources for SEN.

The school has made satisfactory progress in addressing the key issues for action identified in the last inspection report. In 1998 standards were judged against the Welsh curriculum programme of study, as opposed to Welsh second language as is the case in this inspection, and as a result real progress cannot be measured due to the different requirements that apply. However, with the willing support of the governing body and parents, it was seen that firm foundations have been laid for the development of the language. Although useful procedures have been put in place to guide the work of monitoring standards and the quality of provision, as referred to earlier in this report, the school has not been able to sustain the momentum of the work which it embarked upon and the role of the curriculum leaders

continues to be under-developed. Assessment responsibilities have been allocated and whole-school strategies have been implemented in this regard, but because of staffing changes, the allocation of these responsibilities need to be reviewed and there is also room to build further upon what has been already established. The SDP is discussed at governing body meetings and an end of year evaluation of priorities was undertaken. Attention has been given to improving site boundaries, but as they currently stand they are not safe enough. There is appropriate provision of resources for SEN.

8.2 Key issues for action

The school needs to:

- raise standards through addressing the shortcomings identified in the various subjects;
- through the willing co-operation of parents, continue with the efforts to develop the place of the Welsh language within the school by building on the firm foundations already put in place for the under-fives;
- ensure that self-evaluation and monitoring strategies are implemented effectively and that the SDP is modified to better reflect the school's needs in relation to its future development;
- improve the quality of the schemes of work, ensuring greater consistency in the development of key skills, the links with assessment, together with greater emphasis on the Cwricwlwm Cymreig;
- ensure that the school has the required range of management policies agreed by the governing body;
- raise parental awareness of the need to improve pupils' attendance and punctuality and to set specific targets for doing so, and to ensure that the registers are administered according to requirements;
- repair the broken sections of the fence around the school perimeter and ensure that no unauthorised access is possible through the section of fence that is currently open and unprotected;
- conform fully to requirements in relation to the reports produced on KS1 and KS2 pupils' progress to parents, the school prospectus and the annual report of the governing body.

The school has already referred to the second and third points above as matters for development in the headteacher's self-evaluation report.

APPENDIX

A. Basic information about the school

Name of School	Ysgol Rhosneigr
School type	LEA Maintained
Age-range of pupils	3-11 years
Address of school	Lôn Dywod Rhosneigr Ynys Môn
Post-Code	LL64 5XA
Telephone Number	(01407) 810571
Headteacher	Mrs Lynne Thomas
Date of appointment	January 2004
Chair of Governors / Appropriate Authority	Mr Andy Jones
Registered Inspector	Mr D M Cray
Dates of inspection	27-29 April 2004

B School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4	11	12	6	10	12	14	12	81

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.8

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	21.3:1
Pupil : adult (fte) ratio in nursery classes	:1
Pupil : adult (fte) ratio in special classes	:1
Average class size, excluding nursery and special classes	21.3
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
Term	R	KS1	KS2	Whole school
1 Spring	95.14%	92.6%	92.37%	93.37%
2 Summer	82.55%	88.13%	92.22%	87.63%
3 Autumn	99.17%	87.95%	85.13%	90.75%

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

C. Results of National Curriculum assessments.

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS1 Results: 2003			Number of pupils in Y2: 8					
Percentage of pupils at each level			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School				67	33	
		National		4	14	63	20	
Reading	Teacher Assessment	School				44	56	
		National		4	14	55	27	
Writing	Teacher Assessment	School				78	22	
		National		5	14	69	11	
Oracy	Teacher Assessment	School				67	33	
		National		3	12	63	22	
MATHEMATICS	Teacher Assessment	School			12	44	44	
		National		2	11	63	24	
SCIENCE	Teacher Assessment	School			11	67	22	
		National		2	10	66	22	

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

In the school:	89%	In Wales:	79%
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D Excepted or disapplied under Sections 364 or 365 of the Education Act 1996.

W Working towards level 1

END OF KEY STAGE 2: 2003

National Curriculum Assessments KS 2 Results: 2003			Number of pupils in Y6: 12										
Percentage of pupils at each level			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	8								31	61	
		National						1	6	16	45	31	
	Test/Task	School	8								31	61	
		National		2	1	1			5	12	38	40	
Mathematics	Teacher Assessment	School	8								38	54	
		National						4	19	46	30		
	Task/Test	School	8								38	54	
		National		2	1				4	18	42	33	
Science	Teacher Assessment	School	8								38	54	
		National						2	13	49	35		
	Task/Test	School	8								31	61	
		National		2					1	9	48	39	

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:	92%	In the school:	92%
In Wales:	70%	In Wales:	71%

- D Excepted or disapplied under Sections 364 or 365 of the Education Act 1996.
 A Pupils who have failed to register a level due to absence.
 N Pupils who have failed to register a level for reasons other than absence.
 B Pupils not entered for the tests because they are working outside the set levels of the tests.
 W Pupils who are working towards level 1.

D. The evidence base of the inspection

- The team of three inspectors inspected work in all classes. Between them they spent six full days at the school;
- pre-inspection meetings were held with governors, staff and parents;
- a range of documentation produced by the school was examined, including examples of work by the pupils across the curriculum in the early years and the two key stages;
- thirty six lessons or sessions were observed;
- morning assemblies were attended;
- pupils were listened to reading and were questioned about their knowledge and understanding of the curriculum;
- school registers were inspected;
- discussions were held with the headteacher and school staff relating to curricular and management matters;
- minutes of governors' and staff meetings were examined as well as documents relating to the school's financial matters;
- pupils were observed as they arrived and departed from school, and during breaks;
- fourteen parents were present at the pre-inspection meeting and 14 (25%) questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr D M Cray	RgI	1; 2; 3.1; 3.2; 5.1; 5.5; 6.1; 6.2; 8.1; 8.2	Mathematics; science; design and technology; information technology; history; geography.
Mrs SA Taylor	Team	4.1; 5.2; 5.3; 5.4; 6.3;	The early years; Welsh; English; art; music; physical education; religious education.
Mr W Owen	Lay	4.2; 4.3; 5.6; 5.7	

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