

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

**Ysgol Gymuned Rhosybol
Rhosybol
Ynys Môn
LL68 9AP**

School Number: 6602165

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by

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- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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Ysgol Gymuned Rhosybol was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Gymuned Rhosybol took place between 06/12/05 and 08/12/05. An independent team of inspectors, led by Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

“There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.”

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Ysgol Rhosybol is a rural primary school. It is located on the outskirts of the village of Rhosybol, some three miles from the town of Amlwch. The school is attended by 55 full-time pupils between 4-11 years of age. There has been a considerable reduction in pupil numbers during the last three years. The pupils are taught by three full-time members of staff and one part-time teacher. The children are admitted to school on a full-time basis at the beginning of September following their fourth birthday.
2. The area is described as being neither prosperous nor economically disadvantaged. Five per cent of pupils are entitled to receive free school meals, a figure that is considerably lower than county and national averages.
3. Welsh is the main language spoken in the homes of a little over a half of the pupils, but it is now adjudged that some 80% of them speak Welsh to first language standard. The school teaches the Welsh First Language Programme of Study.
4. The school has pupils representing the full range of ability and their levels of attainment vary greatly when they are admitted to school. Seven per cent of pupils have special educational needs, a figure that is considerably below the national average, and two of them have statements of special educational needs.
5. The school was last inspected in October 1999. Since then, there has been a significant change in the linguistic and social background of many of the pupils. The headteacher was appointed to his post in September 2005.

The school's priorities and targets

6. The school's priorities and targets for 2005 – 2006 include:
 - further developing mathematics and ensure that all classes follow the scheme of work;
 - establishing a new assessment system;
 - securing the implementation of the self-evaluation procedures;
 - developing the role of the subject co-ordinators and the special educational needs co-ordinator.

Summary

7. The findings of the school matched the judgement of the inspection team in all seven Key Questions.

Table of grades awarded

8. The inspection team adjudged the school's work to be as follows:

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

Standards

9. Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	76%	12%	0%	0%

Grades for standards in subjects inspected

10. Standards achieved in the areas of learning and subjects inspected are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 3
English	---	Grade 2
Science	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 1	Grade 1

11. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
12. All pupils, including those with special educational needs, make good progress towards achieving the individual targets set for them.
13. The under-fives and the pupils in both key stages achieve good standards in the key skills. They make confident use of their oral, literacy and communication skills, together with their mathematical and information and communications technology skills for a range of curricular purposes.
14. Key Stage 1 and Years 3 and 4 pupils have good bilingual skills. With the exception of those pupils who speak Welsh as a first language, a significant number of pupils in Years 5 and 6 are unsure when working through the medium of Welsh.
15. National Curriculum assessment results over the last three years show that the performance of Key Stage 1 pupils is comparable to local and national performance in all subjects.
16. In 2005, the school's Key Stage 2 results in Welsh and mathematics are above national averages, whereas the results in English and science were lower. Performance trends in Key Stage 2 show good improvement over a period of time.
17. Pupils of all ages make good progress in their learning. They respond enthusiastically in lessons; they have a good understanding of the work in hand and in some lessons they are able to evaluate their work and identify how it can be improved. Pupils' ability to work independently is developing appropriately.
18. The pupils' personal, social and learning skills are good.
19. Pupils' behavioural standards and their ability to work with others are outstanding features at the school. This makes a considerable contribution to creating a civilised community at the school and to nurturing a pleasant learning environment.
20. Pupils of all ages have good creative skills.
21. Pupils have a good awareness of equal opportunity issues and they show respect for and have an appropriate awareness of diversity in society. They take pride in their community and have a good awareness of the world of work and industry in the locality.
22. For the three full terms prior to the inspection, average levels of attendance at the school were slightly above 93% and there is room for improvement. The vast majority of pupils arrive punctually at school in the morning.

The quality of education and training

23. The quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	79%	5%	0%	0%

24. There are many good features to the teaching in all classes, including the under-fives' class. The teachers undertake detailed planning; they have a good understanding of the areas of learning and lessons are well structured.
25. Where there are outstanding features to the teaching, the expectations are high, the tasks are challenging and pupils are given good opportunities to plan and evaluate their own work.
26. In a small minority of lessons the tasks do not match the age and ability of the youngest pupils in the class.
27. The recently established assessment procedures are thorough and of good quality. There are clear arrangements for recording pupils' progress. The annual reports to parents are of good quality and they conform to statutory requirements.
28. The curriculum is broad and balanced and provides equal access to all learners.
29. The detailed schemes of work give a clear sense of direction to the work of the school and they ensure that the basic skills, the key skills and the Cwricwlwm Cymreig receive due attention. Pupils' personal and social education is developed in a systematic and effective manner.
30. The sessions of collective worship, fieldwork visits and the other broad-based learning experiences provided for pupils successfully promote their spiritual, moral, social and cultural development. Good opportunities are provided for pupils to study their own and other cultures.
31. The quality of the partnership between the school and parents is good and this was reiterated in the positive responses received from parents in the pre-inspection questionnaire. The school has effective arrangements for communicating with parents.
32. The pupils are active in the locality and members of the community are very supportive of all the activities organised by the school.
33. There are good links with catchment primary and secondary schools. There is an effective partnership with local industry and businesses, and the provision for work-related education is good. Little attention is given to sustainable development and enterprise education.

34. There is good provision for promoting bilingual skills and the vast majority of pupils are proficient in Welsh and English when they transfer to the secondary school.
35. The equal opportunities and anti-racism policies reflect the school's commitment to providing equal access and opportunities for all.
36. The quality of the care, support and guidance provided for pupils is good. The school is a happy and caring community and pupils are happy to approach any member of staff for support or guidance. The teachers know the pupils well and they give particular attention to their personal and educational progress.
37. Good attention is given to Personal and Social Education in the life and work of the school. The School Council and circle time are well-established in the school culture.
38. There are sound arrangements for securing pupils' health, welfare and safety during their time at school.
39. Sound child protection procedures have been established and there are appropriate procedures for promoting good behaviour and preventing bullying.
40. The provision for pupils with special educational needs is good. The special educational needs co-ordinator works closely with the class teachers, the assistant and the designated governor.

Leadership and management

41. The new headteacher has succeeded in addressing a number of aspects of leadership and management that needed to be improved. He is well-supported by experienced and conscientious teachers who know the school well, but their role as subject co-ordinators has not yet developed sufficiently.
42. Little attention has been given in the past to national and local priorities, but the headteacher has recently arranged for the school to join a number of initiatives such as the Green School and the Healthy School projects.
43. Management at the school is good. Suitable management policies have been adopted and the day-to-day running of the school is effective.
44. Since the beginning of this term, the governing body has played a more active and strategic role in the development of the school. They know the school well and have begun to undertake their monitoring and evaluation roles, although this remains in the early stages of development. They undertake their statutory roles thoroughly.
45. The self-evaluation framework established during this term is comprehensive and responds well to school needs. Parents' views are gathered through questionnaires and written reports are provided for the governing body on

evaluation outcomes. These arrangements have not yet been operational for long enough to have an impact on pupils' standards of achievement and the quality of educational provision.

- 46 The School Development Plan provides an effective sense of direction for the work of the school. The priorities have been carefully planned and there are good links between them and the self-evaluation outcomes.
- 47 Staffing levels at the school are good and the teachers have a good range of experience and expertise. The practice of exchanging classes to teach specific subjects enables the school to make more efficient use of staff strengths.
- 48 There is an adequate supply of resources for teaching the under-fives and all National Curriculum subjects, although there are some minor gaps in the provision.
- 49 The overall condition of the school buildings is good and they provide a suitable location for teaching pupils. The recently established computer room is a valuable acquisition for the school. School buildings and grounds are well-maintained.
- 50 School resources are managed efficiently by the headteacher and the governing body in order to obtain value for money.
- 51 The school has made progress in the five Key Issues identified in the 1999 report. The greatest progress has been made during the term in which the inspection was held, but there is more work to be done to raise standards in Welsh and to further develop the role of subject co-ordinators.

Recommendations

- R1 Raise standards in Welsh in Key Stage 2 by addressing the shortcomings identified;
- R2 Continue to develop the self-evaluation regime and provide subject co-ordinators with a more active role in the process;
- R3 Continue to develop the strategic role of the governing body by giving particular attention to their monitoring and evaluation responsibilities;
- R4 Improve the provision for developing pupils' enterprise skills and promoting their awareness of sustainability issues.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the

recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

52 The findings of the inspection team match the judgement made by the school in its self-evaluation report.

53 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	76%	12%	0%	0%

54 Standards achieved in the areas of learning and subjects inspected are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 3
English	---	Grade 2
Science	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 1	Grade 1

55 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

56 Pupils achieve good standards in the vast majority of subjects and aspects in terms of their knowledge, understanding and skills. All pupils, including those with special educational needs, make good progress towards achieving the individual targets set for them.

57 The under-fives achieve good standards in the key skills. Their oral, literacy and communication skills are developing well. They make confident use of their mathematical skills during practical activities and they make good progress in their ability to use information and communications technology as an educational tool.

58 Pupils' standards in the key skills in both key stages are good. They respond enthusiastically in class discussions; they read a good range of texts with increasing accuracy and a good number of them are proficient writers in their mother tongue. They make effective use of their mathematical skills in various contexts and they make good use of their information and communications technology skills in a number of subjects.

- 59 Key Stage 1 and Years 3 and 4 pupils have good bilingual skills, and the vast majority achieve good standards in their ability to speak, read and write in both Welsh and English. With the exception of those pupils who speak Welsh as a first language, a significant number of pupils in Years 5 and 6 are unsure when speaking, reading and writing in Welsh.
- 60 Just three pupils were assessed at the end of Key Stage 1 in 2005. Results over the last three years show that the performance of Key Stage 1 pupils is comparable to local and national performance in all subjects.
- 61 In Key Stage 2 in 2005, the school's results in Welsh and mathematics were 8% above than national performance whereas the results in English and science were slightly lower. In relation to similar schools in terms of the percentage of pupils receiving free school meals, the school's performance was around the median in Welsh and mathematics, and was in the lowest quartile in the other two subjects. The performance of the girls excelled that of the boys in all subjects.
- 62 Performance trends in Key Stage 2 in 2005 show good improvement over a period of time.
- 63 Pupils of all ages make good progress in their learning. They respond enthusiastically in lessons and they have a positive attitude towards their tasks. They have a good understanding of the work in hand and in physical education and music lessons they are able to evaluate their work and identify how it can be improved. This is not replicated consistently across other curriculum subjects.
- 64 The under-fives and pupils in Years 2 and 6 make good progress towards achieving their potential and they move forward confidently to the next stage of learning.
- 65 The personal, social and learning skills of pupils of all ages are good.
- 66 The behavioural standards of pupils of all ages are outstanding. They behave responsibly; they respect others and show a high level of self-discipline. This makes a considerable contribution to creating a civilised school community and to nurturing a pleasant learning environment.
- 67 The progress made by pupils in their ability to work with others and to create harmonious inter-relationships with their peers is one of the outstanding features at the school. Pupils are caring of each other, they are happy to listen to the opinions of other pupils and are honest and open in their involvement with teachers.
- 68 The creative skills of pupils of all ages are good. They create interesting pictures and models and they display a lively imagination in gymnastics lessons as they create various original shapes and movements.

- 69 The pupils' ability to work independently is developing appropriately. In lessons such as science, they make good progress in their ability to organise their own work and to solve problems and to take some responsibility for their learning. They play an active part in the life of the school, and when given the opportunity, they undertake responsibilities with confidence.
- 70 Pupils have a good awareness of equal opportunity issues and they show respect for and have an appropriate awareness of diversity in society. They take pride in their community and take advantage of every opportunity they receive to contribute to its life and work. Through numerous visits and fieldwork studies, the pupils develop a good awareness of the world of work and industry in the locality.
- 71 For the three full terms prior to the inspection, average levels of attendance at the school were slightly above 93% and there is room for improvement. The vast majority of pupils arrive punctually at school in the morning.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 72 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 73 The quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	79%	5%	0%	0%

- 74 The quality of teaching for the under-fives is consistently good. The wide range of activities provided for the children is interesting and relevant to their maturity and needs. Classroom organisation is effective, the children are kept working busily and they receive good quality support.
- 75 There are many good features to the teaching in all classes. The teachers undertake detailed planning and they set clear objectives for lessons. They have a good understanding of the areas of learning and of the needs of the groups of pupils they teach.
- 76 The lessons are well-structured, the presentations are interesting, there is appropriate pace from beginning to end, a wide range of activities are organised and the closing session is effective. Purposeful use is made of resources and the tasks provided conform to the ages and abilities of all pupils in the class.
- 77 Where there are outstanding features to the teaching, the expectations are high, the tasks are challenging and pupils are given good opportunities to plan and evaluate their own work.

- 78 In a small minority of lessons, the teachers' presentations are too long and they slow down the teaching and the tasks do not match the age and ability of the youngest pupils in the class.
- 79 The assessment is thorough and of good quality. The quality of assessment for the under-fives, and the baseline assessments, is good. The assessments are analysed in order to set individual targets for the children.
- 80 The assessments for pupils with special educational needs fulfil statutory requirements.
- 81 The recently established assessment procedures are thorough and they ensure that the subjects are assessed in a systematic and regular manner. Purposeful use is made a range of tests and assessments and a detailed system has been established in order to track the progress of each pupil throughout his or her time at the school.
- 82 Pupils' work is marked regularly, but on occasion the guidance given on how to improve the work is limited.
- 83 The personal targets set for pupils assist them to understand the function of assessment and they motivate them to work harder. The pupils are aware of their targets and they discuss them regularly with their teachers.
- 84 The annual reports to parents are of good quality and they conform to statutory requirements. Parents appreciate the twice-yearly opportunities they receive to discuss their children's development with the teachers.

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

Grade 2: Good features and no important shortcomings

- 85 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 86 The school responds well to pupils' learning needs and interests. The broad and balanced curriculum provides equal access for all learners. The curriculum conforms to the requirements of the National Curriculum and religious education and the Desirable Outcomes for Children's Learning.
- 87 Appropriate policies and schemes of work have been produced for all curricular areas, including Early Years plans. They contain detailed planning for developing the basic skills and the key skills, and due prominence is given to the Cwricwlwm Cymreig and the heritage of Wales. The plans provide a clear sense of direction to the work of the school and they make a considerable contribution towards the good standards achieved in several subjects.

- 88 The pupils' personal and social education is developed in a systematic and effective manner. Through the School Council, pupils receive good opportunities to influence issues affecting their lives.
- 89 The numerous learning opportunities provided outside the school extend and enhance the curriculum. They include visits to places of educational interest, fieldwork and other varied activities.
- 90 The broad-based learning activities received by the pupils effectively promote their spiritual, moral, social and cultural development. Pupils have a strong sense of ownership of and responsibility towards the school and its environment.
- 91 The sessions of collective worship and the circle time sessions make a valuable contribution towards developing the pupils' understanding of spiritual, moral and social issues. They ensure that pupils come to respect truth and justice. Good opportunities are provided for pupils to study their own and other cultures in history, geography, music and religious education.
- 92 The quality of the partnership between the school and parents is good and this was reiterated in the positive responses received from parents in the pre-inspection questionnaire. The Friends of the School are active and they arrange a full programme of activities and raise considerable sums of money to purchase resources for the school.
- 93 The school has effective arrangements for communicating with parents. The Home/School Agreement and the School Prospectus meet the requirements in full.
- 94 There are good links between the school and the community. The pupils are very active in the locality and members of the community are very supportive of all activities organised by the school.
- 95 There are good links and partnerships with catchment primary schools. They work well together to organise teacher training and they jointly hold a number of primary/secondary link projects.
- 96 The links with the local secondary school are also effective. The bridging projects held between both sectors make a good contribution to providing better continuity between Years 6 and 7.
- 97 There are good links with local industry and businesses. Work-related education is an integral part of pupils' experiences and makes a considerable contribution to raising standards of achievement in several areas, particularly so geography.
- 98 There is good provision for promoting pupils' bilingual skills. The pupils' skills are increasingly developed throughout the key stages so that the vast majority of them are proficient in Welsh and English when they transfer to the secondary school. Special arrangements are made for latecomers in Key

Stage 2 to spend a term learning Welsh at the Local Education Authority Language Centre.

- 99 Although pupils have some awareness of global citizenship and of the importance of protecting their environment, these aspects are not planned in a sufficiently purposeful manner in the curriculum. Neither are there specific strategies for promoting enterprise skills. These shortcomings were highlighted in the school's self-evaluation.
- 100 The educational provision lays sound foundations that ensure that the pupils have the knowledge and skills required for lifelong learning.

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

Grade 2: Good features and no important shortcomings

- 101 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 102 The quality of the care, support and guidance provided for pupils is good. The school is a happy and caring community, all pupils are valued as individuals and pupils are happy to approach any member of staff for support or guidance. The teachers know the pupils well and they give particular attention to their personal and educational progress. This was confirmed at the pre-inspection meetings and in the parents' responses to the questionnaires.
- 103 New children settle in quickly into the life and ways of the school and feel happy in the learning environment. There are effective arrangements for transferring pupils from one class or sector to the next.
- 104 Good attention is given to Personal and Social Education in the life and work of the school. The School Council and circle time are well-established in the school culture.
- 105 There are sound arrangements for securing pupils' health, well-being and safety during their time at school. There is an effective arrangement for receiving pupils in the morning and for releasing them at the end of the day.
- 106 The school works hard to secure the well-being of all pupils and when specific cases arise, it works closely with other responsible partnerships and agencies. The recently completed risk assessments are comprehensive and useful for the school.
- 107 Pupils are encouraged to talk about their feelings and concerns and the school ensures that they are heard. The child protection procedures are well-established.
- 108 All the necessary policies and procedures are in place. The current registers are completed correctly and there are appropriate procedures for promoting good behaviour and preventing bullying.

- 109 The provision for pupils with special educational needs is good and it conforms to the statutory requirements of the Code of Practice. Pupils' difficulties are identified at an early stage and appropriate Individual Education Plans are produced for them. The plans contain appropriate learning and personal targets that conform to the needs of the individual pupil. The plans are regularly reviewed and are discussed with parents and pupils.
- 110 The quality of the work of the special educational needs co-ordinator is good. She works closely with the class teachers, the assistant and the designated governor.
- 111 Pupils' progress is closely monitored and there is effective co-operation with parents, Local Education Authority agencies and the local secondary school.
- 112 The equal opportunities and racial equality policies reflect the school's commitment to providing equal access and opportunities for all.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

- 113 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 114 The headteacher has succeeded in addressing a number of aspects of leadership and management that needed to be improved. He effectively co-ordinates the work of the teachers and the governing body, and provides a sense of direction for the development of the school. Equality for all is promoted, including pupils, teachers and parents.
- 115 The headteacher is well-supported by experienced and conscientious teachers who know the school well. They have a good knowledge of the school's strengths and of those aspects and areas that require further development. Their role as subject co-ordinators has not yet developed sufficiently.
- 116 Appropriate management policies have been adopted to ensure that the governing body fulfills its responsibilities effectively.
- 117 Little attention has been given in the past to national and local priorities. However, during the term of the inspection, firm steps were taken by the new headteacher to join a number of initiatives such as the Green School and the Healthy School projects and to work towards gaining the Basic Skills Agency Quality Mark accreditation. The school works effectively with a number of local and county partnerships.

- 118 The whole-school targets set for the period 2006-2007 are ambitious, and the vast majority of them in both key stages are higher targets than current national performance.
- 119 The requirements of the Performance Management system are implemented in full. The objectives set for the teachers promote their continuous professional development whilst also addressing some of the school's priorities.
- 120 Day-to-day management at the school is effective and there are appropriate arrangements in place for communicating with parents.
- 121 Since the beginning of this term, the governing body has played a more active and strategic role in the development of the school. They know the school well and have recently begun to undertake their monitoring and evaluation roles. They have received curricular responsibilities and have visited classes at the school. To date, this aspect of their work has not been developed to its full potential. They undertake their statutory responsibilities thoroughly.

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

Grade 3: Good features outweigh shortcomings

- 122 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 123 The self-evaluation framework established during this term is comprehensive and responds well to school needs. Parents' views are gathered through questionnaires and written reports are provided for the governing body on evaluation outcomes.
- 124 The headteacher's initial evaluation of the school's strengths and shortcomings has been an effective tool for establishing a long-term strategy for its development. A general evaluation has been undertaken of standards in the six areas inspected, the school's planning documents and policies were audited, assignment data was analysed and the Local Education Authority advisory service has been used to evaluate the quality of teaching.
- 125 The self-evaluation arrangements have not yet been operational for long enough to have an impact on pupils' standards of achievement and the quality of educational provision.
- 126 The concise self-evaluation report submitted by the school prior to the inspection is of good quality. It contains a number of evaluation elements; it focuses clearly on pupils' standards of achievement, consideration is given to several cross-curricular and trans-school issues and attention given to the quality of the educational provision.

- 127 The findings of the school matched the judgement of the inspection team in all seven Key Questions.
- 128 The School Development Plan provides an effective sense of direction for the work of the school for the next two years. The priorities have been carefully planned, there are good links between them and the self-evaluation outcomes, appropriate achievement indicators are included and there are expenditure details where appropriate. Little attention is given to leadership and management aspects in the plan.
- 129 The school has made progress in the five Key Issues identified in the 1999 report. Standards in English, geography, music and physical education have improved since the last inspection. The quality of teaching has also improved considerably.
- 130 The greatest progress has been made during the term in which the inspection was held. A self-evaluation system has been established, steps have been taken to ensure that the governing body is much more aware of their curricular responsibilities, new assessment procedures have been adopted and a much more comprehensive School Development Plan has been produced.
- 131 There is more work to be done to raise standards in Welsh and to further develop the role of subject co-ordinators.

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

Grade 2: Good features and no important shortcomings

- 132 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 133 Staffing levels at the school are good and they ensure that pupil numbers are relatively small in all classes. The teachers have a good range of experience and expertise and the practice of exchanging classes to teach specific subjects such as science, physical education and music enables the school to make more efficient use of staff strengths.
- 134 There is an adequate supply of resources for teaching the under-fives and all National Curriculum subjects, although there are some minor gaps in the provision. The resources available for information and communications technology are an outstanding feature of the provision.
- 135 The overall condition of the school buildings is good and they provide a suitable location for teaching pupils. Despite the shortage of space in the under-fives' room, the size of the majority of rooms is adequate. The recently established computer room is a valuable acquisition for the school and it makes a direct contribution to raising standards in the area concerned. School buildings and grounds are well-maintained.

- 136 The interesting displays provided in the classrooms are a valuable learning resource for pupils and they provide a stimulating learning environment within which they work.
- 137 School resources are managed efficiently by the headteacher and the governing body in order to obtain value for money. The school's resources are used carefully in order to support the priorities identified in the School Development Plan. The school foresaw the gradual reduction in its budget over recent years and planned appropriately to respond to this eventuality.

Standards achieved in subjects and areas of learning

Welsh

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

- 138 Key Stage 1 pupils listen well to class presentations and stories and they are very eager to contribute to discussions. They are confident in expressing themselves and they use appropriate vocabulary to convey their experiences and ideas. The role-play experiences make a good contribution towards their oral development.
- 139 Reading standards are good, and the majority read fluently, meaningfully and with enjoyment. They employ a range of strategies when faced with unfamiliar words and the best readers read with good expression and discuss the contents of their books intelligently.
- 140 Standards of writing are good, and the pupils make clear progress in their work throughout the key stage. They write in various forms with appropriate accuracy and their work reflects increasing mastery of spelling and punctuation conventions. The most able pupils produce extended pieces of work and stories that are typified by good structure and shape.
- 141 Key Stage 2 pupils listen well during class presentations and discussions. They respond appropriately when discussing their work and they express simple views on a range of issues. Individual pupils, particularly so in Year 3 and Y4, respond intelligently to questions and they offer extended observations in an unsolicited manner.
- 142 The pupils read an appropriate range of books, showing an appropriate understanding of the texts. The most proficient readers read meaningfully and with good fluency and expression, whereas the remaining pupils cope appropriately with books that correspond to their reading age. They know about authors and some have their favourite authors. They make correct use of dictionaries and are able to appropriately gather information from various sources.

- 143 The pupils produce an appropriate range of written work in a range of formats. The majority of pupils in Years 3 and 4 and individuals in Years 5 and 6 write well and produce extended and interesting pieces. The majority of pupils in Years 5 and 6 show increasing mastery of punctuation and paragraphing, and the content of their work reflects a suitable understanding of the text in question.

Shortcomings

- 144 A significant number of pupils in Years 5 and 6 lack confidence when expressing themselves orally and they do not read with the expected fluency.
- 145 The oral shortcomings of pupils in Years 5 and 6 transfer to their written work, and errors of syntax, punctuation and spelling are apparent in their work.

English

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

- 147 English is introduced informally in Key Stage 1. Pupils' ability in speaking and listening, reading and writing is developing well.
- 148 Key Stage 2 pupils express themselves orally with confidence and they use appropriate vocabulary to convey their ideas and experiences. They make effective contributions to discussions and they are happy to express views and opinions and to ask questions. A good number can discuss various texts in an extended manner.
- 149 They read a suitable range of books and they intelligently discuss their content and their favourite authors. They read meaningfully with fluency and expression and they appropriately vary their voices and intonation. They make effective use of their reading skills to gather information from books and other sources.
- 150 Pupils make good use of their writing skills for various purposes and across all areas of the curriculum. They produce interesting work that is full of imagination and that reflects an increasing mastery of register, syntax and punctuation conventions. Pupils in Years 3 and 4 have composed highly interesting pieces of poetry.
- 151 A small majority of pupils produce tidy and legible handwriting.

Shortcomings

- 152 Some individuals do not pay attention to punctuation when reading and their ability to write creatively is under-developed.
- 153 The standard of handwriting is uneven across the key stage.

Science

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Outstanding features

154 The fieldwork that resulted from the visit conducted by Key Stage 2 pupils to a local nature reserve was of a high standard. Detailed records were kept, accurate measurements were made, the characteristics of different habitats were studied and a good number of interesting and extended investigations were conducted.

Good features

155 Key Stage 1 pupils communicate their findings in a number of different ways, such as talking about their work, by drawing or completing appropriate sheets. Pupils use the appropriate vocabulary when discussing scientific concepts and knowledge.

156 With teacher support, they conduct a good number of investigations. They understand the basic requirements of fair testing and they make sensible predictions of the possible results of their investigation. They use standard units to measure different sizes and they record their observations in tabular and graphical forms. They conduct simple surveys, such as the colour of pupils' eyes, and they use the information collected in coming to simple conclusions.

157 Their knowledge and understanding of the programmes of study are good. They are able to discuss in a knowledgeable manner the basic living conditions required by animals and plants in order to remain alive and are able to classify living things on the basis of groups.

158 Key Stage 2 pupils collect information from a range of sources, such as text and information technology and they present their work in a good variety of ways, using relevant scientific vocabulary. They plan their investigations in an orderly manner, they make accurate observations and measurements and convey their findings effectively, using text, diagrams, graphs and tables. They come to sensible conclusions on the basis of their observations and can offer a scientific explanation for their findings.

159 Pupils have a thorough knowledge and understanding of the programmes of study. Pupils in Years 3 and 4 are able to discuss forces and their effects with appropriate understanding, and can compare the movement of various objects in terms of their speed or direction. Pupils in Years 5 and 6 are able to effectively describe and explain the primary functions of some of the organs of flowering plants, showing an elementary understanding of the main steps in their life cycles.

Shortcomings

- 160 Pupils in Years 5 and 6 do not take sufficient advantage of information technology equipment and software, such as sensors, to make detailed observations.

Geography

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

- 161 The geographical investigative skills of Key Stage 1 pupils are good. They ask and respond to geographical questions about their area in a sensible manner and convey their knowledge in pictures and text. They use the appropriate geographical terms in their work and after following a walk around the village, they record their observations on illustrative maps, making some use of symbols. They are able to identify locations on a map by noting the co-ordinates and they use atlases and aerial photographs to identify features such as land and sea.
- 162 They have a good knowledge of their local area and are able to compare the main features of their village with those of another area, and are able to note the similarities and differences between the two areas. Following a visit to a neighbouring farm, they can differentiate between human and physical patterns and can explain how one impacts upon the other.
- 163 Through appropriate fieldwork, Key Stage 2 pupils undertake good quality work in terms of collecting, recording and presenting geographical evidence. They analyse evidence in detail, making effective use of information technology, and they form sensible conclusions on the basis of the information collected. They make purposeful use of maps, atlases and aerial photographs to identify location, and use grid co-ordinates with appropriate detail.
- 164 The pupils have a good knowledge and understanding of their own locality within the wider context of Wales as a whole.
- 165 Good quality was produced by Years 2, 3 and 6 pupils when studying an economically developing country. They are able to describe the geographical features of the area in detail and can identify the differences and similarities between that country and Wales.

Shortcomings

- 166 Pupils' knowledge of sustainability is limited.

Music

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Outstanding features

167 The quality of the singing, compositional and performing work that is based on the style of African music produced by Years 3 and 4 pupils is outstanding.

Good features

168 The three elements of music are intertwined to very good effect throughout the school.

169 Key Stage 1 pupils sing an appropriate range of songs that are suitable for their ages. They are able to recognise and name different instruments and use them effectively in order to create a particular mood to a story.

170 The pupils are able to investigate various sources of sound and produce, record and perform interesting compositions. They experiment effectively with instruments in order to create effective compositions and they suggest how the work could be improved. They make appropriate use of a computer programme to create simple melodies.

171 They are able to differentiate between loud and strong and fast and slow sounds in pieces of music they hear. They offer simple views when evaluating their own compositions and those of others.

172 Key Stage 2 pupils sing a good variety of songs and hymns. They are familiar with a wide range of instruments and their sounds and they produce effective sounds when giving impromptu performances.

173 The older pupils listen maturely to music and they recognise the features of different types of singing. They make skilful use of percussion instruments and they perform their own work, keeping a regular beat.

174 The opportunities provided for Key Stage 2 pupils to see musical performances in a theatre make an effective contribution to standards achieved in the subject.

Shortcomings

175 In vocal work, pupils' control of breathing, phrasing and dynamics in both key stages is inadequate.

Physical education

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

- 176 In gymnastics lessons, pupils in both key stages create high quality movements and shapes. They have a thorough understanding of the basic shapes that can be created with their bodies, and they use the correct technical terms when discussing their work. They have a good knowledge of the elements that contribute to the quality of their work.
- 177 The pupils' ability to stretch their bodies, to create tension and to hold the shape they have created for a short period of time makes an effective contribution to the high quality of their work.
- 178 The ability of Key Stage 2 pupils to plan as a group and to evaluate and improve their performance is an outstanding feature of their work in the subject.

Good features

- 179 Key Stage 1 pupils change independently for lessons, they work physically hard during the sessions and they follow instructions in detail.
- 180 They create interesting sequences that include four shapes of their own choice and they discuss their movements intelligently. They are able to travel on equipment skilfully, showing good balance and can complete their movement by jumping and landing safely on the mat.
- 181 Key Stage 2 pupils move light-footedly, they work on several levels and create imaginative sequences of movements.
- 182 Across both key stages, the pupils carry and move apparatus safely and carefully.

Shortcomings

- 183 There are no important shortcomings.

School's response to the inspection

Having studied the inspection findings the staff and governors at Ysgol Rhosybol consider the report to be both fair and constructive.

The inspectors' opinions correspond exactly to the judgements by Ysgol Rhosybol with regard to the key questions in the self-evaluation document.

The inspection was wide-ranging and opportunities were given to display the necessary evidence in order to confirm judgements on the various elements. The school took full advantage of this opportunity to highlight all the school's strengths in coming to an appropriate view.

The inspection recognized a number of positive elements. It was noted that pupil behaviour and their ability to work with others are outstanding. It is also pleasing to

note that the quality of teaching has improved since the last inspection. It is acknowledged that the size of the under-fives' class is small and the Local Education Authority will be aware of this shortcoming.

The focus on standards and achievement is clear in those areas where we succeed and those that require further attention. Amongst the aspects identified are sustainability and business initiatives. We are confident in our ability to address these issues. We were glad to see that the inspectors have identified several elements and procedures at the school that will assist us in properly addressing some of the shortcomings.

The staff and governors will ensure that we address the recommendations by modifying the development plan.

At Ysgol Rhosybol, we are proud of our children and are proud of what we are able to achieve in several areas. We acknowledge that it is only through regular review and reflection, and by seeking to achieve challenging targets, that we can safeguard what is best for our pupils. The preparation of the self-evaluation report, prior to the inspection, was a positive process in identifying the school's achievements and creating an objective picture of our school. The inspection has further contributed to identifying our strengths and highlighting specific areas for further improvement and development.

Appendix A

Basic information about the school

Name of school	Phosybol
School type	Nursery and Primary
Age-range of pupils	4-11 years
Address of school	Rhosybol Amlwch Ynys Môn
Post-code	LL68 9AP
Telephone number	01407 830484
Headteacher	Mrs Rhys Roberts
Date of appointment	1/09/05
Chair of governors/ Appropriate authority	Mr Medwyn Williams
Reporting inspector	Wil Williams
Dates of inspection	6-8 December 2005

Appendix B

School data and indicators

Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	7	3	14	3	8	8	11	55

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16:1
Average class size, excluding nursery and special classes	18.3
Teacher (fte): class ratio	1.1

Percentage attendance for three complete terms prior to inspection		
Term	R	Rest of school
Autumn 2004	94%	94%
Spring 2005	93%	94%
Summer 2005	94%	93%

Percentage of pupils entitled to free school meals	3%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS1 Results 2005	Number of pupils in Y2	3
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.		

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2005	Number of pupils in Y6	7
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	85.7%	In Wales	72%

Appendix D

Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- nineteen lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- twenty-seven responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post inspection meetings with staff and governors.

Appendix E

Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr Wil Williams	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Science; geography; physical education
Mrs Rhianwen H Roberts	Team	Key questions 2; 3; 4.	Welsh; English; music
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

Contractor: Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

Acknowledgement

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.