

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

**Ysgol Tŷ Mawr  
Capel Coch  
Llangefni  
Ynys Môn  
LL77 7UT**

**School number : 661 / 2176**

**Date of the Inspection : 16 – 18 June, 2003**

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Registered Inspector : W128 / 177554  
Date : 18 August, 2003  
under ESTYN contract number – T/288/02P**

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## **CURRICULUM AND KEY STAGES NOMENCLATURE**

A new nomenclature to describe pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education until the age of 18 should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression.

The term "Reception" (R) refers to the year group of pupils in a primary school (not a nursery class) whose fifth birthday will occur during the academic year. "Year 1" (Y1) is used for the year group of pupils whose sixth birthday will occur during the academic year and so on until Y13 - the year group whose 18th birthday will occur during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Age	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 includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

## **GRADE DESCRIPTIONS**

The following five point scale is used to represent the main opinions in the report as follows:

1. Very good: many good features, some particularly good.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features that 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 Tŷ Mawr is a small, rural, naturally bilingual school for pupils aged 3 to 11 that is maintained by Ynys Môn Unitary Authority (UA). It serves the agricultural community of Capel Coch that is described by the school as being neither prosperous nor economically disadvantaged. None of the pupils are entitled to receive free school meals and no pupils have a statement of Special Educational Needs [SEN].

21 full-time and four part-time pupils currently attend the school. The school was last inspected during November 1997. The head was appointed in January 1998.

The school considers that the pupils represent the full range of ability. The school is staffed by two full-time teachers, a nursery assistant who works on a half-time basis, and a SEN teacher who is employed by the school for one hour per week and by the UA for an additional two hours a week.

74% of the pupils come from homes where Welsh is the main language, but in the opinion of the school 84% of the pupils speak Welsh to a standard that corresponds to first language standards.

The School Development Plan [SDP] notes the following main priorities for the year 2002-2003:

- literacy – oracy in Welsh and in English;
- numeracy – measures;
- science – life processes and living things;
- personal and social education;
- design and technology.

The school aims to provide the best possible education for every child, in accordance with their age and interests, so that they can grow to be rounded personalities who have developed to their full potential. The aim is to develop all their talents, and to provide each child with the necessary skills to enable them to become responsible members of a bilingual community. All this is achieved in a pleasant and disciplined environment where pupils are cared for, both academically and socially.

## 2. MAIN FINDINGS

### **The Main Findings of the Report**

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

- High discipline standards are set for all pupils. Pupils' behaviour and attitudes are good.
- The steps taken by the school to ensure social inclusion are very good.
- Attendance levels are satisfactory. The school has set targets to improve attendance levels, and as a result, average attendance levels for the term previous to the inspection were marginally above 94%.

- Standards were good or better in 67% of the lessons observed, and very good in 13% of them. Standards were satisfactory in 31% of the lessons and unsatisfactory in 2%. In KS1, standards were very good in 11% of the lessons, good in 78% and satisfactory in 11%. In KS2, standards were good in 36% of the lessons and satisfactory in 59% and unsatisfactory in 5%.
- 'The quality of the teaching was good or better in 56% of the lessons observed, including the 12% where standards were very good, satisfactory in 38% of the lessons and unsatisfactory in 6%. There are inconsistencies in the quality of the teaching across the subjects and between classes.
- The educational provision for the children under 5 is appropriate and promotes the 'Desirable Outcomes'.
- Standards in the six areas of learning are as follows:

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

- In KS1 and KS2, pupils standard of achievement in the various subjects are as follows:

SUBJECTS	KS1	KS2
Welsh	Good	Good
English	Initially good	Good
Mathematics	Satisfactory	Satisfactory
Science	Very good	Very good
Design and technology	Very good	Very good
Information technology	Satisfactory	Satisfactory
History	Good	Satisfactory
Geography	Good	Satisfactory
Art	Good	Good
Music	Satisfactory	Satisfactory
Physical education	Satisfactory	Satisfactory
Religious education	Good	Good

- In KS1 and KS2, the level of attention given to the key skills is good.

KEY SKILLS	KS1	KS2
Speaking and listening	Good	Satisfactory in Welsh and in English
Reading	Very good	Very good in Welsh and in English
Writing	Good	Good in Welsh and in English
Numeracy	Satisfactory	Satisfactory
Information technology	Satisfactory	Satisfactory

- The quality of the curriculum is good. The curriculum provided is broad and relevant and fulfils the requirements of the Desirable Outcomes, the National Curriculum [NC] and the county's religious education syllabus.
- The planning for the promotion of Personal and Social Education [PSE] is very good.
- The quality of assessment, recording and reporting to parents is satisfactory. Insufficient use is made of the varied and detailed assessment information collated.
- The provision made for pupils with SEN is satisfactory. Appropriate processes for assessing the needs and recording the progress of pupils with SEN have been established in accordance with the new Code of Practice.
- The support and guidance and the attention given to pupils' welfare are good and pupils are happy at the school.
- The new cabin is not totally secure. The external doors do not close securely enough during windy weather and one of the three gates leading directly on to the main road is not fastened in an acceptable manner.
- The quality of the school's self-evaluation for improvement is good.
- The school is well led and effectively managed and the governing body and head set a clear sense of direction for the work of the school.
- The SDP is an effective instrument for moving the school forward.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards Achieved in Subjects and Areas of Learning**

- Standards were good or better in 67% of the lessons observed, and very good in 13% of them. Standards were satisfactory in 31% of the lessons and unsatisfactory in 2%.
- In KS1, standards were very good in 11% of the lessons, good in 78% and satisfactory in 11%.
- In KS2, standards were good in 36% of the lessons and satisfactory in 59% and unsatisfactory in 5%.
- The standards achieved by the children under five are very good in personal and social education and in knowledge and understanding of the world, and good in language, literacy and communication, in mathematical development, in creative development and in physical development.
- In KS1 and KS2, standards are very good in science and in design and technology.
- In KS1 and KS2, standards are good in Welsh, art, religious education and in KS1 in the initial stages of English, history and geography. Standards in English are good in KS2.

- In KS1 and KS2, standards are satisfactory in mathematics, information technology [IT], music and physical education and in KS2 in history and geography.
- Pupils with SEN achieve satisfactory standards.

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

In general, the attention given to the key skills is good.

- All KS1 pupils talk confidently and clearly in both languages in a variety of contexts about familiar and unfamiliar experiences and events. They listen carefully to others and respond appropriately to them. They respond enthusiastically to questions and queries. They ask appropriate questions and express their opinions well. In KS2, a significant number of pupils lack confidence when speaking both English and Welsh, and this limits their ability to discuss, to express opinions and to maintain a point of view.
- The majority read fluently and meaningfully and with good expression in both languages. They all read a wide range of printed material in addition to a variety of challenging books.
- The pupils write across a good range of written forms in both languages and are aware of the need to vary their writing styles to match different purposes. They produce a good range of extended writing.
- Pupils demonstrate a good grasp of number processes and their understanding of key concepts is good. They have a good understanding of mathematical terms and can collate information and record measurements in a variety of ways. However, they do not reason and explain processes adequately.
- Pupils achieve satisfactory standards when using IT in every aspect of the curriculum. They can load and open programmes, save their work on files and retrieve and print it confidently. They handle a word processor successfully to present their work in a variety of ways and use the Internet to seek information. However, they do not communicate information frequently enough nor do they develop this aspect to its full potential.

## **4. ETHOS OF THE SCHOOL**

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

Pupils spiritual, moral social and cultural development is good.

- The atmosphere of the whole school and individual class collective worship is conducive for reflection and prayer.
- Pupils have a good understanding of the differences between right and wrong.
- They co-operate well with their peers and younger school friends. Older pupils take good care of younger pupils at playtime and during lunch break. All pupils are aware of the importance of equality of opportunity for all. Their relationship with adults is very good.

- Pupils' awareness of their role and responsibilities as citizens is developing well. They contribute regularly to a variety of charities
- Pupils' cultural development is good. They develop a strong awareness of the culture and heritage of Wales. They appreciate similarities and differences between their own and other cultures in a variety of contexts across the curriculum.

#### **4.2 Behaviour and Attitudes**

Pupils' behaviour and attitudes are good.

- The school has adopted a complete range of policies, procedures and conventions in relation to behaviour and for the purpose of promoting good attitudes to learning. These are implemented effectively. High standards of behaviour are set for all pupils.
- All the pupils are courteous and respectful in their dealings with each other and visitors to the school. They are friendly and thoughtful when relating to each other. They co-operate and play together happily and contentedly.
- In general, their attitudes to learning have a good effect on their standards of achievement.
- No instances of bullying or aggressive behaviour were observed during the inspection.
- The supportive attitudes established towards social inclusion contribute very well to the success of the school.

#### **4.3 Attendance**

Attendance levels are satisfactory.

- The registers are administered in accordance with the requirements of the Welsh Assembly Government
- Good policies and procedures have been adopted to monitor, maintain and improve attendance levels. The school has set a target to improve attendance levels, and as a result, average attendance levels for the term previous to the inspection rose to marginally over 94%.
- The attendance levels of the under fives are a fair reflection of those for the whole school.
- The records kept are accurate; there is clear evidence, in the form of letters and personal calls, that the parents co-operate with the school in the context of their children's attendance.
- With a few exceptions, punctuality is good. Sessions commence promptly.

## 5. QUALITY OF EDUCATION

### 5.1 Quality of Teaching

The quality of the teaching was good or better in 56% of the lessons observed, including the 12% where standards were very good, satisfactory in 38% of the lessons and unsatisfactory in 6%. There are inconsistencies in the quality of the teaching across the subjects and between classes.

- In KS1, the quality of the teaching was good or better in 89% of the lessons observed, including the 11% in which the quality was very good. Standards were satisfactory in 11% of the lessons.
- In KS2, the quality of the teaching was satisfactory or better in 95% of the lessons, including 36% where the quality was good. The quality was unsatisfactory in 5% of the lessons.
- Teachers' level of knowledge and understanding of the requirements of the subjects they teach are good and full advantage is taken of specialist teaching in music and physical education. This has a satisfactory effect on standards.
- Good working relationships have been established between the teachers and the pupils.
- Where the quality of the teaching is good or better:
  - the teachers are clear about the intentions of individual lessons
  - they refer to previous learning to ensure that pupils have a good understanding of the context and relevance of any new learning
  - full consideration is given to suitable classroom organisation by providing a good balance between whole-class activities, co-operative work, group work and working in pairs
  - efforts are made to prepare differentiated tasks that match pupils' age and ability
  - the purpose and aim of the work set is clear
  - pupils' preparation to undertake the tasks set is thorough
  - pupils are given adequate opportunities to discuss, question, reason and express opinions
  - the momentum of the activity is maintained by offering appropriate levels of support and challenge so that pupils produce an appropriate quantity of work in the time available to them
  - expectations are high.
- Where the quality of the teaching is satisfactory or less:
  - the provision is not sufficiently detailed to respond to pupils' age and ability to enable them to reach their full potential
  - the pupils are not briefed adequately enough to ensure that they have a good understanding of the context of their learning
  - the opportunities provided for pupils to reason and express personal opinions are inadequate
  - insufficient attention is given to appropriate classroom organisation
  - there is a tendency to over-emphasise closed, teacher-centred tasks.

## 5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is satisfactory.

- A detailed assessment policy is in place to guide teachers, and most of the schools' schemes of work identify clear opportunities for assessing pupils' progress and development.
- Useful portfolios of levelled examples of pupils' work exist in most subjects to ensure accuracy and consistency in teacher assessments. Good use is made of the English and Welsh language portfolios.
- The quality of baseline assessment for the under fives is developing appropriately.
- Teachers in KS1 and KS2 evaluate and monitor progress and achievement through a wide variety of tests administered regularly to measure development.
- Generally, pupils' work is undated and this restricts effective tracking of progress.
- Pupils' work is marked regularly. Supportive verbal comments are made but insufficient use is made of specific written comments to offer pupils ways of improving.
- In KS2, pupils are beginning to benefit from writing their own improvement targets at the beginning of the year and in evaluating progress in attaining those objectives.
- The extent to which the variety of detailed assessments made is used to cater for individual pupils' needs is limited.
- Pupils' individual portfolios are useful documents which contain samples of their achievements, annual reports and prediction levels.
- The school meets its statutory requirements in reporting to parents. The parents receive a formal report annually. The quality of reports to parents is good.
- The school arranges three open evenings during the year to discuss and examine pupils' work and progress. Parental input and attendance records at these evenings are recorded in the pupils' portfolios. This process is well appreciated by parents.

## 5.3 Curriculum

The quality of the curriculum is good. The curriculum provided is broad and relevant and fulfils the requirements of the 'Desirable Outcomes', the NC and the county's Agreed Syllabus for religious education

- The curriculum designed for children under five is effective.
- In KS1 and KS2, adequate time is allocated for each of the NC subjects and for religious education.
- The schemes of work produced for each subject provide a whole-school overview of the provision.

- The time allocated for pupils to be involved with IT is not sufficiently regular or structured.
- A substantial proportion of the curriculum is introduced successfully through the medium of a four year cycle of termly class themes. They are evaluated and adapted in a developmental cycle that ensures that they are contemporary and useful.
- Inconsistencies in lesson planning have a negative effect on progression and continuity in some areas.
- The short-term planning in KS2 does not make effective use of the assessment information that is collated in order to ensure that the older and/or most able pupils, and the younger and/or least able pupils, are provided with experiences that will enable them to reach their full potential in every subject.
- The planning to promote Personal and Social Education is very good.
- A good range of extra-curricular activities is organised and supported; this provision enriches the pupils' curricular experiences and the evidence suggests that the arrangements made for pupils to participate in team games are satisfactory.
- In KS1 and KS2, the homework set is mainly based on reinforcing pupils' reading skills. In KS2, additional tasks that support the work undertaken in class are set. In general, the homework is effective and the parents support the school's policy.
- The school's arrangements for ensuring social inclusion are very good.
- No pupils have been disappplied from the requirements of the NC. Satisfactory provision is made for the pupil included on the SEN register.
- All pupils are given equal access to all the school's curricular activities.

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

Support and guidance and the attention given to pupils' welfare are good.

- The pupils are happy in school. They are ready to turn to the teachers or the support staff in any emergency or when they require reassurance. All staff members provide good care for the welfare and safety of pupils and this is reflected in the effective arrangements made to supervise them.
- The new cabin is not totally secure. The external doors do not close securely enough during windy weather and one of the three gates leading directly on to the main road is not fastened in an acceptable manner.
- The school has a wide and relevant range of policies and procedures that meet all the statutory requirements.
- The school has clear policies on sex education and health education. Tolerance and understanding of other cultures and people are successfully promoted.
- Appropriate attention is given to First Aid, Fire Protection and other similar requirements. Staff members are familiar with the policies and procedures relating to child protection.

- The educational guidance provided is generally good and this contributes to the standards achieved.

### **5.5 Provision for Pupils with Special Educational Needs (SEN)**

Provision for pupils with special educational needs is satisfactory.

- The school's documentation has been updated effectively in line with the new Code of Practice.
- Procedures for assessing and recording the progress of pupils with SEN are appropriate and in accordance with the new Code of Practice.
- An appropriate Individual Education Plan (IEP) has been prepared for the pupil who has special educational needs to allow access to a broad and balanced curriculum. This is not consistently implemented in the classroom, although good progress is evident in most areas.
- Tasks organised by the SEN support teacher are well matched to the class activities and to the pupil's learning needs. The consistency between this support and the support given in the classroom is less evident.
- Good links are established with the parents who are supportive of the school's policies.
- Appropriate links exist with the designated SEN governor.
- Good use is made of external agencies.

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

Partnerships with parents and the community, schools and other institutions are good.

- The parents appreciate the work done by the school. No negative comments were made by parents during the pre-inspection process.
- The standard of the information, the letters and the meetings arranged for parents is good. The school prospectus meets the requirements in full and the Home-School Contract is an appropriate and useful document. This provision is appreciated by the parents.
- A number of parents provide willing support both in the classes and during school visits. They work hard to raise money for school funds.
- The school is one of the centres serving the village and its surrounding area. It contributes well to the cultural life of the area by arranging concerts and religious services and by providing a meeting place for community institutions.
- The partnership with local primary schools in respect of curricular and sporting activities is good. The arrangements for transferring pupils to secondary schools are also good. The curricular and pastoral arrangements fulfil the requirements.
- The support the school receives from the UA is good. The school is well supported by a number of other institutions such as the Police, the Fire Service and the Library Service.

- The school occasionally welcomes students from Coleg Menai and pupils from secondary schools who are undergoing work experience. From time to time, the school is also used for teaching practice by student teachers from the University of Wales, Bangor.

## **5.7 Partnership with Industry**

The school's partnership with industry is satisfactory.

- The school appreciates the importance of this aspect and the developments to date are promising.
- Although no written policy statement has been produced, pupils' awareness of the world of work is developed well through studies based on the locality, such as studies of the weather, the work of a farm, the work of a warden at Cors Erddreiniog and tourism. These studies were enriched by the visits arranged to a nearby farm, a local hotel, the Power Station at Wylfa and Llanberis Museum.
- The school's Summer Fair provides opportunities for pupils to sell goods and to raise money for school funds.
- The school has also received the Investors in People award.

## **6. MANAGEMENT**

### **6.1 Quality of Self-Evaluation and Planning for Improvement**

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

- The school's self-evaluation policy outlines clearly the procedures to be undertaken when evaluating aspects of the school's work in order to bring about improvement.
- A detailed schedule has been drawn up to evaluate areas of the curriculum. The identified areas for development are incorporated effectively into the SDP.
- The SDP contains a useful evaluation of the previous year's achievements and sets new targets for the current year and beyond.
- The extent to which the wide variety of assessment information is used to enable pupils to reach their potential in relation to their age and ability is limited.
- Teachers effectively evaluate their mid-term plans at the end of each term and record their comments in order to improve their practice.
- Teachers have formulated a timetable to monitor targeted aspects in each other's classrooms. The implementation of this is at an early stage of development.

### **6.2 Leadership and Efficiency**

The school is well led and effectively managed.

- The head and governing body set a clear direction for the work of the school.

- The school has distinct aims and values and its commitment to equal opportunities for all is a strength that is reflected in every aspect of its work.
- The SDP is an effective instrument for ensuring the progress of the school. It includes an evaluation of the plan for 2001-2002 and sets new targets for 2003-2004 based on its self-evaluation process. Due attention is also given to the UA's strategic plan for education and the priorities of the Welsh Assembly Government.
- Staff members work effectively as a team and share a sense of purpose that promotes and encourages improvement. This has led to improvements in the provision for the under fives and reading standards following a survey and, as a result of a self evaluation exercise carried out in KS1 and KS2, standards in science and design and technology.
- The teachers do not function as subject co-ordinators across the school. They define their role as subject co-ordinators by attending training courses, consulting with the UA advisers, assuming responsibility for resources and adapting schemes of work on the basis of a set timetable. They monitor standards of work by visiting each other's classrooms occasionally.
- Arrangements have not developed sufficiently to ensure consistency in standards between both key stages in terms of preparing pupils to undertake their tasks and supporting them and offering them feedback while they are working in order to ensure that their levels of achievement in each subject are consistent with their age and ability.
- The school's administrative procedures and day-to-day arrangements are effective.
- Responsibility for the various aspects of the work of the school are shared between members of the Governing Body and arrangements have been made for members to visit the school to develop their knowledge of the provision and pupils' progress.
- All the school's policies are reviewed cyclically to ensure that they comply with current requirements. They are implemented conscientiously by the staff and governors.
- The budget set and the decisions made reflect the targets in the SDP.

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

The school's staffing, accommodation and learning resources are good.

- The teachers and support staff are appropriately qualified.
- All staff have clearly defined job descriptions.
- Teachers do not have curriculum co-ordinator roles.
- The school uses its own resources effectively to employ additional support to assist a pupil with SEN.
- The programme of in-service educational training (INSET) course attendance has contributed well to teachers' continuing professional development.

- The classroom assistant is used to very good effect to support pupils under five.
  
- The school's accommodation is appropriate for the number of pupils on roll. The school has benefited from the provision of a new kitchen.
  
- The recently acquired hall is used regularly for physical education at KS1, music, whole school services and activities with the under fives. The school is used by the local community for a wide range of activities.
  
- The recently developed garden provides a quiet area for pupils and is used to good effect to enrich science, art and mathematics activities.
  
- The school has good learning resources. A good selection of large toys and games are available to enhance the learning of pupils under five.
  
- Resources for IT have improved with the addition of an interactive whiteboard, two laptop computers, a digital camera and an additional computer donated by a local business. Pupils' access to the computers is insufficient to ensure that they develop to their potential.
  
- The school library is stocked with a good range of fiction and reference books. A wealth of reading books is well used to enrich and enhance pupils' reading skills.
  
- The school has benefited from a considerable matched funded grant from the Arts Council of Wales to finance an artist in residence.
  
- The school building is well maintained.
  
- Displays of work and artefacts enhance the school's environment, stimulate ideas and celebrate pupils' achievements.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **7.1 Standards Achieved by Pupils**

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

The educational provision for the children under five is appropriate and successfully promotes the desirable outcomes.

#### **Good features**

##### **Nursery children [3-4 years }**

#### **Personal and social education**

- The children's personal and social skills are developing very well. Their relationships with each other and with adults are appropriate and their behaviour is very good.

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

- The children's language and communication skills are developing well. They listen intently and respond well to books and videos. They can identify the characters involved and draw attention to their actions. They dress up and become engrossed as they play happily in a variety of role play situations.

#### **Mathematical development**

- The children's mathematical development is good as they play with water and clay and count in a variety of situations. With the help of the classroom assistant, their control skills are developing well as they use a computer and a good range of software.

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

- The children's understanding of the world around them is very good. They dress up in the costumes of a variety of countries and join in the related discussion.

#### **Creative development**

- The children's creative development is good. They enjoy singing Welsh rhymes and nursery rhymes. They produce interesting paintings in a variety of media, make colourful puppets and a variety of models using a construction kit. They describe them with conviction and accuracy. They play confidently with large toys and relax totally as they enjoy these activities.

#### **Physical development**

- Their physical skills are good. They participate confidently in larger groups, and take full advantage of every opportunity to use older pupils as role models. They control their movements maturely.

#### **Shortcomings**

- There are no significant shortcomings.

## **Reception children [4-5 years]**

### **Good features**

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

- The children's social and personal development is very good. They concentrate well on their tasks and work happily together in groups sharing and taking turns. Their behaviour is good.

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

- The children's language, literacy and communication skills are good and they talk freely. They listen enthusiastically as the teacher reads a variety of information books and as they share stories and videos. They are very keen to ask questions and respond with enthusiasm to the characters in stories. They can write their names, copy words and relate sounds to symbols. The learners respond positively to Welsh and understand instructions and commands in their second language.

#### **Mathematical development**

- The children's mathematical development is good. They count accurately and differentiate between large and small, light and heavy objects. They group parcels on the basis of their weight, colour and size and use cubes to weigh the parcels accurately.

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

- The children's knowledge and understanding of the world is very good. They respond well when comparing photographs of the past and present. They dress up in the costumes of other countries and reason well when discussing the country to which they belong.

#### **Creative development**

- The children's creative development is good. They draw imaginatively, join in the singing of rhymes and nursery rhymes and handle percussion instruments with enjoyment and increasing confidence.

#### **Physical development**

- The children's physical development is good. They dance enthusiastically to the accompaniment of music when portraying the movement of various animals. They produce high and low, large and small, quick and slow movements. Their control skills develop well as they learn to use a computer, scissors, pencils and a variety of musical instruments. They undress and dress for physical education lessons without assistance.

#### **Shortcomings**

- The children are not given sufficient practical experience, on a regular basis, in information technology.

## **Welsh**

In KS1, oracy standards are very good and standards in reading and writing are good. In KS2, standards are very good in reading, good in writing and satisfactory in oracy. In general, standards are good across the two key stages.

## **Good features**

- In KS1, all the pupils speak confidently and clearly in a variety of contexts about both familiar and unfamiliar experiences and events. They listen carefully to the teachers, to readings from books and to videos, respond enthusiastically and offer lively replies. They express their opinions well.
- Reading standards are good. The majority read fluently and discuss the texts they have read with confidence. They describe and discuss a wide range of books with obvious enthusiasm, expressing their opinions about their virtues.
- They write stories and record their work in a considerable range of contexts by using writing frames to produce sentences, stories, and descriptive and factual work as well as simple poems.
- They have a good grasp of basic punctuation rules and make significant progress in the accuracy of their spelling.
- In KS2, pupils make satisfactory progress in their ability to discuss and to express their opinions in subjects across the curriculum. They listen intently to the teachers' presentations.
- They all read a very extensive range of challenging books meaningfully and with enthusiasm. They can describe and discuss the contents of books with confidence, making reference to their favourite authors and their virtues.
- The standard of their written work is good. The pupils cope with comprehension work and produce short pieces of creative and factual writing and extended stories to a good standard. The vast majority write in a wide range of forms and are aware of the need for them to vary their writing style.
- They are familiar with the use of a range of drafting techniques to improve their writing. They read each other's work, offer feedback when working in pairs and rewrite the final version when it has been marked by the teacher before using a word processor to create a final, correct version.

## **Shortcomings**

- In KS2, a substantial number of pupils lack confidence when speaking, and this affects their ability to participate in discussions, to express their opinions and to maintain a point of view.

## **English**

In KS1, the pupils achieve good standards in the initial stages of their learning. In KS2, reading standards are very good, standards in writing good and oracy standards satisfactory. In general, standards in KS2 are good.

### **Good features**

- In KS1, the pupils express themselves very well and their confidence develops in keeping with their age and ability.
- They all read a very wide range of printed material meaningfully and with enthusiasm.
- They achieve good standards by using writing frames to produce sentences and descriptive and factual passages in addition to simple poems.
- In KS2, pupils make satisfactory progress in their ability to discuss and express opinions as they are involved with different aspects of the various subjects.
- They all read a very wide range of challenging books meaningfully and with enthusiasm.
- The standard of the written work is good. Pupils cope with comprehension tasks and produce short creative and factual passages and more extended pieces of writing to a good standard. They write in a wide range of forms and are aware of the need to vary the style of their writing.
- They use a good variety of methods to draft their work.

### **Shortcomings**

- In KS2, a substantial number of the pupils are lacking in confidence and this affects their ability to discuss, to express their opinions and to maintain a point of view.

## **Mathematics**

In KS1 and KS2, standards of achievement are satisfactory in both key stages.

### **Good features**

- In both key stages pupils have a good understanding of mathematical terms.
- In KS1, pupils are familiar with number symbols, recognise number sequences and begin to identify patterns. They are confident with simple addition and subtraction. They can add and subtract to ten, count to 100 correctly and count on in tens from any given number to 100.
- Pupils are confident in dealing with quarters and halves in fractions and relate them to everyday objects.

- They are familiar with two-dimensional and three-dimensional shapes and describe their properties using the correct mathematical vocabulary. They understand symmetry and right angles.
- They can use number symbols, recognise number sequences and are confident in identifying number patterns, including odd and even numbers.
- In KS2, pupils collect data in the context of their science investigations, record accurate measurements and interpret this as bar or line graphs on graph paper.
- Pupils produce block and bar graphs using appropriate IT software and data from a range of cross-curricular sources.
- Y6 pupils make good use of Logo software to create squares and rectangles. Further investigative work led to the creation of a house and a Celtic pattern.

### **Shortcomings**

- In KS1 and KS2, pupils' ability to reason and explain their methods of solving mental problems is underdeveloped.
- In KS2, older pupils lack confidence when involved in investigational activities involving angles.

### **Science**

In KS1 and KS2, standards of achievement are very good.

### **Good features**

- In KS1 and KS2, pupils' predicting and hypothesising skills are developing very well.
- In KS1, pupils are developing good investigative skills. They are able to reason appropriately when conducting simple experiments.
- Pupils' understanding of a fair test is sound and they give clear written descriptions of their work using appropriate language.
- They sort living things into groups according to basic characteristics and differentiate confidently between living and non-living things.
- In KS2, pupils follow a very good structured pattern when carrying out scientific experiments, making predictions and recording them on the variety of proformas available to them.
- Pupils progress very well and develop their own ideas during their investigations.

- They are able to record their research and outcomes very well, using a wide variety of methods.

### **Shortcomings**

- There are no significant shortcomings.

### **Design and technology**

In KS1 and KS2, standards of achievement are very good.

### **Good features**

- In KS1, pupils' design skills are developing and they use simple, clear drawings to record their own ideas.
- They understand the stages in the process of designing and making and can explain them clearly.
- Pupils handle and cut materials independently. They solve problems and make decisions confidently.
- In KS2, pupils have a very good understanding of design processes that they demonstrate in a variety of ways.
- They make very good use of planning sheets to prepare their initial ideas and to list the necessary materials and resources. They are able to refine their original design and propose improvements following consideration of the strengths and weaknesses.
- Pupils evaluate their products and adapt them in line with their own assessments.
- They give careful consideration to health and safety issues during design projects.
- They are confident and competent in the use of a range of tools to construct their projects to a very good standard.
- Older pupils utilise their knowledge of ICT to add sound and light to a blackout box.

### **Shortcomings**

- There are no significant shortcomings.

### **Information technology**

In KS1 and KS2, standards of achievement are satisfactory.

### **Good features**

- In KS1, pupils possess a satisfactory range of word processing skills.
- They use the interactive whiteboard to develop and support their learning
- Pupils input directions into a programmable floor turtle and chart progress with a pen.
  
- They use a paint programme to design and produce pictures to enhance their work.
- In KS2, pupils input data into computer databases and spreadsheets and produce a range of graphical representations to use in problem solving and investigative work.
- They use CD-ROMs and the Internet satisfactorily to research information.
- Older pupils create their own detailed procedure to produce designs using Logo computer language. They also use control Logo effectively as the programming language for controlling lights and buzzers.
- They import digital images and place them confidently into word processing packages.

### **Shortcomings**

- In KS1 and KS2, pupils do not communicate information frequently enough, and consequently they do not progress in accordance with their ability.

### **History**

Standards are good in KS1 and satisfactory in KS2.

### **Good features**

- In KS1, the pupils have a good awareness of the past; they can differentiate between the old and the new when discussing books and artefacts and have a clear awareness of chronology as they refer consistently to a time line.
- They ask relevant questions and come to well-informed opinions, they categorise old and new objects and show empathy for people.
- In KS2, the pupils make satisfactory use of various historical sources as they discuss the Second World War.
- The vast majority have an awareness of chronology and can locate events effectively on a number line.
- Most of the pupils understand the concept of cause and effect and use appropriate historical terms when discussing their work.

### **Shortcomings**

- In KS2, the pupils do not select and combine information to a level that is in keeping with their age and ability.
- Pupils' ability to research independently is not sufficiently developed.

## **Geography**

Standards are good in KS1 and satisfactory in KS2.

### **Good features**

- In KS1, pupils have a good level of knowledge about their own locality. They can draw a clear and meaningful plan of their village.
- Their mapping skills are developing well; they use a key when drawing a plan of a farm.
- They read a map of Wales and locate significant places on it.
- They have a firm understanding and awareness of locality and of the character and attributes of places.
- They can compare rural and urban areas with maturity, noting their main physical and human geographical features.
- In KS2, pupils have a good understanding and awareness of the identity of Wales and its inter-relationships with other peoples.
- A good number can locate the main continents and oceans of the world on relevant maps.

### **Shortcomings**

- In KS2, pupils have only limited knowledge and understanding of areas and contrasting countries and of countries that are developing economically.
- Pupils' ability to compare and contrast areas is limited. They do not make sufficient use of sources, including the Internet, to gather factual information about these countries and the way in which their climate and environment are different from those of their own country.

## **Art**

In KS1 and KS2, standards of achievement are good.

### **Good features**

- In KS1 and KS2, pupils have gained an understanding of the processes by working alongside an artist in residence. Together they have created a variety of murals inside and outside the school.
- They have worked together to produce an outstanding large silk mural of the village, a colourful butterfly mosaic on the garden wall and a mosaic table for the garden.

- They have painted detailed colourful scenes in the toilets and adorned the rooms with papier-maché monkeys.
- In KS1, pupils experiment with different materials and media, and use a variety of techniques to good effect to create papier-maché mobiles.
- They mix colours confidently to create their own oil paintings.
- Pupils have worked on silk screens and completed good quality colourful pictures of themselves and a mural of a variety of painted animals.
- In KS2, pupils' awareness of shape and form has developed well and they have created and painted small tiled squares with reliefs of plants, birds and animals.
- They produce good drawings and scenes in the style of various artists including Lowry and Monet.
- They use coloured chinks to produce good tonal qualities in self-portraits.
- Older pupils use IT to create Celtic designs to a satisfactory standard.

### **Shortcomings**

- In KS2, pupils do not experiment or decide on their own media to a sufficient extent.

### **Music**

Standards are satisfactory in KS1 and KS2.

### **Good features**

- The singing in the morning service is good. Pupils sing with appropriate control and feeling.
- In KS1, they can repeat simple rhythms accurately and demonstrate good control when maintaining beat and tempo and when playing together to produce a pleasant musical composition. Their final performances are of a good and representative standard.
- In KS2, they learn a wide range of songs, including two-part songs and some involving descant. The good majority sing with accurate tonality and the quality of the singing is good.
- All the pupils play the recorder and can play a range of melodies together to a high standard.
- The vast majority are confident performers and their enjoyment is very apparent. They show that they have a good degree of control when maintaining beat and tempo, and play together to produce good quality compositions.
- Pupils compose an acceptable range of songs that are related to their thematic work and use the computer to produce a simple score.

### **Shortcomings**

- In KS1 and KS2, the pupils do not deal with a sufficiently wide range of musical elements.

- The pupils do not evaluate their instrumental or vocal performances, nor do they put forward suggestions as to how they could improve in order to enhance their final performance.

### **Physical education**

In KS1, standards of achievement are satisfactory and in KS2 insufficient evidence was seen to make a judgement.

#### **Good features**

- In KS1, pupils are appropriately dressed and are familiar with warm up and cool down routines.
- They move in different ways showing increasing control over their bodies.
- They work well individually and respond appropriately to the set tasks. They strive hard to complete movements as requested.
- They are developing in their ability to observe each other and to refine their performance.
- In KS2, video and photographic evidence and discussions suggests that pupils develop appropriately in all aspects.
- They all enjoy swimming lessons and progress appropriately.
- Pupils enjoy gymnastics and are enthusiastic about participating in a variety of team games.

#### **Shortcomings**

- In KS1 and KS2, pupils' ability to evaluate their own performance in order to refine and improve it is underdeveloped.

### **Religious education**

Standards are good in KS1 and KS2. The county SACRE syllabus is followed effectively.

#### **Good features**

- In KS1 and KS2, pupils have a good level of knowledge and understanding of the beliefs and customs of Christianity and other religions, in accordance with the requirements of the agreed syllabus.
- In KS1, the pupils' drawings and written work show that their knowledge of Bible stories and characters is good.

- They are aware of places of worship in their own locality and the use that is made of them for christenings, marriage ceremonies and as a venue for Sunday School and other religious services.
- In KS2, pupils have a satisfactory understanding of the significance of religious customs, rules and symbols. They are familiar with the characteristics of other religions, such as Islam and Hinduism, and understand that other people have values that are different from their own that need to be respected.
- During lessons and religious services, the pupils listen well to a range of stories that foster the development of caring attitudes and moral values. They show that they have a developing understanding of the various aspects of worship.
- They are very aware of the importance of friendship and caring for others.

### **Shortcomings**

- In KS2, pupils ability and confidence to express personal opinion when discussing religious concepts has not been developed to a sufficient extent.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

Since the previous inspection the school has responded successfully to most of the key issues for action that were identified.

*Shortcomings noted in the areas where standards are satisfactory:*

In KS1 and KS2:

- good standards in science and satisfactory standards in design and technology have been raised to very good;
- standards in Welsh and religious education have been raised from satisfactory to good;
- good standards in art have been maintained;
- good standards in mathematics and physical education have gone from good to satisfactory.

In KS1:

- standards in history have been raised from satisfactory to good;
- good standards in geography and satisfactory standards in technology have been maintained.

In KS2:

- reading standards in Welsh and in English have been raised from satisfactory to very good;
- oracy standards in Welsh and in English have been maintained;
- standards in IT, geography and history have gone from good to satisfactory.

*Improve the quality of reading skills and to allocate more time for their development in KS1 and at the lower stages of KS2.*

- In KS1 and KS2, time has been allocated on a daily basis for reading activities.
- A library has been developed in the school hall.
- There has been a substantial investment in the provision of a very good range of books.
- In KS1, reading standards have improved to good and in KS2 to very good.

*Improve the standard of written work.*

- Specific strategies have been adopted to improve spelling.
- Levels of expectation have been raised in regard to the care and accuracy of pupils' final drafts.
- Standards have been raised. Despite this, the comments offered in response to pupils' work are inconsistent.

- A range of drafting techniques are used to improve pupils' work, including self-evaluation based on the re-reading of written work, the use of peer response with pupils working in pairs, the re-writing of final versions following correction by the teacher and the use of a word processor to produce a final, correct version.
- However, final versions do not always reach an acceptable standard.

*Continue to ensure that the methods used to monitor and evaluate standards of achievement are effective.*

- Effective monitoring methods have been integrated into the school's self-evaluation programme. This has had a very good effect on standards in subjects that have received attention.
- Useful subject profiles that can be used as level references have been produced for the core subjects in co-operation with local schools.
- Level descriptions have been produced in virtually every subject as a reference base for the teachers.

*To extend and enrich the provision made for the children under five and KS1 pupils with the aim of improving their communication skills.*

- A substantial sum has been spent on improving resources.
- INSET courses have been attended and visits arranged to other school to view good practice.
- The organisation of the under-fives and KS1 classroom has been adapted to enable the teacher to give each group concentrated attention.
- The standard of the nursery children's language, literacy and communication skills has been raised to good and KS1 pupils' oracy standards to very good.

## **8.2 Key issues for action**

The school needs to:

- maintain standards in the subjects and areas where good or very good standards are being achieved;
- raise standards from satisfactory to good in:
  - mathematics, information technology, physical education and in music in KS1 and KS2
  - oracy in Welsh and in English, and history and geography at KS2;
- use the numerous and detailed assessments of the pupils' work when forward planning tasks to enable all the pupils to achieve their full potential;
- extend existing good practice in teaching to ensure that there is consistency across subjects and classes;
- attend to the health and safety issues identified in the body of the report.

## APPENDIX

### School Data

#### A. Basic Information About the School

Name of school	Ysgol Tŷ Mawr
School type	Maintained by the Unitary Education Authority
Age range of pupils	3- 11
Address of school	Ysgol Tŷ Mawr CAPEL COCH Llangefni Ynys Môn
Post code	LL77 7UT
Phone number	01286 660 523

Headteacher	Mrs Mary Dulyyn Waters
Date of appointment	January 1998
Chair of governors	Mr Martin Lewis
Registered Inspector	Dr Prydwen Elfed-Owens
Date of inspection	16-18 Mehefin, 2003

#### B. School Data and Indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	6	1	3	3	3	2	3	21

<i>Number of teachers</i>			
	Full-time	Part-time	Full time equivalent
Number of teachers	2	-	2

<i>Staffing information</i>	
Pupil:teacher ratio, excluding nursery and special classes	10:1
Average class size, excluding nursery and special classes	10
Teacher: class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	Reception	KS1	KS2	Whole school

Summer Term 2002	85.7%	95.5%	90.7%	93.1%
Autumn Term 2002	90.4%	94.6%	95.3%	94.2%
Spring Term 2003	95.3%	93.4%	95.3%	94.9%

Number of pupils excluded during 12 months prior to the inspection	0
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### C. Results of National Curriculum Assessments 2002

#### END OF KEY STAGE 1: 2002

As the number of pupils who were eligible to be assessed at the end of KS1 was more than 5 but fewer than 10, only performance indicators are included.

Percentage of pupils achieving at least Level 2 in mathematics, science and Welsh or English			
According to teacher assessments		Test	
In the school:	75%	In the school:	-
In Wales:	81%	In Wales:	-

#### END OF KEY STAGE 2 : 2002

As the number of pupils who were eligible to be assessed at the end of KS1 was more than 5 but fewer than 10, only performance indicators are included.

Percentage of pupils achieving at least Level 4 in mathematics, science and Welsh or English			
According to teacher assessments		Test	
In the school:	91%	In the school:	87.5%
In Wales:	77%	In Wales:	77%

### D. The Evidence Base of the Inspection

The school was inspected over a period of three days by a team of two professional inspectors and one lay inspector.

During this period:

- 33 lessons or part-lessons were attended, with the time being shared fairly equally between the classes;
- the work was discussed with the pupils, head, all the teaching staff and with the support staff;
- pupils were questioned about their knowledge and understanding of the curriculum;
- a wide range of pupils were listened to reading in both the languages;
- a comprehensive sample of pupils' work, completed during the current term and during previous terms, was inspected;
- pupils work in IT was examined;
- all the school's documentation, including its policies and long-term and short-term schemes of work, was examined;
- the SDP was examined in detail;
- the attendance registers and pupils' assessment records were examined;

- detailed attention was given to the school budget;
- inspectors attended the religious services on three mornings;
- a meeting was attended where there were five parents present and seven parents' questionnaires were analysed;
- two formal meetings were held with the governing body.

**E. Composition and Responsibilities of the Inspection Team**

<b>Name</b>	<b>Inspector</b>	<b>Sections of the report</b>	<b>Subjects [section 7]</b>
Dr P. Elfed-Owens	Registered Inspector	1, 2, 3.1, 3.2, 5.3, 6.2, 8.2, Appendix	Welsh, English, History, Geography, Music, Religious education
Geraint Williams	Team Inspector	4.1, 5.1, 5.2, 5.5, 6.1, 6.3, 8.1	Mathematics, Science, Information technology and communication, History, Design and technology, Art, Physical education
William Owen	Lay Inspector	4.2, 4.3, 5.4, 5.6, 5.7	-

*The inspectors wish to express their thanks to the school's governors, head, staff, pupils and parents for their willing co-operation during the inspection*