

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

**Ysgol Y Borth
Tyddyn Tô
Menai Bridge
Anglesey
LL59 5HS**

Number of school: 660 / 2175

Date of Inspection: 27 – 29 April, 2004

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Date: 30 June, 2004
Under ESTYN contract number – T/298/03P**

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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.

CONTENTS

1. CONTEXT	5
The School and its Priorities	5
2. MAIN FINDINGS	6
The Main Findings of the Report	6
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	7
3.1. Standards achieved in Subjects and Areas of Learning	7
3.2. Standards achieved in Key Skills across the Curriculum	8
4. ETHOS OF THE SCHOOL	8
4.1. Pupils' Social and Cultural Development	8
4.2. Behaviour and Attitudes	9
4.3. Attendance	9
5. QUALITY OF EDUCATION	10
5.1. Teaching	10
5.2. Assessment, Recording and Reporting	11
5.3. Curriculum	12
5.4. Support, Guidance and Pupils' Welfare	13
5.5. Provision for Pupils with Special Educational Needs (SEN)	13
5.6. Partnership with Parents and Community, Schools and Other Institutions	14
5.7. Partnership with industry	15
6. MANAGEMENT	16
6.1. Quality of Self-Evaluation and Planning for Improvement	16
6.2. Leadership and Efficiency	16
6.3. Staffing, Accommodation and Learning Resources	17
7. SUBJECTS AND AREAS OF LEARNING	19
Standards achieved by Pupils	19
Provision for the under-fives	19
Welsh	20
English	21
Mathematics	22
Science	23
Design and technology	24
Information technology	25
History	26
Geography	26
Art	27
Music	28
Physical education	29
Religious education	30
8. SCHOOL IMPROVEMENT	31
8.1. Progress Since the Last Inspection	31
8.2. Key Issues for Action	31
APPENDIX	32
A. Basic information about the school	32
B. School data and indicators	32
C. Results of NC assessments and public examinations	33
D. The evidence base of the inspection	33

1. CONTEXT

The School and its Priorities

Ysgol y Borth, Menai Bridge is a county school for pupils aged 4-11 and it is maintained by Anglesey Unitary Authority (AU). It serves a wide community which is linguistically and socially diverse. According to the school, 25% of the pupils come from a fairly prosperous area, 50% come from an area that is neither prosperous nor economically disadvantaged and 25% come from an area, which is economically disadvantaged. Pupils are neither privileged nor disadvantaged. The school catchment area includes the town of Menai Bridge and the villages of Llansadwrn and Rhoscefnhir. Some pupils from outside the catchment area also attend as well as others from different countries whose parents are temporarily studying at the University of Wales, Bangor.

At present, there are 204 full-time pupils on the register. The school does not have nursery children. The school population has decreased substantially over the past five years and elements related to the area's demography have contributed to this. Some financial and staffing issues cause concern for the school, and during the inspection, these continue to be discussed with the UA.

Welsh is the first language of 14.22% of the pupils, English for 81.37% and other languages for 4.45%. The school considers that 80% come to speak Welsh to a standard equivalent to first language. 13.23% of the pupils have free school meals.

According to the school, it accepts pupils who represent the full range of ability. 20% (41 pupils) are on stages of Special Educational Needs (SEN). Eight of them have a statement of SEN. The school employs 11 full-time teachers, one part-time teacher and one nursery assistant. The school was last inspected in July 1998.

The head was appointed in September 1989. He has been on part-time secondment for five years to a curriculum development agency. During that period, in collaboration with the head, the deputy has been responsible for the school.

The School Development Plan [SDP] identifies the following main priorities for the 2003-4 year:

- Establish a performance management system;
- Further promote basic skills throughout the school;
- Further promote the development of Attainment Target 1 in Science across the school;
- Ensure consistency of pupils' experiences at Key Stage 1 (KS1) and Key Stage 2 (KS2) in religious education;
- Ensure appropriate depth in the learning experiences of Y3 and Y4 in geography;
- Further promote ICT skills;
- Sustainable Development and World-wide Citizenship

The school's aim is:

“To create situations and supply resources to enable all children to grow into complete personalities using and developing all their talents according to their age, ability and interest, and prepare them to be responsible members of a bilingual society, who can contribute to it and gain from it and live in peace and harmony with others.”

2. MAIN FINDINGS

Main Findings of the Report

- The spiritual, moral, social and cultural development of pupils is very good.
- Consistent, high expectations are placed on all pupils with regard to discipline. The behaviour and attitudes of pupils are very good.
- The steps the school takes to ensure inclusion are very good.
- Attendance levels are satisfactory. The school has targeted progress in levels of attendance and, as a result, the average for last term went up to a little over 93%.
- Standards in all lessons for children under 5 were very good. At KS1, standards were very good in 12% of the lessons observed, good in 47%, satisfactory in 35% and unsatisfactory in 6%. At KS2, in Y3/4, standards were very good in 6% of the lessons observed, good in 53%, satisfactory in 25% and unsatisfactory in 6%. In Y5 and Y6, standards were very good in 26% of the lessons observed, good in 62% and satisfactory in 12%.
- The quality of teaching in all lessons for children under 5 was good or better with 84% very good. At KS1, the quality of the teaching was very good in 10% of the lessons observed, good in 50%, satisfactory in 35% and unsatisfactory in 5%. At KS2, in Y3/4 the quality of teaching was very good in 6% of the lessons observed, good in 63%, satisfactory in 25% and unsatisfactory in 6%. In Y5 and Y6, the quality of teaching was very good in 37% of the lessons observed, good in 48% and satisfactory in 15%. There is inconsistency in the quality of teaching across the subjects and stages.
- The educational provision for children under 5 is appropriate and fosters the ‘Desirable Outcomes’.
- Standards in the six areas of learning are as follows:

AREA OF LEARNING	STANDARD
Development in language, literacy and communication	Very good
Personal and social development	Very good
Development in mathematics	Very good
Knowledge and understanding of the world	Very good
Physical development	Very good
Creative development	Very good

- At KS1 and KS2, pupils’ standards of achievement in the different subjects are as follows:

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

Physical education	Satisfactory	Good
Religious education	Satisfactory	Good

- At KS1 and KS2, good attention is given to the key skills.

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

- The quality of the curriculum is good. A broad and relevant curriculum is provided which fulfils the requirements of the national curriculum (NC) and the agreed county syllabus for religious education.
- The schemes are very good for promoting personal and social education (PSE).
- The quality of assessment and recording is good. The annual reports to parents provide useful information about what the pupils know, can fulfil and understand about the study programmes of the NC. However, they do not always identify specifically enough pupils' strengths and the aspects which require attention.
- The provision for pupils with SEN is very good. Suitable processes have been established for assessing needs and recording the development of pupils with SEN, which is line with the requirements of the new Code of Practice.
- The support and guidance, and also the attention given to pupils' welfare, are very good and pupils are happy in school.
- The quality of the school's self-evaluation for improvement is good.
- The school is led and managed well and the governing body and head provide a clear direction for the school's work.
- The SDP is an effective tool to move the school forward.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in the Subjects and Areas of Learning

- The standards in all lessons for children under 5 were very good.
- At KS1, standards were very good in 12% of the lessons observed, good in 47%, satisfactory in 35% and unsatisfactory in 6%.
- At KS2, in Y3/4 standards were very good in 6% of the lessons observed, good in 53%, satisfactory in 35% and unsatisfactory in 6%. In Y5 and Y6, standards were very good in 26% of the lessons observed, good in 62% and satisfactory in 12%.

- The standards achieved by children under five are very good in language, literacy and communication, mathematical development, personal and social development, knowledge and understanding, creative development and physical development.
- At KS1 and KS2, standards are very good in speaking and listening in Welsh and English, and in art and music. At KS1, design and technology is very good.
- At KS1 and KS2, in Welsh and English, standards in reading and writing are good. Standards in mathematics, science, information technology, design and technology and geography are also good.
- At KS2, standards are good in history, physical education and religious education.
- At KS1, standards are satisfactory in history, physical education and religious education.
- Pupils with SEN achieve very good standards.

3.2 Standards Achieved in the Key Skills across the Curriculum

- At KS1 and KS2, standards of achievement are very good in speaking and listening in Welsh and English. Pupils use their bilingual skills effectively to compare, develop and improve their understanding of educational concepts across the curriculum. They ask questions intelligently and can explain their work and express their opinions confidently to teachers, their peers and visitors.
- At KS1 and KS2, standards of achievement are good in reading and writing in Welsh and English. Pupils use their reading skills effectively to extend their learning across the curriculum as they use a variety of sources for research such as CDs, books, work sheets, magazines and the Internet.
- At KS1 and KS2, pupils make good use of numeracy skills across the curriculum, especially in the context of measuring work in science, technology and geography. They can interpret number and statistical data presented in a variety of forms such as graphs and tables.
- At KS1 and KS2, pupils' skills in using ICT to enhance their learning across the curriculum develop well according to their ability and age. They use information from CDs and the Internet and present it effectively in text and pictures. A number of the older pupils can use a digital camera well to record. They can communicate by e-mail, for example when looking for information about Lesotho. A number can use a music program to create simple compositions. They can produce simple maps on a computer and the use of LOGO develops pupils' ability to understand angles.

4. SCHOOL ETHOS

4.1 Spiritual, Moral, Social and Cultural Development of Pupils

The spiritual, moral, social and cultural development of pupils is very good.

- In the daily collective worship sessions pupils have very good opportunities to reflect and contribute by responding to questions, singing hymns and giving expression to personal

prayers. They also have numerous opportunities during their daily lessons to wonder at the creativity of composers, artists and literary figures, scientific phenomena and the natural world around them.

- All pupils have a clear understanding of what is expected of them and of the difference between right and wrong.
- They are very willing to take responsibility for their work and to participate in public. They also take responsibility for other aspects of school life. The *'play mates'* system is an effective strategy for looking after new pupils and the youngest children. This came about as a result of pupils' suggestions and is evidence of their willingness to take responsibility.
- They have given a very good input when creating developmental models of their local area, a heritage video and suggestions for a nearby playing field. This contributes to their understanding of their wider social responsibilities.
- Pupils show politeness, support and friendship towards each other at all times. They co-operate well in groups and show respect for their fellow pupils' opinions. An excellent atmosphere of fairness and waiting their turn is created when using equipment in class and on the yard.
- In their relationship with staff and other adults, they consistently show respect and courtesy.
- During lunch times, pupils eat quietly and socialise naturally within a homely environment.
- They have a very good awareness of their heritage and of Welsh culture through their work across the curriculum. Through twinning with a school in Lesotho, pupils benefit from being able to compare the two countries and two very different schools whilst also developing an appreciation, sensitivity and understanding of the differences. This is a basis for them to appreciate the diversity within their society.

4.2 Behaviour and Attitudes

The standard of behaviour and attitudes in the school is very good.

- The behaviour and anti-bullying policies are implemented effectively. Staff have high expectations about the behaviour of pupils on every occasion. Pupils understand these expectations and parents state that they appreciate them.
- Pupils are enthusiastic and eager to respond to the challenge of the tasks set. They concentrate very well during lessons. There is a feeling of enjoyment as they undertake their work.
- The respect and trust between pupils and their teachers are very good.
- Behaviour of a very high standard was seen as pupils moved around the school, and during break periods and the lunch hour.
- No cases of bullying were seen during the inspection period.

4.3 Attendance

Attendance across the school is satisfactory, and reaches 93.9%.

- The school conforms fully to the requirements in Circular 3/99 of the National Assembly for Wales, and registers according to the statutory requirements.
- The school has an effective policy on attendance and parents are fully aware of it and of their responsibilities.
- Registers clearly clarify reasons for absence in each class.
- On the whole punctuality is good.
- The school makes use of the UA Welfare Officer as required according to the school's attendance policy.
- Through its procedures, the school endeavours to reach its attendance target of 95%.
- To reinforce the procedure, an effective system has been developed of writing to parents to seek information on reasons for absences.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching in all lessons for children under 5 was good or better with 84% being very good.

At KS1, the quality of teaching was very good in 10% of the lessons observed, good in 50%, satisfactory in 35% and unsatisfactory in 5%.

At KS2, in Y3/4 the quality of teaching was very good in 6% of the lessons observed, good in 63%, satisfactory in 35% and unsatisfactory in 6%.

In Y5 and Y6, the quality of teaching was very good in 37% of the lessons observed, good in 48% and satisfactory in 15%.

- There is inconsistency in the quality of teaching across subjects and stages.
- Throughout the school, all teachers provide very good language models and take advantage of every opportunity during the day to extend and enhance pupils' language by providing syntax, terms and vocabulary, spelling patterns and idioms in both languages.
- All pupils are included in the lesson, teachers listen well to them and in the great majority of lessons, appropriate tasks are provided for them.
- The questions that teachers ask are thorough and pupils are encouraged to develop their ideas, and improve them.
- When the quality of teaching is good or better;
 - the purpose and aim of the work is clear and expectations are very high;
 - the presentations and explanations of teachers are lively and concise;
 - teachers use their voices to attract pupils to listen and to hold their attention;
 - they refer to previous learning in order to ensure that pupils have a good understanding of context and relevance of any new learning;

- lessons have a very good pace, with varied activities;

- pupils are encouraged to finish tasks within a specified time;
- there is a tight structure and within it pupils are encouraged to make decisions for themselves;
- full consideration is given to appropriate class organisation by providing a good balance between whole class sessions, group work and individual work;
- suitable support is provided for pupils of lower ability and a challenge for pupils of higher ability;
- teachers work effectively to support pupils by moving around the class and giving attention to individuals;
- banks of terms and differentiated vocabulary are provided for the range of ability.

- When the quality of teaching is satisfactory or lower there are examples of:
 - presentations which are too long at the beginning of lessons;
 - overloading information;
 - over-directing tasks;
 - slow and monotonous lessons;
 - lack of clarity in expectations;
 - closed tasks so that pupils do not always reach their full potential.

- Without exception a very good working relationship is established between teachers and pupils throughout the school and the supportive attitudes of staff are a positive influence.

- Pupils are constantly praised for their efforts and achievements and each individual is dealt with fairly.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is good.

- The assessment procedures, the teachers' good knowledge of their pupils and continuous assessment have a positive effect on schemes and arrangements for differentiated teaching.

- The systems for assessing children under 5 are very good. Appropriate targets are set for the further development of each child. The systems provide early notice for finding specific needs. Parents express their appreciation of the effectiveness of the system.

- Examples of assessed and moderated work are kept in the individual portfolios of pupils. They are used effectively to monitor pupil progress from the early years to Y6. No adequate structure has been established to support teachers as they identify what is expected at different levels of achievement.

- Assessments and test results are analysed in detail to identify differences in performance according to sex and ability and to set challenging but achievable targets.

- The school takes advantage of every opportunity to give praise and positive oral feedback to pupils. On the whole, work is marked regularly but there are some inconsistencies in the

quality of guidance given to move pupils forward. Pupils do not always understand and take sufficient ownership of their personal targets for improvement.

- The annual reports to parents provide useful information about what the pupils know, can do and understand in relation to the study programmes of the NC. However, they are not always specific enough when identifying aspects which need attention.
- Parents are invited to discuss pupils' work and progress every term. Special emphasis is placed on urging the parents of pupils on the SEN register to attend meetings. Parents appreciate the willingness of teachers to meet them informally if any other problem arises.

5.3 Curriculum

The quality of the curriculum is good.

- A broad and balanced curriculum is provided which fulfils all the requirements of the Desirable Outcomes, the NC and the Agreed County Syllabus.
- The curriculum provided for children under five is effective and conforms to the requirements of the Desirable Outcomes for the six areas of learning.
- Appropriate time is allocated for all the NC subjects and religious education.
- The curricular provision provides access and good opportunities for all pupils, including those with SEN.
- The school's Language Policy ensures that pupils are soon proficient in Welsh and English, and there is an appropriate balance in the use of both languages as a teaching medium. Parents praise the standard of bilingualism in the school.
- The work schemes conform to Curriculum 2000. The school's revised mathematics schemes are not yet complete. The school has formulated a numeracy strategy for pupils of lower achievement.
- Most of the curriculum is implemented by means of a series of themes each term, which are planned on the basis of a two-year cycle. The purposeful and detailed planning provides a whole-school overview of the provision in all subjects and key skills across the curriculum.
- In light of the detailed long and medium term planning some of the weekly records tend to be too unnecessarily detailed.
- The school plans purposefully for personal and social education (PSE).
- At KS1 and KS2, homework is set regularly, involving writing, reading and mathematics mainly, together with investigative tasks for thematic work occasionally. In general, the quality of homework that the school sets is good.
- Good use is made of ICT to reinforce learning across the curriculum and to enhance pupils' experiences.

- The steps taken by the school to ensure social inclusion are very good.

- The Welsh Curriculum is a fundamental part of the ethos and atmosphere of the school and it is reinforced by activities in geography, local history, literature, art, music and extra-curricular activities.
- The curriculum is reinforced by educational visits to specific places and through the contributions of adults and experts invited to the school.
- A good range of other extra-curricular activities is organised and supported, including sports, clubs, national competitions, local eisteddfodau and Urdd activities.
- No pupil is disapplied from NC requirements.

5.4 Support, guidance and welfare of pupils

The provision for support, guidance and welfare of pupils is very good.

- The school succeeds in creating a close-knit community where pupils feel safe and happy.
- Staff members know their pupils well and consider their personal needs thoroughly. They are caring and sensitive towards individual pupils and, as a result, foster in them self-confidence, self-worth, a feeling of being safe and a desire for learning. Pupils turn happily to adults in the school for advice and support.
- A range of policies is implemented, including health and safety and equal opportunities.
- The school identifies and supports the communicative needs of late comers to the school.
- Pupils are carefully supervised as they arrive and leave school as well as during break and lunch times. The parents praise this aspect.
- The mobile electrical equipment is inspected regularly.
- A fire practice is held regularly and the fire extinguishers have been inspected during the past year.
- A child protection policy has been adopted and child safety structures are operative in the school.
- The school conforms to the statutory requirements for sex education.
- The majority of teachers have a current first aid qualification.

5.5 Provision for Pupils with Special Educational Needs (SEN)

The quality of the provision for pupils with SEN is very good. Pupils make clear progress across the school.

- There are 41 pupils on the SEN register, 20% of the total number of pupils in school. Eight have a statement of SEN.

- The school's documents have been updated effectively on the basis of the new Code of Practice and the SEN policy and the procedures for assessment and recording pupil progress are very effective.

- The SEN co-ordinators supervise the provision and ensures full implementation of the Code of Practice.

- The numerous detailed assessments made of pupils' work are used for forward planing of tasks in order to enable all pupils to reach their full potential.

- Comprehensive schemes and individual education plans are prepared for the pupils. They include appropriate targets that are monitored and reviewed regularly. Suitable information is provided for parents and they in turn confirm that they appreciate this.

- The tasks organised by the SEN teacher correspond very well to pupil requirements and they enjoy the support and appreciate it.

- In class, they have access to a broad and balanced curriculum by following the same curriculum as their peers. Effective differentiated work is set for them. The support provided is uneven across the classes. In Y5 and Y6, there are very good examples. At KS1, Y3 and Y4, the support is generally good but there are some examples of pupils trying to deal with inappropriate work.

- Pupils benefit from the caring and happy environment that exists in the school. Their level of self-esteem is very high. They can outline their strengths as well as explain the aspects that they have to develop.

- Appropriate use is made of external agencies to support pupils.

- The member of the Governing Body with responsibility for SEN is aware of his duties and visits the school.

5.6 Partnerships with Parents and the Community, Schools and other Institutions

Overall, partnerships are good.

- The school notifies parents effectively about its work, and parents express their appreciation of this.

- Clear home/school agreements exist which explain the expectations from the standpoint of the school, parents and pupils. They conform to the statutory requirements.

- The school handbook is comprehensive and easy to follow. It conforms fully to the statutory requirements.

- An open door policy is implemented and parents are welcome to visit school to discuss their children with the head and other teachers. Parents offer support with a number of extra-curricular activities.

- The relationship and contribution of the school to the local community are good. Pupils take part in concerts and contribute to the work of voluntary movements. Regular use is made of the school building by the local community.

- The school has a close and effective relationship with the Friends of the School and they have organised a number of social activities, which raise substantial sums of money for the school fund.

- An effective system has been established to bridge the gap from the local nursery school to ensure a smooth transfer for children under 5.

- The transfer system from the primary school to the secondary is very effective. It includes visits by the secondary teachers to the school and visits by pupils to the prospective secondary school in order to transfer effectively. As part of a county project and in close partnership between teachers from the primary and secondary school, Y6 pupils have been completing a unit of work. This promotes a smooth transfer from one school period to the other.

- The school benefits from using the UA curriculum support. Some financial and staffing issues cause concern for the school, and during the inspection, these continue to be discussed with the UA.

- The school makes effective use of the University of Wales, Bangor. The school contributes to the Initial Teacher Training Institution and they have benefited from specific partnership projects.

- The school derives good benefit from its link with Dolen Cymru/Lesotho. With sponsorship from the Teaching Council, the school established a network and, as a result of its partnership with a school in Lesotho, a CD ROM has been produced to share the good practice of enhancing the curriculum through international partnership.

5.7 Partnerships with Industry

The school's partnership with industry is good.

- It implements its policy effectively by forming numerous links with the world of business and local industry.

- Visits to businesses and industry have been effectively included in class theme work.

- The school has made good use of the knowledge and experience of a local company to discuss health and safety within the industry with the children.

- The school has succeeded in attracting funding from a local company to finance aspects of the school's close partnership with a school in Lesotho.

- The business skills of pupils are developed by designing and selling T-shirts to advertise their whole-school production of the story of Branwen.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

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

- A climate for-appraisal exists amongst members of staff and the school for some years now has undertaken its responsibilities well in this area.
- The priorities emanate from the school's self-evaluation procedures, which include analysis of results, the perceptions of subject co-ordinators on the basis of monitoring the development of pupils' work throughout the school, and professional discussions in the staff meetings.
- The school's documents on its self-evaluation practices are of good quality and they are linked to the plans for development.
- The SDP is based on the school's self-evaluation findings and includes whole school priorities and performance management of individual teachers. A detailed review of the previous year's scheme is included, together with an appraisal of the progress made.
- The head and deputy have undertaken a detailed overview of the written work of pupils from Y1 to Y6 and have discussed their recommendations with the teachers. This did not include the work of children under 5.
- The subject co-ordinators work regularly with the teachers to analyse pupils' work.
- There is a very good awareness of the school's performance in a local and national context and appropriate use is made of national benchmark data to assist the school in identifying its performance and position as compared with similar schools.
- A detailed analysis is undertaken annually of SATs results at KS2. This can include script analysis in order to identify strengths and weaknesses. The findings are used to adapt the teaching where appropriate.
- On the basis of analyses, realistic and challenging whole-school targets are set for the core subjects over a period of four years.
- Recently, the head has monitored aspects of the curriculum across the school.
- The governors have an active part in the process of self-evaluation and planning for improvement. They approve policies, receive regular reports from the head and staff and look at the school's results in NC tests.

6.2 Leadership and efficiency

The quality of leadership and efficiency is good.

- The school has aims and positive values and its commitment to bilingualism, equal opportunity and a sense of self-esteem are strong features, which are reflected in every aspect of the school.
- The school is led well by a head and deputy who provide a positive direction for developments. Members of staff work effectively as a team.
- The governing body meets regularly and fulfils its responsibilities conscientiously. Members are linked to the different areas of the curriculum, have discussions with the co-ordinators, visit classes and report back to the full body.
- The SDP is a useful managerial tool, which summarises the current priorities of the school. The financial details for the priorities have been earmarked. The governing body is very aware of its content.
- A good number of curricular and managerial policy documents have been drawn up. They are implemented conscientiously by staff and governors.
- The deputy and one teacher are designated as heads of department, one for KS2 and the other for children under 5/KS1. At under5/KS1 and KS2 regular meetings are held to plan and present the curriculum. Managerial roles within the school, however, have not been developed sufficiently to ensure consistency in quality of teaching and methodology between classes and key stages.
- Curricular responsibilities are shared between members of the teaching staff. There is exceptionally strong and effective leadership across the school in oral work, art and music. Although the three work in different ways, they all provide very effective leadership.
- The role of the other subject co-ordinators has not been adequately developed with regard to monitoring the quality of teaching across the school.
- The administrative and day-to-day procedures are very effective.

6.3 Staffing, Buildings and Rooms and Learning Resources

The provision in staffing, buildings and rooms and learning resources is good.

Staffing

- The level of staffing for the number of pupils is good with the average size of classes being 22.7 pupils to every teacher.
- The qualifications, continuing professional training and experience of the teachers are appropriate for the requirements of the school. The commitment to teacher training is related annually to their responsibilities and to the priorities identified in the SDP.
- Teachers have job descriptions which outline their responsibilities clearly.

- The assistant in the reception class and the SEN assistant contribute very well to the quality of teaching and the pupils' standards of achievement. They work closely with the teachers. There is a clear focus to their work and they have a particularly good relationship with the pupils.
- An assistant is provided as part of the Anglesey Literacy Strategy to provide good support for groups of KS2 pupils.
- The experiences of KS2 pupils are enhanced by the contribution of peripatetic music teachers and the services of a teacher who attends regularly as part of a catchment physical education project.

Buildings

- The buildings and classrooms are adequate for the number of pupils.
- Effective use is made of a specific area for children under 5, which allows play opportunities with large equipment.
- Fixed play equipment of a high standard is placed on the school grounds for the use of all pupils during break periods.
- A decrease in the number of pupils has allowed the establishment of a computer room. Constant use is made of the room by groups of pupils at KS1 and KS2.
- The learning environment in classes and corridors is enriched by numerous displays of a very high standard, which promote current themes and give recognition to pupils' work.
- As a result of partnerships with colleges and resident artists, the permanent art displays contribute further to the stimulating learning environment in school.
- The building and whole site are kept clean, tidy and safe.

Resources

- The school has a good range of appropriate resources for teaching the NC and religious education. Generally, they are of good quality. They are organised and managed effectively.
- The computer/pupil ratio of 1:6.8 is good.
- There is a good number and range of books in every class, and the school augments these regularly by borrowing books from the school library service.
- Effective use is made of learning resources outside the school boundaries, such as field study centres, galleries and museums, to enhance the curriculum.

7. SUBJECTS AND AREAS OF LEARNING

Standards Achieved by Pupils

Provision for Children under Five

Reception children (4-5 years)

The provision for children under 5 is appropriate and successfully fosters the desirable outcomes.

The four-year-old children attend the school on a full-time basis from the September of the year in which they are four.

Development in language, literacy and communication

- The children's development in language, literacy and communication is very good. They listen to stories, respond to, and remember, a wide range of songs and nursery rhymes and rhymes. They chat eagerly and show enthusiasm when listening to teachers, taking every opportunity to ask questions and share their experiences. They make very good progress in Welsh.
- They enjoy basic writing experiences. They construct simple sentences and try to write independently. They learn and use a rich vocabulary. They respond very well to role-play in a structured situation and immerse themselves in varied situations. They enjoy books and respond to their content enthusiastically whilst recognising letters and reading some words with ease.

Personal and social development

- The personal and social development of children is very good. They are very confident in developing a relationship with other children and adults. They concentrate for appropriate periods when undertaking their tasks and work happily together in groups and with various adults. They are confident and independently busy with their work. They play together happily, share, take their turn and behave very well at all times. They listen intently in collective worship, expressing their enjoyment of the stories.

Mathematical development

- The mathematical development of children is very good. Children can count accurately and differentiate between large and small objects, and light and heavy ones as they handle water, clay and sand and count in a variety of situations. Their control skills develop well when working on the computer. They can recognise numbers and match numbers and symbols very well. They remember a very good range of counting rhymes, songs and games. They begin to understand the purpose of money when playing in the café and shop.

Knowledge and understanding of the world

- The children's knowledge and understanding of the world is very good. They begin to understand the difference between different places. They understand the idea of times, periods of time during the day and the concept of yesterday, today and tomorrow. They recognise some kinds of workers. They can explain the function of parts of plants very well and use accurate terms when discussing them. They work independently on the computer, using a very good range of software.

Physical development

- The physical development of children is very good. They can handle equipment confidently and carefully with very good control. They can use large and small items of equipment skilfully. They work with discipline, changing tasks with no fuss.
- Their control skills develop well when working on the computer or with scissors, pencils and a variety of musical instruments. They can dress and undress for physical education and art without fuss. They control their movements with maturity.

Creative development

- The creative development of children is very good. They enjoy singing a wide range of rhymes, action songs and Welsh nursery rhymes and they use unpitched instruments with enjoyment and increasing confidence, creating all kinds of sounds to correspond to song content. They draw in a variety of media, creating large, colourful and confident paintings. They recognise colours very well. They build a variety of large models with a building kit, describing them with fervour. They play confidently with large toys outside the class and thoroughly enjoy them.

Shortcomings

- There are no significant shortcomings.

Welsh

At KS1 and KS2, standards are very good in speaking and listening, and good in reading and writing.

Good features

- At KS1, by the end of year Y1, pupils understand and speak the language very well.
- By Y2, their proficiency increases and they use the language very confidently in a variety of situations to chat and to discuss matters within their experience.
- At KS2, pupils speak confidently and intelligently during whole class and group activities. They listen attentively and with respect to the contributions of other pupils and offer their own comments and opinions on the subject in question.
- At KS1, the reading skills of the majority of pupils develop well. They read accurately according to their age and ability, correcting themselves and constructing words by using their phonic knowledge.
- In general at KS2, pupils make good progress in their reading. The most able talk freely about books they have read and their favourite authors, the characters and the events.
- They can handle factual books and documents effectively to gather information, and make purposeful use of dictionaries and a thesaurus.

- At KS1, pupils make consistent progress in their writing. They show an increasing understanding of sentences and punctuation. They write for a wide range of purposes. Their stories and descriptive pieces show good progress in the use of different constructions.
- At KS2, pupils produce a broad, varied range of written work across the curriculum. They can write in a good range of forms with the most mature writers producing polished and very interesting pieces. The older pupils vary the beginnings of sentences and at times create a particular atmosphere in their writing as they express personal feelings.
- At KS2, the less confident pupils make good progress, making purposeful use of guidelines prepared by teachers in order to improve the content and structure of their writing.

Shortcomings

- At KS2, pupils of middle ability do not write extensively enough.
- At KS2, the written work of a significant number of pupils shows a number of errors in syntax, spelling and punctuation.

English

At KS1 and KS2, standards are very good in speaking and listening, and good in reading and writing.

Good features

- At KS1, pupils are very confident and talkative when discussing matters within their experience in a wide variety of situations.
- At KS2, pupils take part very confidently in group and class discussions. They are mature and sensitive when expressing opinions. They listen attentively to presentations and instructions from teachers and fellow pupils, and show respect and courtesy when exchanging ideas.
- At KS1, the reading skills of the majority are good when dealing with a wide range of print. They read accurately according to their age and ability, correcting themselves and constructing words using spelling rules.
- At KS2, the majority are keen readers. They choose books which are appropriate for their age, ability and interest. They can discuss their favourite authors, providing reasons for choosing them. They express their opinions on the content of books and authors, giving mature and detailed comments on specific aspects. The most able pupils are independent and responsible when gathering and selecting information. They make good, extensive use of dictionaries and a thesaurus.
- At KS1, pupils make consistent progress in their writing. They show an increasing understanding of sentences and punctuation. They write for an acceptable range of purposes.
- At KS2, the majority produce a great amount of good work in terms of content and presentation. They write for a variety of purposes, from different standpoints and for a wide range of audiences. The most mature writers can produce pieces of high quality.

- In Y5 and Y6, pupils use a good range of new words. They work diligently and carefully to enhance their work by choosing appropriate words from their vocabulary cards.

Shortcomings

- At KS1 and KS2, pupils do not take enough responsibility for improving their work by varied drafting methods.
- At KS1 and KS2, pupils do not vary their voices and their intonation when reading aloud in order to sustain the interest of listeners.

Mathematics

At KS1 and KS2, standards of achievement are good.

Good features

- At KS1 and KS2, the mental arithmetic skills of pupils are consistently good. Pupils across the range of ability contribute well to class sessions.
- At KS1, pupils complete different number tasks confidently, showing a good understanding of place value. They use their knowledge skilfully when solving simple problems.
- The majority can recognise number patterns, and recall number facts quickly and accurately. They understand concepts such as “less” and “more” and are confident when working with number bonds.
- By the end of Y2, they have a good understanding of standard measures and can estimate and measure length and capacity with appropriate accuracy, explaining the work logically.
- At KS1, pupils recognise and name the most common two and three-dimensional shapes and use mathematical terms accurately to describe their characteristics.
- By the end of KS1, they can use symbols accurately and interpret number sentences.
- At KS1, pupils have a good understanding of time. The majority can read the time on an analogue clock, recognising divisions such as half past, quarter to and quarter past. They can sort units of time – seconds, minutes, hours and days – accurately.
- At KS2, pupils’ understanding of place value, number patterns and number bonds is very good. They use these skills confidently to solve problems and deal with large numbers.
- Pupils develop the ability to explain their method of working; they can justify and check their results with increasing confidence, orally as well as in writing.
- At KS2, pupils can deal very confidently with a range of graphs pertaining to their work across the curriculum, choosing the most appropriate one for the purpose. They can use ICT to draw a variety of graphs for their scientific investigations.
- The majority can discuss and interpret their graphs confidently, including very complicated distribution graphs, using suitable mathematical terms.

- At KS2, the pupils' calculator skills are good.
- They understand fractions well and can handle them with increasing accuracy. They understand the relationship between fractions, decimals and percentages. The older pupils can convert from one to the other confidently.
- At KS2, pupils make good use of the appropriate terms when they describe their work and explain how they work out their answers. They appreciate the importance of estimates when working with mathematics.

Shortcomings

- At KS1, pupils do not check their work adequately.
- At KS2, the ability of pupils of middle and lower ability to recall multiplication facts quickly is inconsistent.

Science

At KS1 and KS2, standards of achievement are good.

Good features

- At KS1, pupils can explain the main characteristics of living things and recognize the main parts of the human body.
- They can name the animals in the area and recognize and describe their habitats, explaining the reasons why animals live in specific habitats.
- They can name the main parts of plants and come to understand that plants need light and water to grow.
- They build and experiment with simple circuits, understanding that much common everyday equipment uses electricity and that they need to take care when using it.
- At KS2, pupils' investigative skills are good. They can theorize confidently and turn their ideas into a form they can explore through jointly planning purposeful investigations and choosing appropriate equipment. Their understanding of ways of separating solids of different sizes is good and through their investigative skills they understand that some solids dissolve and some do not, and that this is a way of separating different solids.
- They have an increasing understanding of the concepts of evaporation, condensation and dissolving.
- Their understanding of a fair test is sound and they can select which aspects to keep constant and which ones to change. Before forming conclusions, they understand the importance of verifying their observations and measurements by repeating them, such as measuring the effect of physical exercise and rest on the heartbeat rate.
- Pupils make observations and systematic measurements. They communicate information effectively through text, diagrams, graphs, tables and charts.

- They understand the main stages of the human lifecycle and what the body needs to remain healthy.
- Through their work on the Menai Straits pupils show responsible attitudes towards safety and respect for living organisms and the physical environment.

Shortcomings

- At KS1, in discussion about their models of cars, pupils show uncertainty about forces and motion.
- At KS2, pupils do not make sufficient use of sensors for monitoring changes.

Design and technology

Standards of achievement are very good at KS1 and good at KS2.

Good features

- At KS1 and KS2, pupils can appraise their work with maturity, explaining what worked well and outlining appropriately the changes they would wish to make in order to improve their product.
- At KS1 and KS2, they are aware of the need to work safely within a group.
- At KS1, pupils can investigate and appraise products in order to gain a good understanding of suitability for purpose and the nature of the design brief. Their work on chairs shows a good understanding that materials such as paper, and the way these materials are handled, can affect the strength of a structure.
- At KS1, their models show an increasing accuracy when measuring, cutting and joining materials. They can use simple mechanisms such as wheels and axles and explain resourcefully how they work on their models and kit models.
- At KS2, pupils have a good understanding of the design process. They can provide a number of ideas in response to the set task and make appropriate use of planning sheets to outline their ideas.
- Their models of toys show imagination, originality and an understanding of the features of different cams. When discussing their work in groups they can take into account the opinions of others and improve their designs.
- At KS2, when undertaking work on bridges outside the school and coming to understand pneumatic systems in class, pupils apply scientific and mathematical knowledge well.
- At KS2, they make good use of ICT as an investigative source and by means of design software (CAD) they come to appreciate and ensure accuracy when measuring.

Shortcomings

- At KS2, pupils do not have an adequate understanding of the potential of the use of control.

Information Technology

At KS1 and KS2, standards of achievement are good.

Good features

- At KS1 and KS2, the pupils' awareness of the use of ICT in the world around them is good.
- At KS1, the keyboard skills of pupils improve and they use the mouse confidently to make appropriate choices. The majority can load a CD and know how to print, and the most able can save and retrieve their work.
- They make effective use of drawing software to produce pictures.
- At KS1, they make appropriate use of graphing programs to gather, organise, and record results and to create a variety of graphs. Pupils can analyse their results well.
- The majority can program a Roamer effectively and predict its movements in order to develop their understanding of a quarter turn, right angle and estimation.
- At KS1, they come to appreciate the potential of the Internet as a source of information.
- At KS2, pupils model for different purposes and by Y6, a number of them can write and improve their procedures acceptably.
- At KS2, a number of pupils can insert clipart or a picture from another device such as a scanner, digital camera or microscope, in order to present or record work.
- At KS2, they can load information into a database to support their work in a variety of subjects. They can explain how to query it and create a variety of graphs in order to analyse their results and prove their theories.
- Pupils reach good standards when using the interactive whiteboard to present their work. They can use music software in order to create, record and listen to compositions.
- At KS2, they make effective use of e-mail, CDs and the Internet to communicate and gather information.

Shortcomings

- At KS1 and KS2, pupils in every class do not make use of ICT independently enough as a planning tool to develop their ideas and redraft their work.
- At KS2, the use of spreadsheets has not been developed.

History

Standards are satisfactory at KS1 and good at KS2.

Good features

- At KS1, the understanding of the youngest pupils of the passage of time is satisfactory as they discuss events in the recent past.
- The majority can differentiate between objects from former times? and contemporary objects. They can group objects from the home in order according to the time they were used.
- At KS1, pupils listen to stories from the past and understand that they depict life in different periods to today.
- At KS2, the older pupils have a sound knowledge and understanding about local history, including the changes that have happened over time in the town of Menai Bridge.
- Pupils can discuss cause and effect in relation to local historical events such as the two bridges over the Menai Straits.
- At KS2, they can discuss the different ways the past is represented and interpreted, and they have a good understanding of the difference between opinion and evidence with regard to a picture and photograph of the past.
- They can deal confidently with a range of historical sources including books, documents and information from the Web when investigating historical topics.
- In Y5 and Y6, the most able pupils can evaluate the sources skilfully and recognise the ones that are most useful for their investigations.

Shortcomings

- At KS1, the ability of pupils of middle and lower ability to differentiate between stories and historical facts is insufficient.
- At KS1, pupils of medium and lower ability do not have an adequate understanding of chronology.
- At KS1 and KS2, pupils of higher ability cannot operate independently enough when undertaking historical studies.

Geography

Standards of achievement are good at KS1 and KS2.

Good features

- At KS1, pupils' knowledge of their local area is good. They can read simple maps and explain the purpose of symbols and keys. They use simple grid references accurately to locate physical and human features, and villages and towns in Anglesey.

- They understand the difference between a map and picture and they have the appropriate skills to create a clear and intelligible plan of their bedrooms.

- A substantial number know the main countries of the United Kingdom.

- At KS1, their understanding about distance and co-ordinates is appropriate. They can follow simple directions – right, left, forward, back – and with assistance, predict distance and give simple instructions to the Roamer in the context of their work on toys.

- They express opinions simply about their neighbourhood, for example suggestions for the development of the new park, and on a simple level can compare their life with the lives of children in Lesotho.

- At KS2, pupils can read maps using co-ordinates, the eight points of the compass and four figure grid references accurately to find places on a map. They interpret and understand the importance of symbols and keys on maps. In Y5 and Y6, they can explain well how the height of land is shown on a map through using contours.

- They can use a local studies computer program to create a map to show the route from the old school to the new one, including a key and symbols.

- At KS2, pupils can compare the physical and human features of Menai Bridge with a contrasting area in Lesotho. Pupils can interpret a graph and table well about the population of the Isle of Anglesey. Their knowledge about their local area, and their understanding of how the area has developed, is good. They can explain clearly which processes have contributed to this.

- They can use a good range of secondary sources such as OS maps, atlases, books, CDs and the Internet to support their work. Through their database work on houses and homes they can gather, present and interpret human geographical information well in order to gain a better understanding of the local area.

- At KS2, the majority of pupils can discuss environmental issues sensibly and they are aware of the need to reduce waste by recycling.

Shortcomings

- At KS1 and KS2, at times pupils have difficulty in recalling geographical terms, which lessens their ability to explain what they understand and what they have found.

Art

Standards are very good at KS1 and KS2.

Good features

- At KS1 and KS2, pupils of all abilities can work with an exceptionally good range of techniques and media, discussing them with interest and intelligence.
- They experiment confidently with numerous media to create work of a very high standard.
- They are very familiar with the work of famous artists. They create memorable emulations of their work and can discuss the various styles with mature understanding.
- At KS1 and KS2, pupils develop a sound awareness of shape and form by working with dough when emulating varied styles. The standard of their preparation work and finished products is very good.
- At KS2, the art skills of the majority of pupils are very good. They can produce very good work in weaving, collage, painting on silk and creating mosaics for display in school.
- All their work shows enthusiasm and confidence and the ability to observe in detail and produce illustrations of a very high standard in all aspects of their work.

Shortcomings

- There are no significant shortcomings.

Music

Standards of achievement are very good at KS1 and KS2.

Good features

- At KS1 and KS2, pupils are very enthusiastic and show their enjoyment by immersing themselves totally in all their tasks, whether they be singing, composing or appraising.
- They can discuss a wide range of musical elements and techniques with a very good understanding.
- At KS1 and KS2, the quality of pupils' singing is very good. They sing a very wide range of songs melodiously and with confidence. The large majority sing with accurate intonation and they have an increasing control of breathing, phrasing and dynamics.
- At KS1, they can choose appropriate representative instruments for specific contexts, creating and following a wide range of scores and rhythmic patterns.
- At KS1 and KS2, they show a good increasing control when maintaining rhythm and tempo while performing individually and when playing together in varied ensembles.
- At KS1 and KS2, they respond to a very broad range of music, imitating the effects and techniques very well in their compositions. They can appraise their performances sensibly and offer improvements in order to refine them.
- At KS2, they reach a high standard when reading a multi-part score when preparing to

perform as a whole class ensemble, each with his or her pitched instrument. By Y5 and Y6, pupils can use the computer to create a score of a high standard.

Shortcomings

- There are no significant shortcomings.

Physical education

Standards are satisfactory at KS1, and good at KS2.

Good features

- At KS1 and KS2, pupils work in a disciplined way, showing the ability to co-operate with others.
- They all warm up appropriately at the start of a lesson and relax at the end. They are very aware of the beneficial effect of physical exercise.
- They have a good awareness of the need for safety.
- They use the space in the hall and yard effectively.
- The majority show good control when working.
- At KS1, in gymnastics, pupils create a sequence of good movements when using the basic activities such as travelling, jumping, turning, gesturing and stillness.
- At KS1, all pupils dress appropriately for the lessons.
- At KS2, in gymnastics, pupils succeed in creating a good sequence of activities which emphasise changes in shape, speed, level and direction, when working on the floor and when using equipment.
- They reach a high standard when forming a judgement on their own performances and the performances of other pupils, using the information to polish and improve the quality of their own work.
- At KS2, pupils' skills when sending, catching and travelling with a ball are good. They gain increasing command of attack and defence skills in games.
- They respect the conventions of competing fairly and behaving well when playing within groups as team members.

Shortcomings

- At KS1, they do not appraise their work sufficiently to improve their performance.

- At KS1, some of the pupils, although listening well, do not perform to the best of their ability.
- At KS2, a small minority of pupils could not take part in the lessons as they were not dressed appropriately.

Religious education

Standards are satisfactory at KS1 and good at KS2. The work corresponds to the requirements of the Agreed Syllabus.

Good features

- At KS1 and KS2, during lessons pupils listen attentively to a range of stories which foster caring attitudes and moral values. They show an increasing awareness and understanding of different aspects of worship.
- At KS1 and KS2, they have a good knowledge about the philanthropists in the world.
- At KS1, pupils are very aware of the importance of friendship and care for others.
- They are aware of the features of places of worship and their use for baptism, marriages and other services.
- At KS2, pupils understand well the significance of religious practices and rules, and they agree on relevant rules for themselves in class.
- They are familiar with the characteristics of other religions such as Islam and Hinduism and in this context, they understand that other people have different values which should be respected.
- At KS2, they form personal opinions when reflecting on religious and moral concepts and can discuss these with maturity. Pupils' ability and confidence in forming and expressing personal opinions are very good.

Shortcomings

- At KS1, through their pictures and written work, pupils show they have studied Biblical characters and the characteristics of other religions but they cannot recall a sufficient level of feeling towards them or knowledge about them.

8. IMPROVING THE SCHOOL

8.1 Progress Since the Last Inspection

The school has made good progress in implementing the key issues identified in the last inspection in 1998.

Continue to appraise and monitor the curriculum

- Effective self-evaluation procedures and the usefulness and effect of the SDP are evidence of the continual work of monitoring the curriculum.
- The school has not yet created a formal structure for co-ordinators to visit classes across the stages to ensure consistency in the quality of teaching.

Further development its current systems to take advantage of staff expertise

- The school took advantage of staff expertise to raise standards in ICT across the school and curriculum.
- At under5/KS1 and KS2 regular meetings are held to plan and present the curriculum.
- Managerial roles within the school, however, have not been developed sufficiently to ensure consistency in quality of teaching and methodology between classes and key stages.

Build upon the achievement in satisfactory subjects and give attention to the shortcomings

- In the 1998 inspection, it was judged that Welsh, English, ICT, music and physical education were satisfactory.
- In this inspection, it was judged that standards at KS1 and KS2 were very good in music and good in Welsh, English and ICT. At KS2, Physical Education is good but at KS1, standards remain satisfactory. Standards in key skills in ICT are good.

Give attention to the shortcomings in the satisfactory teaching

By now:

- The organisation of teaching has been rationalised to avoid too much complexity during lessons.
- New vocabulary is seen and heard by all pupils in the school through the repetition techniques of teachers, stimulating displays and effective devices such as vocabulary cards in both languages.
- Some examples of lengthy presentations remain at the start of lessons, which limits the time available for pupils to finish their work.

Develop the proficiency of teachers in ICT

- Teachers have taken advantage of the numerous opportunities provided for them to develop their ICT skills. The effect of this is seen in the quality of pupils' work.

8.2 Key Issues to Implement

The school needs to:

- maintain the high standards in the subjects and areas where standards reached are very good or good;
- raise standards from satisfactory to good in history, physical education and religious education at KS1;
- give attention to the shortcomings in the quality of teaching;
- continue to implement the school strategy to reach its attendance target of 95%.

APPENDIX

School Data

A. Basic information about the school

Name of School	Ysgol Y Borth
Type	Maintained by the Unitary Authority
Age range of pupils	4 – 11
Address of school	Tyddyn Tô Menai Bridge Anglesey
Postcode	LL59 5HS
Telephone	01248 713 000

Name of Head	Mr Gareth W. Hughes
Date of appointment	September 1989
Chair of Governors	Cllr. Mary Lloyd Hughes
Registered Inspector	Dr Prydwen Elfed-Owens
Date of inspection	27 – 29 April, 2004

B. Data and school indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	36	31	22	31	21	34	29	204

<i>Number of teachers</i>			
	Full-time	Part-time	Full-time equivalent
Number of teachers	11	1	12

<i>Staffing information</i>	
Pupil: teacher ratio, apart from nursery and special classes	20:4
Size of classes on average, apart from nursery and special classes	22
Teacher:class ratio	1:1

<i>Percentage of attendance during the whole three terms before the inspection</i>				
	Reception	KS1	KS2	Whole school
Summer 2003	85.7%	95.5%	90.7%	93.1%
Autumn 2003	90.4%	94.6%	95.3%	94.2%
Spring 2004	95.3%	93.4%	95.3%	94.9%

Number of pupils suspended during the previous 12 months	0
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C. NC assessment results

END OF KEY STAGE 1: 2003

Percentage of pupils achieving at least level 2 in mathematics, science and English or Welsh			
By teacher assessment		By test	
In the school:	92.9%	In the school:	-
In Wales:	79.0%	In Wales:	-

END OF KEY STAGE 2: 2003

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh			
By teacher assessment		By Test	
In the school:	72%	In the school:	81%
In Wales:	70%	In Wales:	71%

D. Basis of the evidence for the inspection

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

During the inspection:

- 71 lessons, or parts of them, were attended;
- their work was discussed with pupils, the head, all teaching staff and the support staff;
- pupils were asked about their knowledge and understanding of the curriculum;
- a wide range of pupils were heard reading in both languages;
- the team inspected a comprehensive sample of pupils' work completed during the current term and during previous terms;
- pupils' information technology work was studied;
- all the school's documents were studied, including its policies and work schemes in the short, medium and long term;
- the School Development Plan was looked at in detail;

- attendance registers were studied, together with pupils' assessment records;
- detailed attention was given to the school budget;
- inspectors were present in services on 4 mornings;
- a parents' meeting was attended with 9 parents present, and 69 parent questionnaires were analysed;
- two formal meetings were held with the governing body.

E. Composition and responsibilities of the inspection team

Name	Role	Sections of the report	Subjects (Section 7)
Prydwen Elfed-Owens	Registered Inspector	1, 2, 3.1, 5.5, 6.2, 8.2, Appendix	Children under five, English, art, music, religious education
Iona Rees Evans	Team Inspector	3.2, 4.1, 5.2, 8.1	Science, IT, design and technology, geography
W Dafydd Thomas	Team Inspector	5.1, 5.3, 6.1, 6.3	Welsh, mathematics, history, physical education
Gwilym Davies	Lay Inspector	4.2, 4.3, 5.4, 5.6, 5.7	

The inspectors wish to express their gratitude to governors, the head, staff, pupils and parents of the school for their willing co-operation during the inspection.