

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

**YSGOL FFRWD WIN
LLANFAETHLU
HOLYHEAD
YNYS MÔN
LL65 5YW**

School Number: 660 / 2151

Date of Inspection: 18 – 19 September 2001

**By
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Registered Inspector WO 92/16768**

Date: 20 November 2001

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

The school is located in a pleasant coastal location between the villages of Llanfaethlu and Llanfwrog, some 10 miles from Holyhead. Currently, there are 50 pupils between 3 and 11 years of age on the school register. Some 18% are eligible to receive free school meals and four (8%) are designated as having special educational needs (SEN). The school operates the bilingual educational policy of the Ynys Môn Unitary Authority (UA) and some 85% of the pupils speak Welsh to first language standards, with a high percentage having been brought up in homes where Welsh is the main spoken language. The school serves the village and its surrounding rural hinterland. The catchment is defined as being relatively prosperous.

Since the school was last inspected in the Summer Term of 1996, pupils are now admitted on a part-time basis in the September that follows their third birthday. A new headteacher was appointed in September 1996. The school has also experienced a gradual reduction in pupil numbers.

The school's aims and objectives are outlined in the prospectus and the main priorities as listed in the School Development Plan (SDP) are as follows:

- maintain and strengthen language;
- maintain and strengthen mathematics;
- maintain and strengthen scientific enquiry;
- raise standards in information and communications technology (ICT) as a cross-curricular tool.

The school sets appropriate targets.

2. MAIN FINDINGS

The main findings of the report

- The overall quality of educational provision for the under-fives is appropriate to their needs. Standards in the six areas of learning are as follows:

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

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

	KS1	KS2
Welsh	Good	Good
English	-----	Good
Mathematics	Good	Good
Science	Good	Good
Design and technology	Satisfactory	Satisfactory
Information technology	Good	Good
History	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
Art	Satisfactory	Satisfactory
Music	Satisfactory	Satisfactory
Physical education	Good	Satisfactory
Religious education	Satisfactory	Satisfactory

- It was adjudged that the pupils' standards of achievement were good in 46% of lessons observed and satisfactory in 54%.
- One hundred per cent of the pupils at the school attained Level 2 (L2) or above, in the three core subjects in the NC end of KS1 assessments in 2001. By the end of KS2 in 2001, 80% of the pupils at the school attained L4 or above. The results of the NC tasks and tests closely reflect the levels given by the teachers in their own pupil assessments.
- The under-fives, together with pupils in KS1 and KS2 make good progress in the development of their key skills across the curriculum.
- Very good teaching was seen in 8% of lessons observed during the inspection, with a further 40% adjudged to be good and 36% satisfactory. Sixteen per cent of the teaching was unsatisfactory.
- Policies and schemes of work have been produced for the curricular areas, but the vast majority have not been updated in accordance with Curriculum 2000. The teachers do not submit short-term written plans and as a result there is insufficient detail available on the work to be introduced. Classes do not have specific timetables and the allocation of time for the various areas of the curriculum is unbalanced. The curriculum for the under-fives fulfils the requirements and the quality of provision in the six areas of learning is consistently good.
- Appropriate attention is given to the Cwricwlwm Cymreig in all aspects of the work of the school and the homework supplements the pupils' learning. Attention is given to the

development of Personal and Social Education (PSE) within the school's hidden curriculum.

- The school takes appropriate steps to promote the pupils' spiritual, moral, social and cultural development. The majority of pupils are well behaved and are courteous and friendly to each other, staff and visitors. The levels of attendance are satisfactory.
- The quality of provision for pupils with SEN is good.
- The staff know the pupils well and give full consideration to their personal needs. The school has a range of policies to promote pupils' welfare, but thus far the school has not produced a policy outlining the procedures for dealing with child protection matters, based on the guidelines of the Local Education Authority (LEA). The school's partnership with parents and the community, schools and other institutions is satisfactory.
- The school has established a system of self-evaluation. A specific programme is implemented to evaluate the teaching, areas of the curriculum and other aspects. Staff at the school are highly supportive of these arrangements. The SDP is neat and well presented, but it does not fully reflect the school's intentions and what is required as it seeks to move forward.
- The quality of leadership and efficiency at the school is satisfactory. The school has a welcoming ethos and the pupils are happy to attend. The governing body, which is fairly new, is very supportive of the school. The budget is managed efficiently. The annual report of the governing body to parents does not fully conform to the requirements. The teaching hours conform to the guidelines of the National Assembly of Wales (NAW).
- The buildings are old and show signs of wear and lack of maintenance in places. The LEA is shortly to begin a programme to re-model the buildings, and this in due course will help to provide improved conditions and opportunities.
- Since the last inspection the school has maintained good standards in the core subjects, but this has not been achieved in all the foundation subjects. The school's monitoring arrangements are in place and are implemented according to an agreed programme. The pupils are given adequate opportunities to undertake investigative activities in mathematics and evidence was seen of completed work of an independent and creative nature in design and technology during the period of the inspection.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- It was adjudged that pupils' standards of achievement were good in 46% of lessons observed and satisfactory in 54%. No unsatisfactory standards were observed in any subject.
- The standards achieved by the under-fives are good in all six areas of learning.

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- In KS1 and in KS2, the pupils' standards of achievement are good in Welsh, mathematics, science and information technology. They are also good in physical education in KS1 and in English in KS2. Standards are satisfactory in all other curriculum subjects in both key stages.
 - One hundred per cent the of pupils at the school attained L2 or above, in the three core subjects in the NC end of KS1 assessments in 2001. In 2000 the figure was 60% (Wales 80%) and in 1999 it was 88% (Wales 78%).
 - By the end of KS2 in 2001, 80% of pupils at the school attained L4 or above, as determined by the NC task/test results in the three core subjects. In 2000 the figure was 78% (Wales 63%) and in 1999 it was 67% (Wales 58%).
 - The results of the NC tasks and tests closely reflect the levels given by the teachers in their own pupil assessments.
 - Overall, the performance of girls in the NC assessments has over the years been higher than that of the boys.
 - In general, the school sets challenging targets and succeeds in meeting them.

3.2 Standards achieved in key skills across the curriculum

- The under-fives make good progress in the application of their developing skills in early literacy, early numeracy and ICT across the six areas of learning.
- The pupils listen attentively and are able to express themselves clearly in a range of contexts across the curriculum in Welsh in KS1 and with increasing confidence in both languages in KS2. Pupils' reading and writing skills in KS1 in Welsh across the entire curriculum are developing well. In KS2, they read well in both languages in a range of different contexts. They also write well in Welsh and English across the curriculum. They show pride in the presentation of their written work.
- Pupils in KS1 and KS2 make good use of their numeracy skills in a range of different contexts across the curriculum.
- The progress made by pupils in the development of their ICT skills in both key stages across the curriculum is good.
- Pupils with SEN make good progress in the development of their key skills across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

In general, the school takes appropriate steps to promote the spiritual, moral, social and cultural development of pupils.

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- Pupils show respect and courtesy towards their teachers and to each other. Relationships within the school are at all times good.
 - The pupils know the difference between good and bad and they develop an awareness of the needs of those less fortunate than themselves by means of regular collections for charitable and other good causes.
 - The school conforms to the statutory requirements in respect of collective worship. Insufficient emphasis is placed on the pupils' spiritual development in some assemblies.
 - Pupils participate in a number of extra-curricular activities and educational visits that enhance their social development.
 - The school is part of a close-knit and supportive community that appreciates and values the pupils' contribution to local culture by means of services or local concerts.
 - Older pupils are encouraged to undertake a range of responsibilities and exhibit a fair degree of initiative in this respect.
 - Appropriate emphasis is placed on introducing the Cwricwlwm Cymreig and the school participates in Urdd activities.
 - Attention is given to other world religions and cultures. Pupils know about the importance of tolerance and are able to refer to the adverse effects of racism on the human race.

4.2 Behaviour and attitudes

The majority of pupils are well behaved.

- The school has appropriate policies on discipline and behaviour. No rules are displayed in the school, but pupils are regularly reminded by the headteacher and staff of the importance of good behaviour.
- Success and good discipline are acknowledged. The school operates an effective rewards system that gives pupils opportunities to gain a Merit Award for their houses.
- They are courteous and friendly to each other, to staff and to visitors.
- The majority of pupils are able to maintain interest and to concentrate during lessons.
- The school campus is expansive and contains a number of nooks and crannies that are not easily supervised by staff during break times. Occasional instances of pupils impeding the play and enjoyment of others were observed.
- No instances of bullying were observed during the inspection and no pupils have been excluded during the last twelve months.

4.3 Attendance

Levels of attendance are satisfactory.

- Levels of attendance at the school dropped below 90% during the term when the area's agricultural community was affected by the foot and mouth crisis. The percentages for the other two terms were 94.3% and 95%.
- The majority of pupils arrive punctually at school.
- The registers are kept in accordance with statutory guidelines. There is no attendance policy and no targets have been set to improve attendance.
- Evidence of some examples of unauthorised absences was seen. A small minority of parents account for this.

5. QUALITY OF EDUCATION

5.1 Teaching

Very good teaching was seen in 8% of lessons observed during the inspection, with a further 40% adjudged to be good and 36% satisfactory. Sixteen per cent of the teaching was unsatisfactory.

Amongst the good features observed were:

- The relationship between the teachers and their pupils, with praise being accorded for good achievement, which in turn further motivates the pupils.
- Classroom organisation with activities structured to ensure opportunities for teachers to work with groups and individuals.
- Clear expectations and the establishment of a purposeful work ethos.
- Effective use of resources to assist the teaching and learning.
- Recognition of opportunities to improve pupils' key skills.
- Effective questioning and planned interjection.
- Use of classroom assistants.

Amongst the shortcomings observed were the following:

- Lessons that have too much content for the pupils to assimilate properly.
- Planning that lacks specific objectives, leading to teaching input that is excessively long and complex, curtailing opportunities for pupil participation.
- Insufficient time allocated to allow pupils to complete their tasks.
- Lack of summarising at the end of lessons.

5.2 Assessment, recording and reporting

Overall, the arrangements for assessment and recording are satisfactory and reporting is good.

- In accordance with the school's marking policy, pupils' work is marked regularly. Overall, the observations are constructive and they provide the pupils with suggestions as to how to improve the quality and standard of their work.
- One element of the core subjects is assessed each term and the same procedure is adopted for foundation subjects on an annual basis.
- An individual portfolio is kept for each pupil that traces his or her progress throughout the school. They contain examples of selected pieces of work for each school year together with copies of the annual reports for parents. This is a useful arrangement.
- Recently, the school has adopted the county advisory service's assessment scheme, but the methods used to complete the booklets lack the consistency needed to provide clarity when providing information about the next steps for the three ability strands.
- The school has appropriate monitoring arrangements for the under-fives and baseline assessments are conducted for four year olds in accordance with LEA arrangements.
- Suitable assessments are conducted for SEN pupils in accordance with the guidelines of the Code of Practice (CoP).
- The school has a portfolio of exemplar work in the core subject areas in KS1 to assist the teachers in their understanding of the various levels.
- The annual reports to parents are of good quality and they fulfil statutory requirements. At the end of the summer term an open evening is held to discuss the reports with parents.

5.3 Curriculum

The arrangements for planning the school's curriculum are satisfactory.

- Policies and schemes of work have been produced for the various areas of the curriculum, but the vast majority have not been updated to meet the requirements of Curriculum 2000.
- The teachers do not submit short-term written plans and as a result there is insufficient detail available on the work to be introduced. Teachers only submit a short diary recording what transpired during the previous week.
- Classes do not have specific timetables and the allocation of time for the various areas of the curriculum is unbalanced.

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- The language policy of the LEA is reflected in the school's own language policy. Although most of the teaching is conducted through the medium of Welsh in KS1, a number of activities are introduced through the medium of English. In KS2, both Welsh and English are used as media of teaching and learning, but the use made of both languages across the curriculum is not structured in a sufficiently clear manner.
 - Appropriate attention is given to the Cwricwlwm Cymreig in all aspects of the work of the school.
 - The homework supplements and supports the pupils' learning.
 - The school provides a range of extra-curricular activities and they, together with the visits to places of educational interest, enhance the pupils' experiences.
 - Attention is given to the development of PSE within the school's hidden curriculum.
 - The curriculum for the under-fives fulfils the requirements and the quality of provision in all six areas of learning is consistently good.

5.4 Support, guidance and pupils' welfare

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

- The staff know the pupils well and they give full consideration to their personal needs. The pupils know that they can turn to them at any time for support and guidance.
- The school has a range of policies to promote pupils' welfare, but thus far the school has not produced a policy outlining the procedures for dealing with child protection matters, based on the guidelines of the LEA.
- All pupils are treated equally and are fully included in all school activities.

5.5 Provision for pupils with Special Educational Needs (SEN)

The quality of provision for pupils with SEN is good.

- There are four pupils on the SEN register. Three of them are statemented.
- The headteacher is the SEN co-coordinator and he works in partnership with the designated member of the governing body, who is fairly new to her duties. All concerned are fully aware of their responsibilities.
- The school has produced a policy on SEN that reflects the guidelines of the CoP.
- A register is kept of pupils with SEN according to requirements.
- The school successfully recognises the needs of its pupils from an early age. They receive sensitive and caring support. They are provided with suitably differentiated activities; they are fully integrated into their classes, and on the whole they make good progress.
- No pupils have been disapplied from the NC.
- The records kept in diary format of the steps taken with the SEN pupils are useful.

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- The quality of the Individual Education Plans (IEPs) is satisfactory. Although each of them contains targets that are appropriate to the pupils' needs, they do not refer to when they were mastered. Some of them have not been updated and are operated over such a lengthy period as to render them less than fully effective.
 - Annual reviews are held according to the requirements and there are close links between the school and the parents of pupils with SEN. All parents fully avail themselves of this arrangement.
 - There are good links with external agencies and the school co-operates closely with the Behaviour Support Service and the local support unit.

5.6 Partnerships with parents and community, schools and other institutions

The school's partnership with parents and the community, schools and other institutions is satisfactory.

- The school provides regular information for parents by means of circulars, school handbook, policies, together with annual reports on pupils' progress and governing body reports.
- The school fulfils requirements in respect of the home-school agreement of which the parents are supportive.
- The Friends Association of Ysgol Ffrwd Win is actively engaged in fund raising for the school. Parents support the concerts held and also help to transport pupils on educational visits. Some parents help with reading skills and also assist pupils with SEN.
- Close links have been developed with the local community. The pupils take part in services in the local chapels and church; a number of people visit the school to talk to pupils about their work and local residents are also highly supportive of the many fund raising events held.
- The school has well-established links with the local secondary school. Appropriate visits are made by Year 6 (Y6) pupils, staff and parents and the pupils attend its shows, discos and concerts. The school also co-operates with other primary schools in sports and games activities.
- Useful links have been established with a number of external agencies that are beneficial for both the school and pupils.

5.7 Partnership with industry

The school's partnership with industry is satisfactory.

- Pupils' awareness of the world of work has increased as a result of their visits to a number of different businesses.

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- The headteacher has attended a course in a local factory in order to promote his awareness of technology and curricular provision is enhanced by the visits made by people from the world of work.
 - Local businesses have been very generous in offering to buy resources and equipment for the school.
 - The school has no policy on links with industry and no links have been established with the Training and Enterprise Council or with the Education and Business Partnership.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

There are several good features to the school's arrangements for self-evaluation and planning for improvement.

- The school has established a system of self-evaluation. A specific programme is used to evaluate the teaching, curriculum areas and other aspects. Clear guidelines have been produced to promote this and appropriate records are kept. Staff at the school are highly supportive of these arrangements.
- The SDP is neat and well presented, and contains aspects for development over a three-year period. It contains useful sections reviewing previous plans and financial matters, but the section on current priorities, whilst placing appropriate emphasis on a number of curricular issues, does not fully reflect the school's intentions and what is required as it seeks to move forward.
- The governing body has set a number of appropriate targets for the headteacher.
- Language, numeracy and ICT strategies have been produced and they are having a positive effect on standards achieved by pupils.
- A detailed analysis of SATs results is conducted and challenging targets are set for pupils, which are regularly reviewed.
- In accordance with requirements, whole-school targets are set for a three-year period for the core subjects. The targets are appropriately challenging.
- The school makes good use of the LEA advisory support service to lead them in the work of self-evaluation and planning for improvement.

6.2 Leadership and efficiency

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

- The school exudes a welcoming ethos and the pupils are happy to attend. There is a clear statement of aims and objectives that have been considered in full by the governing body.
- School procedures are guided by a range of policies that have been adopted over a period of years. Several of them are now somewhat dated and there is currently no programme in place for their review.

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- The governing body, that is fairly new, is highly supportive of the school and offers good practical support as required. The governors undertake their duties in a conscientious manner.
 - The budget is managed efficiently by the headteacher in consultation with the governing body and with the support of the school secretary and LEA administrative staff. The school has a reasonable surplus in reserve, a significant percentage of which is earmarked to safeguard the pupil-teacher ratio.
 - The sub-committees meet as required.
 - Although staff do have job descriptions, they do not always coincide with the postholders' interpretation of their responsibilities. Neither do they fully reflect the responsibilities associated with the contemporary curriculum.
 - Good and efficient use is made in timing the morning assemblies, together with the swimming periods, but the allocation of time across the curriculum is not sufficiently balanced.
 - The annual report of the governing body to parents does not conform fully to the requirements.
 - The teaching hours conform to NAW guidelines.

6.3 Staffing, accommodation and learning resources

- Staffing provision is appropriate and the teachers have suitable qualifications for the ages of children taught by them.
- Teachers have attended an appropriate range of in-service-training courses and the school has in turn benefited from this.
- The peripatetic music teachers who visit the school make a valuable contribution to the educational development of the pupils taught by them.
- The nursery assistant and the classroom assistant make good contributions to the pupils' experiences. They relate to the pupils in a caring and sensitive manner. The ancillary staff also contribute effectively to the smooth running of the school.
- The buildings are old and show signs of wear and lack of maintenance in places. Several teaching areas are unsuitable for the curriculum which the school is required to provide, particularly so in respect of practical experiences. The LEA is shortly to begin a programme to re-model the buildings, and this in due course will help to provide improved conditions and opportunities. The school has extensive green spaces for games such as soccer and summer sports.
- Overall, the school has an adequate supply of resources for presenting the NC. The Friends of the School contribute generously in order to provide additional resources for pupils' use.
- The school makes good use of the leisure centre at Holyhead in order to provide physical education experiences for all pupils.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under-fives is appropriate and successfully promotes the desirable outcomes for children's learning. The standards achieved by the nursery children and the reception children in the six areas of learning are good. The nursery children attend school each afternoon.

Standards achieved by the nursery children and the reception children in language, literacy and communication skills are good.

- The nursery children exhibit the ability to listen attentively to their teacher and nursery assistant. They are very happy to participate in brief conversations relating to classroom activities and they thoroughly enjoy listening to stories.
- The reception children possess a more developed vocabulary and are happy to talk to staff and their peers with increasing fluency. Each of the children display an interest in books and are aware that print conveys meaning. The children come to recognise the letters of the alphabet and to read simple books with a fair degree of meaning. They come to correctly form their letters and several of them write confidently and occasionally independently.

The children's mathematical development is generally good.

- The nursery children are able to count from 1 to 5 and can complete simple corresponding tasks up to five. They recognise shapes such as a circle, triangle and square. They are able to differentiate between small and large objects.
- The reception children are able to add up to 10 and to take away within 10. They are able to recognise coins up to the value of 10p and can understand a number of the concepts related to measurements such as largest/smallest, heavy/light, longest/shortest, and full/empty. They can write their numbers correctly.

The children's personal and social skills are developing well.

- The nursery children settle in quickly at school and they form a delightful relationship with the adults and other children in the class. They are entirely comfortable in playing with other children and are able to display self-control as required.
- The reception children are entirely confident in their involvement with others and are able to concentrate for increasing periods. They share and play together happily and their behaviour is at all times good.

The standards achieved by the nursery children and the reception children in their knowledge and understanding of the world are good.

- The nursery children know about the family, the school and their friends. They recognise the spider, caterpillar and flowers such as the dandelion.

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- The reception children are able to differentiate between dolls past and present. They are able to talk in general terms about the life cycle of the butterfly and about dinosaurs. They know about planting seeds and about the conditions necessary for their growth. They are able to manipulate the mouse in order to conduct tasks on the computer.

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

- They are able to move confidently inside and outside the school. They can walk, run, skip and jump and are able to make effective use of the space around them. They are able to handle and control bicycles and are entirely confident in their use of small objects such as beads, scissors and pencils.

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

- The children are able to sing simple songs and rhymes and can keep to tune. They are able to create colourful pictures using a wide variety of materials and techniques. They enjoy role-play in the shop and in the tŷ bach twt.

Welsh

Standards of achievement are good in both key stages.

Good features

- In KS1, the pupils listen attentively to stories and presentations and they display their understanding of what is presented by responding appropriately to the teacher's questions. They respond firmly to the emphasis placed on oracy and this is reflected in their eloquence when discussing aspects of the curriculum.
- In KS2, the pupils continue to make good progress in their spoken Welsh. They are able to express themselves correctly and a high percentage is able to discuss their work with a fair degree of meaning.
- Pupils in Y1 have a good knowledge of the alphabet and they begin to master the basic skills of reading. In Y2, their phonetic skills are promoted and the pupils come to be able to read correctly and fluently from their individual reading books. They employ effective strategies to assist with unfamiliar words.
- In KS2, the pupils make progress with their reading and some develop into fluent and confident readers who are able to meaningfully discuss the contents of their books. The majority of pupils are able to use the dictionary and the thesaurus and can also turn to sources such as reference books or the computer for information on different subjects.
- In KS1, the pupils are able to correctly form their letters and a number are able to write simple sentences – some with assistance and others independently. By the end of Y2 they are able to write for a variety of purposes, and can add a degree of variation to the form and pattern of their sentences. They have an appropriate awareness of basic punctuation.
- In KS2, the pupils write regularly in a variety of forms, including poetry. At the upper end of the school there are some examples of extended written work of a very high standard, which includes factual and creative work. Good use is made of adjectives and

similes. All pupils use 'first edition' books and they gradually come to be aware of the essentials of planning and re-drafting prior to presenting the finished article.

- All pupils take pride in their work, which is well presented and in neat handwriting.

Shortcomings

- A minority of pupils in KS2 do not take full responsibility for their learning and as a result they under perform in certain sessions.

English

English is formally introduced at the beginning of KS2 and overall the standards are good.

Good features

- The pupils' speaking and listening skills are developing well and they are happy to contribute to class discussions with meaning and enthusiasm.
- In reading, pupils achieve various degrees of fluency and expression, with the best being able to read confidently, showing a clear understanding of what they are reading. They read a good range of fiction and the most confident readers are able to express their views on the contents of the book.
- In their written work, the majority of pupils make good progress in terms of content and accuracy. They display an increasing ability to spell more correctly, to punctuate as required and to make appropriate use of paragraphs. The most able pupils can write extended pieces of creative work, making full use of their imagination.

Shortcomings

- At times, the pupils re-draft too much of their work.

Mathematics

The pupils' standards of achievement are good in both key stages.

Good features

- In KS1, the pupils have a good awareness of number patterns. They are able to calculate simple adding and subtraction problems and can correctly interpret the appropriate symbols.
- They undertake number games with enthusiasm, and this reinforces their understanding of mathematics.
- Their mathematical vocabulary is developing well. They correctly use terms such as odd number, even number, zero, halves and doubling.
- They recognise a variety of two and three-dimensional shapes and following their work on non-standard measurements, older pupils are able to make correct use of the standard measurements of length, mass and capacity. Their previous work shows that they have a firm grasp of telling the time to the hour and half hour.
- In KS2, the younger pupils use various strategies to successfully handle numbers. They are able to transfer their understanding of number to everyday situations.

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- The older pupils have a very good grasp of a range of terms relating to money.
 - Their previous work shows that they have a good understanding of the properties of shapes and angles. They are able to collect, record and present data correctly, and can also use standard units of measurement. Older pupils in KS2 are able to make meaningful estimates.
 - They are able to effectively apply their mathematical skills across the curriculum.

Shortcomings

- The responses by older pupils in KS2 to mental mathematics are not sufficiently quick.

Science

Standards are good in KS1 and in KS2.

Good features

- In KS1, the pupils begin to think and work scientifically.
- They recognise different types of forces and following the teacher's instructions, they are able to correctly classify a collection of toys according to the type of force needed to make them move.
- They follow instructions correctly and are beginning to familiarise themselves with predicting results. They record their work in a tidy manner within a pre-prepared framework.
- Previous work shows that the pupils have a firm grasp of the properties of materials and life processes as well as of living things.
- In KS2, the pupils have a clear understanding of fair testing and of the variables that need to be controlled.
- They are able to explain and justify the results of their investigations and show progress in their knowledge and use of appropriate vocabulary.
- In their work on magnets, the younger pupils in KS2 understand the meaning of attraction and repulsion. They are able to classify a number of objects according to their magnetic properties, correctly recording their findings.
- The older pupils' knowledge of forces is developing.
- As in KS1, their previous work shows that the pupils follow a full programme of scientific experiences and that there is progress in their knowledge and understanding.

Shortcomings

- Some older pupils in KS2 have difficulty in recording what they understand of the effects of gravity.

Design and technology

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

Good features

- In KS1, the pupils are able to explain through words and pictures what they intend to do.
- With assistance, they are able to select appropriate materials for the task in hand.
- They are able to record in a meaningful way the steps taken to complete the task set for them.
- In KS2, the pupils engaged in the planning and making of a goods-carrying truck, understand how the axles work.
- Following the brief set for them, the pupils examined a number of money wallets prior to making their own in a range of different materials.
- The models produced of characters from the Tudor period are accurate and of a high standard.

Shortcomings

- The ability of KS1 pupils to offer ideas for making things is limited.
- KS2 pupils do not offer sufficient improvements to their original design ideas.
- Their ability to evaluate their own work is not sufficiently developed.

Information technology

Standards are good in KS1 and in KS2.

Good features

- In KS1, the pupils develop into confident computer users. They show a good level of competence in their use of the keyboard and mouse.
- They correctly make use of a number of appropriate programmes to produce pictures and for word processing.
- They are able to follow the menu and instructions to work their way through CD-ROM disks with a fair measure of independence and such activities promote the development of their literacy and numeracy skills.
- In KS2, the pupils are able to load, store and retrieve their work skilfully, developing an increasing measure of independence in their use of both hardware and software.
- When producing a story or piece of poetry, they are able to use appropriate tools to select suitable fonts and to change their size and colour to enhance their presentations.
- They are able to make effective use of the Internet for information gathering purposes.
- Previous work shows that the pupils are able to use e-mail successfully to make contact with other schools.

Shortcomings

There are no significant shortcomings.

History

Standards are satisfactory in both key stages.

Good features

- KS1 pupils realise that toys have changed over time. They are able to correctly classify them into groups of old and new.
- They know of some of the main differences between the school in the nineteenth century and the present day.
- In KS2, the younger pupils are able to talk about how boats have developed through the ages and can refer to the main differences between them.
- They know of the historical development of Holyhead and of its importance as a seaport.
- By looking at old photographs and newspaper articles, they know about the living conditions and working practices of workers in the nineteenth century.
- Their previous work shows that the pupils understand the difference between primary and secondary evidence.

Shortcomings

- In both key stages, the pupils' appreciation of historical enquiry is limited.
- Overall, pupils do not deal with historical topics in sufficient depth.
- In KS2, some pupils' understanding of chronology is uncertain.

Geography

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

Good features

- In KS1, the pupils recognise the location of Ynys Môn on a map of Wales and they are able to describe some of the main geographical features of the Island.
- They are able to plan a simple journey, using correct instructions.
- They use simple co-ordinates to find a location on a map.
- In KS2, the pupils are able to correctly interpret the common symbols used in ordnance survey maps.
- They are able to talk about the differences between the A55 dual carriageway and the A5 and they understand the effects of living near a busy highway. They recognise that people will have different views about the effects of changes.
- Previous work shows that the pupils are able to correctly use four figure co-ordinates.

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- They are able to interpret the main characteristics of the landscape from aerial photographs.

Shortcomings

- In both key stages, the pupils do not deal with geographical topics in sufficient depth to enable them to fully develop their skills.
- The work on rivers completed previously by the older pupils in KS2 is superficial.
- Some pupils have an uncertain understanding of the points of the compass.

Art

Standards are satisfactory in both key stages.

Good features

- In KS1, the pupils work with a variety of materials and have contributed significantly to the colourful collages displayed in the classroom.
- They are able to draw effectively and can also produce work of a satisfactory standard when working with paint.
- KS2 pupils are able to use pencils to sketch a picture from a book. Some exhibit the ability to conduct detailed observations and to produce pictures of quite an acceptable standard. They are aware of marbling techniques and have produced work of good quality.
- The pupils make some use of sketchbooks and are occasionally able to transfer their original ideas into painted pictures. They have used watercolour to paint a scene from Ynys Llanddwyn.
- They know of some of Wales' foremost artists, such as Kyffin Williams, Aneurin Jones, Augustus and Gwen John.

Shortcomings

- Pupils have little understanding of the visual language of art. Their mastery of elements such as line, tone, pattern and texture displays a lack of continuity and progress.
- The ability of pupils to experiment with and to reproduce works based on the paintings or style of famous artists using a range of techniques is limited.
- The amount of three-dimensional work produced by the pupils is limited.

Music

Standards are satisfactory in both key stages.

Good features

- Pupils in KS1 know a variety of songs and hymns and are able to sing them enthusiastically and in tune. They can name a number of non-pitch percussion instruments.
- In KS2, the pupils sing tunefully and are able to pronounce clearly and to keep to endings. When they come together for morning assembly they are given opportunities to listen to classical music.
- By using voices, pitch and non-pitch instruments they are able to create jingles to encourage people to buy a particular kind of toy. They work effectively in small groups.

Shortcomings

- The pupils' ability to evaluate their own music and music from different periods and cultures is under-developed and they have little awareness of the main musical elements.
- The pupils' ability to compose music in response to a stimulus is not sufficiently extended.

Physical education

Standards are good in KS1 and are satisfactory in KS2.

Good features

- KS1 pupils listen attentively in the gymnastics lesson and they display the ability to walk, run, skip and hop and are able to change direction from time to time. They make appropriate use of the space around them and have sufficient confidence to exhibit their work to others. The majority are able to produce a series of relevant movements according to instructions.
- Several pupils in Y3 and Y4 are able to swim confidently and effectively. The more experienced pupils are able to dive underwater to retrieve a brick. They listen attentively and respond immediately to the instructions of the swimming coach.
- Pupils in Y5 and Y6 listen attentively in the gymnastics lesson. They are aware of the importance of warming up before exercises. By referring to their worksheets the pupils are able to create and hold a variety of shapes.

Shortcomings

- In gymnastics, pupils in KS2 do not exhibit the ability to create smooth movements and neither are they able to provide continuity at different levels.
- Their ability and willingness to evaluate their own performances and those of others in order to improve the quality and accuracy of their performances is under developed.

Religious education

No lessons were observed in KS1, but on examination of their books and following discussions with the pupils, it was adjudged that standards are satisfactory. Standards are also satisfactory in KS2.

Good features

- Pupils in both key stages are able to recall and repeat several Biblical stories. Pupils in KS2 have a deeper understanding of the meaning and message of some of the parables.
- The majority have an appropriate awareness of the features and practices of local places of worship and are able to describe some of the rituals involved. They know of the main festivals of the Christian faith.
- They know the meaning of prayer and can form their own simple prayers, sometimes in impromptu fashion. Their awareness of values such as care and friendship is developing satisfactorily.
- They are able to recall a number of facts about Christian benefactors such as Betsi Cadwaladr, Mari Jones and Martin Luther King and their influence upon others.
- They are able to talk in general terms about other religions such as Judaism and Hinduism.

Shortcomings

- Pupils' knowledge and understanding of other world religions is both superficial and uncertain. They are not able to talk about the similarities or differences between Christianity and other religions.
- The pupils at the upper end of the school do not write in sufficiently extended form on religious matters and they lack any clear understanding of the issues involved.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The report produced following the inspection held during the Summer Term of 1996 noted the following as being key issues for action:

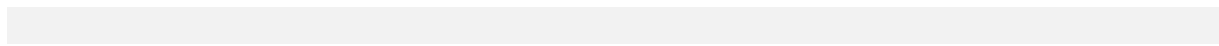
- The school should endeavour to maintain the high standards achieved across the curriculum.
- The current monitoring arrangements should be reinforced, in accordance with the ways outlined in the SDP, in order to be able to review on a regular basis the variety and quality of work produced by the pupils.

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- Pupils should be given more opportunities to undertake work of an independent and creative nature in technology and investigative activities in mathematics.

Since the last inspection the school has maintained good standards in the core subjects, but this has not been achieved in all the foundation subjects. The school's monitoring arrangements are in place and are implemented according to an agreed programme. The pupils are given adequate opportunities to undertake investigative activities in mathematics and evidence was seen of completed work of an independent and creative nature in design and technology during the period of the inspection.

8.2 Key issues for action

There is a need to:

- remedy the unsatisfactory teaching;
 - raise the standards that are satisfactory in the foundation subjects and religious education;
 - improve the quality of curriculum planning, including short-term plans that give more detailed guidance to the teaching and learning programme;
 - provide a better allocation of time so as to permit a more detailed study of all curriculum subjects;
 - ensure that the SDP reflects more comprehensively the intentions and needs of the school;
 - prepare a school child protection policy;
 - ensure that the governing body's annual report to parents fully meets the requirements.
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APPENDIX

A. Basic information about the school

Name of School	Ffrwd Win
School type	Community
Age-range of pupils	3-11
Address of school	Llanfaethlu Holyhead Ynys Môn
Post-Code	LL65 4YW
Telephone Number	(01407) 730448
Headteacher	Mr A J Huws
Date of appointment	September 1996
Chair of Governors / Appropriate Authority	Mrs Gwenan Beatson
Registered Inspector	Mr D M Cray
Dates of inspection	18-19 September 2001

B School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	3	5	9	5	5	6	8	6	47

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.6

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	18.1:1
Pupil : adult (fte) ratio in nursery classes	:1
Pupil : adult (fte) ratio in special classes	:1
Average class size, excluding nursery and special classes	15.6
Teacher (fte) : class ratio	1.1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
Term	R	KS1	KS2	Whole school
1 Summer	92%	97.5%	95.2%	95%
2 Spring	87%	87%	91%	89%
3 Autumn	94.2%	93.7%	95.1%	94.3%

Percentage of pupils entitled to free school meals	18%
Number of pupils excluded during 12 months prior to inspection.	0

C. Results of National Curriculum assessments.

END OF KEY STAGE 1: 2001

National Curriculum Assessment KS 1 Results: 2001			Number of pupils in Y2: 6					
Percentage of pupils at each level								
			D	W	1	2	3	4
WELSH	Teacher Assessment	School				100		
		National		1	12	66	21	
	Task/test	School				100		
		National	1	1	11	66	21	
WE: Oracy	Teacher Assessment	School			17	83		
		National		1	12	67	20	
	Task/Test	School			17	83		
		National		1	12	67	20	
WE: Reading	Teacher Assessment	School			17	50	33	
		National		2	16	59	23	
	Task/Test	School			17	50	33	
		National	1	1	16	55	27	
WE: Writing	Teacher Assessment	School			17	83		
		National		3	22	66	9	
	Task/Test	School			17	83		
		National		3	21	66	10	
MATHEMATICS	Teacher Assessment	School				83	17	
		National		2	10	65	23	
	Task/Test	School				83	17	
		National		2	7	63	27	
SCIENCE	Teacher Assessment	School				100		
		National		2	11	70	17	

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

In the school: | 100% | In Wales: | 80%

- D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

END OF KEY STAGE 2: 2001

National Curriculum Assessment KS 2 Results: 2001							Number of pupils in Y6: 5					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School								67	33	
		National			1	1	1	6	21	48	22	
	Test/Task	School								100		
		National		2	2			5	17	48	26	
Welsh	Teacher assessment	School								33	67	
		National	2		1		1	5	24	49	18	
	Test/Task	School									100	
		National	2	2	2			4	22	50	18	
Mathematics	Teacher assessment	School								67	33	
		National			1		1	5	22	47	24	
	Test/Task	School							33	34	33	
		National		2	2			5	22	44	25	
Science	Teacher assessment	School								100		
		National			2			4	17	52	25	
	Test/Task	School								100		
		National		2				3	14	55	26	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)

by Teacher Assessment		by Test	
In the school:	100%	In the school:	80%
In Wales:	64%	In Wales:	63%

- D Pupils who are excepted under statutory arrangements from part or all of the NC
 A Pupils who have failed to register a level because of absence
 F Pupils who have failed to register a level for reasons other than absence
 W Pupils who are working towards level 1

D The evidence base of the inspection

- The team of three inspectors inspected work in all classes. Between them they spend five full days at the school;
- pre-inspection meetings were held with governors, staff and parents;
- a range of documentation produced by the school was examined, including examples of work by the pupils across the curriculum in the early years and the two key stages;
- thirty lessons or sessions were observed;
- morning assemblies were attended;
- pupils were listened to reading and were questioned about their knowledge and understanding of the curriculum;
- school registers were inspected;
- discussions were held with the headteacher and school staff relating to curricular and management matters;
- minutes of governors' meetings were examined as well as documents relating to the school's financial matters;
- pupils were observed as they arrived and departed from school, and during breaks;
- thirteen parents were present at the pre-inspection meeting and 29 (72%) questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr D M Cray	Rgl	1; 2; 3.1; 3.2; 5.1; 5.5; 6.1; 6.2; 8.1; 8.2	Mathematics; science; design and technology; information technology; history; geography.
Miss B J H Davies	Team	4.1; 5.2; 5.3; 5.4; 6.3;	The early years; Welsh; English; art; music; physical education; religious education.
Mr MK Lewis	Lay	4.2; 4.3; 5.6; 5.7	

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