

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Ysgol Corn Hir
Llangefni
Anglesey
LL77 7JB**

School Number: 6602226

Date of Inspection: 12/06/07

by

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Ysgol Corn Hir was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Corn Hir took place between 12/06/07 and 14/06/07. An independent team of inspectors, led by Phil Mostert undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

| | | | | | | | |
|------|-----|-----|-----|-----|-----|------|-------|
| Year | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Ages | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 |

Secondary phase:

| | | | | | | | |
|------|-------|-------|-------|-------|-------|-------|-------|
| Year | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 |
| Ages | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. This community primary school was established in 1984. It is located on an extensive site on the outskirts of the town of Llangefni. It provides bilingual education for 192 full-time pupils of whom about 20% come from outside of the catchment area. The numbers of pupils have been fairly consistent over the past four years.
2. Welsh is the main medium of teaching and learning. Although only 70% of the pupils come from homes where Welsh is the main language spoken, more than 95% of the pupils can speak the language.
3. New children are accepted on a full-time basis following their fourth birthday. Pupils from the full range of ability are accepted.
4. The nature of the pupils' background is described as one that is neither advantaged nor disadvantaged. According to the head, the area is neither prosperous nor economically disadvantaged. 12% of the pupils are entitled to free school meals. Among the pupils, 21 [10.9%] have additional learning needs [ALN], a percentage lower than the national average; six of them have a statement of special educational needs [SEN].
5. The current head was appointed in the spring of 1984. The school was last inspected in June 2001.

The school's priorities and targets

6. The current priorities of the School Development Plan [SDP] include to continue to develop:
 - the self evaluation system;
 - pupils' linguistic skills by improving the teaching and learning;
 - pupils' ability to use and apply mathematics;
 - pupils' ability to investigate in science;
 - pupils' ability to inquire in history;
 - information and communication technology [ICT] across the curriculum.

Summary

7. Ysgol Corn Hir is a very happy, lively and successful school. It has a substantial number of outstanding features. The head, with the skilful support of the deputy, a particularly committed staff and a very supportive governing body, has maintained good and very good standards over the past few years. The good and very good standards reported in 2001 remain.
8. The findings of the inspection team correspond to the evaluations made by the school in six of the seven Key Questions. A higher grade was awarded for Key Question 1.

Table of grades awarded

9. The inspection team judged the school's work to be as follows:

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

Standards

10. Standards of achievement in the subjects inspected were as follows:

| SUBJECTS | KS1 | KS2 |
|-----------------------------|---------|---------|
| Welsh | grade 1 | grade 1 |
| Science | grade 1 | grade 1 |
| Design and technology | grade 1 | grade 1 |
| Information technology [IT] | grade 1 | grade 1 |
| History | grade 1 | grade 1 |
| Religious education | grade 1 | grade 1 |

11. Standards in the lessons observed are as follows:

| Pupils' standards of achievement | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------------------------|---------|---------|---------|---------|---------|
| | 48% | 52% | 0% | 0% | 0% |

12. Pupils' standards of achievement in lessons were much higher than the Welsh Assembly Government [WAG] target for the whole of Wales by 2007 of 98% of lessons at grade 3 or better and 65% grade 2 or better.
13. Each pupil has full access to a broad and balanced curriculum and equal opportunities to experience all school activities.
14. The general quality of the educational provision for children under five is appropriate for their needs. Children make good progress towards the Desirable Outcomes for Children's Learning.
15. Early years children make good progress in their skills in speaking, listening, reading, writing, numeracy and ICT. Their ability to solve problems and their creative skills are also good.
16. At Key Stage 1, the standards achieved and the progress pupils make across the curriculum in speaking, listening, reading, writing, numeracy and ICT skills are very good. Their creative skills and their ability to solve problems are also very good.
17. At Key Stage 2, in key skills in Welsh and English, the standards achieved and the progress pupils make across the curriculum in oral, reading and writing, numeracy and ICT skills are very good. Pupils show very good progress in their creative skills. They co-operate very well on tasks and succeed very well in thinking and problem solving tasks.
18. At Key Stage 1 in 2006, according to teachers' assessments, nearly 89% of pupils reached level 2 or higher in the core subjects of Welsh, mathematics and science at the end of the key stage. These figures are higher than the median for Wales [83%] and Anglesey [85%] for similar schools.
19. At Key Stage 2 in 2006, according to teachers' assessments, nearly 83% of the pupils reached level 4 or higher across the subjects [median for Wales 81%; Anglesey 74%]. The result for 2006 places the school in the highest quartile in English, compared with similar schools, but slightly lower than the median in Welsh, science and mathematics. One of the reasons for this is that there are a number of pupils with additional learning needs in the cohort. Two pupils were latecomers to the school and this also affected the result in Welsh.
20. Compared with similar schools in Wales in the percentage of pupils entitled to free school meals, the school's latest performance is as follows:

| | 2004 | 2005 | 2006 |
|-------------|------|------|------|
| Key Stage 1 | 2 | 2 | 2 |
| Key Stage 2 | 1 | 3* | 2 |

Key

1- Performing in the highest 25% of schools

2 – Performing in the highest 50%, but lower than the 25% of schools with the best performance

3 – Performing in the lowest 50%, but higher than the 25% of pupils with the lowest performance

* In 2005, the school adhered to its teachers' assessments at KS2 although the results of tests sent to external markers were substantially higher, as in the case of science where 78% were awarded at Level 4 or higher while the external marker considered 91% merited the same grade. In some subjects, staff have assessed too severely at the end of KS2. When reassessed with specialist support, the Core Subject Indicator [CSI] was 88%; this would have placed the school on the border of the highest quartile. By now, staff assess more accurately.

21. The results at Key Stages 1 and 2 are good this year, with the indicators for each subject higher than 90%. Girls consistently score higher than boys.
22. Every pupil can communicate effectively in Welsh and English. The bilingual skills of pupils are outstanding throughout the school.
23. Pupils with ALN make outstanding progress in achieving the targets set for them. The school conforms very well to the requirements of the Code of Practice for SEN.
24. Pupils reveal very positive attitudes towards their work; they show a high level of motivation and interest in the broad range of educational and extra-curricular activities provided for them. They can concentrate well and apply themselves for extended periods.
25. The behaviour of pupils of all aged is an outstanding feature in the school. They are polite and welcoming with adults, eager to learn, and respect each other's standpoints and ideas. Pupils of all ages play happily together during break times. Exceptionally, two pupils were suspended temporarily during the past year. Appropriate procedures were followed in dealing with this.
26. The percentage of attendance over the past three terms was 95.1%. It increased slightly since the last inspection and this figure is higher than the county and national averages. There are hardly any unauthorised absences. Pupils arrive at school punctually. The attendance percentages are depressed slightly by pupils going on holiday during term time.
27. Pupils have an outstanding awareness of equal opportunity issues and global citizenship. They have a very good knowledge about different religions and beliefs in the world and the practices of other cultures. They are aware of the need to respect different traditions and values and the variety of lessons fosters a very sound understanding of citizenship. They can discuss in detail and sensibly the living conditions of fellow pupils in a twinned school in Lesotho. Pupils are enthusiastically in favour of 'fair trade' principles. They collect substantial sums of money for good causes.
28. The school develops an increasing understanding amongst its pupils of the nature of the world of work and of industry in the area. The provision is reinforced by suitable visits and visitors.

29. The buildings are used to enhance the curriculum outside of school hours. After-school clubs improve ICT skills particularly well. There are outstanding opportunities to take part in local, regional and national performances and competitions.
30. One of the school's strengths is the prominent part it plays in the social life of the area and the numerous visits to places further afield. Pupils receive a wealth of experiences through a broad range of extra-curricular activities.

Quality of education and training

31. In the lessons observed, it was deemed that the quality of teaching was as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 37% | 52% | 11% | 0% | 0% |

32. These percentages are significantly higher than the statistics for the whole of Wales for the 2005-2006 year (Annual Report of Her Majesty's Chief Inspector), where grades 1 and 2 were awarded in 79% of the lessons.
33. The quality of the curriculum planning documents is very good and they clearly identify learning objectives and tasks differentiated for pupils of varying abilities. In the lessons observed, the outstanding features include presentation of a range of interesting and stimulating activities that challenge all pupils to do achieve their best, often independently of the supervision of teachers. In the Grade 1 and Grade 2 lessons, teachers ask questions skilfully, challenge pupils of different abilities and foster creativity, independence and originality.
34. Grade 3 was awarded to 11% of lessons. In these lessons, although there were good features, teachers' presentations were too long, or the tasks were not sufficiently clear and they were not challenging enough.
35. Teachers have a very good understanding of the subjects of the National Curriculum [NC] and religious education. A very good range of presentation methods and teaching resources is used to ensure that learners participate actively in learning activities.
36. The quality of assessment, recording and presenting reports is good although the system is onerous for teachers. Assessments at the end of KS2 are too severe in some subjects. In some classes, pupils are encouraged to self-assess and they can explain their own targets and the steps they need to take to achieve these.
37. Although teachers mark positively and sensitively, insufficient responsibility is given in some classes to pupils to improve their own work.

38. The spiritual, moral, social and cultural development of pupils is outstanding. The whole ethos of the school contributes effectively to fostering the personal and social education [PSE] attitudes of pupils. Their social skills are very good and recently introduced initiatives, such as the School Council, add to the strong feeling of care and obvious respect for pupils' opinions.
39. The Cwricwlwm Cymreig, and appropriate emphasis on Welsh culture in general, is an outstanding feature that plays a prominent part in every aspect of school life. Pupils are very familiar with the history and culture of their area, Wales and beyond.
40. Members of staff provide an environment and ethos that are congenial, safe and very caring. The relationship between pupils and everyone who works in the school is good.
41. The partnerships with parents and the community are outstanding. Consistently positive responses were received in the pre-inspection meeting. A number of parents are very active within the school and contribute towards a variety of activities. The information provided for parents, in the form of letters, bulletins, reports and formal parents' meetings, is very good. Opportunities are provided for parents to contact the school to discuss their children's progress at any time, by arrangement. There are also very good links with the nursery school and the secondary school.
42. Outstanding attention is given to the safety and personal welfare of pupils. There are sound policies and procedures for pupil safety and members of staff and members of the governing body have a good awareness of health and safety requirements. Risk assessments are undertaken for the main school activities, including educational visits. Four members of staff have taken First Aid courses leading to a qualification.

Leadership and management

43. There are outstanding elements in the leadership and management of the school. The head leads very well by example and works closely with his industrious deputy. An ethos has been established that is characterised by the diligent attitude of staff and pupils, and also by the very good relationships that exist in the school. It is obvious from the pre-inspection meetings and questionnaires that parents, and governors also, have a very high opinion of the school. The staff work very well together and there is a strong sense of team spirit.
44. The SDP is a detailed, analytical, practical document and is of outstanding quality. There is a very close link between the main areas discussed in it and the self-evaluation system. The school sets challenging targets for itself and succeeds in reaching the great majority of them.
45. Performance management systems contribute well to identifying the professional needs of staff; as teachers are continuously encouraged to raise standards. The staff are managed well by the head and each member of staff has a detailed job description. The school operates in a culture of continuing high expectations in all aspects.

46. The governing body is very supportive and plays a valuable part in school life. A sub-panel has been established to keep an eye on curricular developments and a number of members have visited school to observe lessons. There are eight other sub-panels dealing with different aspects.
47. The meetings of the governing body are sound in challenging staff to account for their own work and the progress the school makes. They administer the budget very efficiently.
48. The quality of self-assessment and planning for improvement is very good. A culture of self-appraisal is firmly established in the school. Members of staff have a sound understanding of the quality of the educational provision and the standards achieved. Curricular leaders play a proactive part in the arrangements.
49. A concise self-evaluation report of good quality was produced for the inspection team. It refers to minor aspects that could be developed further.
50. The details in the school prospectus and the annual report of the governing body conform fully to the Welsh Assembly Government requirements.
51. Teachers' qualifications are appropriate for the ages they teach. Teachers have undertaken a good number of different courses to develop their competence in a variety of areas and this has had a positive effect on standards in the great majority of cases.
52. The school takes good advantage of the teachers' periods for planning, preparing and assessment to use the expertise of other teachers to enhance the teaching. The head also has a substantial teaching programme that augments the arrangements. His assistance in sharing classes facilitates better use of the computing rooms, which are rather restricted. The nursery assistant and classroom assistants who are employed contribute significantly to the progress of children in their care.
53. The school is located in a convenient and safe spot on the edge of the town. Some classrooms are rather small for the current number of pupils but this has no effect on standards. The fabric of the building is generally sound. Together with the yard and grassed area, it is kept generally clean and tidy. Very good attention is given to cleanliness.
54. There are ample resources in school and many of them of good quality. Resources are managed efficiently and the school provides very good value for money.
55. Risk assessments have been completed for those areas that could cause problems with regard to health and safety.
56. Every pupil with physical disability can access the building and grounds.
57. The school has responded very well to the few key issues included in the previous inspection.

Recommendations

In order to improve in the areas inspected, the school needs to:

- R1. continue to maintain the good and very good standards;
- R2. simplify the assessment records to lighten the recording load for teachers;
- R3. disseminate the good teaching across the school;

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

58. The findings of the inspection team do not correspond to the grade 2 awarded by the school in its self-evaluation report, as Grade 1 was awarded to each subject inspected and the school results, when pupils are assessed accurately, are consistently good.
59. Usually, assessment results at the end of key stages are consistently higher than the median. In the cases where the result appears lower than the median, staff have assessed too severely at the end of KS2. By now, members of staff have realised their previous mistake. 2007 results are high with every indicator above 90%.
60. Standards of achievement in areas of learning and the subjects inspected are as follows:

| Pupils' standards of achievement | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------------------------|---------|---------|---------|---------|---------|
| | 48% | 52% | 0% | 0% | 0% |

61. Standards of achievement in the subjects inspected are as follows:

| Standards in the subjects inspected | | |
|-------------------------------------|------|-----|
| Subject | KS 1 | KS2 |
| Welsh | 1 | 1 |
| Science | 1 | 1 |
| Design and technology | 1 | 1 |
| Information technology [IT] | 1 | 1 |
| History | 1 | 1 |
| Religious education | 1 | 1 |

62. Every pupil has full access to a broad and balanced curriculum and opportunities to experience all school activities.
63. The general quality of the educational provision for children under five is appropriate for their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
64. Early years children make good progress in their skills in speaking, listening, reading, writing, numeracy and ICT. Their ability to solve problems and their creative skills are also good.

65. At Key Stage 1, the standards achieved and the progress pupils make across the curriculum in speaking, listening, reading, writing, numeracy and ICT skills are very good. Their creative skills and their ability to solve problems are also very good.
66. At Key Stage 2, in key skills of Welsh and English, the standards achieved and the progress pupils make across the curriculum in oral, reading and writing, numeracy and ICT skills are very good. Pupils show very good progress in their creative skills. They co-operate very well on tasks and succeed very well in thinking and problem solving tasks.
67. At Key Stage 1 in 2006, according to teachers' assessments, nearly 89% of pupils reached level 2 or higher in the core subjects Welsh, mathematics and science at the end of the key stage. These figures are higher than the median for Wales [83%] and Anglesey [79%] for similar schools.
68. At Key Stage 2 in 2006, according to teachers' assessments, nearly 83% of the pupils reached level 4 or higher across the subjects [median for Wales 81%; Anglesey 74%]. The result for 2006 places the school in the highest quartile in English, compared with similar schools, but slightly lower than the median in Welsh, science and mathematics. One of the reasons for this is that there are a number of pupils with additional learning needs in the cohort. Two pupils were latecomers to the school and this also affected the result in Welsh.
69. Compared with similar schools in Wales in the percentage of pupils entitled to free school meals, the school's latest performance is as follows:

| | 2004 | 2005 | 2006 |
|-------------|------|------|------|
| Key Stage 1 | 2 | 2 | 2 |
| Key Stage 2 | 1 | 3* | 2 |

Key

1- Performing in the highest 25% of schools

2 – Performing in the highest 50%, but lower than the 25% of schools with the best performance

3 – Performing in the lowest 50%, but higher than the 25% of pupils with the lowest performance

* In 2005, the school adhered to its teachers' assessments at KS2 although the results of tests sent to external markers were substantially higher, as in the case of science where 78% was awarded at Level 4 or higher while the external marker considered 91% merited the same grade. In some subjects, staff have assessed too severely at the end of KS2. When reassessed with specialist support, the CSI was 88%; this would have placed the school on the border of the highest quartile. By now, staff are assessing more accurately.

70. Results over a three year cycle at Key Stage 1 show that school results are consistently higher than the median compared with similar schools. At Key Stage 2, taking data for a period of three years, Welsh, English and mathematics are higher than the national median, and science is lower than the median. Results at Key Stage 2 this year are good. Girls score consistently higher than boys.

71. The bilingual skills of pupils are very good across the school.
72. Pupils display very positive attitudes towards their work; they show a high level of commitment and interest in the broad range of educational and extra-curricular activities provided for them. They can concentrate well and apply themselves for extended periods.
73. Across the stages, the pupils make consistent progress in their learning. The more able and talented pupils are well extended, especially in Y2 and Y6. All pupils reach their potential and achieve the targets set for them. Pupils with ALN make good progress both educationally and socially; they all have a good awareness of their strengths and what they need to do to improve.
74. The behaviour of pupils of all ages is an outstanding feature in the school. They are polite and welcoming with adults, eager to learn, and respect each other's standpoints and ideas. Pupils of all ages play happily together during break times. Exceptionally, two pupils were suspended temporarily during the past year. Appropriate procedures were followed in dealing with this.
75. Pupils have an outstanding awareness of equal opportunity issues and global citizenship. They have a very good knowledge about different religions and beliefs in the world and the practices of other cultures. They are aware of the need to respect different traditions and values and the variety of lessons fosters a very sound understanding of citizenship. They can discuss in detail and sensibly the living conditions of fellow pupils in a twinned school in Lesotho. Pupils are enthusiastically in favour of 'fair trade' principles. They collect substantial sums of money for good causes.
76. The percentage of attendance over the past three terms was 95.1%. This has increased slightly since the last inspection and this figure is higher than the county and national averages. There are hardly any unauthorised absences. Pupils arrive at the school punctually. The attendance percentages are depressed slightly by pupils going on holiday during term time.
77. The school develops an increasing understanding amongst its pupils of the nature of the world of work and the area's industry. This provision is reinforced by suitable visits and visitors.
78. Owing to their close twinning link with a school in Lesotho, pupils have an outstanding awareness of living conditions in the third world. A detailed scheme of work provides a whole-school framework for sustainable education and global citizenship.
79. Pupils take a clear role in local activities such as religious events and eisteddfods, various sports and Urdd events. Their experiences are enhanced by visiting old people's homes and eisteddfodau. These experiences promote their personal and social development very effectively.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings.

80. The findings of the inspection team correspond to the school's opinion in its self-evaluation report.

81. In the lessons observed, it was judged that the quality of education was as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 37% | 52% | 11% | 0% | 0% |

82. These percentages are much higher than the statistics for the whole of Wales for the 2005-2006 year (Annual Report of Her Majesty's Chief Inspector), where grades 1 and 2 were awarded in 79% of the lessons.

83. At KS1 and KS2, where the teaching is outstanding:

- able pupils are appropriately challenged;
- pupils are involved quickly and they are stimulated;
- pupils are encouraged to ask good questions and to share their ideas;
- there is an emphasis on problem-solving;
- there is an attempt to extend pupils mentally;
- creativity, originality and independence are fostered;

84. Where teaching merits a Grade 2:

- there is a good pace in lessons and teaching is lively;
- work is thoroughly planned and prepared;
- success criteria are displayed visually;
- there is effective use of different resources;
- there are suitable tasks that correspond to the needs of each individual;
- there is an opportunity to reflect on the content of a lesson and an effective conclusion;
- teaching methods are varied effectively;
- teachers ask pupils perceptive questions.

85. Where there are shortcomings in teaching, although there are good features, the following features are also present:

- presentations are too long;
- there is an insufficiently clear focus by pupils on the outcomes;
- tasks are not sufficiently challenging for some pupils;

86. Teachers have a very good understanding of the National Curriculum [NC] subjects and religious education. A very good range of presentation methods and teaching resources is used to ensure that learners take an active part in learning activities.

87. Learning objectives are shared with pupils in every class and this has a positive effect on their learning.
88. The quality of assessment, recording and presenting reports is good throughout the school, including children under five, although the system is onerous for teachers. In the past, assessments at the end of KS2 have been too severe in some subjects; by now teachers' assessment are more accurate. In some classes, pupils are encouraged to assess themselves and they can explain their targets and the steps they need to take to achieve them.
89. Effective use is made of data on pupils when setting targets and assessment results are analysed in the core subjects in order to earmark areas for development.
90. Pupils' work is marked thoroughly and suitable comments are made on pupils' books, which encourage them to improve their work. Pupils benefit sometimes from assessing their own work and setting targets for improvement. Although teachers mark positively and sensitively, pupils are not given sufficient responsibility in every class to improve their own work.
91. The school has detailed and comprehensive subject portfolios that are outstanding in promoting the mutual understanding between members of staff and which ensure consistency when assessing. The assessments made in the current portfolios are all accurate.
92. Three open evenings are arranged for parents during the year for them to discuss pupils' progress; parents praise these meetings. Reports to parents are comprehensive and suitable, and parents gain benefit from them.

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

Grade 1: Good with outstanding features

93. The findings of the inspection team correspond to the school's grade 1 award in its self-evaluation report.
94. The quality of the learning experiences that pupils receive is one of the outstanding features of the school.
95. The school responds well to the learning needs and interests of pupils. Equal access is provided to a broad and balanced curriculum. The curriculum conforms to the requirements of the National Curriculum and the Desirable Outcomes for Children under Five. The content of the syllabus of the local Standing Advisory Council on Religious Education (SACRE) is presented well.
96. The school has prepared detailed policies and schemes of work for all areas, including Early Years schemes. Planning is thorough and provides very stimulating and interesting activities in the great majority of classes.
97. High priority is given to developing the basic skills, key skills and ICT skills of pupils. The school plans outstandingly for PSE and these aspects are incorporated thoroughly in pupils' experiences throughout the school.
98. The outstanding learning opportunities provided outside the school extend and enhance the curriculum. They include suitable visits to places of educational interest and numerous extra-curricular activities that promote and support aspects of the curriculum and the development of their personal and social skills.
99. The spiritual, moral, social and cultural development of pupils is outstanding. Pupils' knowledge of Christian values is developed effectively in sessions of worship where there is a distinctive ethos of worship. The contributions of pupils of all ages in these services develop their confidence in performing in front of an audience. The 'circle time' sessions also contribute outstandingly to the development and understanding of pupils of moral and social issues, and help them to respect truth and justice.
100. The school promotes sound moral values and pupils collect large sums of money for good causes. Very good emphasis is placed on studying the heritage of Wales and on providing direct opportunities for pupils to contribute to the Welsh culture through experiences such as Urdd Gobaith Cymru (Welsh League of Youth) activities. The majority of pupils are members of the industrious branch of the Urdd, benefit from the various activities and enjoy them. This year, the girls' football team in the school won the all Wales championship.

101. Pupils have a strong sense of ownership and responsibility for the school and its environment. They speak enthusiastically about their link with Lesotho and about aspects of belonging to a global family.
102. Good opportunities are provided for pupils to influence issues affecting their everyday lives through the School Council.
103. The bilingual skills of pupils are promoted very successfully. English is introduced in a structured way at Key Stage 1, and through careful planning at Key Stage 2 it is ensured that pupils have good opportunities to develop their ability to learn through the medium of Welsh and English.
104. There is very good provision for sustainable development in subjects such as geography and PSE. This gives pupils a good awareness of local and national issues relating to sustainability.
105. The learning experiences of pupils across the curriculum enable them to gain a range of valuable skills for developing positive attitudes, independence and lifelong learning skills. These include bilingualism, competence in ICT, numeracy and personal and social skills. Strong emphasis is placed on fostering pupils' independence as learners and on providing numerous experiences for them to plan and manage their own learning. This is an outstanding feature.
106. The school's provision is enhanced substantially by the outstanding support of parents. The Parents' Society transfers large sums of money to buy resources. Parents praise the information they are given about the life and work of the school.
107. There is also a strong partnership with the community, other schools and external organisations. Regular visits reinforce class work and visitors from the community come to talk to pupils about subjects such as fair trade.
108. There are appropriate bridging links with the nursery group that feeds the school, and also with the secondary school to which pupils transfer at the end of Y6. In addition to exchanging information and organising induction visits, catchment area projects ensure academic progression in language, mathematics and science between the primary and secondary schools.
109. Prospective teachers, students and secondary school pupils spend valuable periods of work experience in the school.
110. The school develops an increasing understanding amongst its pupils of the nature of the world of work and industry in the area. The provision is reinforced by suitable visits and visitors.
111. The school follows good sustainable practices by saving energy and recycling paper. The school is a member of the Green Schools scheme.

112. Older pupils in the school learn enterprise skills by running a daily fruit shop and by designing and selling a school calendar. The school won an enterprise award for a study by KS2 pupils of the development of the town of Llangefni over the last two centuries.
113. The school supports lifelong learning by running a Family Technology Club where a group of parents and children learn computing skills together outside of school hours. A grant was awarded to buy additional computers for this purpose and the school takes advantage effectively of them during the day.
114. The school places great emphasis on pupil health and fitness. Three years of the 'Healthy School' scheme have been completed and pupils' fitness is developed in a running club during break time.
115. Pupils compete very successfully in competitive sports.

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

Grade 1: Good with outstanding features

116. The findings of the inspection team correspond to the school's grade 1 award in its self-evaluation report.
117. The quality of care, support and guidance provided for pupils is outstanding. Pupils are very happy in school and there is a good relationship between them and with all members of staff. There is a caring, warm and congenial ethos in school and pupils feel strongly that they are appreciated and supported. Parents are also very happy with the care and guidance the school provides for their children.
118. There are good links with the external agencies that provide specialist support. There are good opportunities for pupils of all ages to discuss feelings during circle times. The school services, which have a very distinctive atmosphere, reinforce values and high expectations.
119. The youngest pupils settle quickly in the school. Their transfer from the local Nursery Group is promoted effectively through the close and practical association between them. These children feel safe and at home in school and receive good support from the teacher and classroom assistant.
120. All members of staff know about the detailed school guidelines on child protection and the systems for implementation are well established. There are effective procedures in place to ensure the health, safety and welfare of every pupil and detailed attention is maintained on them. As required, a governor and senior member of staff have been designated to supervise this aspect.
121. The school conforms well to the requirements for registration, differentiating appropriately between different kinds of absences. The head and secretary maintain a close watch on patterns of absence and contact parents and the county educational welfare officer as needed. Governors have set a challenging target for reducing absences from year to year.
122. Good behaviour and attitudes are promoted in a positive way. Classroom assistants contribute effectively towards fostering the expected high standards.
123. The provision for pupils with additional learning needs is very good. They conform fully to the statutory requirements of the Code of Practice. Pupils' difficulties are identified at an early stage, a close watch is kept on their progress and there is very effective collaboration with parents, the Unitary Authority agencies and the local secondary school.

124. The quality of work of the ALN co-ordinator is one of the outstanding features of the provision. She has a thorough knowledge of pupils' needs and works closely with the ALN support teacher, other teachers and the classroom and integration assistants to ensure that every pupil has full access to the school curriculum and all activities.
125. There are 21 pupils listed as having additional learning needs, seven are on a school action stage, seven on a school action stage plus, six on a statement and one on a 3* stage. Pupils who have a statement receive good support from the integration assistants and this contributes significantly to their personal and educational development.
126. There are individual education plans (IEP) for every pupil on the ALN list and the specific learning targets correspond appropriately to the needs of individual pupils. These pupils receive appropriate tasks and good support during lessons and they make good progress.
127. The designated ALN governor fulfils her duties very conscientiously. She has very good knowledge about the school situation and works closely with the ALN co-ordinator.
128. The school has asked for parents' opinion on the quality of its end of year annual reports and is adapting them in light of the response. Parents praise the welcome they receive in school and the regular communications about school life and their children's work.
129. There is equal access for everyone to every part of the curriculum. Pupils are very aware of the religious, cultural and economic diversity that exists in different parts of the world. They collect substantial sums of money for good causes, with the activity being often led by the pupils themselves. School services, circle times and a broad curriculum reinforce these aspects constantly.
130. Pupils and parents are of the opinion that there is no bullying. Pupils turn confidently to adults for help and to the 'Criw Clên' of peers who are on hand to help if needed during every break time. This valuable provision was introduced at the request of the School Council.
131. Outstanding attention is given to the safety and general welfare of pupils. There are sound policies and procedures for pupils' safety and members of staff and members of the governing body have a good awareness of the health and safety requirements. Risk assessments are undertaken for the main school activities, including educational visits. Four members of staff have followed First Aid courses leading to a qualification.
132. The building and site are inspected by the governors. There is no access to the school building without authorisation. Electrical equipment and fire prevention equipment are inspected regularly. Fire drills are held each term.

133. The school has an appropriate accessibility scheme that outlines the provision available for any pupil with a disability. In addition, the school also has an Equality Scheme for Disabled Pupils.
134. The school responded fully to concerns about the school boundaries expressed during the last inspection.

Leadership and management

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

Grade 1: Good with outstanding features

135. The findings of the inspection team correspond to the school's grade 1 award in its self-evaluation report.
136. There are outstanding elements in the leadership and management of the school. The culture of excellence is clearly apparent in the school's processes. The head leads very well by example and works very closely with his diligent deputy. An ethos has been established that is characterised by the industrious attitude of staff and pupils and also by the very good relationships that exist in the school.
137. It is clear from pre-inspection meetings and the questionnaires that parents and governors also have a high regard for the school. Members of staff work very well together and there is a strong sense of team spirit.
138. The school is at the forefront of innovation in its teaching practice in the majority of classes and its support for learners is an innovative element.
139. Day-to-day procedures are based on sound principles and agreed values. The school succeeds well in nurturing the pride of pupils in their area and country and in their history and traditions. Equality for all is ensured and the contribution of every individual is valued. Team-work is promoted within an environment of trust and mutual understanding.
140. The SDP is a detailed and valuable working document; it is analytical and of outstanding quality. There is a very close link between the main areas discussed in it and the self-evaluation system. The school sets challenging targets for itself and succeeds in reaching the great majority of them.
141. Performance management systems contribute well to the professional needs of staff. The staff are managed well by the head and each member of staff has a detailed job description together with an annual individual action plan. The school operates in a culture of continuous high expectations in every aspect.
142. The school is managed very well by a diligent governing body that fulfils its responsibilities very conscientiously and thoroughly. Budget administration is detailed. There was an underspend of £15,334 in last year's budget. It is planned to spend £6,481 to support the current SDP priorities, which leaves £8853 in reserve; a comparatively small sum for a school of this size.
143. Members of the governing body work very well with the head and they visit the school occasionally. They are active in the work of evaluating the school's performance, monitoring the curriculum and setting a strategic direction for school development.
144. The details in the school prospectus and the annual report of the governing body conform fully to the requirements of the Welsh Assembly Government.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 1: Good with outstanding features

145. The findings of the inspection team correspond to the school's grade 1 award in its self-evaluation report.
146. The quality of self-evaluation and planning for improvement is outstanding. A comprehensive system has been established in the school for over fifteen years.
147. The head, deputy and every curricular leader visit lessons in a systematic way, concentrating on specific elements that are important for school strategy. They identify strengths and shortcomings within the areas for which they are responsible in order to plan for developments in the future. The school has established a good reputation in the region for its work in this area.
148. A three year timetable identifies one curricular area and one whole school aspect to be evaluated each term, with each curricular leader responsible for leading the evaluation within his/her subject(s). Their cycle of work includes reviewing teachers' planning notes, inspecting examples of pupils' work, evaluating the quality and quantity of resources and observing teaching directly.
149. There is a strong focus in the evaluation reports on the standards pupils achieve and on the quality of teaching. There are examples of the self-evaluation system influencing progress, such as in deciding to place more emphasis on using artefacts in history and varying the forms of poetry presented to the different classes.
150. A concise self-evaluation report of good quality was produced for the inspection team. It contains a reference to minor aspects that could be developed further.
151. The governing body is very supportive and takes a valuable part in school life. A sub-panel has been established to monitor curricular developments and several of its members have visited school to observe lessons. Eight other sub-panels examine a variety of aspects.
152. The governing body challenges staff to account for themselves and the progress the school makes. They administer the budget very efficiently.
153. Appropriate non-contact time is provided for teaching staff so that they can undertake monitoring responsibilities. This is facilitated either by the head or through the supply teacher service.
154. The comprehensive SDP has been based soundly on the school's self-evaluation system. The SDP itself reviews progress, as compared with the previous plan, and includes important information on academic, financial and staffing aspects before determining, in detail, how school priorities will be dealt with in the years to come. It is a very useful document.

155. End of key stage assessments are analysed carefully and various comparisons are drawn up, such as the comparative performance of boys and girls. The school compares its results with other schools and analyses pupils' work to find areas that could be dealt with more effectively.
156. Whole school targets are set for the next four years and these are based on a range of information, including performance in the past.
157. Good use is made of the range of expertise available from the Unitary Authority.
158. Good progress has been made since the last inspection in science at Key Stage 2, information technology and design and technology. The table below shows how standards of work in the subjects inspected compare:

| SUBJECT | 2001 | | 2007 | |
|-----------------------------|-----------|-----------|---------|---------|
| | KS1 | KS2 | KS1 | KS2 |
| Welsh | Very good | Very good | grade 1 | grade 1 |
| Science | Very good | Good | grade 1 | grade 1 |
| Design and technology | Good | Good | grade 1 | grade 1 |
| Information technology [IT] | Good | Good | grade 1 | grade 1 |
| History | Very good | Very good | grade 1 | grade 1 |
| Religious education | Very good | Very good | grade1 | grade 1 |

159. The last inspection identified the need to:
- *continue with the high standards* – the school succeeded very well in this;
 - *set targets for core subjects that reflect the highest standards achieved by pupils* – the correlation between the targets and results are now more appropriate.
 - *undertake a risk and safety assessment of the school site* – by now the field boundaries are clear and good attention is given to health and safety issues.

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

Grade 1: Good with outstanding features

160. The findings of the inspection team correspond to the school's grade 1 award in its self-evaluation report.
161. Outstanding use is made of all the staff, the abundant resources and the building and nearby areas to reach outstanding standards in the subjects inspected.
162. Staffing levels are good and provide a very favourable pupil-adult ratio that is slightly better than 14:1, and a reasonable pupil:teacher ratio of 24:1.
163. Pupils are well supported by qualified and experienced staff. Staff development programmes stretch the skills of each member effectively.
164. A secretary/lunchtime clerk is employed for 16.5 hours to lighten the load of teachers by undertaking some of their administrative tasks and each member of staff has appropriate non-contact time.
165. Teachers have been trained appropriately for the ages and areas they teach. The majority are very experienced. An outstanding element is the way teachers have updated their curricular knowledge and teaching skills constantly by following a training programme, including extended training. They have also received valuable support visits from the Unitary Authority advisers.
166. Recently, the school saw the need to combine Y3 and Y4 pupils and split them into two classes. In these classes, advantage was taken of teachers' expertise to reinforce the teaching and classes are exchanged for lessons in religious education, history, geography and science. The system works successfully and parents are happy with this.
167. A key contribution to teaching is made by the classroom assistants and the integration assistants.
168. Although the head is not responsible for a class, he contributes very effectively to the teaching programme. The system of the head taking half a class whilst the rest follow information technology lessons contributes outstandingly to the high standards that exist.
169. The school has a very good supply of resources for every age including children under five; they are of good quality and the majority are at hand for pupils to use. Very effective use is made of all the resources.
170. The school has invested substantially in ICT equipment including five interactive whiteboards. Good use is made of the whiteboards, including the interactive element. The pupil:computer ratio is about 9:1. The school ensures that the designated areas for computers are used effectively at Key Stages 1 and 2 and that every pupil has regular access to them. The one computer in the class for children under five is insufficient.

171. The colourful displays seen on the classroom walls and corridors are an outstanding feature. They contribute greatly to creating a tasteful ethos in the building, give credit to pupils' work and celebrate their successes.
172. The school is located in a convenient and safe spot on the outskirts of the town. Some of the classes are small and others of a suitable size for the current number of pupils. The small classrooms do not affect standards of work. The fabric of the building is generally sound. Together with the yard and grassed area, it is kept generally clean and tidy.
173. Effective use is made of the whole building, including the mobile unit where music lessons and circle time sessions are held. Advantage is taken of the nearby rural area for environmental studies.
174. There is a convenient one way system for vehicles to deliver and collect pupils at the start and end of the day.
175. The contributions of parents and friends of the school have enabled the purchase of additional resources. There is a good supply of books and the library is suitably catalogued. Resources are managed efficiently and the school provides very good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

176. Pupils of both key stages role-play and take part in dramatic activities with confidence and enthusiasm. They make effective use of oral language to ask questions and convey information. By Y5 and Y6 a large number of pupils respond with understanding to questions, provide extended comments spontaneously and can express opinions and defend a viewpoint confidently.
177. At Key Stage 1, the older pupils write imaginatively. They use good vocabulary the concise form of the verb and selected adjectives to produce work that is interesting and polished.
178. By the end of Key Stage 2, pupils write extensively, using a rich vocabulary. They have a sound grasp of syntax and idioms. Following a stimulus, they write interesting poetry with striking imagery.

Good features

179. Key Stage 1 pupils listen well to presentations in lessons and to each other. They chat confidently, expressing their feelings sensibly in a group situation and when speaking to other adults. A substantial number have a good vocabulary and sound grasp of a range of basic language syntax.
180. Standards in reading are very good across the range of ability at Key Stage 1. The most able Y1 pupils succeed in reading fluently, showing that they recognise characters in stories. The great majority of pupils have specific strategies for dealing successfully with unfamiliar words. By Y2, the most able pupils read challenging books fluently and with meaning. They enjoy stories and respond to them enthusiastically.
181. Clear progress is seen in pupils' writing skills throughout the key stage. They write in different language forms. They succeed in communicating effectively by composing coherent paragraphs, using a good number of sentence patterns. They can spell and punctuate with a good degree of accuracy.
182. At Key Stage 2, the linguistic skills of pupils are consistently good as they respond to a range of valuable experiences across the curriculum. They listen with interest, they respond enthusiastically and contribute confidently to class discussions and pair and group work.

183. Key Stage 2 pupils read a broad range of books and show positive attitudes towards reading. They discuss books confidently and a good number discuss their favourite author with enthusiasm. They read aloud accurately, with meaning and with expression. They make good use of their reading skills to gather information from books and other sources. They are confident in using a dictionary and thesaurus.
184. Key Stage 2 pupils produce a broad and varied range of written work across the curriculum and for different purposes. They use adjectives and comparisons to enhance their expression. Paragraphing, order and progression are prominent features in their work and they have a sound grasp of verb forms, mutations and syntax.

Shortcomings

- There are no significant shortcomings.

| |
|----------------|
| Science |
|----------------|

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

185. The outstanding features of the work include:

- detailed attention to the inquiry and investigative aspects;
- use of ICT to enhance the work;
- pupils of differing abilities, especially able pupils, responding excellently to challenging tasks;
- pupils working independently for long periods without teacher intervention.

186. In both key stages, pupils understand the nature of science very well, they communicate particularly well in different ways. They can describe and explain their work clearly, orally and in writing, using appropriate scientific vocabulary.

187. The inquiry and investigative skills of pupils at Key Stages 1 and 2 are very good. They have a good understanding of the concept of a fair test and can decide how to undertake an experiment. Pupils record their work neatly in a variety of ways, including responding to questions, creating lists, tables, graphs, leaflets and posters. Pupils make good use of numeracy to enhance their investigative skills across both key stages.

Good features

188. Key Stage 1 pupils have a good knowledge of living things, including parts of the body and flowering plants. They can describe each part and explain its use.

189. Pupils can investigate different questions expertly, such as 'where will ice melt most quickly?' or 'what is the effect of light on growth of watercress?' They can also provide good reasons for using a range of equipment for specific purposes.

190. The knowledge of Key Stage 1 pupils of sound, light and electrical circuits is good and they can apply them expertly. Pupils also have good knowledge about aspects of science on school land and in nearby gardens and woodland.

191. Y3 and Y4 pupils can use their inquiry and investigation skills well to study a broad range of different concepts, including how animals adapt to their environment. They can work systematically as a group and also independently, and explain their work confidently.

192. Y3 and Y4 pupils predict sensibly on the basis of their strong understanding of previous work in a number of contexts. They can record full investigations in an organised way, using a range of suitable methods. They pay good attention to undertaking a fair test and measure in detail before creating tables and graphs to show their results in a clear and organised way.
193. Y5 and Y6 pupils understand the factors in an experiment that are to be changed, measured and kept as they are. They can speak enthusiastically about the work and describe the process, or what they do, with considerable clarity. They measure three times and find the mean before forming conclusions.
194. Y5 and Y6 pupils undertake a good number of full investigations independently. They have a good understanding of the essentials of living healthily and of the effect of exercise on the heart. They understand scientific words that are appropriate for their stage of development and use them confidently.
195. Y5 and Y6 pupils respond well to field visits and a variety of workshops and they have a broad knowledge about Gors Erddreiniog, the Wylfa Workshop, and Techniquest and about planting trees in Nant y Pandy.
196. The investigative skills of Key Stage 2 pupils are enhanced by good use of books, microscopes, sensors, CD-ROMs and a variety of computing websites.

Shortcomings

- There are no significant shortcomings.

Information technology

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

197. The outstanding features of the work include:

- the depth and breadth of pupils' knowledge throughout the school;
- the way pupils use their skills as a cross-curricular tool to raise standards in other subjects;
- the independence of pupils as they work for long periods without teacher intervention;
- the response of pupils of different abilities, particularly able pupils, to challenging work.

198. By Y6, pupils show outstanding independent skills when using a broad range of computer programs. They can create and use databases, by changing and adding to the number of fields to show a broad range of graphs and tables and to analyse and interpret data.

Good features

199. At Key Stage 1, pupils work confidently, often without teacher and class assistant support, when communicating and handling information. Y1 pupils design biscuits on a drawing package and create a pictogram about pupils' favourite biscuits.

200. Y2 pupils build effectively on previous skills by gathering and inputting information to a database and retrieving it independently. They can organise the information, create a variety of column graphs and interpret them to answer questions. They can work purposefully and confidently with a good range of hardware and software to enhance their knowledge and understanding.

201. By the end of Y2, pupils can independently load programs, select suitable tools, save their work, reload, and edit and print their work.

202. The great majority of Y2 pupils type instructions confidently to the floor turtle to create a path they have planned, including 90 degree turns to the left and right. They can estimate distance and improve their instructions.

203. In Y3 and Y4, pupils use drawing packages and musical software to compose for different purposes. They can produce attractive posters by changing the size, type and colour of fonts. They can import pictures, vary their size and move them around the page.

204. Y3 and Y4 pupils can make simple changes to the content of a data file and retrieve the information. They can find the answer to a simple search by using a database.
205. In Y5, pupils are confident in using suitable design packages. They can also show their ability to use a digital camera, scanner and digital microscope.
206. Y5 and Y6 pupils can send a file by email, attached to a message. They can also produce a short video film with commentary, without the help of an adult.
207. Modelling skills are good when using Logo programs and also when creating spreadsheets and studying the result of changing any factors.
208. The Computer Club and Family Technology Club have a positive effect on standards.

Shortcomings

- There are no significant shortcomings.

Design technology

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

209. The outstanding features of the work include:

- detailed attention to the processes of designing, making and evaluation throughout the school;
- finishing skills and the high quality of the finished product;
- use of ICT to enhance the work;
- the way able pupils respond skilfully to challenging tasks.

210. Throughout the school there are examples of outstanding work. Key Stages 1 and 2 pupils can apply their knowledge and skills very effectively with a broad range of materials. The finished work of pupils reflects their original plans and there is a distinctive quality in the finished product.

211. Pupils' knowledge about the use made of design and technology in society is very good, and they are very aware of the need to be careful when working, for health and safety reasons.

Good features

212. In both Key Stages, pupils use a wide variety of pictures and words to record the steps they take in creating their product. They speak very confidently, using appropriate vocabulary to describe different techniques and processes.

213. At Key Stage 1, pupils can discuss their finished product confidently, as in explaining the processes that are part of making a variety of puppets or creating a vehicle that moves. They are very willing to provide suggestions for improvement.

214. Y1 and Y2 pupils have a good grasp of the processes in hand and can design and make products of high quality in response to specific tasks. There is clear progress in standards from Y1 to Y2. Y2 pupils can discuss the merits of various linkages for their puppets, discuss ways of strengthening wooden frames and compare different ways of making a frame when designing a vehicle that moves.

215. At Key Stage 2, pupils can talk about their experiences in a broad range of contexts, such as describing a candlestick, a freestanding frame, or a T-shirt to highlight an aspect relevant to the 'green school'. All pupils research products enthusiastically, giving detailed consideration to health and safety issues.

216. Y3 and Y4 pupils produce two ideas before selecting their final idea. Their evaluation work is of a very high standard.

217. Y5 pupils respond very creatively to the task of creating a frame. A good range of original ideas is produced and the product finish is of high quality. Pupils also evaluate their work in detail and perceptively.
218. Y6 pupils can explain how they use ICT to research and design a logo and transfer it to fabric. They evaluate their work skilfully and use their mathematical and creative skills well when designing a T-shirt.

Shortcomings

- There are no significant shortcomings.

History

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

219. In both Key Stages, as a result of their visits to places of historical interest, pupils have an outstanding awareness and understanding of historical matters.
220. At Key Stage 1, pupils show an effective knowledge about the Second World War. They show particular empathy when discussing the circumstances of evacuees and exhibit their understanding of history in an outstanding manner when role playing in different situations.
221. At Key Stage 2, pupils have a thorough knowledge about the history of the Second World War and show empathy and sound understanding of the different situations in the period. Artefacts from the period that have a personal significance for the majority of pupils have been collected. When inspecting the artefacts, they show enthusiasm and discuss them sensibly, differentiating intelligently between primary and secondary sources.
222. Following a visit to a nearby mill, Key Stage 2 pupils show a thorough knowledge about the history of the mill from the beginning to the present day. Through very effective role play, they can relive the history, showing their understanding.

Good features

223. At Key Stage 1, pupils have a sound understanding of the passage of time and can name a number of changes in their own lives. They use vocabulary that relates to this with accuracy. They know that events have a sequence and that things can change over time. They can recognise some differences between stories and facts.
224. Pupils have a thorough knowledge about the historical characters they have studied. They have a good recall of information about people's way of life long ago.
225. Pupils have a sound knowledge about their local area and can discuss the features of, and life in, the town in the past, comparing it effectively and intelligently with the town today.
226. They show a good understanding when undertaking historical investigations and speak enthusiastically about their experiences of finding information about the past through a range of historical sources.

227. At Key Stage 2, pupils have a sound knowledge about chronology and can place the historical periods they have studied accurately on a time line. They use historical terms accurately when discussing their work.
228. Pupils have detailed knowledge about life, events and important characters in the local history of Anglesey and the history of Wales. They can discuss sensibly life during the Stone Age, Tudor Age and Victorian Age, comparing it with life today, expressing opinions on the advantages and disadvantages of living in these periods.
229. Pupils' independent use of the worldwide web to gather information and evidence on their historical studies contributes to the high standards.

Shortcomings

- There are no significant shortcomings.

Religious education

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

230. Pupils in both Key Stages show a sound understanding of principles such as care for others, friendship, sharing with others, responsibility for those less fortunate than themselves and the principles of Fair Trade. They can discuss these extremely effectively.
231. In both Key Stages, pupils produce a range of factual and creative written work of a very good standard that testifies to their detailed knowledge and understanding of the ideas and principles they have studied.
232. At Key Stage 1, pupils are very familiar with the Hindu religion and discuss their traditions and celebrations with enthusiasm, showing an interest and sound understanding.
233. At Key Stage 2, pupils realise that each person is different and valuable and that we should respect people who look different to us and who believe differently. The sense of one global family is very apparent as they discuss, and is an outstanding element in their work. They know the meaning of words such as racism and equality.
234. Key Stage 2 pupils show a sound understanding of beliefs such as Hinduism and Islam and explain their way of life intelligently. When discussing different artefacts linked to the Hindu religion, they express their ideas confidently on how these artefacts are used.

Good features

235. At Key Stage 1, pupils have a good knowledge about stories from the Bible and can repeat them in different ways. They are aware that the Bible is a holy book and they can differentiate between the Old Testament and New Testament.
236. Pupils have a good knowledge about some of the main church festivals and the significance of important days.
237. Following a visit to a nearby church they can describe the main features of the church together with some ceremonies such as baptism and weddings and their significance.
238. They understand that prayer is talking to God and they compose their own simple prayers that arise from their personal experiences.

239. At Key Stage 2, pupils are very familiar with stories from the Bible and can recall them well. They discuss the parables of Jesus, explaining their significance to us today.
240. Key Stage 2 pupils realise that Christianity is the main religion in Wales and can discuss some of the features of the life of a Christian very effectively. They confidently discuss places that are special to them and their understanding of the importance of pilgrimage to believers is good.
241. Key Stage 2 pupils are very aware of the need to look after the environment and discuss this maturely and sensibly. They have personal ideas about major religious questions. They understand the significance of prayer and write effective and poignant prayers for specific occasions in school.

Shortcomings

- There are no significant shortcomings.

School's response to the inspection

The Governing Body and the staff are proud of the findings of the Inspection, which is an acknowledgement of the committed work of all those who are involved in the school.

The recommendations will be incorporated in the Development Plan for 2007-8 and will be acted upon to ensure continuity in the school's development.

The Inspectors' professionalism and courtesy were greatly appreciated.

Appendix 1

Basic information about the school

| | |
|---|-----------------------|
| Name of school | Ysgol Corn Hir |
| School type | Community |
| Age-range of pupils | 4 – 11 |
| Address of school | Llangefni Anglesey |
| Postcode | LL77 7JB |
| Telephone number | [01248] 722558 |
| Headteacher | Mr Alun Pritchard |
| Date of appointment | Spring 1984 |
| Chair of governors/ Appropriate authority | Mrs Anwen Davies |
| Registered inspector | Mr Phil Mostert |
| Dates of inspection | 12 – 14 June, 2007 |

Appendix 2

School data and indicators

| Number of pupils in each year group | | | | | | | | | |
|-------------------------------------|---------|----|----|----|----|----|----|----|-------|
| Year group | N (fte) | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils | 0 | 30 | 22 | 21 | 35 | 25 | 29 | 30 | 192 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 8 | 1 | 8.7 |

| Staffing information | |
|--|--------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 1:22 |
| Average class size, excluding nursery and special classes | 27 |
| Teacher (fte): class ratio | 1.24:1 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--|------|------|----------------|
| Term | N | R | Rest of school |
| Summer 2006 | 94.7 | 95.3 | 95.2% |
| Autumn 2006 | 97.1 | 96.5 | 96.6% |
| Spring 2007 | 94.9 | 93.7 | 93.9% |

| | |
|--|---------------|
| Percentage of pupils entitled to free school meals | 12% |
| Number of pupils excluded during 12 months prior to inspection | 2 – temporary |

Appendix 3

National Curriculum Assessment Results End of key stage 1:

| National Curriculum Assessment KS1 Results 2006 | | | | | | Number of pupils in Y2: | | 35 | |
|---|--------------------|----------|---|---|----|-------------------------|----|----|--|
| Percentage of pupils at each level | | | | | | | | | |
| | | | D | W | 1 | 2 | 3 | 4 | |
| Welsh | Teacher assessment | School | | | 9 | 43 | 49 | | |
| | | National | 0 | 2 | 8 | 64 | 26 | 0 | |
| Welsh: reading | Teacher assessment | School | | | 9 | 54 | 37 | | |
| | | National | 0 | 2 | 15 | 60 | 22 | 0 | |
| Welsh: writing | Teacher assessment | School | | | 11 | 69 | 20 | | |
| | | National | 0 | 2 | 18 | 66 | 13 | 0 | |
| Welsh: speaking and listening | Teacher assessment | School | | | 9 | 43 | 49 | | |
| | | National | 0 | 1 | 10 | 64 | 25 | 0 | |
| Mathematics | Teacher assessment | School | | | 9 | 63 | 29 | | |
| | | National | 0 | 2 | 10 | 63 | 24 | 0 | |
| Science | Teacher assessment | School | | | 6 | 66 | 29 | | |
| | | National | 0 | 2 | 9 | 65 | 24 | 0 | |

End of key stage 2:

| National Curriculum Assessment KS2 Results 2006 | | | | | | Number of pupils in Y6 | | 29 | |
|---|--------------------|----------|---|---|---|------------------------|------|------|------|
| Percentage of pupils at each level | | | | | | | | | |
| | | | D | W | 1 | 2 | 3 | 4 | 5 |
| English | Teacher assessment | School | | | 0 | 0 | 20.7 | 44.8 | 34.5 |
| | | National | 1 | 1 | 1 | 4 | 18 | 50 | 25 |
| Welsh | Teacher assessment | School | | | 0 | 0 | 6.9 | 75.9 | 17.2 |
| | | National | 0 | 1 | 1 | 4 | 16 | 48 | 30 |
| Mathematics | Teacher assessment | School | | | 0 | 0 | 17.2 | 55.2 | 27.6 |
| | | National | 0 | 1 | 1 | 3 | 14 | 48 | 33 |
| Science | Teacher assessment | School | | | 0 | 0 | 13.8 | 65.5 | 20.7 |
| | | National | 0 | 1 | 0 | 2 | 12 | 52 | 34 |

Appendix 4

Evidence base of the inspection

The school was inspected by a team of three inspectors who were present in the school for a total of eight days. During this period:

- a total of 27 lessons, or parts of them, were attended, sharing the time fairly equally between the classes and keeping separate records for the different ages;
- there was discussion of their work with the pupils, head, teaching staff, the nursery assistants and the other assistants;
- pupils were questioned in detail about their knowledge and understanding of the curriculum;
- a wide range of pupils were heard reading in Welsh and English;
- samples of pupils' work completed during the current term and during previous terms were inspected,
- a substantial sample of the school's documentation was studied, including its policies and long, medium and short term schemes of work;
- the SDP was examined in detail;
- attendance registers and pupil assessment records were studied;
- detailed attention was given to the school budget;
- inspectors were present in the joint worship sessions on three mornings;
- a parents' meeting, where 14 parents were present, was attended and 53 parents' questionnaires were analysed;
- two formal meetings were held with the governing body.

Appendix 5

Composition and responsibilities of the inspection team

| Team member | Responsibilities |
|---|--|
| Phil Mostert Registered Inspector | Context Summary ac recommendations Key Questions 1, 2, 5 and 6 Science, design and technology and IT. |
| R. John Roberts Lay Inspector | Contributions to key questions 1, 3, 4 and 7 |
| Rhianwen H. Roberts Team Inspector | Key questions 3, 4 and 7 Welsh, history and religious education |
| The head was chosen as the nominee by the school. | |

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Acknowledgement

The inspectors wish to thank the governors, head, staff, pupils and parents of the school for their willing cooperation during the inspection.