

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

A Report on the Quality of Education in

**Ysgol Ffrwd Win
Llanfaethlu
Holyhead
Anglesey
LL65 4YW**

School Number: 6602151

Date of Inspection: 17 September 2007

by

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Ysgol Ffrwd Win 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 Ffrwd Win took place between 17/09/07 and 19/09/07. An independent team of inspectors, led by Jean Marshall 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. Ysgol Ffrwd Win is located between the villages of Llanfaethlu and Llanfwrog near Holyhead on Anglesey. The school is maintained by Anglesey Education Authority [LEA] and serves both nearby villages and the surrounding rural area. The area is described as neither economically disadvantaged nor prosperous.
2. Children are accepted in to the school, on a part-time basis to the nursery class, in the September following their third birthday, and on a full-time basis to the reception class in the September following their fourth birthday. During the inspection, there were seven part-time nursery children and 39 full-time pupils on the school's register.
3. Pupils come from a variety of backgrounds with a wide range of attainment on entry to the school. The percentage of pupils (15%) who are entitled to receive free school meals is slightly lower than the county and national percentages.
4. The school has identified 12 pupils (26%) as having additional learning needs [ALN] and six of these have a statement of ALN.
5. Welsh is the main language in the homes of 60% of the pupils and 70% of them speak Welsh to first language standard.
6. Pupils are taught by the headteacher, one full-time teacher and one part-time teacher. The school was last inspected in November 2001 and the headteacher was appointed in September 2004.
7. On this occasion, the school received a standard inspection.

The school's priorities and targets

8. According to the school development plan [SDP], the school's priorities and targets for the year 2007-2008 are to:
 - raise the reading standards of pupils of lower and average ability in key stage 2;
 - review the provision for physical education;
 - raise standards in mental mathematics in key stage 1;
 - further improve the leadership role of the field co-ordinators and the monitoring role of the governors, and
 - consider the implications of the foundation phase.

Summary

Table of grades awarded

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

Standards

9. The overall quality of the educational provision for children under five years of age is appropriate for their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Due to the small number of reception aged children in the class, an overall judgement is made of the standards of achievement of children under five years of age.
10. Standards in the areas of learning for children under five years of age were judged as follows:

Areas of learning for under-fives	Grade
Language, literacy and communication	3
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	1
Creative development	2
Physical development	2

11. In key stage 1 and key stage 2, standards of achievement in the lessons observed were as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	23%	59%	12%	6%	0%

12. Grades for standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh (first language)	3	3
Information technology	2	2
Geography	2	2
Art	1	1
Physical education	2	2

13. Pupils with ALN make good progress both educationally and socially. They achieve the targets set for them.
14. In key stage 1 and key stage 2, good features outweigh shortcomings in the standards and progress of pupils' Welsh literacy skills across the curriculum. A lack of confidence and appropriate expression impairs the reading standards in Welsh and the written records of a significant number of pupils across the curriculum show a lack of progress.
15. In key stage 2, pupils' standards in English literacy skills across the curriculum are good. Pupils throughout the school make effective use of numeracy and information and communications technology [ICT] skills in various subjects. Pupils achieve good standards in bilingual and creative skills.
16. Over a period of three years, results of teacher assessments at the end of key stage 1 are lower than similar schools. In key stage 2, over three years, the school's results are higher than similar schools.
17. The more able pupils make good progress and achieve their potential. However, in some subjects, and especially in Welsh, progress is slow and little work is produced by pupils in lessons.
18. Throughout the school, pupils' ability to work with others sharing, supporting and helping each other is an outstanding feature. Pupils make good progress in their personal, social, moral and spiritual development.
19. Although pupils visit some work locations as part of their studies, their knowledge and understanding of the workplace and entrepreneurial matters are insufficiently developed.

The quality of education and training

20. In the lessons observed, the quality of teaching is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	59%	18%	0%	0%

21. The outstanding features in the teaching include opportunities for pupils to involve themselves with practical activities which develop their thinking skills. The positive and warm relationship between teachers and pupils, and the effective use of support staff who work with individual pupils, is also an outstanding feature of the teaching.
22. Good features of the teaching include the teachers' purposeful questioning methods referring effectively to previous work, clear instructions and appropriately differentiated tasks.
23. In the small minority of lessons where there are shortcomings in the teaching, teachers fail to take advantage of opportunities to develop speech and to nurture further independence in the younger children. At times, the task requirements and expectations are not explained carefully enough.
24. The school's assessment systems are good. Overall, teachers respond conscientiously to pupils' work, offering encouraging comments on the work.
25. The annual reports to parents, that are produced with the help of computer generated comments, fully meet statutory requirements.

26. The school offers a curriculum that is broad, balanced and relevant to the pupils. Through purposeful planning, the development of pupils' key skills is constantly ensured in lessons across the curriculum. Due attention is paid to nurture pupils' bilingual skills through presenting some work units in history, geography and religious education through the medium of English.
27. Pupils' experiences are enriched through arranging many visits that are relative to their studies, within the local area and beyond. Parents and other members of the community are very supportive of the social and fund-raising activities arranged by the school.
28. The school has close links with a number of other primary schools that are part of the Anglesey Cluster of Small Schools. The effective co-operation between them and the sharing of curricular expertise leads to the raising of standards.
29. Although some visits have been undertaken to the workplace, the school does not have an effective strategy to develop pupils' awareness and understanding of the principles of the world of work and pupils' entrepreneurial skills are not being developed purposefully and effectively throughout the school.
30. The school provides suitable experiences, in physical education lessons and outside school hours, in order to encourage pupils to improve their fitness. The school ensures equal access and opportunity for all pupils.
31. The quality of the care and support given to pupils is good. Teachers and support staff work closely with parents and make effective use of individual Health Care Plans when providing activities for pupils suffering from ailments or allergies.
32. The school has adopted effective procedures to encourage good behaviour and appropriate measures for eliminating any oppressive behaviour or bullying.
33. Teachers undertake detailed risk assessments before taking pupils out of the school and staff supervise children carefully as they arrive in the morning, during break time and at the end of the day. Even so, a matter of health and safety, considered to be serious, was reported to the school.
34. Through being part of the Healthy Schools project, the school effectively promotes the principles of healthy living.
35. All members of staff have received appropriate training in child protection and they have a good awareness of the procedures and the way to respond should any instances arise.
36. The quality of the school's provision for pupils with ALN is good. The ALN co-ordinator fully consults with the class teacher, the part-time support teacher and the one-to-one support assistants before drawing up effective individual educational plans [IEPs] for the pupils.
37. A part-time teacher is employed, mainly to give attention to pupils with a statement of ALN. The provision offered in these sessions, in respect of the activities planned and the diligent support given to pupils, is of a high quality. The one-to-one support offered by the assistants within the classes is also good.
38. The recent substantial adaptations made to the building ensure appropriate provision with regard to equal access and opportunity for disabled pupils.

Leadership and management

39. The headteacher offers clear leadership which promotes good standards with regards to provision and pupils' achievements. Teachers and ancillary staff share the same values and ideas with regard to expectations, behaviour and relationships and this is reflected well in the work and ethos of the school.
40. Governors are very supportive of the school and help to set the strategic direction by discussing reports and documents thoroughly. Even so, their role with regard to monitoring the quality of the provision is not undertaken sufficiently. The school, in its self-evaluation report, has recognised the need to strengthen the governors' monitoring role and the inspection team agrees with this.
41. Comprehensive arrangements have been established for monitoring and evaluating the provision and pupils' attainments. The curriculum co-ordinators, together with the headteacher, monitor pupils' standards and observe lessons in order to evaluate the teaching and learning. As yet, they do not collect and analyse the evidence which comes from self-evaluation in enough depth in order to draw up a brief report and offer recommendations to the remainder of the staff and the governors. The school, in its self-evaluation report, has recognised the need to further strengthen the role of the curriculum co-ordinators and the inspection team agrees with this.
42. The school council provides valuable opportunities for pupils to express their opinions and make decisions on aspects of the school's work. The school has not established formal and regular arrangements to gather the opinions of parents and others on matters relating to standards and the provision.
43. Governors receive monitoring reports from the headteacher and discuss the planning priorities which arise from the procedure. Although some members regularly visit the school and work with the pupils, they do not take full advantage of opportunities to contribute to the self-evaluation procedure.
44. Good features outweigh shortcomings in the progress the school has made since the last inspection. Standards have improved in geography, art and physical education but standards have fallen in Welsh in both key stages.
45. The amount of teaching and support staff for the number of pupils, and the standard of their expertise and qualifications are an outstanding feature of the school's provision. The contribution of the ALN assistants and the nursery assistants is valuable and substantially improves the quality of the provision and the standards of children under five years of age and pupils in both key stages. The way in which support staff are deployed, managed and developed is an outstanding feature.
46. In key stage 1 and key stage 2, the supply of resources is good across all areas of the curriculum. Children under five years of age have access to a sufficient supply of large and small toys, and equipment and resources to enrich experiences in the vast majority of the six areas of learning. Even so, there aren't enough different types of suitable books for them and children do not have ease of access to the books that are available.

47. The school is on a level site which is of great assistance to accept any pupil with a physical disability. The displays of pupils' work, especially in art, are of a very good quality.
48. The headteacher is very meticulous with the school's financial matters. She plans ahead purposefully and effectively, working closely with the finance committee of the governing body. The school offers good value for money.

Recommendations

In order to improve, the school needs to:

- R1 raise the standards of children under five in language, literacy and communication skills;
- R2 raise pupils' standards in Welsh in both key stages;
- R3 improve the school's self-evaluation procedures by ensuring that the curriculum co-ordinators and governors fully contribute to the process; *
- R4 develop pupils' knowledge and understanding of the world of work and entrepreneurial skills.

* *already identified as priorities in the SDP*

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

49. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
50. The standards of achievement in lessons observed are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	23%	59%	12%	6%	0%

51. The overall quality of the educational provision for children under five years of age is appropriate for their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Due to the small number of reception aged children in the class, an overall judgement is made of the standards of achievement of children under five years of age.
52. Standards are as follows:

Areas of learning for under-fives	Grade
Language, literacy and communication	3
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	1
Creative development	2
Physical development	2

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

Subject	Key Stage 1	Key Stage 2
Welsh (first language)	3	3
Information technology	2	2
Geography	2	2
Art	1	1
Physical education	2	2

54. Pupils with ALN make good progress both educationally and socially. They achieve the targets set for them.
55. In key stage 1 and key stage 2, good features outweigh shortcomings in the standards and progress of pupils' key skills in Welsh in speaking and listening and reading and writing across the curriculum. Pupils throughout the school listen intently to teachers' presentations and to each other's contributions. Although a small number of pupils in key stage 1 are unsure when contributing orally during lessons, by the time they reach the upper end of key stage 2, the vast majority discuss their work confidently.
56. Pupils read in order to glean information in a number of contexts and the more able pupils write coherently and correctly. However, a lack of confidence and appropriate expression impairs the reading standards in Welsh in key stage 1, and across the curriculum in both key stages, there are errors in the written records of a significant minority of pupils.
57. In key stage 2, pupils' standards in listening, speaking, reading and writing in English across the curriculum are good. Pupils throughout the school make effective use of numeracy skills in counting, sorting, comparing and arranging objects and data in different subjects. They make constant use of a variety of computer programs and web sites to reinforce studies and to record their work across the curriculum in a number of different forms.
58. Pupils achieve good standards in bilingual skills. Welsh learners come to speak the language quickly in key stage 1 and by key stage 2, they use English and Welsh effectively, moving easily from one language to another when following instructions and undertaking research.
59. Pupils make good progress in their knowledge and understanding of the *Cwricwlwm Cymreig*. They are familiar with the work of a number of Welsh artists and musicians and of Welsh poetry and literature.
60. Pupils in both key stages make effective use of their creative skills in art lessons and when using the computer to present their work.
61. Results of teacher assessments at the end of key stage 1 in 2007 were substantially lower than national data. In key stage 2, the results were slightly lower than the national data. Over a period of three years, results of teacher assessments at the end of key stage 1 are lower than those of similar schools in respect of the percentage of pupils entitled to free school meals. In key stage 2, over three years, the school's results are higher than those of similar schools. The difference in the performance of boys and girls varies from year to year and no particular pattern can be identified.

62. The vast majority of pupils understand the work well. Pupils in key stage 2 have a sound awareness of their individual targets and confidently discuss what they need to do in order to improve their work.
63. The more able pupils make good progress and achieve their potential. However, in some subjects, and especially in Welsh, the progress of a significant number of pupils is slow and only a little work is produced by them in lessons.
64. Throughout the school, pupils' ability to work with others sharing, supporting and helping each other is an outstanding feature. Their ability to work independently progresses appropriately as they move up through the school. By Y5 and Y6, pupils' ability to discuss independently in groups and pairs, and to concentrate and persevere in solving problems is outstanding.
65. Pupils behave well. They work and play together happily, readily responding to instructions from the staff. They are at all times courteous towards adults and have a good awareness of the school's rules and what is expected of them.
66. Average attendance at the school for the three full terms prior to the inspection is around 95%, which is higher than the county and national percentages. All pupils arrive punctually and no teaching time is lost during the day.
67. Pupils make good progress in their personal, social, moral and spiritual development. They have a good awareness of different faiths, customs and traditions and show respect towards diversity within society.
68. Although pupils visit some work locations as part of their studies, their knowledge and understanding of the workplace and entrepreneurial matters are insufficiently developed.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

69. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
70. In the lessons observed, the quality of teaching is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	59%	18%	0%	0%

71. These figures are higher than the average for primary schools in Wales, as identified in the 2005-2006 Annual Report of Her Majesty's Chief Inspector of Schools.
72. The outstanding features in the teaching include opportunities for pupils to involve themselves with practical activities which develop their thinking skills. These features are also to be seen in specific learning sessions for pupils with ALN. The positive and warm relationship between teachers and pupils, and the effective use of support staff who work with individual pupils, are also an outstanding feature of the teaching.
73. Amongst the numerous features of good teaching are the teachers' purposeful questioning methods referring effectively to previous work. Teachers give clear instructions and set suitably differentiated tasks where appropriate. Teachers

effectively prepare and use appropriate resources, as initial motivation to lessons or to reinforce tasks. They succeed well in ensuring reasonable development in the lesson and offer tasks with increasing challenge.

74. In the small minority of lessons where there are shortcomings in the teaching, teachers fail to take advantage of opportunities to develop speech and to nurture further independence in the younger children. At times, the task requirements and expectations are not explained carefully enough and pupils are not offered sufficient guidance.
75. The school's assessment systems are good and are based on a comprehensive policy. Pupils' progress in aspects of the core subjects and some foundation subjects is assessed termly, in accordance with a planned timetable.
76. Appropriate use is made of the First Step and Baseline Assessment structures and guidelines to assess the progress and development of the children under five years of age, according to the six areas of the Desirable Outcomes.
77. Effective use is made of standardised tests annually in mathematics and in English and Welsh, in order to assess and measure pupils' attainment according to the NC levels. In addition, alternative nationally prepared assessment materials are used as further assessment tools. Assessments are carefully recorded identifying the next steps in the learning.
78. Overall, teachers respond conscientiously to pupils' work, offering encouraging comments on the work. However, at times, there is insufficient detail in the way which errors or deficiencies to receive comment are selected, in order that the pupil can improve the work.
79. Two parents' evenings are held annually, where parents have the opportunity to discuss their child's progress, and parents fully appreciate these opportunities.
80. The annual reports to parents are comprehensive, offering personal comments as well as comments on the pupil's progress in the NC subjects and religious education. Although some parents feel that the use made of computer generated comments tends to make the reports impersonal, the reports fully meet statutory requirements.

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

Grade 2: Good features and no important shortcomings

81. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
82. The school offers a curriculum that is broad, balanced and relative to the pupils. Children under five years of age receive appropriate provision which develops their skills in the Desirable Outcomes for Learning. The curricular provision for pupils in key stage 1 and key stage 2 fully meets the statutory requirements of the NC and religious education.
83. Suitable schemes of work have been prepared that give appropriate attention and guidance in relation to learning objectives, activities and learning experiences and assessment opportunities. Schemes of work for Welsh and geography have not as yet been completed.

84. The school offers good provision for nurturing the pupils' awareness of the *Cwricwlwm Cymreig*. Welsh artists are invited to work with the pupils, and a contemporary musician held a workshop in the school.
85. Through purposeful planning, the development of pupils' key skills of literacy, numeracy and ICT is constantly ensured in lessons across the curriculum. Due attention is paid to nurture pupils' bilingual skills by presenting some work units in history, geography and religious education through the medium of English.
86. Pupils' experiences are enriched through arranging many visits that are relative to their studies, within the local area and beyond. The school invites specialists, such as a policeman, dental nurse and a forestry education officer to the school in order to reinforce pupils' knowledge, understanding and skills.
87. The school promotes pupils' spiritual, social, moral and cultural development well. Pupils have numerous opportunities to collect money and contribute towards worthy causes, and sessions of collective worship are held daily, where pupils are given constant opportunities to reflect on morals. Pupils' social skills are developed effectively in specific personal and social education lessons and through providing opportunities for them to work together in problem-solving. The school promotes pupils' cultural development effectively by planning and implementing regular opportunities to raise their awareness of different literature, poetry, music and art.
88. The school has a good relationship with the parents. They receive constant information by letter of events that are taking place. Parents and other members of the community are very supportive of the social and fund-raising activities arranged by the school.
89. The school's provision is enriched by the close links with a number of other primary schools that are part of the Anglesey Cluster of Small Schools. The headteacher and teachers work together effectively in planning the provision for the humanities and preparation for the foundation phase, and in sharing curricular expertise in mathematics and physical education lessons. This leads to raising standards in these areas.
90. Although some visits have been undertaken to places of work, such as the electricity stations at Wylfa and Dinorwig, the school does not have an effective strategy to develop pupils' awareness and understanding of the principles of the world of work.
91. Members of the school council were actively involved in choosing equipment for play times but pupils' entrepreneurial skills are not being developed purposefully and effectively throughout the school.
92. Through experiences linked with the Forest School initiative, relevant activities in English and geography lessons, and recycling and energy saving initiatives, the school promotes education for sustainable development well.
93. Due attention is given to developing pupils' awareness of global citizenship through lessons in geography, art and religious education as well as the school's charitable activities.
94. The school is part of the Dragon Sports scheme which provides suitable experiences and encourages pupils to improve their fitness. Other suitable activities are also arranged outside school hours, these include Urdd activities

and competitions for the football, netball and rounders' teams. Each pupil has the opportunity to receive swimming lessons. The school ensures equal access and opportunity for all pupils.

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

Grade 2: Good features and no important shortcomings

95. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
96. The quality of the care and support given to pupils is good. The school has relevant policies that are consistently and conscientiously implemented by all adults employed in the school.
97. Even though there is no official Parents' Association, the relationship between the school and its parents is sound. In expressing their opinions in the pre-inspection meetings and through questionnaires completed by them, parents state that the provision and support for their children is good. Parents appreciate the opportunities arranged for discussions with teachers if they have any concerns and they know that the teachers and support staff are ready to listen.
98. Overall, the school has effective arrangements for helping new pupils to settle in the school. There is a close link with the local nursery group, as the children that attend there in the mornings come to the school in the afternoons. Extensive information is prepared for parents of children starting in the nursery class and the home-school agreement is fully supported by the parents. Arrangements for pupils transferring from Y6 to the secondary school, including transfer activities and curricular tasks, are strong. Even so, the support offered to a small number of non-Welsh-speaking children who are new to the school, is not consistent enough in some lessons.
99. The school succeeds well in developing pupils' attitudes and values through following an appropriate programme for personal and social education. Effective procedures have been adopted to encourage good behaviour and appropriate measures for eliminating any oppressive behaviour or bullying.
100. Teachers and support staff work together closely with parents and make effective use of individual Health Care Plans when providing activities for pupils suffering from ailments or allergies.
101. Teachers undertake detailed risk assessments before taking pupils out of the school and staff supervise children carefully as they arrive in the morning, during break time and at the end of the day. Even so, a matter of health and safety, considered to be serious, was reported to the school.
102. Through being part of the Healthy Schools project, which encourages 'fruit only' snacks and provides opportunities for pupils to discuss and design anti-smoking posters, the school effectively promotes the principles of healthy living. A good number of pupils take advantage of the daily Breakfast Club facility.
103. The school council represents the views of the pupils and operates effectively by discussing and coming to a decision on matters such as improving the play facilities on the yard.

104. The school has effective policies and procedures for monitoring pupils' attendance and punctuality.
105. The headteacher is the designated person for child protection along with a designated member of the governing body who is also involved in the field. All members of staff have received appropriate training in this area and have a good awareness of procedures and how to respond should any instances arise.
106. The quality of the school's provision for pupils with ALN is good. The school has a comprehensive policy that outlines the principles and details the support being provided for pupils in need of additional support. All members of staff are aware of the guidelines and operate them effectively.
107. The ALN co-ordinator is very organised in her work, shows care for the pupils and co-ordinates the provision for them well. She fully consults with the class teacher, the part-time support teacher and the one-to-one support assistants before drawing up effective IEPs for the pupils.
108. The member of the governing body who has responsibility for ALN has a good awareness of her role and of the school's current situation. She regularly discusses the support with the co-ordinator.
109. A part-time teacher is employed, mainly to give attention to pupils with a statement of ALN. The provision offered in these sessions, in respect of the activities planned and the diligent support given to pupils, is of a high quality. The one-to-one support offered by the assistants within the classes is also good.
110. All pupils take advantage of the activities and the extra-curricular experiences arranged for them. Girls and boys join in the training and are members of the football, rugby and netball teams.
111. Pupils' awareness of different races is developed through experiences in curricular areas, such as geography and religious education. Lessons are provided on African and Indian music and art, and attention is given to Judaism in the religious education curriculum.
112. The recent substantial adaptations made to the building ensure appropriate provision with regard to equal access and opportunity for disabled pupils.

Leadership and management

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

Grade 2: Good features and no important shortcomings

113. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
114. The headteacher offers clear leadership which promotes good standards with regards to provision and pupils' achievements. Teachers and ancillary staff share the same values and ideas with regard to expectations, behaviour and relationships and this is reflected well in the work and ethos of the school.
115. Staff work together effectively in responding to national priorities. The school won the Basic Skills Agency Quality Mark, and pupils and staff have benefited greatly from the activities involved in being part of the Healthy Schools, Dragon Sports and the Forest School schemes.

116. Effective arrangements have been established for managing and improving staff performance and there is evidence that the procedures are having a positive effect on the educational provision and on pupils' standards of achievement.
117. The school works effectively with the cluster of other small schools on the island in sharing good practice and planning the curricular provision.
118. The governing body has recently discussed and adopted a wide range of revised management policies and the values incorporated within these policies promote equal opportunities in all aspects of the school's work.
119. Governors are very supportive of the school and fully undertake their statutory responsibilities. They receive regular reports from the headteacher and work together effectively on sub-committees in discussing the curriculum, the school's finance and staffing matters.
120. Even though governors have a good awareness of the school's procedures and help to set the strategic direction through discussing reports and documents in detail, their role with regard to monitoring the quality of the provision is not undertaken sufficiently. The school, in its self-evaluation report, has recognised the need to strengthen the governors' monitoring role and the inspection team agrees with this.

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

Grade 3: Good features outweigh shortcomings

121. The inspection team's findings do not agree with the Grade 2 judgement made by the school in its self-evaluation report. The shortcomings identified with regard to the roles of the curricular co-ordinators and the governors in the self-evaluation process are important ones.
122. Comprehensive arrangements have been established for monitoring and evaluating the provision and pupils' attainments. The school follows a detailed timetable which ensures that each subject and aspect receive attention in turn.
123. Teaching staff at the school meet regularly to discuss and share information on matters relating to the school's performance. A detailed analysis is undertaken of results data from end of key stage tests in order to compare them with performance in previous years and with other schools locally and nationally. Quantitative targets are set in order to raise standards in the core subjects. Targets set are realistic and appropriate.
124. The curriculum co-ordinators attend in-service training (INSET) courses, offer valuable guidance to other teachers and choose and purchase resources according to need. Together with the headteacher, they monitor pupils' standards and observe lessons in order to evaluate the teaching and learning.
125. As yet, the curricular co-ordinators do not collect and analyse the evidence which comes from self-evaluation in enough depth in order to draw up a brief report and offer recommendations to the remainder of the staff and the governors. The school, in its self-evaluation report, has recognised the need to further strengthen the role of the curriculum co-ordinators and the inspection team agrees with this.

126. The school council provides valuable opportunities for pupils to express their opinions and make decisions on aspects of the school's work. The school has not established formal and regular arrangements to gather the opinions of parents and others on matters relating to standards and the provision.
127. The self-evaluation report produced by the school prior to the inspection offers clear and honest judgements on the seven key questions, the subjects and the provision for children under five years of age. The inspection team's findings agree with the school's judgement in six of the seven key questions.
128. Governors receive monitoring reports from the headteacher and discuss the planning priorities which arise from the procedure. Although some members regularly visit the school and work with the pupils, they do not take full advantage of opportunities to contribute to the self-evaluation procedure.
129. There is a clear and purposeful link between the outcomes of the school's self-evaluation process and the SDP. The SDP is a useful document which includes a detailed evaluation of the previous plan, a list of appropriate priorities for development and the tasks to achieve them. There is an effective link between planning expenditure, the programme for professional development of staff and the priorities identified in the SDP.
130. Good features outweigh shortcomings in the progress the school has made since the last inspection. The quality of teaching has improved substantially and the school has succeeded in eliminating the unsatisfactory teaching. The curriculum planning process is now good and the time allocation for each subject is appropriate. The current SDP is a full reflection of the school's intentions and needs. An appropriate policy has been adopted for child protection and the school ensured that the governors' annual report to parents fully meets the requirements. Standards have improved in geography, art and physical education but standards have fallen in Welsh in both key stages.

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

Grade 2: Good features and no important shortcomings

131. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
132. The amount of teaching and support staff for the number of pupils on the register is an outstanding feature of the school's provision. Each member of staff has appropriate expertise and qualifications to teach all aspects of the curriculum and they regularly take advantage of the opportunities to update their skills through attending INSET courses which match the school's priorities for development well. Suitable arrangements have been established in order to ensure non-contact time for teachers' planning, preparation and assessment.
133. The contribution of the ALN assistants and the nursery assistants is valuable and substantially improves the quality of the provision and the standards of children under five years of age and pupils in both key stages. Between them they have a wide range of experience and specialist qualifications which makes them an integral part of the school's team. The way in which support staff are deployed, managed and developed is an outstanding feature.

134. In key stage 1 and key stage 2, the supply of resources is good across all areas of the curriculum. The school has invested substantially in resources over the last three years and this has transformed the school's facilities and environment. Overall, resources are of a good quality and effective use is made of them.
135. Children under five years of age have access to a sufficient supply of large and small toys, and equipment and resources to enrich experiences in the vast majority of the six areas of learning. Even so, there aren't enough different types of suitable books for them and children do not have ease of access to the books that are available.
136. The school is on a level site which is of great assistance to accept any pupil with a physical disability. Teaching areas are of a good size, are light and airy and suitable for the number of pupils. The hall, although small, is regularly used as a canteen at lunchtime and for holding sessions of collective worship and physical education lessons and concerts.
137. The displays of pupils' work, especially in art, are of a very good quality.
138. There is a suitable playing field and a separate designated play area for the children under five years of age.
139. The headteacher is very meticulous with the school's financial matters. She plans ahead purposefully and effectively, working closely with the finance committee of the governing body. The headteacher and governors regularly review the use made of resources, including the financial resources, available to the school. The school offers good value for money.

Standards achieved in subjects and areas of learning

Under fives

140. The overall quality of the educational provision for children under five years of age is appropriate for their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.
141. Standards achieved by the children are as follows:

Areas of learning for under-fives	Grade
Language, literacy and communication	3
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	1
Creative development	2
Physical development	2

Language, literacy and communication skills

Grade 3: Good features outweigh shortcomings

Good features

142. Children of nursery and reception age listen intently and respond correctly to instructions. They constantly take part in conversation and communicate well with others in group work and in imaginative play, speaking clearly and using the appropriate range of vocabulary.
143. Children of nursery and reception age enjoy listening to a story and discussing pictures with an adult. They can remember the words of some simple rhymes and songs.

144. They take their turn to take the 'Tara and Tim' toys home with them for the weekend and expand their vocabulary in sharing the experiences and photographs with the remainder of the class.
145. They recognise and form some letters and recognise their first name in written form. The more able children write their first names unaided and can recognise and form some letters. By the end of the reception year, children copy words and sentences written by the teacher and the more able write their own simple sentences.

Shortcomings

146. Neither children of nursery or reception age are familiar with a broad enough range of books and stories and do not choose books and browse through them themselves.
147. Children do not have a sufficient awareness of print around them and their early writing skills are insufficiently developed.

Personal and social development

Grade 2: Good features and no important shortcomings

Good features

148. Children of nursery and reception age have a good relationship with other children and adults. They play together happily, patiently waiting their turn and keeping to simple rules. They show a good awareness of the need for personal hygiene and when they have the opportunity, put on their own coats. All children help to clear and put equipment away after various activities.
149. Children can differentiate between happy and sad and the more able can say clearly what makes them happy. They respond positively to the rewards procedures in the class displaying a good understanding of the difference between good and bad behaviour.
150. Children concentrate on their tasks for extended periods. They understand the school's rules and can offer reasons for having rules.
151. Learners of the language enjoy the experiences they present through the medium of Welsh and respond positively to what is expected of them.

Shortcomings

152. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

153. Children understand the difference between 'big' and 'small', and 'long' and 'short', and can use the correct vocabulary in discussing, describing and comparing objects. They count up to five objects in order correctly and are beginning to recognise the numerals. A significant minority of the children count to at least 10 objects confidently and quickly and correspond the number of objects with numerals correctly.
154. Children under five observe and copy a pattern and a good number of them can complete a series of patterns with colours and shapes and describe the pattern. Children recognise and name basic two-dimensional shapes and can form some

correctly with equipment from a building kit. They develop a good awareness of shape and space by building a shoe box.

155. The children grow sunflowers and skilfully measure and compare their lengths. With help, they collect simple data and record it by using blocks to form a three-dimensional graph.

Shortcomings

156. There are no important shortcomings.

Knowledge and understanding of the world

Grade 1: Good with outstanding features

Outstanding features

157. The knowledge and understanding of children of nursery and reception age of the life and customs in other countries is outstanding. They name and describe different foods from India and say which their favourites are. They use the correct vocabulary when describing the clothes of a girl from India and the custom of painting patterns on their hands. They can recognise, name and describe some wild animals that live in Africa and India.
158. Through taking part in play activities in the woodland, making choices, experimenting and discovering for themselves, children become familiar with a good range of the features of the local environment. They develop a very good awareness of how plants grow and how to care for them by planting beans and sunflower seeds.

Good features

159. Following a visit to Penrhyn Castle where they dressed in clothes from the Victorian Era and handled and discussed equipment for washing clothes from that period, children understand the concept of 'in the past'.
160. From the beginning, children make appropriate use of the computer and control the mouse skilfully to move objects around the screen.
161. In joining with key stage 1 pupils to discuss, observe and taste different fruit and vegetables, and making bread, they come to understand where some of the foods come from and how they are produced.
162. They make effective use of floor mats produced by key stage 1 pupils to develop their knowledge and understanding of simple mapping work.
163. They use 'Bee-Bot' technology toys and feed them simple instructions.
164. They have a growing understanding of time and of the order of the day's events and activities.

Shortcomings

165. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

166. Children of nursery and reception age hold small equipment such as crayons, paintbrushes and scissors correctly and use them with increasing control. They

play regularly in the open air and show increasing control and good awareness of space when steering large toys in different directions and around obstacles.

167. The children work safely and purposefully with an appropriate variety of large play equipment in the hall. They work diligently and perform confidently showing good control in crawling, jumping, balancing, sliding, climbing and making different shapes with the body.

Shortcomings

168. There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

169. Children of nursery and reception age regularly use a good range of different media in printing, drawing, painting and modelling. They are starting to experiment with colours and the more able children understand that colours can be mixed to create new tones.

170. The children cut paper, glue, print and use a variety of techniques effectively to create a collage in different contexts. They choose and use materials skilfully in making pictures with natural materials from the woodland or the seaside.

171. They make elaborate patterns with different coloured sand when playing in the open air.

172. They make good quality three-dimensional models and puppets using clay, cardboard and textiles.

173. Children use their imagination and their creativity and become aware of different characters during role-play in the *tŷ bach twt* or in the 'pirate ship'.

Shortcomings

174. There are no important shortcomings.

Welsh first language

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

175. Pupils in key stage 1 listen intently to presentations in the lesson and show enthusiasm when responding to specific motivations.

176. A good number of them speak confidently, expressing their experiences and aspects of their personal lives effectively.

177. A significant minority in key stage 1 read fluently, communicating what they read effectively through intonation and pause. They know terms such as *author*, *blurb* and *adaptation* well.

178. A good number of pupils record their curricular experiences sensibly, labelling parts of a flower, writing from the point of view of a famous person from the past, or expressing an opinion about a meal they have planned. There is order and coherence in their work when they retell personal experiences.

179. In key stage 2, the majority of pupils use speech purposefully and effectively to convey their thoughts and to discuss their activities. This is at its best amongst pupils in Y5 and Y6, where the ability to reason and discuss together is good. They respond appropriately to teachers as well as speaking maturely with other adults.
180. The vast majority of pupils in key stage 2 read aloud correctly, displaying a good understanding of the content of their books. They understand and use terminology from the world of books, such as *blurb*, *author and spine* and understand the difference between original books and adaptations.
181. In studying poetry, pupils in key stage 2 name poets confidently and have a good understanding of spelling patterns and of metre and rhyme in limericks.
182. The more able pupils at the upper end of key stage 2 record well and at length, showing continuity and progression in their writing. They arrange instructions sensibly and a number of pupils compose very successful poems to an unrhymed pattern.
183. A small number of pupils punctuate and spell correctly, and use paragraphs sensibly.

Shortcomings

184. There are a number of pupils in both key stages who do not offer spontaneous comments and do not discuss their work confidently.
185. A significant number of pupils in key stage 1 lack confidence in reading, are often unsure and have insufficient understanding of the topic. They are over-dependent on trying to remember patterns that are repeated when reading texts.
186. In both key stages, and relative to their age and ability, a significant minority of pupils are inaccurate in their written expression and are satisfied with sentences that are uniform and elementary.

Information technology

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

Outstanding features

187. The ability of older pupils in key stage 1 to create and use computerised spreadsheets in order to recognise patterns and relationships in results is an outstanding feature. Pupils have a very good understanding of how to use the program to create formulae and how to use them to gather information and to find patterns.

Good features

188. In key stage 1, pupils open a file on the computer and save their work independently. They show good control in using the 'mouse' to move and place objects on the screen. They present information effectively in different forms through writing, importing photographs, creating pictures and patterns.
189. They make effective use of a simple data-handling program for gathering, arranging and recording results in the form of a pictograph or block graph.

190. With the help of an adult, they create a presentation showing different experiences within the class using photographs, commentary and music. Pupils open the program, move from one section to another easily, and explain simply how the presentation was produced.
191. Pupils in key stage 1 use computer games confidently and make simple choices independently when programming the 'Bee-Bot' toy. By the end of Y2, they succeed well in using the 'mouse' to move a screen turtle from one place to another along a path.
192. In key stage 2, pupils make effective use of information technology equipment and software to communicate, share and exchange ideas and information in a number of different formats. They understand well how to vary the page set-up and import pictures when creating a newspaper article, information sheet, and sales catalogue, and how to change the font, colour and size of the text in order to create effect.
193. Key stage 2 pupils use a database effectively to collect and store information in different contexts. They amend and question the information and present the data neatly in block and line graph format.
194. They make constant use of the Internet to search for information, sounds, music and photographs and combine them skilfully to create multi-media presentations of good quality.

Shortcomings

195. There are no important shortcomings.

Geography

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

Good features

196. In key stage 1, pupils correctly locate photographs of specific features on a map of Anglesey. They recognise symbols on a map of the local area and know that Llanfwrog and Llanfaethlu are small villages, and that Holyhead is the nearest town.
197. They know how to use simple references to locate specific places on an imaginary island.
198. Pupils in key stage 1 can recognise and describe the symbols of the Welsh flag. They know that Cardiff is in the south and can correctly show where Wales is on a map of Britain and where Britain is on a map of the world.
199. In studying a contrasting country and area to Wales, they know of some climate features, such as monsoon rains and oppressive heat in India, as well as some of the wild animals that live there. They compare and contrast features that relate to Wales and India.
200. In key stage 1, pupils use atlases to locate India on a map of the world and then make their own freehand map effectively.
201. Key stage 2 pupils can describe the location of an area they studied in detail, using appropriate geographical terminology. They use six figure references to locate places and geographical features precisely.

202. In studying an area in another part of Wales, they show a good awareness of physical features and human features.
203. They reason effectively when comparing the advantages and disadvantages of living in different locations, such as a village in Botswana. They draw up interesting questions in order to gather further information on the way of life there.
204. They know how to glean information from a variety of sources, such as an Ordnance Survey map, photographs and aerial photographs, and how to analyse geographical features, such as patterns of land use and services.
205. They record effectively in web-diagram and bar graph format, and create imaginary written passages skilfully from the perspective of one of the inhabitants of an economically developing country.
206. They show an understanding of geographical patterns, and intelligently reason about the effect people's habits on the environment as well as the effect of erosion on the landscape.

Shortcomings

207. There are no important shortcomings.

Art

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

208. Pupils in both key stages are researching the work of a very good number of artists including artists from Wales. The younger pupils discuss the work of Picasso meaningfully referring to his style and to some of his pictures specifically. The ability of pupils in both key stages to discuss and evaluate their work and the work of others, showing an understanding of the elements of art and concepts such as texture, line, quality and tone is outstanding.
209. In key stage 1, pupils scrupulously observe patterns from Rangoli in India and describe them meaningfully using the correct vocabulary appropriately. They choose and use equipment suitable for the task and explain why and when they are using a particular type of paint or brush.
210. Pupils in key stage 2 make very effective use of sketchbooks for designing, experimenting and practicing techniques. They refer back to their original designs as they make paintings, sculptures and models and refine their work through selecting ideas and drawing on their previous experiences.
211. Pupils in key stage 2 research in detail before making models of shoes from the sixties of the last century. They gather information carefully from different sources making notes and pictures, and they record information and observations coherently before designing a model of a shoe. The finished three-dimensional models show imagination and creativity and are of an outstanding quality.

Good features

212. When working on the beach with a resident artist, pupils in both key stages research and experiment with natural materials and create imaginative and interesting objects and images.

213. Pupils in key stage 1 understand well how to mix colours to create new tones. They make symmetric patterns skilfully with paint and through using a computer program.
214. In key stage 1, pupils carefully observe pictures of their own faces when creating a three-dimensional model. Each of the finished clay models are different, unique and full of expression.
215. Pupils in key stage 2 experiment skilfully with pattern, texture and shape to make sculptures, models and trinkets with Celtic patterns.
216. They regularly visit art galleries and use their knowledge and their understanding of the techniques and styles used effectively by famous artists in their own work.

Shortcomings

217. There are no important shortcomings.

Physical education

218. A games lesson was observed in key stage 1 and key stage 2. In this field of activity, the standards are as follows:

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

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

Good features

219. Pupils in key stage 1 have a good understanding of the importance of warming the body before undertaking energetic activity.
220. They use space effectively, moving around purposefully in response to instructions.
221. In key stage 1, the vast majority of pupils show good control in 'throwing and catching' skills controlling their movements to ease the technique.
222. When working together effectively in pairs, the vast majority of pupils succeed in showing progress in their skills with the beanbag.
223. Pupils in key stage 2 understand well, and can reason, about the effects of warming the body.
224. They are developing their ball handling skills well, displaying effective hand and eye co-ordination when practicing 'throwing and catching' as individuals. They respond well to specific guidance, such as showing a target for receiving the ball.
225. In pair work, they display suitable posture and succeed well in throwing and catching whilst changing direction and creating varying angles.
226. In developing to a game situation, the majority effectively incorporate the skills and techniques learnt. Pupils in Y5 and Y6 are particularly successful.

Shortcomings

227. In key stage 1, there is a small number of pupils who do not show sufficient progress in throwing and catching a beanbag, because they are not concentrating on the techniques of the task.
228. In key stage 2, some pupils in Y3 and Y4 are unsure of the importance of 'passing and moving' in order to work together effectively in a game situation.

School's response to the inspection

The staff and governors of this school believe that this report is fair, positive and constructive, and reflects the good work done by us in the school.

The inspection was a developmental process with professional dialogue with the inspectors. There was opportunity to show all the school's virtues and the role of the nominee was very valuable in the process.

The report highlighted a number of good and outstanding features in the school. It identified that pupils' standards in lessons together with the quality of teaching, were higher than Welsh Assembly Government targets and that children make good progress in reaching their individual targets. It was also reported that children make good progress in the key skills and especially in their ability to concentrate and persevere in solving problems and supporting and helping each other.

We are very proud that the inspectors have found that standards for children under five years of age are good in four areas and outstanding in knowledge and understanding of the world. Information technology, geography and physical education were good and art was outstanding across both key stages. As a school we will work purposefully to address the shortcomings identified in the other areas.

As staff, governors, parents and children, we are very proud of our school. Through undertaking the self-evaluation, we had the opportunity to look objectively and in detail at all aspects of school life. We saw that the school had many good features but that there were other areas which needed further development. The findings of the inspection team have given a significant boost to the confidence of teachers and governors at the school.

We look forward to maintaining and raising standards so that we may develop the school to its full potential and aim for excellence in all aspects of the life and work of Ysgol Ffrwd Win.

Appendix 1

Basic information about the school

Name of school	Ysgol Ffrwd Win
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Llanfaethlu Holyhead Anglesey
Postcode	LL65 4YW
Telephone number	01407 730448

Headteacher	Mrs Nia Lloyd Thomas
Date of appointment	September 2004
Chair of governors	Mrs Bessie Burns
Registered inspector	Mrs Jean Marshall
Dates of inspection	17 – 19 September 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	3.5	4	6	7	6	7	5	4	42.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	21.25
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	86.1	97.8	96.1
Spring 2007	99	97.2	94.4
Summer 2007	88.4	97.6	94.87

Percentage of pupils entitled to free school meals	15.4
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2007	Number of pupils in Y2	6
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	40	In Wales	80.6

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2007	Number of pupils in Y6	7
As the number of pupils eligible for assessment at the end of key stage 2 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	71.43	In Wales	74.2

Appendix 4

Evidence base of the inspection

The school was inspected over two and a half days by a team of three inspectors, which included the registered inspector, a team inspector and a lay inspector. During the period:

- 17 sessions were observed, sharing the time fairly equally between the classes;
- discussions were held with the pupils, the headteacher and all the staff;
- pupils' knowledge and understanding of the work they undertake was examined;
- inspectors listened to the vast majority of pupils reading in both languages;
- samples of pupils' work were inspected;
- the school's policy documents and schemes were analysed, including teachers' short and long term planning;
- attendance registers, pupils' records and teachers assessment notes were examined;
- detailed attention was given to the school's financial information;
- formal meetings were held with the governors before and following the inspection;
- a pre-inspection meeting was arranged with the parents which seven of them attended, and the 12 parental questionnaires and one letter that were received were analysed.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Jean Marshall Registered Inspector	Context Summary, recommendations and appendices Key questions 1, 5, 6 and 7 Children under five, information technology, art
Gwynoro Jones Lay Inspector	Contributions to key questions 1, 3, 4 and 7
Len Jones Team Inspector	Key questions 2, 3 and 4 Welsh, geography, physical education
Nia Thomas Headteacher	Nominee

Acknowledgement

The inspection team would like to thank the pupils, staff, parents and governors at the school for their courtesy and co-operation before and during the inspection.

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