

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

**A Report on the Quality of Education in**

**Ysgol Goronwy Owen  
Benllech  
Anglesey  
LL74 8SG**

**School Number: 6602170**

**Date of Inspection: 28 January 2008**

**by**

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Ysgol Goronwy Owen 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 Goronwy Owen took place between 28/01/08 and 30/01/08. An independent team of inspectors, led by Edward Goronwy Morris 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:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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 **short** 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 Goronwy Owen is located in the village of Benllech on Anglesey's eastern coast. It operates Anglesey Education Authority's (LEA) bilingual language policy. Overall the catchment is fairly prosperous. There are 9% of pupils registered as entitled to receive free school meals. This is lower than the LEA average of 17.3% and the whole-Wales average of 17.5%. Sixteen per cent of pupils come from Welsh homes, whilst 80% of the pupils speak Welsh as a first language during their time at the school. The results of baseline assessment at the school are around the county average.
2. Currently, there are 163 pupils from reception age to Y6 on the school's register. Forty-one of the pupils have been identified as having additional learning needs (ALN) including four on 'school action plus' and two with statements of special educational need (SEN). No pupil at the school receives learning support for English as an additional language, neither is any child in the care of the local authority.
3. As well as the headteacher, there are five full-time teachers at the school. In addition there are two part-time teachers. The headteacher was appointed to her post in September 1994. Pupil numbers have fallen slightly since the school was last inspected in February 2002.

### The school's priorities and targets

4. The school's aim is to ensure that each pupil feels part of a disciplined community that places esteem on maintaining and raising pupils' standards of achievement. In accordance with the authority's language policy, the school promotes the pupils' ability to be confidently bilingual to enable them to become full members of the community they are a part of.
5. During the current year, priority is given to:
  - writing in both languages;
  - evaluating teaching across the school;
  - physical education and pupils' well-being, and
  - First Aid.

## Summary

6. Ysgol Goronwy Owen is a good school with many strengths. Pupils benefit from the commitment of an industrious staff team who provide valuable learning experiences. Pupils are courteous and respectful, making progress and achieving well. Pupils' bilingual development and their awareness of their neighbourhood and the *Cwricwlwm Cymreig* are strong features in the school. There is an element of excellence in pupils' creative development.
7. The findings of the inspection team agree with the school's opinion in each of the seven key questions.

## Table of grades awarded

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

8. The overall 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. Their communication skills and their personal and social development are good.
9. Children under five years of age and pupils in both key stages make good progress in attaining the targets set by the school whatever their ability, social or linguistic background.
10. Throughout the school, pupils attain appropriate levels in key skills. They listen intently and are ready to contribute knowledgeably in conversations and class discussions. Even so, a lack of vocabulary and inaccurate syntax is evident in the oral work of some pupils. Their reading skills are developing well according to their age with the older pupils reading knowledgeably in both languages.
11. The majority can write effectively in both languages in a number of different contexts. Even so, syntax errors and a lack of sentence variation impair the Welsh written work of some pupils. The quality of pupils' handwriting and the presentation of their work is good.
12. Across the school, pupils use their mathematical skills and their information and communications technology (ICT) skills well to develop their work in a number of areas across the curriculum. By the end of their school career, the majority are confidently bilingual.
13. At the end of key stage 1 in 2007, pupils' attainments at seven years of age in the national curriculum (NC) subjects of Welsh, mathematics and science according to teacher assessment was slightly higher than the LEA averages.
14. Attainment of pupils at 11 years of age in English, mathematics and science was higher than the national and LEA averages. They were slightly lower in Welsh. In both key stages, latecomers affect the results in Welsh.
15. In considering the data over a three-year period, results of NC assessments in key stage 2, in comparison with similar schools across Wales, tend to be in the upper quartile. In both key stages, girls outperform the boys, reflecting the picture nationally.
16. Pupils of all ages make good progress towards attaining their potential. Pupils' attitudes towards learning and the ability of the majority to work independently under the guidance of the teacher are good. Pupils' ability to recognise for

themselves how to improve their work is insufficiently developed. The school acknowledges this.

17. Pupils' behaviour is good. They can discuss matters relating to behaviour very maturely, and they differentiate sensibly between minor quarrels and oppressive and cruel behaviour. They understand the complaints procedure and are of the opinion that there is no problem with bullying at the school.
18. The average attendance level at the school across the last three full terms was 93.5%. This is slightly lower than the Welsh Assembly Government's (WAG) target. Punctuality is good.
19. Pupils of all ages make good progress in their personal and social development. They are aware of the need to keep healthy.
20. Pupils' understanding of equal opportunities issues is good. They recognise, understand and respect the diversity of faiths, cultural attitudes and traditions within society.
21. They develop a good understanding of the world around them. This gives them a sound foundation of the importance of the world of work and citizenship.
22. Pupils receive a good number of opportunities to extend their understanding of life outside the school and to play an active part in fund-raising activities. Their contribution to community life through a range of activities is good.

### **Quality of education and training**

23. In the lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
10%	90%	0%	0%	0%

24. This compares well with the national picture as reported by Her Majesty's Chief Inspector in her annual report for 2005-06. Nationally, the quality of teaching is good in 79% of lessons, with 17% of these lessons having outstanding features.
25. Teachers have established a good relationship with pupils. They have good subject knowledge and share their expertise effectively across the age range. Effective use is made of both languages as a medium of teaching.
26. In the lessons judged to be outstanding, there were teaching strategies that promote independent learning and promote pupils' creative development very effectively.
27. In every lesson, there was evidence of thorough preparation and good planning, a definite objective to the lesson, clear instructions, good questioning skills and good time management. An appropriate variety of suitable tasks were provided to meet the needs of the different abilities within the class.
28. The school fully conforms to the statutory requirements for assessment. The assessment, recording and reporting procedures are good throughout the school. This information is used effectively.
29. Pupils' work is marked regularly and, where there is good practice constructive comments are offered. Pupils' ability to assess their own performance is under-developed. The school acknowledges this.

30. Annual reports to parents show pupils' achievement clearly. Reports are offered in the language choice of the home. There are opportunities each term for parents to visit the school to discuss their child's work and also, should they wish, to see the class teachers at any time by appointment. However, some parents feel that the school does not fully succeed in explaining clearly enough that which is taught and to fully inform them of their children's achievement.
31. The education provided by the school satisfies the needs of the whole range of pupils and offers a curriculum that is broad, varied and balanced. It fully conforms to the statutory requirements.
32. Planning in all areas of study is thorough, giving clear guidance for teachers and ensuring continuity and progression in the learning experiences. There is good provision for developing the key skills; they are effectively woven into the lessons.
33. There is a good range of extra-curricular, cultural and community activities together with input by visitors that enriches the educational provision and personal development of the pupils, and prepares them for becoming responsible members of their community.
34. The school gives good attention to spiritual, moral, social and cultural development based on clear principles and values.
35. Links with the majority of parents are good, and these appreciate the work of the school. The standard of communication, the meetings, reports, correspondence, including information about activities, is good. A number support during the day. Even so, a small number have expressed their concern about a number of aspects relating to an effective partnership.
36. Pupils' learning experiences respond well to the needs of employers and the wider community.
37. The county's language policy is very successfully and effectively implemented. Pupils' bilingual skills are promoted very well.
38. The attention given to sustainable development is good. The school sets sound foundations for lifelong learning.
39. The quality of the support and guidance offered to pupils is good.
40. Induction arrangements for pupils starting in the school, and for latecomers, are good. There are strong links with the secondary school and the process for transferring pupils is successful.
41. The school provides personal support and guidance of a good quality to all pupils. The policies and all the required procedures for monitoring punctuality and attendance and for equal opportunities, racial discrimination, risk assessments and child protection, are in place. They are all comprehensive, orderly and fully implemented.
42. School procedures relating to maintaining good behaviour, eliminating oppressive behaviour and promoting good relationships between all the pupils is operational.
43. The provision for pupils with ALN is good and fully satisfies the requirements of the Code of Practice. The school identifies pupils' needs at an early stage and intervenes when necessary. The school works positively in order to include

parents in programmes to support their children. There is a close link between the school and outside agencies.

44. The school has appropriate arrangements that promote and enable pupils to be healthy.
45. The school promotes positive attitudes in order to overcome any prejudices and preconceptions based on gender, race, language or linguistic background.

### **Leadership and management**

46. The headteacher offers sound leadership and clear direction to the work of the school that is having a positive effect on the educational standards that pupils are achieving. She has the good support of all staff. Even so, in the pre-inspection meeting and in responses to the questionnaire, a small number of parents have expressed concern regarding aspects of the life and work of the school.
47. Teaching staff fulfil their managerial responsibilities conscientiously. This has a positive effect on improving standards and quality. Teachers' observation and evaluation skills are underdeveloped. The school acknowledges this.
48. Good consideration is given to WAG priorities. The school has succeeded in gaining the Basic Skills Agency Quality Mark and Investors in People and Healthy Schools accreditation. The school has committed itself to the Green Schools Scheme.
49. The school has appropriate methods for target setting and analysing pupils' assessments carefully to identify strengths and weaknesses. Effective strategies have been established for attaining the targets set.
50. Appropriate performance management arrangements have been established for improving teachers' skills and proficiency.
51. The governing body satisfies all the legal duties placed upon them and the relevant policies are in place. They help to set the strategic direction for the school and are extremely supportive of the school and the headteacher. The monitoring role of the governors is insufficiently developed. The school is aware of this.
52. The headteacher and staff show full commitment to high standards. All staff have an active role in the self-evaluation process and subject co-ordinators prepare detailed reports on each subject, recording strengths and areas for development. Pupils have an opportunity to voice their opinion through the school council. Currently, there are no formal arrangements for ensuring the views of parents and the wider community.
53. Arrangements for planning and ensuring improvement are good. The priorities set are appropriate for the development of the school. The school is aware of the need to draw up the success criteria more specifically in terms of pupils' achievements.
54. The school has made good progress since the last inspection. Appropriate steps of action have been taken in response to the key issues.
55. There are a sufficient number of qualified and experienced teachers and support staff. Good use is made of expertise and of the commitment of classroom assistants. They are developed effectively. The support from the administrative

staff, the catering staff and the caretaker ensure that the administrative work, cleanliness and lunchtimes run smoothly.

56. There is a good supply of resources in the school for all ages. They are of good quality, accessible to pupils and teachers and correspond to the needs and requirements of the curriculum.
57. Classrooms offer sufficient space for the number of pupils. Displays of pupils' work are extremely attractive and show that the school appreciates pupils' achievements.
58. The yard and playing field are acceptable with a good surface. A large section of the school's land has been sectioned off due to storm damage to an outside cabin. This situation has existed for some time and this deprives pupils of the yard around the school, and also a section of grassed area.
59. The school's financial management is good, with the headteacher and governing body carefully supervising the budget. The headteacher and members of staff review and evaluate the school's needs regularly in order to ensure value for money.

## Recommendations

In order to improve, the school needs to:

- R1 continue to develop pupils writing skills in Welsh;
- R2 develop further pupils' ability to assess their work and to become increasingly responsible for their own learning;
- R3 strengthen the partnership between the school and those parents who feel that the school does not fully succeed in ensuring that they are well informed of the life and work of the school;
- R4 strengthen the self-evaluation process by:
  - further developing opportunities for co-ordinators to observe lessons;
  - ensure a more active role for the parents and governing body in the process, and
- R5 work with the LEA to overcome the problem of the outside cabin.

*Recommendations R1, R2, R4 ac R5 are already priorities in the self-evaluation or 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

60. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
61. The overall 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. Their communication skills and their personal and social development are good.
62. Children under five years of age and pupils in both key stages make good progress in attaining the targets set by the school. Each individual is successful in their work whatever their ability, social or linguistic background. Pupils with ALN make good progress according to their ability.
63. Throughout the school, pupils' communication skills with each other and with adults are developing well. The majority of key stage 1 pupils communicate well with each other, and with adults. They listen intently and contribute readily and knowledgeably in conversations and class discussions. They read and write in line with their age and ability. In key stage 2, pupils listen intently to their teachers and fellow pupils. In Welsh, the majority readily offer comments on what they hear and use correct sentence patterns. The more able discuss confidently and have a good vocabulary. Even so, the vocabulary and syntax work of some pupils is inaccurate. The majority speak English confidently, discussing their work knowledgeably and with clear expression. Their reading ability in English and Welsh shows increasing improvement across the key stage. The majority can read fluently in both languages showing an understanding of what they are reading. The majority can write effectively in both languages in a number of different contexts. The more able make good use of vocabulary and of different linguistic forms. Even so, syntax errors and a lack of sentence variation impair the Welsh written work of some pupils. The quality of pupils' handwriting and the presentation of their work are good.
64. Across the school, pupils use their mathematical skills well in different contexts and they make good use of their ICT skills well to develop their work in a number of areas across the curriculum.
65. There is an element of excellence in pupils' creative development. This is evident in their work in art and dance.
66. Throughout the school pupils' bilingual skills are developing very well. By the end of their school career, the majority are confidently bilingual. This is one of the school's strengths. This, together with pupils' awareness of their locality and the *Cwricwlwm Cymreig*, are strong features in the school.
67. At the end of key stage 1 in 2007, pupils' attainments at seven years of age in the NC subjects of Welsh, mathematics and science according to teacher assessment was slightly higher than the LEA averages.
68. Attainment of pupils at 11 years of age in English, mathematics and science was higher than the national and LEA averages. They were slightly lower in Welsh. In both key stages, latecomers affect the results in Welsh.

69. In considering the data over a three-year period, results of NC assessments in key stage 2, in comparison with similar schools across Wales, tend to be in the upper quartile. In both key stages, girls outperform the boys, reflecting the picture nationally.
70. Pupils of all ages make good progress in their learning and as they gain new knowledge and skills. They make good progress towards attaining their potential. The majority of pupils understand what they are doing and are aware of their strengths and weaknesses. Pupils' ability to recognise for themselves how to improve their work is insufficiently developed. The school acknowledges this.
71. Pupils' attitudes towards learning, their enthusiasm and the interest they show in their work are good features in each class. They concentrate well, work conscientiously, and display a constant willingness to work.
72. Pupils' behaviour is good. They show respect towards their teachers and visitors to the school. Pupils can discuss matters relating to behaviour very maturely, and they differentiate sensibly between minor quarrels and oppressive and cruel behaviour. They understand the complaints procedure and are of the opinion that there is no problem with bullying at the school. The school council operates well. Recording is good, and pupils have raised a number of interesting issues relating to their school. This gives pupils a sound foundation to develop into responsible members of their community.
73. The average attendance level at the school across the last three full terms was 93.5%. This is slightly lower than the WAG target. Punctuality is good.
74. The ability of the majority of pupils to work independently under the guidance of the teacher is good, but the school acknowledges there is a need to give pupils more opportunities to plan and arrange their own work without supervision.
75. Pupils of all ages make good progress in their personal and social development. They can work together successfully showing respect and care for others. They make good progress in their spiritual and moral development, benefiting from appropriate experiences in collective worship sessions and in regularly contributing to charities. They are aware of the need to keep healthy.
76. Throughout the school, pupils' understanding of equal opportunities issues is good. They recognise, understand and respect the diversity of faiths, cultural attitudes and traditions within society.
77. Pupils receive a good number of opportunities to extend their understanding of life outside the school and to play an active part in fund-raising activities. Their contribution to community life through a range of activities is good. This enables them to develop a good understanding of the world around them and gives them a sound foundation of the importance of the world of work and citizenship.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

78. The findings of the inspection team agree with the school's judgement in its self-evaluation report.

79. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	90%	0%	0%	0%

80. This compares well with the national picture as reported by Her Majesty's Chief Inspector in her annual report for 2005-06. Nationally, the quality of teaching is good in 79% of lessons, with 17% of these lessons having outstanding features.

81. Teachers have established a good relationship with the pupils based on mutual respect and have created a climate that is conducive for effective learning and ensuring equal opportunities.

82. Teachers have good subject knowledge and share their expertise effectively across the age range.

83. In the lessons judged to be outstanding, there were teaching strategies that promote independent learning and promote pupils' creative development very effectively.

84. In every lesson, there was evidence of thorough preparation and good planning, a definite objective to the lesson, clear instructions, good questioning skills and good time management. An appropriate variety of suitable tasks were provided to meet the needs of the different abilities within the class. Questioning skills are good and effective use is made of both languages as a medium of learning.

85. The school fully conforms to the statutory requirements for assessment. The assessment, recording and reporting procedures are good throughout the school. Information on pupils' achievement and development in the early years and key stages 1 and 2 are recorded in detail. Pupils' achievements are recorded systematically and regularly in all subjects. They are based on NC level descriptors. This information is used effectively to plan the next steps in the teaching and learning. The school is aware of the need to further develop the arrangements for standardising and moderating teachers' assessments in key stages 2 and 3.

86. Teachers know the pupils well and are aware of their achievements and weaknesses. Assessments for pupils with ALN are detailed and the information is used to provide appropriate support for individuals.

87. Pupils' work is marked regularly and, where there is good practice constructive comments are offered. Comments that would give pupils sufficient guidance on how to improve their work are not consistent across the school. Currently, there aren't enough opportunities for pupils to develop their ability to assess their own performance.

88. Annual reports to parents conform to statutory requirements and include clear comments on pupils' achievement. Reports are offered in the language choice of

the home. There are opportunities each term for parents to visit the school to discuss their child's work. Also, should they wish, there are opportunities to see the class teachers at any time by appointment. However, some parents feel that the school does not fully succeed in explaining clearly enough that which is taught and to fully inform them of their children's achievement.

**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**

89. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
90. The education provided by the school satisfies the needs of the whole range of pupils and offers a curriculum that is broad, varied and balanced. It fully conforms to the statutory requirements.
91. The overall quality of educational provision for children under five years of age is appropriate for their needs. The planning for key stages 1 and 2 in all the areas of study is thorough, gives teachers clear guidance, and ensures continuity and progression in learning experiences. There is good provision for developing the key skills; they are effectively woven into the lessons.
92. The school has a good range of extra-curricular, cultural and community activities such as the Urdd, fairs, concerts and other clubs. A range of visits to places of interest enriches the pupils' experiences and enables them to learn valuable personal and social skills. There are good links with local centres and institutions and the input of visitors is valuable. Pupils receive good experiences through arranging and contributing to community events.
93. The school gives good attention to spiritual, moral, social and cultural development that is based on clear principles and values. It has a positive influence on the learning and pupils' attitudes in the daily life of the school. There is appropriate emphasis on the personal and social education (PSE) Framework. Circle time, religious education and class discussions on social and moral issues, are an integral part of school life. In assemblies, regular opportunities are given for reflection and discussing spiritual issues.
94. Links with the majority of parents are good, and these appreciate the work of the school. Parents and members of the community regularly contribute to the work of the school. 'Friends of Goronwy Owen' are active in their support through fund-raising. Good attention is paid to the senior citizens and other worthy causes. The standard of communication, the meetings, reports, correspondence, including information about activities, is good. Even so, a small number have expressed their concern in the parents' meeting and in the negative responses in the questionnaires about a number of aspects relating to an effective partnership. There is a Home and School Agreement in place and is re-distributed sporadically. Not all parents have signed and returned the current agreement. Partnerships with the community, voluntary agencies, local bodies and public authorities contribute effectively to the well-being and education of the pupils. There are very productive partnerships with local primary and secondary schools and colleges. The school is involved in a number of cross-

stage procedures for easing pupils' transition to the secondary school. The school is also part of the University's mentoring scheme.

95. Pupils' learning experiences respond well to the needs of employers and the wider community. The school has a range of links with business to promote work-related education and also vocational perceptions.
96. The curricular provision, together with the school's daily activities, promotes pupils' bilingual skills very well. The county's language policy is very successfully and effectively implemented. Particular attention is paid to the *Cwricwlwm Cymreig* and as a result, these aspects of the school's work are excellent.
97. The school has the required policies for equal opportunities, racial discrimination, risk assessment and child protection. They are all comprehensive, orderly and fully implemented.
98. The attention given to sustainable development is good. Attention is paid to the environment, through recycling, work on pollution and other problems in the world. The school is a Green School, and has received the Bronze Award. It successfully promotes pupils' understanding of global citizenship and pupils regularly contribute to charities.
99. The school sets sound foundations for lifelong learning through ensuring that pupils nurture skills such as bilingualism, entrepreneurship and problem solving that will make them more responsible for their own learning as they grow up.

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

<b>Grade 2: Good features and no important shortcomings</b>
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100. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
101. The quality of the support and guidance offered to pupils is good. The school has established a community whereby pupils are respected and valued.
102. The school council is effective and enables pupils to take part formally in making decisions and solving problems. These experiences enrich pupils' education and personal development and prepare them for becoming responsible members of their community.
103. The school works in an effective partnership with the majority of its parents. They are supportive of the school's work and many help during the day. They use their various skills on visits and through the school's activities.
104. Induction arrangements for pupils starting in the school, and for latecomers, are good. Pupils settle quickly. The development of latecomers in learning Welsh is particularly effective. There are strong links with the secondary school and the process for transferring pupils is successful.
105. The school provides personal support and guidance of a good quality to all pupils. The everyday care and support that members of staff give is good and consistent.
106. The school is a caring community, with good attention given to tolerance, friendship and kindness. Supervision on the yard is good. As a result of this,

pupils feel comfortable in their ability to turn to any member of staff for guidance or support. The Disability Equality Plan has been considered and an action plan has been prepared.

107. The policies and all the monitoring procedures relating to attendance and punctuality are in place. Registers and associated administration, with records of telephone calls and letters from parents, correspond to the requirements of the WAG's 3/99 Newsletter. Registration procedures have been computerised and are very effective. Any instances that are a cause of concern are investigated and monitoring is good. The welfare officer is consulted according to need.
108. School procedures relating to maintaining good behaviour, eliminating oppressive behaviour and promoting good relationships between all the pupils is operational. The behaviour and bullying policies are well established and there is a signed record of their adoption and review in March 2007. A number of instances of bullying and unacceptable behaviour have been recorded in detail. Each member of staff is responsible and shows sound commitment to ensuring good behaviour. This is reflected in the everyday life and work of the school.
109. There are policies and procedures in place for protecting and ensuring the well-being, health and safety of pupils. Risk assessments receive the appropriate attention. Any injury to a pupil is formally recorded. The security of the building together with the arrangements for controlling traffic and escorting pupils at the beginning and end of the day are effective. The school entrance is supervised by the assistant, and is locked appropriately when she is not in the reception area.
110. The provision for pupils with ALN is good and fully satisfies the requirements of the Code of Practice. The school identifies pupils' needs at an early stage and intervenes when necessary. The school works positively in order to include parents in programmes to support their children. There is a close link between the school and outside agencies.
111. The IEPs prepared are detailed and relevant. The support and guidance have been carefully tailored; these are used effectively to guide the teacher's work in the class.
112. The school has appropriate arrangements that promote and enable pupils to be healthy. High priority is given to promoting healthy eating habits during break times and meal times and good opportunities are provided for them to improve the levels of their fitness.
113. Tolerance and respect for the different opinions and values of other people are promoted well. The school promotes positive attitudes in order to overcome any prejudices and preconceptions based on gender, race, language or linguistic background.

## **Leadership and management**

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

#### **Grade 2: Good features and no important shortcomings**

114. The findings of the inspection team agree with the school's judgement in its self-evaluation report.

115. The headteacher offers sound leadership and clear direction to the work of the school that is having a positive effect on the educational standards that pupils are achieving. She has the good support of a team of conscientious and industrious teaching, support and administrative staff. They share high expectations and common ideas regarding learning, behaviour and equal opportunities. Even so, in the pre-inspection meeting and in responses to the questionnaire, a small number of parents have expressed concern regarding aspects of the life and work of the school.
116. Teaching staff fulfil their responsibilities as subject co-ordinators conscientiously. They work together well and share their expertise effectively. This has a positive effect on improving standards and quality and in their role in monitoring progress and achievement.
117. Appropriate aims and policies have been drawn up and updated that concentrate on the needs of pupils and on creating the best possible conditions for each individual to develop and flourish. These are reflected well in the work and ethos of the school.
118. Good consideration is given to WAG priorities. The school has succeeded in gaining the Basic Skills Agency Quality Mark and Investors in People and Healthy Schools accreditation. The school has committed itself to the Green Schools Scheme. The school offers care before and after school. The school has responded positively to reducing the workload of teachers and to the remodelling of the workforce.
119. The school has appropriate methods for target setting and analysing pupils' assessments carefully to identify strengths and weaknesses. The whole-school targets set are achievable and realistic targets and based on the likely performance of each pupil. Effective strategies have been established for attaining the targets set.
120. Appropriate performance management arrangements have been established for improving teachers' skills and proficiency. Good opportunities are provided for staff their professional development and to attend the appropriate courses. Teachers' observation and evaluation skills are underdeveloped. The school acknowledges this.
121. There are good features to the role of the governing body in the development of the strategic direction of the school. Members are extremely supportive of the headteacher and the school and through the headteacher's reports and visits to the school they become increasingly knowledgeable of the life and work of the school. Governors meet regularly as a body and in committees. There is orderliness to their meetings and clear records of their decisions. They are thorough in their discussions on aspects of the budget and site. The monitoring role of the governors is insufficiently developed. The school is aware of this.
122. The governing body satisfies all the legal duties placed upon them and the relevant policies are in place.

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

**Grade 2: Good features and no important shortcomings**

123. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
124. The headteacher and staff show full commitment to high standards and increasingly involved in the self-evaluation process.
125. Self-evaluation procedures have been established across the range of subjects. A number of methods are used within the procedure including careful observation of planning and of examples of pupils' work and continuous assessment against NC level descriptors. Subject co-ordinators prepare a detailed report on each subject recording strengths and aspects to be developed. In the best examples, they focus specifically on evaluating the standards achieved by pupils and what they need to do in order to improve. The school is aware of the need to strengthen the process by ensuring more opportunities for subject co-ordinators to observe lessons.
126. All staff have an active role in the process of self-evaluation and improving quality. Discussion is an important part of the process. Pupils have an opportunity to voice their opinion through the school council. Currently, there are no formal arrangements for ensuring the views of parents and the wider community.
127. The self-evaluation report prepared by the school before the inspection is balanced and honest. It identifies strengths and areas for development that agree with the opinion of the inspection team. The findings of the inspection team agree with the school's judgement in the seven key questions.
128. Arrangements for planning and ensuring improvement are good. The SDP is an useful document for giving strategic direction to the work of the school. The priorities set, which emanate from the self-evaluation, are appropriate for the development of the school. Steps for action are identified under different priorities and the expected outcomes with the proposed monitoring. Responsibilities for implementation are also identified and resources earmarked for supporting the developments. The success criteria are not specific enough in terms of pupils' achievements. The school acknowledges this.
129. The school has made good progress since the last inspection. Appropriate steps of action have been taken in response to the key issues.

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

**Grade 2: Good features and no important shortcomings**

130. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
131. There are sufficient teachers who are well qualified to teach all aspects of the curriculum. They are experienced and their qualifications are appropriate for their responsibilities. Opportunities for attending in-service training (INSET) ensure the development of school priorities and also the professional

development of teachers and assistants. They transfer appropriate aspects effectively to improve the teaching and learning.

132. Good use is made of the classroom assistants. They follow clear rules and responsibilities and work very closely with the class teachers. They work very effectively with individuals or groups of pupils and are very aware of the requirements of procedures and assessment.
133. The support from the administrative staff, the catering staff and the caretaker ensure that the administrative work, cleanliness and lunchtimes run smoothly.
134. There is a good supply of resources in the school for all ages. They are of good quality, accessible to pupils and teachers and correspond to the needs and requirements of the curriculum. They are used in an efficient and effective way.
135. Classrooms offer sufficient space for the number of pupils. There is a large area in the hall for undertaking practical activities and whole-school activities; the school and the community make effective use of these facilities. Displays of pupils' work make the classrooms look extremely attractive and show that the school appreciates pupils' achievements.
136. The yard and playing field are acceptable with a good surface. A large section of the school's land has been sectioned off due to storm damage to an outside cabin. This situation has existed for some time and this deprives pupils of the yard around the school, and also a section of grassed area. The boundary fence is also rickety.
137. Non-contact time for teachers for planning, preparation and assessment is implemented in accordance with statutory requirements. The time is used appropriately and effectively.
138. The school's financial management is good, with the headteacher and governing body carefully supervising the budget. The headteacher and members of staff review and evaluate the school's needs regularly in order to ensure value for money.

## **School's response to the inspection**

The findings of the inspection recognise that we have maintained the high standards since our last inspection and responded positively to the key issues of the 2002 inspection. We were proud that the inspectors found that pupils' attitudes towards learning, the interest they show towards their work, and their ability to concentrate were strong features as well as an element of excellence in pupils' creative development.

It is recognised that the curricular provision, together with the daily activities of the school promote pupils' bilingual skills very well. In addition, our systems for care and support, which complement our curricular provision, are acknowledged consistently and well.

The skilfulness and commitment of our teachers and the care and talent of our support staff are deservedly recognised. Most important of all, the report on the inspection emphasises the elements that make our school what it is. Particularly, the report confirms that we achieve our aim, which is to create a happy and secure school where our pupils can gain in confidence and independence.

An action plan will be drawn up to address the recommendations in the report. Four of the five recommendations have already been recognised by the school through the whole-school self-evaluation process that was described as an honest and balanced view of the school.

The school will continue to work with the LEA to solve the problem with the outside cabin.

Where possible, the staff and governors will address the recommendations before the end of the school year.

A copy of the action plan in response to the inspection will be sent to all parents. The governors' annual report to parents will report on the progress we are making with regard to the inspection's recommendations.

Lastly, as a school, we would like to thank the inspection team for their courtesy and professionalism during their visit.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Goronwy Owen
School type	Primary
Age-range of pupils	4 - 11
Address of school	Benllech Anglesey
Postcode	LL74 8SG
Telephone number	01248 852667

Headteacher	Mrs Ann Hughes
Date of appointment	1994
Chair of governors	Mr Ray Smith
Registered inspector	Mr Goronwy Morris
Dates of inspection	28 – 30 January 2008

## 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	D/B	25	15	20	21	36	18	28	163

Total number of teachers			
Number of teachers	Full-time	Part-time	Full-time equivalent (fte)
	5	2	7.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1.:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	D/B	89.9%	92.4%
Summer 2007	D/B	93.8%	93.8%
Spring 2007	D/B	93.6%	93.4%

Percentage of pupils entitled to free school meals	9%
Number of pupils excluded during 12 months prior to inspection	0

### Appendix 3

#### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007				Number of pupils in Y2:		21	
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School	0	4.8	9.5	76.2	9.5
		National	0.4	1.6	9.6	62.8	25.7
We: oracy	Teacher assessment	School	0	4.8	9.5	76.2	9.5
		National	0.4	1.7	10.1	62.4	25.5
We: reading	Teacher assessment	School	0	4.4	28.4	62.0	4.8
		National	0.4	2.3	15.0	59.4	22.9
We: writing	Teacher assessment	School	0	2.8	19.0	67.0	11.2
		National	0.4	2.8	19.2	65.9	11.7
Mathematics	Teacher assessment	School	0	0	9.5	85.7	4.8
		National	0.4	1.9	10.9	64.6	22.3
Science	Teacher assessment	School	0	0	0	100	0
		National	0.4	11.4	8.9	65.8	23.5

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	76.2%	In Wales	80.1%

#### National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007				Number of pupils in Y6		23					
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	4.3	60.9	34.8
		National	0.4	0.1	0	0.4	0.6	3.6	16.3	50.0	28.8
Welsh	Teacher assessment	School	0	0	0	0	0	0	34.3	65.2	0
		National	0.6	0.6	0	1.1	0.7	5.0	21.2	48.8	24.0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	4.3	39.1	56.5
		National	0.4	0	0	0.4	0.5	3.0	15.3	50.4	29.9
Science	Teacher assessment	School	0	0	0	0	0	0	0	47.8	52.2
		National	0.4	0	0	0.4	0.4	1.9	13.6	52.5	32.4

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	95.7%	In Wales	74.1%

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

## Appendix 4

### Evidence base of the inspection

Three inspectors spent six inspector days at the school.

Inspectors visited:

- 20 lessons or parts of lessons;
- all classes, and
- collective worship sessions.

Members of the inspection team held a meeting as a team at the beginning of the inspection with:

- staff, governors and parents, and
- the headteacher, teachers, school council together with groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- 32 responses to the parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection, and
- a broad range of pupils' work both current and in the past.

The headteacher in her role as nominee was part of every team meeting.

Following the inspection, meetings were held with the staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Goronwy Morris Registered Inspector	Context, Summary, Recommendations Key Questions 1, 2, 5 and 6
Mr William Owen Lay Inspector	Contributions to Key Questions 1, 3, 4 and 5
Mr Merfyn Lloyd Jones Team Inspector	Key Questions 3, 4 and 7 and contributions to Key Questions 1 and 2
Mrs Ann Hughes Headteacher, Nominee	Contributions to all key questions through providing information

### *Acknowledgement*

*The inspectors wish to thank the governors, the headteacher, staff, pupils and parents for their co-operation and courtesy throughout the inspection.*

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