

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Ysgol Gymuned Y Fali
Valley
Holyhead
LL65 3EU**

School Number: 6602168

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by

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16360**

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- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
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- * work-based learning;
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Ysgol Gymuned Y Fali 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 Gymuned Y Fali took place between 03/07/06 and 05/07/06. An independent team of inspectors, led by Len Jones 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 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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

Contents	Page
Context	1
Summary	2
Recommendations	7
Standards	7
Key Question 1: How well do learners achieve?	7
The quality of education and training	9
Key Question 2: How effective are teaching, training and assessment?	9
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	11
Key Question 4: How well are learners cared for, guided and supported?	13
Leadership and management	15
Key Question 5: How effective are leadership and strategic management?	15
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	15
Key Question 7: How efficient are leaders and managers in using resources?	16
Standards achieved in subjects and areas of learning	17
Welsh first language	17
Science	18
Design technology	19
History	20
Physical education	21
Religious education	21
School's response to the inspection	23
Appendices	24
1 Basic information about the school	24
2 School data and indicators	24
3 National Curriculum assessments results	25
4 Evidence base of the inspection	26
5 Composition and responsibilities of the inspection team	26

Context

The nature of the provider

1. Ysgol Y Fali is a naturally bilingual community school, maintained by Ynys Môn local education authority (LEA). The school is located on the outskirts of the village, which is some two miles from the town of Holyhead. The vast majority of the pupils come from the village itself, although a small minority of them come from a wider area, such as the villages of Caergeiliog, Rhoscolyn and Trearddur Bay.
2. The school describes the area from which the pupils come as being rural, but on the outskirts of an Anglicised town. Pupils' backgrounds are described as being neither prosperous nor economically disadvantaged. Thirteen per cent of pupils are entitled to receive free school meals, a figure which is lower than the county and national averages.
3. The school accepts pupils on a part-time basis in the September following their third birthday and full time during the following September. During the inspection there were 124 pupils on the school's register, including seven pupils of nursery age, who attend during the mornings only.
4. The school accepts pupils who represent the full range of ability. There are approximately 20% of pupils on the school's special educational needs (SEN) register, a percentage which is slightly higher than the national average.
5. Slightly more than a quarter of the pupils come from homes where Welsh is the main language of communication, but the school states that 60% of pupils can speak the language to first language standard.
6. Pupils are taught by six full time and two part time teachers. Currently, the head does not have class responsibility.
7. The school was last inspected in June 2000. At that time, there were 146 full time pupils on the school's register, together with 13 part time nursery children.
8. The current head has been in post since January 1989.

The school's priorities and targets

9. The following are identified amongst the development priorities for the current year in the School Development Plan (SDP):
 - ensure that the budget is sufficient for the current needs of the school;
 - ensure the services of an artist in residence at the school;
 - continue with the commitment to the Comenius Project;
 - join the Green Schools project;
 - establish a school council amongst the pupils;
 - develop dance and gymnastics within the school; and
 - develop problem-solving strategies in mathematics.

Summary

10. Ysgol Y Fali is a community where pupils enjoy equal opportunities, develop a good awareness of other cultures and relate well to each other.
11. Overall, standards are sound, but consistently firmer in Key Stage (KS) 1 than they are in KS2.
12. The inspection team agreed with the school's judgements in six of the seven key questions. Where a different grade was awarded, the inspection team awarded a lower grade than that given by the school.

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 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

Subjects

13. In KS1 and KS2, standards in the subjects inspected were adjudged as follows:

Subject	Key Stage 1	Key Stage 2
Welsh first language	Grade 2	Grade 3
Science	Grade 2	Grade 2
Design technology	Grade 1	Grade 1
History	Grade 1	Grade 2
Physical education	Grade 2	Grade 3
Religious education	Grade 2	Grade 2

14. 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.
15. Standards in lessons within the subjects inspected are as follows:

Standards of Achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	15%	58%	27%	0%	0%

16. Standards achieved in the lessons observed were higher than the Welsh Assembly Government's (WAG) target for the whole of Wales, namely that 98% of standards are grade 3 or better, including 65% which are grade 2 or better.

17. Pupils with SEN make good progress, in accordance with the targets set for them.
18. Children under five years of age and pupils in KS1 succeed very well in achieving the targets and learning objectives identified for them within lessons. Good features outweighing shortcomings describes this aspect for the pupils in KS2.
19. Children under five years of age develop well in their key skills. They show good progress in their speaking and listening skills and in early reading and writing. They also benefit from rich experiences within the provision to develop their numeracy and information and communication technology (ICT) skills.
20. Pupils in KS1 And KS2 make good progress in their literacy and numeracy skills, taking advantage of a variety of opportunities to develop the appropriate skills. This aspect is very evident in the way they use both languages to record at length in subjects such as science, history, design technology and religious education. Pupils' ICT skills are developing well.
21. Pupils throughout the school make good progress in their bilingual skills. This is true of the pupils who come from non-Welsh speaking homes, as well as the minority who come from Welsh-speaking homes.
22. At the end of KS1 in 2005, pupils' achievements were praiseworthy in the subjects assessed, namely Welsh, mathematics and science. They exceeded the achievements of Ynys Môn and compared favourably with those of Wales. In comparing the school's results with those of similar schools, in relation to the number of pupils entitled to receive free school meals, pupils' achievements were slightly below the median in Welsh and in English and mathematics, whilst they were in the upper quartile in science.
23. At the end of KS2 in 2005, the school's results were disappointing, being significantly lower than results in Ynys Môn and Wales in Welsh, English and mathematics, and slightly lower in science. In comparing the results with those of similar schools, in relation to the number of pupils entitled to receive free school meals, the results were in the lower quartile in Welsh, English and mathematics, and lower than the median in science. The school attributes this to the fact that there was a high percentage of pupils with SEN in last year's year (Y) 6 cohort.
24. Results of pupils in KS1, over the last three years, have been consistently good across the subjects assessed. In 2003, results of pupils in KS2 were particularly high in all subjects assessed, but in 2004, the results were very high across the subjects.
25. Overall, children under five years of age and pupils in KS1 make good progress in learning new information and in developing ideas. Pupils in KS2 do not achieve their potential to the same degree, and neither are they aware of the success of their work or of what they can do to improve it.
26. Pupils display a good level of behaviour; no instances of indiscipline were observed during the inspection, and the way in which they respect people and property shows their awareness of the school's guidelines and procedures.

27. Good features outweigh shortcomings with regard to attendance levels over the last three terms, with an average of 93.6%. Pupils' punctuality, at the beginning of the school day and during the day's sessions, are good.
28. Pupils work together successfully, as when they are involved in group work during physical education or in constructing a dialogue together during a history lesson.
29. Pupils show a good awareness of equal opportunities issues and are very caring of those of their fellow pupils who lack confidence. They make good progress in their spiritual, moral, social and cultural development, benefiting from purposeful experiences during collective worship sessions and constantly contributing to charities.
30. Pupils benefit very well from opportunities provided, such as through the Comenius Project, to extend their horizons and to develop awareness and links with children and adults from other cultures.
31. Pupils take part in a good number of activities in the community, such as the Christmas concert and service. They deepen their awareness of Welsh culture through their activities in the Urdd, and through inviting famous artists to the school.
32. Pupils' awareness of the world of work is good, and is reinforced by visits made to particular places, such as the Wylfa Power Station and local farms, as well as through inviting individuals from the world of work to the school. Even so, pupils have not developed their entrepreneurial skills sufficiently.

The quality of education and training

33. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	51%	34%	0%	0%

34. The above percentages are lower than the national percentages recorded in the Annual Report of the Chief Inspector for 2004-05, namely that 18% of the teaching to be grade 1, 61% to be grade 2 and 20% at grade 3.
35. The good and outstanding features of the teaching include questioning methods which induce understanding on the part of the pupils; a firm structure to the lessons; taking care to share the learning objectives with the pupils; and lively presentations which encouraged pupils' interest.
36. In the lessons where good features outweighed shortcomings, there was a tendency for some tasks to be deficient in respect of challenge, the pace of the lessons were inappropriate and the methods of response insufficiently specific.
37. Teachers manage the classes effectively, and deal with children who have emotional and behavioural difficulties in a sensitive manner. Even so, enough is not done, especially in KS2, to ensure that the more able pupils are stretched and achieve in accordance with their potential.
38. The quality of the procedure for the assessment and recording of pupils' progress and reporting to parents on their children's progress, is good overall throughout the school. Data, collected following the administering of tests, is

analysed and used to set further targets for the pupils. Detailed profiles are kept on the progress and development of pupils, and these are adapted regularly.

39. Pupils are insufficiently aware of their own targets and teachers are not consistent in the way they use methods of responding to pupils' work in order that the pupils themselves are involved in improving their work.
40. The overall quality of annual reports to parents are good and meet the statutory requirements. Even so, some parents are of the opinion that the computer-generated nature of the reports fail to produce a sufficiently detailed picture of their child's progress and development.
41. The school provides a full and balanced curriculum for the pupils, and the objectives of offering them equal opportunities within all the school's activities are realised. Overall, the quality of the schemes of work are good.
42. The curricular provision within the classes is reinforced through a programme of varied activities, such as visits to places relevant to pupils' studies, welcoming visitors and specialists to share their experiences, and the running of several clubs.
43. Good attention is paid to Welsh culture through the involvement of artists and authors as well as aspects of the history of Anglesey. Opportunities are also provided for pupils to contribute in activities in the community, such as through holding concerts and services and collecting money for charitable causes. The school plans purposefully to develop the pupils' bilingual proficiency.
44. A notable feature of the provision is the success of the Comenius Project, which enables the school to create an outstanding awareness of the culture and customs of other countries in the pupils.
45. The quality of the care and support offered to pupils is good. They are supported in an inclusive and caring environment and appropriate attention is given to health and safety and child protection issues.
46. The quality of the provision for pupils with SEN is good. The school strives to identify pupils with difficulties early, planning to support them effectively, either in their usual classes or through additional support. However, appropriate support was not provided for a pupil from a different race, with no grasp of Welsh or English, who was admitted to the school during the year.
47. Arrangements for the accepting and transfer of pupils is effective, and the relationship with Ysgol Uwchradd Bodedern is sound.
48. The relationship with parents is good, and they feel that the school is timely and effective in communicating with them and providing them with information. In the past, these links were reinforced by meetings which were of a curricular nature.
49. The school council was established very recently, but there is evidence that its members are very aware of their role and begin to hold mature discussions.
50. There are a number of valuable links with industry and places such as the Wylfa Power Station, and the school receives sponsorship from some industries and businesses. However, not enough has been done, as yet, to foster entrepreneurial skills amongst the pupils.

51. Although there is no formal policy for personal and social education (PSE), the school ensures that it is taught in an informal way within lessons, and attention is given to such matters as healthy eating. The school building has been appropriately adapted to ensure access for pupils with physical disabilities.

Leadership and management

52. The headteacher provides sound direction for the school and places clear emphasis on the principle of teamwork. Staff are managed effectively, and appropriate consideration is given to their professional development and each one has a job-description which is appropriate to their responsibility.
53. The headteacher is supported by a governing body that works conscientiously on behalf of the school, and supports all the aims of the management team in relation to the number of projects and priorities they commit themselves to. They meet with the statutory requirements in the way they monitor spending, draw up the school prospectus and provide an annual report to parents on the school's circumstances and development. They also discuss the annual targets set for pupils' attainment in the core subjects. As yet, however, they are not involved in a sufficiently purposeful and structured way, with the monitoring of the curricular and managerial provision.
54. A comprehensive self-evaluation system has been established, based on an appropriate timetable, to monitor curricular and managerial aspects and to monitor schemes of work and samples of pupils' work. Individual teachers and curricular co-ordinators contribute to this process. As yet, however, the co-ordinators have not been involved in the monitoring of teaching and learning through observing lessons of their fellow teachers.
55. The SDP is a well organised and effective document, which receives the constant attention of the governing body as they consider developmental priorities and the relevant budgetary implications.
56. In the progress that the school has made in response to the key issues identified in the report on the last inspection, good features outweigh shortcomings. There is definite progress in the standards of achievement of a number of subjects deemed to be 'satisfactory', the school plans carefully to nurture literacy in both language and due consideration was given to the health and safety issues identified in the report. Even so, insufficient progress was made in monitoring the quality of teaching in KS2, in order to ensure appropriate consistency and progression.
57. There is a sufficient number of qualified teachers at the school; they are appropriately deployed and use their non-contact time efficiently. Their work is effectively supported by classroom assistants who support individuals or small groups of pupils.
58. Overall, there is a good supply of resources for teaching the pupils within the classrooms and in central storerooms. However, there is a shortage of contemporary dictionaries and poetry books in some classes. The school itself has identified other areas where there is a need for additional resources.
59. The building and playground are convenient, and the community room, the computer room and the library are used efficiently to complement the work done in the classrooms. The school and its environment are kept clean.

60. The school operates within an increasingly tight budget, and the management team and governing body give constant consideration to ensure sufficiency of staff. The school offers good value for money.

Recommendations

In order to improve further, the school needs to:

- R1 raise the standards in Welsh and religious education in KS2;
- R2 respond to the shortcomings in the teaching identified in the body of the report, in order that teachers:
- have appropriate expectations in lessons that have suitable pace;
 - ensure that pupils are aware of their personal targets and can be involved in improving aspects of their own work;
- R3 ensure appropriate classroom support for a pupil who has no grasp of English or Welsh;
- R4 further strengthen the role of the curriculum co-ordinators through establishing a strategy for them to observe lessons in the subjects for which they have responsibility; and
- R5 develop the role of the governing body to monitor the curricular and managerial provision;

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

61. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
62. Standards in subjects in the lessons observed were as follows:

Standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	15%	58%	27%	0%	0%

63. The standards attained in the lessons observed were higher than the WAG's target for the whole of Wales, namely that 98% of standards were grade 3 or better, including 65% at grade 2 or better.
64. The overall quality of the educational provision for children under five years of age are appropriate for their educational needs, and the children make good progress towards the Desirable Outcomes for Children's Learning.

65. In the subjects inspected in KS1 and KS2, standards of achievement were as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 3
Science	Grade 2	Grade 2
Design and technology	Grade 1	Grade 1
History	Grade 1	Grade 2
Physical education	Grade 2	Grade 3
Religious education	Grade 2	Grade 2

66. Children under five and pupils in KS1 succeed well in achieving the targets and learning objectives identified for them within lessons. Good features outweigh shortcomings in this aspect in the case of KS2 pupils.
67. Children under five years of age develop well in their key skills. They show good progress in their speaking and listening and early reading and writing skills. They also benefit from rich experiences in the provision to develop their numeracy and ICT skills.
68. Pupils in KS1 and KS2 make good progress in their literacy and numeracy skills, taking advantage of a variety of opportunities to nurture the appropriate skills. This aspect is very evident in the way they use both languages to record at length in subjects such as science, history, design technology and religious education. They also make good progress in their ICT skills.
69. Pupils throughout the school make good progress in their bilingual skills. This is true of the pupils who come from non-Welsh speaking homes, as well as the minority who come from Welsh-speaking homes.
70. At the end of KS1 in 2005, pupils' achievements were praiseworthy in the subjects assessed, namely Welsh, mathematics and science. They exceeded the achievements of Ynys Môn and compared favourably with those of Wales. In comparing the school's results with those of similar schools, in relation to the number of pupils entitled to receive free school meals, pupils' achievements were slightly below the median in Welsh, English and mathematics, whilst they were in the upper quartile in science.
71. At the end of KS2 in 2005, the school's results were disappointing, being significantly lower than results in Ynys Môn and Wales in Welsh, English and mathematics, and slightly lower in science. In comparing the results with those of similar schools, in relation to the number of pupils entitled to receive free school meals, the results were in the lower quartile in Welsh, English and mathematics, and lower than the median in science. The school attributes this to the fact that there was a high percentage of pupils with SEN in last year's Y6 cohort.
72. Performances of pupils in KS1, over the last three years, have been consistently good across the subjects assessed. In 2003, performances of pupils in KS2 were particularly good in all subjects assessed, while in 2004, the results were low across the subjects assessed.
73. In relation to their performances over recent years in the subjects assessed, boys consistently achieve significantly lower results than girls.

74. Overall, children under five years of age and pupils in KS1 make good progress in learning new information and in developing ideas. Pupils in KS2 do not achieve their potential to the same degree, and neither are they aware of the success of their work or of what they can do to improve it.
75. Pupils attain good standards of behaviour; no instances of indiscipline were observed during the inspection, and the way in which they respect people and property shows their awareness of the school's guidelines and procedures.
76. Good features outweigh shortcomings with regard to attendance levels over the last three terms, with an average of 93.6%. Pupils' punctuality, at the beginning of the school day and during the day's sessions, is good.
77. Pupils work together successfully, as when they are involved in group work during physical education or in constructing a dialogue together during a history lesson.
78. Pupils show a good awareness of equal opportunities issues and are very caring of those of their fellow pupils who lack confidence. They make good progress in their spiritual, moral, social and cultural development, benefiting from purposeful experiences during collective worship sessions and constantly contributing to charities.
79. Pupils benefit very well from opportunities provided, such as through the Comenius Project, to extend their horizons and to develop awareness and links with children and adults from other cultures.
80. Pupils take part in a good number of activities in the community, such as the Christmas concert and service. They deepen their awareness of Welsh culture through their Urdd activities, and through inviting a famous artist to the school.
81. Pupils' awareness of the world of work is good, and is reinforced by visits made to particular places, such as the Wylfa Power Station and local farms, as well as through inviting individuals from the world of work to the school. Even so, pupils have not developed their entrepreneurial skills sufficiently.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

82. The findings of the inspection team agree with the school's judgements in its self-evaluation report.
83. The quality of teaching was adjudged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	51%	34%	0%	0%

84. The above percentages are lower than the national percentages recorded in the Annual Report of the Chief Inspector for 2004-05, namely that 18% of the teaching to be grade 1, 61% to be grade 2 and 20% at grade 3.
85. During the inspection, the quality of teaching in the 26 lessons observed was good overall, with some examples of very good teaching. In some lessons, there were shortcomings which affected the quality of learning.

86. In the 15% of lessons where teaching is outstanding, teachers:
- use a variety of high quality questioning to identify and ensure the understanding of pupils;
 - plan lessons which are well structured;
 - possess very good knowledge of their subject; and
 - deliver the lesson in a vibrant and stimulating manner which captures the immediate and consistent interest of the pupils.
87. In the 62% of lessons where teaching is good, teachers:
- plan carefully for the development of key skills;
 - identify the needs of the pupils with SEN and vary the demands of the tasks accordingly;
 - regularly share the objectives of lessons with the pupils;
 - deploy the class assistants constructively throughout the lesson; and
 - offer good models of language, in both Welsh and English, to their pupils.
88. In the 27% of lessons where there are shortcomings in the teaching, teachers:
- set tasks which do not challenge the pupils sufficiently;
 - lessons move at too slow a pace or pupils are working at too low a level; and
 - do not mark pupils' work rigorously or constructively. Too often a piece of work is cursorily marked or over praised.
89. The school policy on teaching styles appropriately addresses equality of opportunity, including that of gender, disability and race.
90. Teachers consistently and successfully promote the pupils' bilingual skills.
91. Teachers manage and organise their classes capably, dealing sensitively with pupils whose SEN include emotional and behavioural difficulties.
92. Planning of individual pupils' work is generally done well, through the individual educational plans (IEPs), for pupils with SEN. However, insufficient effort is made consistently to address the needs of the more able child.
93. Assessment and recording, including the early years baseline assessment, meet statutory requirements. Procedures are carefully implemented throughout the school.
94. Teachers assess and track pupils' achievements and progress in the core and foundation subjects fairly, accurately and regularly. The data gleaned from assessment are carefully analysed in relation to trends over time.
95. This information on the strengths and weaknesses in each subject is used to adapt planning within the subject. Most subject co-ordinators keep portfolios of samples of work. Teachers cooperate to moderate pupils' work and some of the work is awarded a level.
96. The school is aware of the need to develop the opportunities for pupils to set their own targets for improvement. Although there are some examples of

detailed and constructive marking, at times the marking offers pupils little guidance on how they can improve.

97. There are detailed individual profiles on pupils' progress and development, which are updated regularly and stored centrally.
98. The reports to parents and other agencies are sufficiently detailed and demonstrate an understanding of the individual pupils. However, some parents feel that the computer-generated nature of the reports fail to produce an accurate profile of their child. The school is in the process of addressing this issue.

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

99. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
100. The school offers a broad and balanced curriculum which caters for the needs of all pupils. The curriculum meets statutory requirements and represents the aims of the school, as noted in the prospectus and in numerous policies.
101. The school was awarded the Quality Mark by the Basic Skills Agency for its success in providing a group of pupils with extra support.
102. While there is no written policy to develop the key skills of pupils across the curriculum, teachers are aware of the need to emphasise literacy, numeracy and ICT in their lessons. Staff are aware that there is a need to formalise the planning of all key skills across all subjects.
103. Pupils are offered a wide range of good quality experiences to support their learning and both their social and cultural development. An outstanding feature of this is the school's close involvement with schools in Finland, Cyprus and Greece through the Comenius Project. Pupils from the school visit these countries and when children from Europe return the visit, the whole school and community benefit from the experience.
104. The school also organises a variety of visits to local places of worship, including a mosque, industries and areas of geographical and historical interest. Good use is made of a rich variety of visiting speakers, musicians and artists from the wider community, such as Sir Kyffin Williams, opportunities to participate in sport, musical tuition, residential courses, a number of school clubs, and the Urdd to enhance the experiences of their pupils.
105. Although there is no structured or formalised PSE programme established in the school, staff ensure that all aspects of school life are employed to develop pupils spiritually, morally, socially and culturally.
106. The spiritual development of the pupils is promoted through collective worship and related religious education lessons where, during the inspection, great emphasis was placed on the beauty of God's earth and the need to protect it from pollution. Science lessons are also used to reinforce the concept of the wonder of nature.

107. The school, through its behaviour strategy, develops in the pupils a strong sense of right and wrong and a positive attitude of moral awareness. Pupils respond well to various opportunities to contribute their time and money to a number of local and international charities.
108. The school effectively promotes the pupils' personal and social development. Pupils are praised for effort and good behaviour. Talks given by various speakers, including the school nurse, doctor, members of the governing body and the police, encourage pupils to respect other people's attitudes and values and develop their sense of citizenship. The school council has only recently been established, but its members are already responding positively to the system and contribute with confidence.
109. Apart from the outstanding influence of the school's commitment to the Comenius Project, the pupils are encouraged to develop a broad understanding of other cultures through art, which includes many different styles, including the Aboriginal, and through geography and music. Multi-cultural aspects are woven into the curriculum in religious education, when pupils study Judaism and Islam, in addition to Christianity.
110. The school offers a sound *Cwricwlwm Cymreig*, involving aspects of local history, the geography of Anglesey, local artists and Welsh musicians and authors, for example Karl Jenkins and Angharad Tomos.
111. Parents, both in the pre-inspection meeting and in their responses to the questionnaire, were supportive of their positive partnerships with the school, including the home-school agreement.
112. The school has an open door policy for parents who want to discuss their child's welfare and progress, and parents evenings are held once a term. Parents receive regular communication from the school and are well informed on its activities. The school has held curriculum support meetings for parents.
113. There are constructive links with the local secondary school, other primary schools and the University of Wales, Bangor. Transition and pastoral arrangements with Ysgol Bodedern are good, involving also curricular meetings in the core subjects. The partnership with Ysgol Uwchradd Caergybi is developing, and the newly-established PESS project, involving specialist tuition in physical education activities, has further strengthened the links.
114. An effective partnership exists between the school and the University College in Bangor. The school's deputy headteacher acts as senior mentor for student teachers who are placed in the school.
115. Members of staff make consistently good provision to develop the bilingual skills of pupils in all aspects of school life.
116. The school makes every effort to offer equality of opportunity to all. During the past year, difficulties with the provision of English language tuition has affected the ability of a pupil from abroad to fully access the curriculum.
117. There is full access for disabled pupils and procedures are in place to cater for pupils with visual and auditory difficulties.
118. The school has a clear policy on providing work-related experiences for its pupils, and some members of staff have benefited from work experience. The

headteacher has spent time with The Forestry Commission and there has been close liaison with Careers Wales. He has built good relationships with local businesses to the benefit of pupils. The school runs a Young Enterprise scheme regularly and is generously sponsored by local commerce.

119. As yet, insufficient emphasis has been placed on educating pupils in sustainable development, but the school has recently become a member of 'Ynys Môn's Green Schools Project'. There are some examples of pupils learning to re-cycle disposable objects. Pupils are not given sufficient opportunities or independence to develop their entrepreneurial skills.
120. The school makes commendable efforts in preparing its pupils for life-long learning by promoting key skills, bilingualism, citizenship and healthy eating.

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

Grade 2: Good features and no important shortcomings

121. The findings of the inspection team differ to the school's grade as given in its self-evaluation report, as the school awarded itself a grade 1. The inspection team agrees that there are some outstanding features, such as the quality of the provision for equal opportunities, the consideration given to fostering awareness of different cultures and the need to respect diversity. Some aspects, such as the lack of constant support in the classroom for latecomers of a different race and the lack of formal guidelines for PSE, are less effective.
122. The school effectively provides for the individual care, support and guidance of its pupils. There are sound, respectful partnerships with parents and carers and a good working relationship between the school and outside support agencies.
123. Pupils and parents are happy with the level of consultation they have with the school. In addition, parents value the guidance they receive on curriculum matters in order to understand and support their children's work.
124. Pupils report that they feel the teachers listen to them and appreciate that they can now make representations through the school council.
125. Transition arrangements between schools, for transferring pupils and for those entering the nursery, are good. Pupils soon settle into an inclusive community, and they are happy in school. They have positive relationships with peers and teachers within a caring ethos.
126. There is well-considered support for pupils with additional needs. Teachers identify learning, behavioural and emotional needs early and the system provides good quality support.
127. The exception to this is the provision made for pupils with an insufficient grasp of either of the two languages. During the inspection, insufficient support was given to ensure that a pupil who was accepted during the year could follow the lessons effectively.
128. The progress pupils make is closely monitored by the SEN Coordinator (SENCo), class teachers and the headteacher. Those pupils on a statement of SEN who are withdrawn for specialist tuition make steady progress in response to vibrant and rigorous support. There is liaison between visiting tutors and teachers but it is not, as yet, sufficiently formalised.

129. Individual education plans are relevant and, when used consistently, raise the level of support and achievement of the pupils concerned.
130. Although there is no formal PSE framework, it is informally included in the majority of lessons and includes a range of social and health education topics. The school nurse and doctor regularly speak to the older pupils.
131. Although there were examples, during the inspection, of pupils not taking part in a morning service taken by their class, there is sufficient evidence to indicate that, on occasions such as school concerts and visits, all pupils take part with confidence and enjoyment.
132. The school consistently calls upon and uses the services of specialist agencies and works closely with them if required.
133. Staff monitor the behaviour and academic attainment of each pupil conscientiously. Progress is carefully monitored and achievement is effectively recorded. The school acts promptly to improve any shortcomings it identifies.
134. The school employs successful strategies to ensure pupils' attendance and punctuality. Attendance is monitored well and prompt action is taken if the need arises. Registers are kept efficiently.
135. The welfare of each pupil is of high priority within the school and this is endorsed by the relevant policies which are in place, such as the policy on healthy eating. The procedures for caring for pupils who are ill or injured are effective and some members of staff have appropriate qualifications in emergency aid at work. A policy outlines arrangements for dispensing medicines, including drawing up appropriate risk assessments.
136. Fire drills are held regularly and, recently, risk assessments have been made.
137. Child Protection procedures are in place and followed correctly by everyone who works in the school. Members of staff and other adults are aware of procedures.
138. The school recognises the diversity of pupils' backgrounds and has set up support systems which are responsive to the social, cultural and educational needs of the pupils. Overall, this is successful but, during the inspection, a pupil who had no grasp of either Welsh or English was unable to follow her lessons, and was not provided with appropriate support.
139. The school has succeeded very well in creating an ethos where pupils are free from discrimination. Both parents and pupils are confident that the school deals promptly and effectively if incidents of harassment or bullying are reported to them.
140. The school has been adapted to allow full access to pupils with disabilities.
141. An outstanding feature of the school is the way it fosters in the pupils an awareness and appreciation of diversity.

Leadership and management

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

Grade 2: Good features and no important shortcomings

142. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
143. The headteacher provides sound direction for the school and places clear emphasis on the principle of teamwork, on promoting equal opportunities and on endeavouring to develop each pupil to his or her utmost potential.
144. The day-to-day management of the school is very effective. Staff are managed effectively, and current job-descriptions have been drawn up for all the teachers and support staff.
145. The educational provision and pupil welfare issues are based on a number of policies and guidelines which are regularly reviewed by the governing body.
146. The school responds positively to a number of current national priorities, such as developing pupils' key skills, promoting bilingualism and nurturing an awareness of sustainability, healthy eating, and global citizenship. It is a cornerstone of the school's leadership strategy to widen the experiences of pupils through being involved with specific projects.
147. In relation to managing staff development, the school operates in accordance with the guidelines in the Performance Management policy. The role of the management team, namely the headteacher and the deputy, are central to this practice. A panel of governing body members supervises matters relevant to the professional development of the headteacher.
148. The school sets annual targets for pupils' achievements in the core subjects. They analyse results carefully and adapt the targets in light of their findings.
149. There is strong support from the governing body. They meet regularly, draw up the school prospectus and provide an annual report to parents, all of which meet the statutory requirements. They are very supportive of the projects with which the school is involved. However, their role in monitoring the curricular provision is insufficiently developed.

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

Grade 2: Good features and no important shortcomings

150. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
151. A comprehensive self-evaluation system has been established, based on a six-year timetable, to evaluate curricular aspects and matters relating to the managerial provision. Individual teachers self-evaluate their curricular provision through examining pupils' work and through considering the thematic plans. Curricular co-ordinators summarise findings and identify matters for development or adaptation. Occasionally, they make a presentation to the governing body on the situation of their subject. These elements have been developed well, more especially in the core subjects.

152. Although there is evidence of observing classes by the management team, there is insufficient evidence of the practice of observing teaching and learning on the part of curricular co-ordinators.
153. In respect of the self-evaluation report given to the inspection team, good features outweigh shortcomings. Although it follows the format of the seven key questions, there is a tendency to mix comments and there is no reference to the evidence on which the judgements were based.
154. The school does not sufficiently seek out the opinions of pupils and parents, as further sources of evidence to evaluate the quality of the provision.
155. The SDP is a well organised and effective document. Included in it are contextual data and a review of the achievements on the previous year's priorities. The priorities included are ones which arose from the self-evaluation process and have been carefully considered by the governing body in relation to their budgetary implications.
156. In the progress that the school has made in the key issue identified in the report on the last inspection, good features outweigh shortcomings. Progress is evident in the standards of a number of subjects deemed previously to be 'satisfactory', policies and teachers' termly planning pay attention to developing skills in both languages; there has been some development in the role of the curriculum co-ordinator, and the school has addressed the health and safety issues noted. However, insufficient progress was made in monitoring the quality of teaching and ensuring greater consistency and progression in KS2, nor in respect of the methods of responding to pupils' work. The further development of the role of the co-ordinators is central to this aspect.

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

Grade 2: Good features and no important shortcomings

157. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
158. There is a sufficient number of teachers employed at the school and their qualifications are appropriate for the ages of the pupils they teach. They regularly attend in-service training courses in order to gain competency in current practice and to develop professionally.
159. An appropriate number of classroom assistants are employed to support individuals or groups of pupils throughout the school; their contribution is effective and stimulating. The work of the administrators which the school employs reinforces the management procedures at the school.
160. The building is very convenient, in respect of the size and condition of the classrooms and the additional rooms such as the library, the computer room and the community room. The displays and learning guidelines seen in the classrooms and in the corridors reinforce the learning and add to the ethos of the school. The school and the playground are kept clean.
161. The school makes appropriate use of the specialisms and interests of individuals for teaching some subjects. It operates effectively in order to respond to the requirements of 'reducing teachers' workload', and two part-time teachers are used during planning, preparation and assessment periods.

Teachers use non-contact periods efficiently in order to raise standards and to develop schemes of work.

162. Overall, there is a sufficient supply of resources for teaching the subjects of the curriculum. However, in some classrooms, there is a shortage of contemporary dictionaries in both languages and collections of poetry in Welsh. The school itself, through undertaking an audit within the curricular subjects, has identified a need to acquire new resources in certain areas and has incorporated this into the SDP.
163. Over recent years, the reduction in the number of pupils has led to a tight budget situation. The management team and the governing body work conscientiously to ensure efficiency, with priority given to the sufficiency of staff. The school offers good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

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

Key Stage 2: Grade 3 - Good features outweigh shortcomings

Good features

164. A good number of KS1 pupils are attentive listeners to lesson presentations, and can respond meaningfully to questions with relevant comments. They are ready to offer their own comments, and are confident enough to talk to adults and visitors. The more able pupils reason and explain well.
165. A significant majority of pupils read confidently and easily. They can discuss the characters in the stories they read. They have good knowledge of printing conventions, such as punctuation marks, and can use terms such as 'author' and 'cover' meaningfully. Their knowledge of 'literary' techniques, such as rhymes in poems and the alliteration within characters' names, is good.
166. The more able can record their ideas and knowledge extremely well, forming extended pieces in a variety of forms, such as describing a character in a story or their favourite toy, conveying the atmosphere of bonfire night, designing a poster for a balloon race or a letter to thank Father Christmas. They show good imagination in including comparisons in sentences. Their written work shows effective coherent development. Their command of spelling, syntax and vocabulary is developing well, and they use the short form of the verb appropriately.
167. In KS2, a minority of the pupils can listen for extended periods and can answer specific questions in lessons and effectively express themselves orally in discussing aspects of their work. Their understanding of Welsh is sufficient for them to respond appropriately to instructions. The more able at the upper end of the school can use the language well orally to present performances of dialogues to the remainder of the class, with effective use of intonation and pauses.
168. Pupils throughout the key stage read to a good standard, with some individuals being very fluent, using intonation and conveying expression extremely effectively. They can effectively summarise orally what they have read. They

know of the specific features in factual books which enable them to gather information easily.

169. Pupils master a good number of writing forms, displaying an awareness of format and register.
170. The more able display ability to interpret and write effectively. They can recognise comparisons, forming sentences to exemplify this effectively. They can analyse a piece of poetry in respect of its form and content and can construct imaginative pieces of writing in the first person.

Shortcomings

171. In both key stages, syntactical defects hinder the pupils' oral and written expression.
172. At times, pupils in KS1 do not adapt skills learnt in previous exercises to their free writing work.
173. A good number of pupils in KS2 are passive in lessons, and do not venture extended responses or comments. A number of them turn to English when involved with each other, even in response to Welsh-medium tasks.
174. Pupils in KS2 are insufficiently involved in improving and refining their own written work, such as when their sentences lack variety.

Science

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

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

Good features

175. Pupils in both key stages make good progress in knowing about of the world of nature and in understanding the characteristics of plants and animals.
176. Pupils in KS1 know the stages of growth in a plant and animal's life and what they need to flourish.
177. In KS2, pupils have good understanding of how animals adapt to their varying habitats and detailed knowledge of plant and animal parts. Some pupils are quick to use their problem-solving skills to match certain animals to their characteristics, habitats and methods of adapting to their environment.
178. Most pupils measure accurately, observe carefully and record results correctly in tabular, graphic and note form in accordance with their age. In some classes, pupils use ICT well to support their methods of recording data.
179. Most pupils in KS2 understand the concept of fair testing.
180. They use equipment safely and are aware of the need to pay attention to health and safety factors.
181. Throughout the school pupils make steady, often good, progress in the knowledge and understanding of materials and their properties.
182. They investigate forces in pushing, pulling and travelling systematically and draw sensible conclusions from their findings. They can construct electric circuits and use this knowledge to support their work in design and technology.

183. They have good recall of previous work, which the majority of pupils use well to inform their new studies in science.

Shortcomings

184. Older, more able, pupils often work at the pace of the class rather than at their own speed. At times, their work indicates that they do not rise to the challenge of an experiment or investigation.

Design technology

Key Stage 1: Grade 1 - Good with outstanding features

Key Stage 2: Grade 1 - Good with outstanding features

Good and outstanding features

185. Pupils throughout the school make good progress in all elements of design and technology, that is, designing, making and evaluating. They have a robust grasp of what they are doing and what they hope to achieve, and a sound knowledge of all the processes involved.

186. As they progress through the school pupils demonstrate competence and confidence in the use of a widening range of subject specific computer programs.

187. Key Stage 1 pupils demonstrate outstanding investigative and editing skills when researching their topic.

188. In their work on purses, they observe other examples, synthesise their ideas and proceed to plan, make and evaluate their own. They discuss whether other purses examined are fit for purpose.

189. Pupils exhibit precise attention to detail and accuracy when drawing, measuring, cutting, sticking and sewing, for instance in their work on puppets.

190. They show outstanding confidence and maturity in working independently to produce uniquely decorated items. Each pupil keenly evaluates his or her own product and can articulate ways of improving it.

191. Scrutiny of the pupils' previous work indicates that they approach all design and technology tasks, for example making lorries with wooden frames and axles, with the same good understanding and knowledge and with pride in the presentation of their finished article.

192. Pupils in KS2 build carefully on the very good progress they have made in KS1.

193. They design and make a product each term. These include the researching, planning and constructing of moving trucks and lighthouses with flashing lights. In this project pupils make very good use of computer design programs.

194. Younger pupils in the key stage collect relevant information on the baskets of hot air balloons and construct their own versions using *papier mâché*, measuring, sawing, strengthening and gluing wooden frames. Pupils take pride in carefully finishing and painting their work.

195. During the inspection, pupils in KS2 researched favourite picnic meals, paying heed to health and safety features. They created, conducted and interpreted questionnaires on the subject. They demonstrated good problem-solving skills.

196. They plan, modify and evaluate their progress and record accurately.
197. An outstanding feature in the work of KS2 pupils is the tenacity of less able pupils in improving their work until it is the best they can do. They are justifiably proud of their use of ICT in their work.
198. They use skills gleaned from mathematics, art and science well in their design and technology work.

Shortcomings

199. There are no significant shortcomings.

History

Key Stage 1: Grade 1 - Good with outstanding features

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

Good and outstanding features

200. Pupils in KS1 respond enthusiastically to stories about prominent people in history, such as Saint David, William Morgan, O M Edwards and Grace Darling, and they know what made them famous. Their oral reasoning abilities are outstanding, as they consider 'cause and effect' when learning about the heroic lives of certain persons.
201. By Y2, their understanding of how we can learn about the past through studying secondary evidence, such as paintings and stories, is outstanding and they know that evidence can vary and provide different information.
202. They can describe the different means of travelling over the years, arranging relevant pictures chronologically to record their understanding.
203. Their use of specific vocabulary to describe the passing of time is developing well. They can record their understanding in a variety of forms.
204. In KS2, pupils compare and contrast features from the Victorian Era with the present time, observing evidence such as postcards, census forms and photographs to strengthen their understanding. They develop their awareness further through studying aspects of local history.
205. They know of the differences in the living habits of people from different tiers of society in the past, and record their understanding in forms such as imaginary dialogues and posters.
206. They have a good awareness of the history of writing over the centuries, and they use interesting art skills to record and confirm their understanding. They know of the contribution of the monks, as well as famous people such as Gutenberg and Caxton.
207. Their knowledge and understanding is extended through their investigations on the Internet, and by their efforts to record in the form of a diary or newspaper article.
208. They know a number of facts about a famous marine disaster which occurred off the Anglesey coast, and can show empathy in recording in an imaginative form.

Shortcomings

209. In KS2, a number of pupils do not have the appropriate vocabulary to convey their ideas orally or in writing.

Physical education

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

Key Stage 2: Grade 3 - Good features outweigh shortcomings

210. An indoor lesson on ball control was observed in KS1, and two lessons on 'batting and fielding skills' on the yard in KS2.

Good features

211. Pupils in KS1 dress appropriately for the lesson.

212. The vast majority respond well and disciplined to instructions, and they reason effectively about the importance of warming up the body.

213. They use floor space effectively when working as individuals.

214. They can devise, and implement, a good variety of methods of travelling with the ball, varying the physical levels of their work well.

215. In KS2, the vast majority of pupils have an appropriate attitude to the lesson, following instructions for the majority of the time; they know that the body changes following exercise.

216. The majority improve their skills in hitting with a racket, responding successfully to instructions to keep an eye on the ball.

217. They reason effectively about the possible scoring methods for a game.

218. They get involved enthusiastically in playing a game, following the rules satisfactorily.

Shortcomings

219. A small minority of KS1 pupils cannot concentrate in order to respond readily to instructions and they do not observe the quality of other individuals' performances carefully enough when given the opportunity.

220. A few pupils in KS2 do not dress appropriately for the lesson.

221. A small minority of pupils do not use space effectively during warming-up sessions, and they tend to be clumsy and heavy of foot when running.

222. Pupils do not evaluate the performances of their fellow pupils keenly enough.

Religious education

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

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

Good features

223. All pupils know and celebrate the events of the Christian calendar, participating in Harvest, Christmas and Easter festivals.

224. Pupils, throughout the school, have good knowledge of New Testament stories, in particular the life of Christ and they understand the meaning of many of his parables.
225. Pupils in both key stages have a sound knowledge of the Old Testament teaching on how God created the world.
226. Pupils learn tolerance and respect for others, and understand their own value in their families, school and society, from the time they enter the school.
227. In KS1, pupils are fascinated by the religious artefacts used in a Christian baptism. They can discuss at length the details gleaned from their visit to the local church, including many of the religious symbols.
228. In their lesson on the beauty of the Earth older KS1 pupils display mature, individual responses to the role of man in protecting or polluting our world.
229. Pupils are acquiring a good awareness of how people of the Jewish faith conduct their lives in ways which are both similar and different from their own.
230. Key Stage 2 pupils have a good understanding of the reasons for, and manner of, pilgrimages undertaken by Christians, Jews and Muslims.
231. They also have a growing awareness that people of other faiths lead lives which are influenced by those beliefs.
232. Pupils in both key stages can identify the main features in the lives of famous people, such as Mari Jones, Florence Nightingale and Dr Barnardo, who have been important leaders or made changes in the world.
233. Pupils develop good PSE skills as a consequence of the wide ranging topics covered in their religious education studies.

Shortcomings

234. Older pupils do not apply sufficient thought to comparing and contrasting other people's values, life styles and rites of passage with their own.

School's response to the inspection

Following the inspection of the school and consideration of the contents of the report, the headteacher, staff and governing body would like to make the following comments:

The school received a very fair and constructive inspection with regard to the comments and recommendations. We would like to thank the team for the professional and courteous manner in which the inspection was conducted. The school was given an active part within the process through making the fullest possible use of the nominee. An initial detailed discussion was held on the contents of the self-evaluation document which set a clear and purposeful agenda for the inspection.

We are pleased that the inspection team agreed with the school's judgement in six of the seven key questions and accept the judgement of the inspectors in their grading of the seventh.

A number of good features were identified in the school. It was identified that pupils' standards in lessons was higher than the WAG's targets and that pupils succeed well in achieving the targets set for them. The high quality of teaching in KS1 was acknowledged and this is deserved, considering the dedication and skills of our teachers. Even so, we are slightly disappointed with the findings for teaching in KS2, considering that these teachers also are dedicated and talented. Emphasis was placed on the good progress made in their personal, social and moral development by pupils in both key stages.

We agree there is a need to further improve some aspects, such as raising standards in Welsh and in physical education in KS2, further developing the responsibilities of the curriculum co-ordinators and strengthen the governing body's role in self-evaluation. We can work on the recommendations in the report and in doing this, the school will aim to achieve higher standards.

The inspection has recognised our strengths and clearly identified the areas we can develop further, and enable the school to achieve its full potential.

Appendix 1

Basic information about the school

Name of school	Ysgol Gymuned Y Fali
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Lon Spencer Valley Ynys Môn
Postcode	LL65 3EU
Telephone number	01407 740518

Headteacher	Mr Mervyn Thomas
Date of appointment	January 1989
Chair of governors	Mrs Nesta Jones
Registered inspector	Len Jones
Dates of inspection	July 3-5 2006

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	7	15	12	17	15	25	15	19	125

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	2	6.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.7:1
Pupil: adult (fte) ratio in nursery classes	7:1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2005	88.8%	93.8%	94.1%
Autumn 2005	84.6%	91%	94.9%
Spring 2006	79.2%	87.6%	91.8%

Percentage of pupils entitled to free school meals	13%
Number of pupils excluded during 12 months prior to inspection	-

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS 1 Results 2005			Number of pupils in Y2:		15		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher Assessment	School	0	0	13	87	0
		National	1	1	10	63	25
We: oracy	Teacher Assessment	School	0	0	27	73	0
		National	1	2	11	63	24
We: reading	Teacher Assessment	School	0	0	13	87	0
		National	1	2	16	59	22
We: writing	Teacher Assessment	School	0	7	0	93	0
		National	1	3	18	66	12
Mathematics	Teacher Assessment	School	0	0	13	87	0
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	0	10	0
		National	0	2	10	65	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	87%	In Wales	80%

End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005			Number of pupils in Y6		21						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	5	33	29	33
		National	1	0	1	0	1	5	16	46	30
Welsh	Teacher assessment	School	0	0	0	0	0	5	43	43	10
		National	1	1	0	0	0	2	16	49	30
Mathematics	Teacher assessment	School	0	0	0	0	0	10	29	43	19
		National	1	0	1	0	1	3	17	46	31
Science	Teacher assessment	School	0	0	0	0	0	0	19	52	29
		National	1	0	1	0	0	1	11	50	36

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	57%	In the school	-
In Wales	72%	In Wales	-

- D Pupils who are exempted 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

- The inspection was carried out by a team of three inspectors, together with a peer assessor, who were present in the school for six 'inspector days'.
- Pre-inspection meetings were held with the parents, where there were 11 parents present, and with the governing body, to discuss the life and work of the school.
- Twenty-five parents' questionnaires were returned and they were carefully analysed.
- Discussions were held with the headteacher and teachers.
- School documentation was scrutinised.
- Twenty-six lessons or parts of lessons were inspected.
- Samples of pupils' work in each year group were examined.
- Inspectors listened to a cross-section of pupils from both key stages reading.
- Discussions were held with pupils on aspects of the life of the school and on their work.
- Pupils' behaviour was observed during break times, lunch time and at the beginning and end of the school's sessions.
- Inspectors attended assemblies.
- Post-inspection meetings were held with the staff and governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Len Jones (Registered Inspector)	Context and priorities Key questions 1, 5, 6 and 7 Welsh first language, history, physical education
Meiriol Meredith-Jones (Team Inspector)	Key questions 2,3 and 4 Science, design technology, religious education
Gwynoro Jones (Lay Inspector)	Contributions to Key questions 1, 2, 3, 4 and 7

Acknowledgement

The inspection team would like to thank the governors, headteacher, staff, pupils and parents for their co-operation and courtesy throughout the inspection.

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