

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

**Ysgol Gynradd Aberffraw
Aberffraw
Tŷ Croes
Ynys Môn
LL63 5EJ**

School Number: 6602129

Date of Inspection: 30/01/07

by

**David Martin Cray
16768**

Date of Publication: 16/03/07

Under Estyn contract number: 1110106

© Crown Copyright 2007: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Ysgol Gynradd Aberffraw 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 Gynradd Aberffraw took place between 30/01/07 and 01/02/07. An independent team of inspectors, led by David Martin Cray undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	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	5
Standards	6
Key Question 1: How well do learners achieve?	6
The quality of education and training	7
Key Question 2: How effective are teaching, training and assessment?	7
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	9
Key Question 4: How well are learners cared for, guided and supported?	11
Leadership and management	12
Key Question 5: How effective are leadership and strategic management?	12
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	12
Key Question 7: How efficient are leaders and managers in using resources?	13
Standards achieved in subjects and areas of learning	14
Welsh	14
English	15
Information technology	16
Music	17
Physical education	17
Religious education	18
School's response to the inspection	19
Appendices	20
1 Basic information about the school	20
2 School data and indicators	20
3 National Curriculum assessments results	21
4 Evidence base of the inspection	21
5 Composition and responsibilities of the inspection team	22

Context

The nature of the provider

- 1 This small primary school is located in the centre of the village of Aberffraw, on the south west coast of Ynys Môn. It serves the village itself and its rural hinterland, and is maintained by Ynys Môn Local Education Authority. The catchment is acknowledged to be one that is economically disadvantaged and socially deprived, and there is considerable variance in the levels of children's attainment when they are first admitted to school.
- 2 There are currently 24 pupils between 4 and 11 years of age on the school register. There are none of nursery age and children are admitted to the reception class on a full-time basis in the September following their fourth birthday.
- 3 Nine per cent of pupils are entitled to receive free school meals - a figure that is lower than county (21%) and national (19.7%) averages. Nine pupils (37%) are designated as having additional learning needs. No pupils have a statement of their needs.
- 4 Some 82% of pupils come from homes where Welsh is spoken as a first language and this is similar to the position at the time of the last inspection. The school follows the National Curriculum in Wales Welsh first language programme of study and during their time at the school all pupils become fluent in Welsh.
- 5 Pupils are taught by two full-time and one part-time members of staff. The headteacher, together with the part-time teacher, have been in post since shortly before the last inspection held in March 2001.

The school's priorities and targets

- 6 The school's priorities and targets for 2006 – 2007 include:
 - Improve spelling standards across the school;
 - Mathematics teaching;
 - Development of gymnastics and dance;
 - Health and safety issues;
 - Implementing the steps related to the Healthy School and the Green School.

Summary

- 7 The findings of the inspection team match the school's judgements in five of the seven key questions. The grade was raised for key question 2, and in key question 3 the grade awarded by the inspection team was lower than that awarded by the school itself.

Table of grades awarded

- 8 The inspection team adjudged the work of the school as follows:

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

Standards

- 9 The standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	67%	33%	--	--

- 10 The standards achieved by pupils in the lessons inspected are higher than the Welsh Assembly Government's target for 2007 which is that 98% of lessons should be at least satisfactory (Grade 3) and slightly higher than the target that 65% should be good or very good (Grade 1 and 2).

- 11 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
English	-----	Grade 3
Information technology	Grade 2	Grade 2
Music	Grade 3	Grade 2
Physical education	Grade 3	Grade 2
Religious education	Grade 3	Grade 2

- 12 The under-fives make good progress in the development of their communication, mathematical and information technology skills within their

learning experiences. Pupils in both key stages also make good use of their key skills across the range of curriculum subjects.

- 13 Overall, the pupils' bilingual proficiency is developing well, with Key Stage 2 pupils making effective use of their skills in Welsh and English in a good range of contexts.
- 14 Over recent years, the school has not published the results of assessments conducted on the pupils at the end of the key stages in order to safeguard the anonymity of the small number of pupils in question. The numbers are also too small to make a meaningful comparison with county and national data, and the additional learning needs of some pupils has a disproportionate effect on the performance data.
- 15 However, and with this in mind, it was seen over time that there are no obvious patterns of difference in the performance of boys and girls in either key stage. It was also seen in comparison with similar schools in Wales that the school's performance in Welsh in both key stages is consistently within the upper 25% group. In two of the last three years this is true also of science and mathematics in Key Stage 1, and science in Key Stage 2. In English, which is only relevant to Key Stage 2, performance tends to be, along with mathematics, within the lower 50% group of schools.
- 16 It was seen in their lessons that pupils learn new knowledge or skills effectively and they work at the upper level of their ability.
- 17 The personal, social and learning skills of pupils of all ages are developing well.
- 18 The pupils' behaviour is particularly good across the school.
- 19 In the three terms prior to the inspection, the average level of pupils' attendance was around 93%. Over the last three years, absence levels have been considerably below those of similar schools in Wales. However, there is room for improvement. Pupil punctuality is good.

Quality of education and training

- 20 In the lessons observed, the quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	82%	18%	--	--

- 21 The above percentages are slightly higher than the 79% of lessons adjudged to be good or better (Grade and 2) for the whole of Wales in the year 2005-2006. (Annual Report of Her Majesty's Chief Inspector).
- 22 The quality of the annual reports to parents on the pupils' achievements in both key stages is good and they conform to requirements. Although there are

currently no nursery age children in the school, it was seen that the previous reports for this age group do not include comments on the six areas of learning in accordance to the requirements of the Desirable Outcomes for Children's Learning.

- 23 There are some shortcomings in the educational provision for the under-fives, but there is evidence that these shortcomings can be easily rectified. The planning for the provision for promoting the children's physical development is inadequate.
- 24 The pupils' spiritual, moral, social and cultural development is well promoted.
- 25 There is a good partnership with parents. The handbook distributed to them is comprehensive, but it does not fulfill the requirements with regard to the necessary information for admitting and providing for pupils with disabilities.
- 26 The school's numerous and varied links with the community enhance the pupils' education.
- 27 The provision for and the emphasis placed on promoting the Cwricwlwm Cymreig are sound.
- 28 There is good provision for the pupils' personal and social education.
- 29 The quality of the care, support and guidance provided for pupils is good and they feel happy and safe at school.
- 30 Pupils with additional learning needs receive effective support that enables them to take full advantage of the life and work of the school.
- 31 The headteacher's leadership gives a clear sense of direction to the work of the school and it ensures that pupils work at the upper level of their ability.
- 32 The governing body gives good support to the headteacher in setting the strategic direction of the school. The minutes show that the governors receive good opportunities to discuss issues related to standards and quality. They have responsibilities for supervising specific curricular areas, but this aspect has to date not been sufficiently developed.
- 33 The school operates within the recommendations on teaching hours, but there are a number of minor shortcomings in the annual report of the governing body to parents.
- 34 The school has a sound understanding of the standards achieved by pupils.
- 35 There is room to further develop the role of staff with regard to monitoring standards, as has been acknowledged in the school's self-evaluation report.
- 36 The school development plan targets a number of priorities for the current year, together with an outline of others to be realised in the long-term. It is a

good management tool, but there is room to tighten somewhat the links between it and the outcomes of the self-evaluation processes.

- 37 The self-evaluation report produced for the inspectors is a comprehensive document that gives an useful overview of the school's strengths and it identifies a number of the areas that require further development.
- 38 The school has made good progress in implementing the vast majority of the key issues highlighted in the 2001 report. Standards have been raised in areas such as physical education, and in Key Stage 2, in music. The school continues to work to raise standards in English in Key Stage 2.
- 39 Overall, the school has a good supply of resources to fulfil the requirements of the National Curriculum. There is a good supply of computers, but one of the classes does not have an interactive whiteboard. Neither is there large play equipment for the under-fives.
- 40 The school provides value for money.

Recommendations

- R1 Continue with the efforts to raise standards;
- R2 Ensure that the planning for the under-fives includes provision for their physical development in accordance with the requirements of the Desirable Outcomes for Children's Learning;
- R3 Provide large play equipment to promote the physical development of the under-fives;
- R4 Develop monitoring roles as acknowledged in the school's self-evaluation report;
- R5 Fulfil requirements with regard to:
- Reports on the under-fives;
 - Contents of the parents' handbook;
 - Annual report of the Governing Body.

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 3: Good features outweigh shortcomings

41 The findings of the inspection team match the school's judgement in its self-evaluation report.

42 The standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	67%	33%	--	--

43 The standards achieved by pupils in the lessons inspected are higher than the Welsh Assembly Government's target for 2007 which is that 98% of lessons should be at least satisfactory (Grade 3) and slightly higher than the target that 65% should be good or very good (Grade 1 and 2).

44 There are some shortcomings in the educational provision for the under-fives, but there is evidence that these shortcomings can be easily rectified.

45 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows.

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
English	-----	Grade 3
Information technology	Grade 2	Grade 2
Music	Grade 3	Grade 2
Physical education	Grade 3	Grade 2
Religious education	Grade 3	Grade 2

46 Overall, the pupils, including those with additional learning needs, make good progress towards achieving the individual targets set for them.

47 The under-fives make good progress in the development of their communication, mathematical and information technology skills within their learning experiences.

48 Pupils in both key stages make good use of their communication and mathematical skills in a range of contexts across the curriculum. They also make good use of their information technology skills to support their learning.

49 Overall, the pupils' bilingual proficiency is developing well, with Key Stage 2 pupils making effective use of their skills in Welsh and English in a good range of contexts.

- 50 Over recent years, the school has not published the results of assessments conducted on the pupils at the end of the key stages in order to safeguard the anonymity of the small number of pupils in question. The numbers are also too small to make a meaningful comparison with county and national data, and the additional learning needs of some pupils has a disproportionate effect on the performance data.
- 51 However, and with this in mind, it was seen over time that there are no obvious patterns of difference in the performance of boys and girls in either key stage. It was also seen in comparison with similar schools in Wales that the school's performance in Welsh in both key stages is consistently within the upper 25% group. In two of the last three years this is true also of science and mathematics in Key Stage 1, and science in Key Stage 2. In English, which is only relevant to Key Stage 2, performance tends to be, along with mathematics, within the lower 50% group of schools.
- 52 It was seen in their lessons that pupils learn new knowledge or skills effectively and they work at the upper level of their ability.
- 53 The personal, social and learning skills of pupils of all ages are developing well. They show good motivation, work productively and use their time effectively. They work well together and come in due course to show a degree of maturity and responsibility for their learning.
- 54 The pupils' behaviour is particularly good across the school and it makes a considerable contribution to the warm and homely atmosphere that exists. They behave responsibly, respect the other pupils and adults around them and exhibit a high degree of self-discipline.
- 55 In the three terms prior to the inspection, the average level of pupils' attendance was around 93%. Over the last three years, absence levels have been considerably below those of similar schools in Wales. However, there is room for improvement. Pupil punctuality is good.
- 56 The pupils' creative skills across the school are developing particularly well. They respond very positively to the opportunities they receive to express themselves in a variety of ways.
- 57 Pupils have a good awareness of equal opportunity issues and they show respect and an appropriate awareness of diversity in society. They take pride in their community and take advantage of every opportunity they receive to contribute to its life and work.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

58 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded Grade 3 for this key question. In coming to a view, the school did not place sufficient emphasis on the good features in the teaching.

59 In the lessons observed, the quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	82%	18%	--	--

60 The above percentages are higher than the 79% of lessons adjudged to be good or better (Grade and 2) for the whole of Wales in the year 2005-2006. (Annual Report of Her Majesty's Chief Inspector).

61 The pupils are educated within an orderly and pleasant environment. A range of purposeful strategies is used in order to encourage them to persevere and to work confidently.

62 The teachers succeed in nurturing and developing an effective working relationship between themselves and pupils. They support and manage them well, using encouragement and praise to promote the self-respect of each individual in their care. All of this has a positive impact on pupils' attitude towards their work.

63 Equal opportunities are effectively promoted within the school. The teachers know the pupils well, and the programmes of study are modified as required.

64 In the lessons where the teaching is good, learning objectives are shared with the pupils and there are regular references to prior learning in order to build on their understanding. The pace of these lessons is effective and there is good use of time. Teachers succeed in providing differentiated activities that fulfil the requirements and interests of all pupils in the class. The good features also include lively presentations and effective strategies for engaging and retaining pupils' interest. There is skilful questioning that encourages pupils to think and to continue to focus on their work.

65 The shortcomings include lessons where the teaching is not sufficiently lively to engage the pupils' interest. There are also examples of presentations that have not been targetted carefully enough at the age range in the class.

66 The teachers use good quality language when teaching the pupils and they give them opportunities to use their bilingual skills in subjects across the curriculum.

67 The school's assessment and recording procedures follow clear guidelines and they fulfil the requirements. The pupils' work is regularly assessed, following a set timetable. Teachers have a sound awareness of the needs and ability of every pupil in their care. Assessment findings and pupils' existing achievements are used as a basis to plan the next steps in their learning.

- 68 The school seeks to ensure that pupils understand the function of assessment and encourages them to nurture and develop self-assessment skills. Pupils are encouraged to play an active part in the marking process, through a teacher-pupil dialogue. The comments provided explain clearly how pupils can improve their work. Key Stage 2 pupils are aware of their personal targets, but the practice of setting targets for younger pupils at the school has not been sufficiently developed.
- 69 The school has a range of subject portfolios that facilitate the process of moderating pupils' work across the school.
- 70 The quality of the annual reports to parents on the pupils' achievements in both key stages is good and they conform to requirements. They are useful and clear, and they contain recommendations for improving performance. Although there are no nursery age children currently at the school, it was seen that the previous reports for this age group do not contain comments on the six areas of learning in accordance with the Desirable Outcomes for Children's Learning.
- 71 Parents are invited to discuss their children's education and progress on two occasions during the year. Records are kept of the issues discussed and of the parents' feedback on a pre-prepared form.

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

Grade 3: Good features outweigh shortcomings

- 72 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded Grade 2 for this key question. Shortcomings in the planning and provision for the under-fives accounts for the lower grade awarded by the inspection team.
- 73 Overall, the teachers offer a range of purposeful learning experiences that fulfil pupils' needs and interests.
- 74 There are some shortcomings in the educational provision for the under-fives, but there is evidence that these shortcomings can be easily rectified. The planning and the provision for promoting the children's physical development is inadequate.
- 75 Overall, the quality of the subject-based work schemes is good. Several have been recently reviewed in order to secure continuity and progression across the school.
- 76 The pupils' spiritual and moral development is well promoted. They are encouraged to nurture values such as honesty and to respect truth and justice. The services of collective worship fulfil the requirements and are well organised around a series of themes. The provision is enhanced through

regular visits by the local rector and a deacon from a nearby chapel. Pupils are given good opportunities to contribute to the morning services.

- 77 The pupils' cultural and social development is promoted effectively through their involvement in extra-curricular activities such as Aelwyd yr Urdd and sports clubs.
- 78 They receive numerous opportunities to take part in local projects and initiatives such as, 'Trechu Trosedd' and 'Deffro Beffro'. They are also encouraged to support national and international charities such as the 'Operation Christmas Child' campaign by the 'Samaritan's Purse' charity.
- 79 There is a good partnership with parents and they receive information on a regular basis. The home-school agreement has been well supported and the handbook distributed to parents is comprehensive, although it does not fulfill the requirements with regard to the necessary information for admitting and providing for pupils with disabilities.
- 80 There are good links with neighbouring primary schools and the transfer arrangements for Year 6 pupils to Bodedern Secondary School are particularly effective.
- 81 The numerous and varied links that exist between the school and the community enhance the pupils' education. The school considers itself to be a key element of the local community and pupils contribute regularly to local events and activities.
- 82 The provision and the emphasis placed on promoting the Cwricwlwm Cymreig are sound. Pupils receive good opportunities to learn about the poetry, legends, music and history of their locality and beyond. Good attention is also given to their bilingual skills.
- 83 The provision for the pupils' personal and social education is good. For example, they have been involved in an exciting project on the theme of 'Emosiynau' (Emotions).
- 84 The school provides a range of learning experiences dealing with good health, citizenship and sustainable development. Good opportunities are provided for studying issues related to the environment and fair trade. The school is active in its efforts to promote healthy eating and living and it has already completed the third stage of the Healthy Schools Promotion programme. It is also working towards completing the gold standard requirements of the Gwynedd and Ynys Môn Green Schools initiative and it operates sustainably from day to day.
- 85 The older pupils organise the school fruit shop and they produce and sell Christmas tags, but there is room to promote their enterprise skills further. Through its links, including those with Careers Wales, good opportunities are provided to raise pupils' awareness of the workplace.

- 86 The educational provision lays a firm foundation for ensuring that pupils possess the necessary knowledge and skills for lifelong learning.

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

Grade 2: Good features and no important shortcomings

- 87 The findings of the inspection team match the school's judgement in its self-evaluation report.
- 88 The quality of the care, support and guidance provided for pupils is good and they feel happy and safe at school. The teachers know them well and they provide them with an appropriate level of personal support and guidance.
- 89 Ysgol Aberffraw School Council was established recently and it has already benefitted from the input of a local councillor. Members are aware of the importance of their role and of the democratic process. However, because the Council is still in its infancy, its effectiveness to date has been limited.
- 90 The staff are careful of pupils' personal safety and well being during lessons and break times. The school has a range of effective policies and arrangements that contribute to this, including holding risk assessments for a wide range of activities.
- 91 Pupils' performance is effectively promoted and monitored. The school places great emphasis on good behaviour and the issue is given very careful attention in order to ensure that there are no examples of oppressive behaviour. The school has appropriate arrangements for monitoring attendance and punctuality.
- 92 The school's policy on child protection follows national guidelines and they are known to all.
- 93 The provision for pupils with additional learning needs is good and it fulfils the Code of Practice. Their needs are identified at an early stage and the school provides effective support that enables them to make good progress according to their ability and to take full advantage of the life and work of the school. The quality of the individual education plans is good and the evaluations of pupils' achievements and progress are monitored carefully. Parents are invited to meetings three times a year to discuss the targets in the individual education plans and their children's progress.
- 94 Equal opportunities are provided across all curricular and extra-curricular activities. The school has a racial equality policy but to date the procedures for assessing and monitoring the impact of the policy have not been sufficiently formalised. However, the teachers succeed in nurturing positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality.

- 95 The school has produced an accessibility plan and it takes reasonable steps to ensure that no pupils are treated less favourably.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 96 The findings of the inspection team match the school's judgement in its self-evaluation report.
- 97 The headteacher's leadership gives a clear sense of direction to the work of the school and it ensures that pupils work at the upper level of their ability. Agreed aims and values are well reflected in the work and ethos of the school. Equality and opportunities for everyone to contribute to a common purpose are promoted.
- 98 Appropriate attention is given to local and Welsh Assembly Government priorities. The school has gained the Basic Skills Agency Quality Mark accreditation and individual projects are supported, such as awareness raising in health education and sustainability. The school works well with other small schools in curricular and training areas.
- 99 The whole-school targets set for pupils at the end of key stages are achievable and realistic, and are based on an assessment of the likely performance of each pupil.
- 100 Appropriate performance arrangements are in place and the objectives set promote the continuous professional development of staff whilst at the same time addressing the school's own priorities.
- 101 The governing body gives good support to the headteacher in setting the strategic direction of the school. The minutes show that the governors receive regular reports from the headteacher, together with good opportunities to discuss issues relating to standards and quality, and updating on the self-evaluation programme. They have responsibilities for supervising specific curricular areas, but this aspect has to date not been adequately developed.
- 102 The school operates within the recommendations on teaching hours, but there are a number of minor shortcomings in the annual report of the governing body to parents at the school.

Key question 6: How well do learners and managers evaluate and improve quality and standards?

Grade 2: Good features and no important shortcomings

- 103 The findings of the inspection team match the school's judgement in its self-evaluation report.
- 104 The self-evaluation arrangements which have been in place for several years have over time provided an evaluation of different curricular areas, together with aspects of the quality of provision. The work that has been completed is thorough, systematic and based on direct evidence. As a result, the school has a sound understanding of the standards achieved by pupils. This is reflected in the consistency between the grades the school awarded itself and those awarded by the inspectors in almost all the subjects inspected.
- 105 Staff at the school shoulder a good measure of curricular responsibilities but there is room to further develop the role of staff with regard to monitoring standards, as has been acknowledged in the school's self-evaluation report.
- 106 The school development plan targets a number of priorities for the current year, together with an outline of others to be realised in the long-term. It contains clear action measures and the criteria for success, responsibilities, together with a time line and the likely costs, are also identified. It is a good management tool, but there is room to tighten somewhat the links between it and the outcomes of the self-evaluation processes in order to move the school forward further.
- 107 There is a good level of awareness of how the school is performing in county and national contexts.
- 108 The voice of pupils in the school's development is considered through the School Council and also, the views of parents through questionnaires on matters such as home reading and school visits.
- 109 The self-evaluation report produced for the inspectors is a comprehensive document that gives an useful overview of the school's strengths and it identifies a number of the areas that require further development.
- 110 The findings of the inspection team match the school's judgements in five of the seven key questions. The grade was raised for key stage 2, and in key question 3 the grade awarded by the inspection team was lower than that awarded by the school itself.
- 111 The school has made good progress in implementing the vast majority of the key issues highlighted in the 2001 report. Standards have been raised in areas such as physical education, and in Key Stage 2, in music. The school continues to work to raise standards in English in Key Stage 2

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

Grade 2: Good features and no important shortcomings

- 112 The findings of the inspection team match the school's judgement in its self-evaluation report.
- 113 Staffing levels at the school are good and all the teachers are suitably qualified to fulfil the responsibilities outlined in their job descriptions. They update their curricular knowledge and expertise by following training programmes and through the support visits of local education authority officers.
- 114 The classroom assistant works effectively with the teachers and makes a valuable contribution to the work of the school.
- 115 There are effective arrangements for reducing the teachers' workload and for providing them with non-contact time for planning, preparation and assessment.
- 116 Overall, the school has a good supply of resources to fulfil the requirements of the National Curriculum. There is a good supply of computers, but one of the classes does not have an interactive whiteboard. Neither is there large play equipment for the under-fives.
- 117 The general condition of the school buildings is very good and there is adequate space for the various activities. The standard of cleanliness and tidiness is very high.
- 118 Although there are several steps leading to the outside entrance to one of the classrooms, the building is accessible for people with disabilities.
- 119 The colourful displays on classroom walls are particularly good and they make a considerable contribution to creating a stimulating environment and to celebrating pupils' work.
- 120 Expenditure decisions are effectively linked to the priorities and targets in the school development plan. The budget is carefully monitored and the school provides value for money.

Standards achieved in subjects and areas of learning

Welsh

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

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

Outstanding features

- 121 In Key Stage 2, individuals produce work that contains outstanding use of similes, metaphors and alliterations, as in the case of the work produced on the Aberfan disaster.

Good features

- 122 In Key Stage 1, the pupils have a sound grasp of the natural syntax of the language. They speak confidently, using a broad and rich vocabulary. Overall, the pupils' listening skills are developing well.
- 123 They read with increasing accuracy and are able to discuss the content and characters of their favourite story.
- 124 They learn effectively about the essentials of writing, including punctuation conventions. They are able to vary somewhat the sentence patterns they use. They use a range of adjectives in their written work, as in the case of their portraits of the character Strempan.
- 125 In Key Stage 2, the pupils' oral and listening skills have developed effectively. They use cultured language and listen attentively to the teacher's instructions and to each other's contributions.
- 126 The majority are able to read fluently, giving due attention to expression and meaning. They read a range of materials, including fiction, non-fiction and poetry. They confidently discuss the contents of their reading books and talk knowledgeably about their favourite authors.
- 127 They write in a range of styles, including scripts, diaries, narrative and dialogues. They realise that language form is dependent on its purpose, such as instructions to indicate direction. They understand the purpose of drafting, redrafting and editing, and these elements are apparent in their current work. They compose extended pieces that sustain the reader's interest and are easy to read.
- 128 The pupils are able to include lively and striking descriptions in their poetic work.

Shortcomings

- 129 There are no important shortcomings.

English

- 130 The pupils do not follow the programme of study for the subject on a formal basis until the beginning of Key Stage 2.

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

- 131 The pupils listen well to the teacher's presentations and to each other's contributions. They are able to follow instructions correctly and the majority make relevant contributions to discussions.
- 132 Overall, the pupils read correctly and at a level that is appropriate to their age and ability. They have their favourite books and discuss their contents with

understanding and enthusiasm. They make effective use of their reading skills to retrieve and collect information.

- 133 The pupils' writing skills show progress and some of the older pupils are able to produce pieces of extended writing. Overall, they can structure their work in response to various stimuli such as excerpts from 'Lion, Witch and the Wardrobe', poems and the history of the Royal Charter shipwreck.

Shortcomings

- 134 A minority of pupils are reluctant to contribute and to make confident oral responses.
- 135 Pupils do not write in a sufficiently extensive manner and spelling errors are a feature of their work across the key stage.
- 136 Handwriting standards are uneven.

Information technology

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

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

Good features

- 137 In Key Stage 1, the pupils make effective use of information technology equipment and software in a range of appropriate contexts. They come to be able to create pieces of writing work to a good standard, such as the posters relating to missing toys and animals. They make particularly effective use of art packages to create pictures that are associated with their thematic work.
- 138 They display a good mastery of the mouse when moving images on the screen and through the pages of multi-media packages. They make good progress as they learn how to control the 'Bee Bot' in order to get to pictures of story characters with which they are familiar.
- 139 In Key Stage 2, the pupils communicate and handle information in different forms, including text, graphs and pictures very effectively. Their mastery of the word processor is developing well as they learn to modify their work to fulfil the needs of different audiences. They use various items of equipment confidently in order to set, edit and create effect.
- 140 They can design a series of multi-media pages for a presentation on 'Ein Pentref Ni' (Our Village). They use art packages to produce good quality pictures.
- 141 They make effective use of the Internet to gather information and their work on a data base such as fruitshop sales and Logo is developing appropriately.

Shortcomings

- 142 There are no important shortcomings.

Music

Key Stage 1 - Grade 3: Good features outweigh shortcomings

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

Good features

- 143 In Key Stage 1, the pupils sing tunefully, their phrasing is clear and they pay appropriate attention to dynamics.
- 144 Their ability to follow simple clapping patterns and keep to rhythm when playing untuned percussion instruments is developing gradually. They recognise a range of percussion instruments and are able to convey the variety of sounds that can be generated out of every instrument.
- 145 They are able to use tuned and untuned instruments to simulate and convey weather characteristics. They are able to respond well to the teacher's instructions, following a simple score.
- 146 In Key Stage 2, the quality of the pupils' singing is good. They know of the importance of warming up the voice before practising and they sing with expression and sensitivity, blending their voices well.
- 147 Their previous work shows the pupils' ability to compose and record their work by using graphic scores. They are able to select, combine and organise sounds in order to produce a special atmosphere and effects for their audio stories, such as their work on the theme of, 'Ar lan y môr' (At the seaside). They can compose a piece using the pentatonic scale, and their understanding of note value is developing well.
- 148 Pupils appreciate and recognise a wide range of music and songs from Wales. They also know about some associated with other cultures such as Africa and India.

Shortcomings

- 149 In Key Stage 1, the pupils' abilities to compose and evaluate their work are limited.

Physical education

- 150 During the period of the inspection, the inspectors observed two lessons in dance and gymnastics across the key stages, and the judgement is based on those lessons. However, evidence was seen that the school plans for the full range of physical education experiences in the National Curriculum.

Key Stage 1 - Grade 3: Good features outweigh shortcomings

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

Good features

- 151 In Key Stage 1, the pupils show a developing awareness of parts of their bodies as they experiment with different ways of moving about the hall. They learn how to work safely and their balancing skills are developing.
- 152 Overall, they follow team game rules well and respect fair play conventions as they respond competitively in their activities. They gain obvious pleasure from taking part.
- 153 In Key Stage 2, the pupils understand the importance of warming up and its effect on the body. They respond well to instructions, concentrating for extended periods and working energetically. They work effectively within the limitations of the space allocated for them.
- 154 They achieve good standards in their dance work. They remember well the movements learned in previous lessons and they build effectively on this. They move smoothly to the rhythm of music and their ability to work in harmony with each other as a whole class is a good feature of their performances.

Shortcomings

- 155 An inability to concentrate sufficiently is a feature of the work of Key Stage 1 pupils and they do not respond well enough to instructions.
- 156 They do not make sufficiently effective use of space.
- 157 Their throwing and catching skills are underdeveloped.

Religious education

Key Stage 1 - Grade 3: Good features outweigh shortcomings

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

Good features

- 158 In Key Stage 1, the pupils have a good awareness of the Bible as a special book for Christians. They know about the history and efforts of Mari Jones and of the importance of the Bible for her. They are able to recall and perform the story of Zacharias and they know about Jesus as a 'good friend'.
- 159 The pupils have a basic understanding of Christian festivals such as Christmas and Easter.
- 160 They can talk about feelings and they know about the importance of treating everyone equally.
- 161 In Key Stage 2, their awareness of the celebrations and rituals associated with the Christian calendar is sound.

- 162 The older pupils understand the meaning and purpose of prayer. They refer to the different types of prayers such as confessions, beseeching, grace at meal times, praise and thanks. They produce a range of their own effective prayers.
- 163 They are able to discuss and record a range of problems resulting from the careless acts of mankind. They are able to talk about their role as God's stewards to protect the World.
- 164 Following their visit to Sant Beuno Church, the pupils are able to describe some of the main features of the building and the services held in it. They know about the importance of the baptismal ritual for Christians and are able to refer to the artefacts, the rituals and the symbolism associated with the baptism service.
- 165 They have a developing understanding of some of the main features of other religions such as Judaism, Hinduism and Islam.

Shortcomings

- 166 In Key Stage 1, the pupils' knowledge is unsound and there is little evidence of their recording work.

School's response to the inspection

The staff and Governors of Ysgol Aberffraw wish to thank the inspectors for the professional and courteous manner in which the inspection was conducted and we take pride in the positive and constructive report.

It confirmed that the school's self-evaluation arrangements are sound and that as a result the school has a sound understanding of the standards achieved by pupils.

The report refers to the homely and caring atmosphere at the school, the guidance and support given to pupils, the numerous opportunities and experiences the pupils receive and the educational provision that lays firm foundations for securing the necessary skills for lifelong learning.

The report notes that the school has made good progress in implementing the vast majority of key issues since the last inspection. The next step will be to implement the recommendations in this report. Some have already been incorporated within the school's self-evaluation system and we shall produce an action plan for the remainder.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Aberffraw
School type	Community
Age-range of pupils	3 – 11 years
Address of school	Aberffraw Tŷ Croes Ynys Môn
Post-code	LL63 5EJ
Telephone number	(01407) 840471
Headteacher	Mrs Rhian Owen
Date of appointment	July 2000
Chair of governors/ Appropriate authority	Mr T R Roberts
Reporting inspector	Mr D M Cray
Dates of inspection	30 January – 1 February 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	--	4	3	0	3	4	4	6	24

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	10.9:1
Pupil: adult (fte) ratio in nursery classes	12
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	--	87.3%	96.1%
Summer 2006	--	86%	93.3%
Spring 2006	--	87%	91.2%

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 2006	Number of pupils in Y2	2
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.		

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2006	Number of pupils in Y6	4
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.		

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- seventeen lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

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

The inspection team held post inspection meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	English; information technology; physical education.
Mrs SA Taylor	Team	Key questions 2; 3 and 4.	Welsh; music; religious education
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

School's Nominee: Mrs Rhian Owen

Contractor: Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

Acknowledgement

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