

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

A report on the quality of education in

**Ysgol Gynradd Bodedern
Bodedern
Anglesey
LL65 3TL**

School number: 6602132

Date of inspection: 02/11/09

by

**Gareth Wyn Roberts
17166**

Date of publication: 07/01/10

Under Estyn contract number: 1101409

© Queen's Printer and Controller of HMSO 2010: 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 copyright in the material must be acknowledged as aforementioned 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.

Introduction

Ysgol Gynradd Bodedern 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 Bodedern took place between 02/11/09 and 04/11/09. An independent team of inspectors, led by Gareth Wyn Roberts 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	3
Recommendations	8
Standards	9
Key Question 1: How well do learners achieve?	9
The quality of education and training	13
Key Question 2: How effective are teaching, training and assessment?	13
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	15
Key Question 4: How well are learners cared for, guided and supported?	17
Leadership and management	19
Key Question 5: How effective are leadership and strategic management?	19
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	21
Key Question 7: How efficient are leaders and managers in using resources?	23
Standards achieved in subjects and areas of learning	25
Welsh first language	25
English	26
Design and technology	27
History	28
Art and design	29
Music	30
School's response to the inspection	31
Appendices	32
1 Basic information about the school	32
2 School data and indicators	33
3 National Curriculum assessments results	34
4 Evidence base of the inspection	36
5 Composition and responsibilities of the inspection team	37

Context

The nature of the provider

1. Ysgol Gymuned Bodedern is located in the rural village of Bodedern, about two miles from the A55 dual carriageway and about five miles from Holyhead on Anglesey. The school serves the village and the surrounding rural area. The school, which is under the management of Anglesey Unitary Authority (UA), is a primary school that is naturally bilingual, accepting children and pupils from 3 to 11 years of age. Currently, it has 78 full-time pupils, from reception age to Y6 and 13 part-time children of nursery age. Children are accepted into school on a part-time basis in the September following their third birthday. Since the last inspection held in October 2003, the number of pupils has decreased by 14 and the number of nursery children has increased by two. There are four classes in school. The composition of classes changes when nursery children attend during the afternoon. The school has three full-time teachers and two full-time assistants together with four teachers, four assistants and one clerical officer who are part-time.
2. According to the school, the area is one that is neither prosperous, nor economically disadvantaged. 15% of pupils are entitled to free school meals. This percentage is slightly lower than the percentage of pupils entitled to free school meals during the last inspection (17.5%). The school admits pupils of the full range of ability although it has not identified pupils who are "more talented and gifted". The range of ability does not follow the usual distribution as early assessments show that the majority of pupils are of medium or lower ability in their linguistic achievement.
3. About 60% of the pupils come from homes where Welsh is the first language, with 40% coming from homes where English is the main language spoken, percentages very similar to those in the last inspection. In the school's opinion, 80% speak Welsh either as a first language or to an equivalent standard. Teaching is through the medium of both Welsh and English and one of the school's aims is to ensure that all pupils are bilingual before moving to the secondary school.
4. All pupils belong to the white ethnic group. The UA 'cares for' one child. There are no pupils having lessons in English as an additional language. Four pupils have a statement of special educational needs (SEN) and 12 other pupils have been identified as having SEN. The percentage of pupils identified as requiring additional support (20% in all) is fairly similar to the percentage of pupils with SEN during the last inspection.
5. The Head was appointed in January 2000. The school is receiving a standard inspection this time.

The school's priorities and targets
--

6. The main priorities and current targets are to:
- a) Continue with establishment of the Foundation Phase
 - b) Continue to respond to Curriculum 2008
 - c) Review and update subject portfolios
 - d) Update and revise subject policies to correspond to Curriculum 2008
 - e) Start to gain the Healthy Schools' Scheme accreditation at the appropriate level, and
 - f) Raise standards in design and technology and in pupils' ability to work independently in the subject.

Summary

7. The school has responded well to the majority of key issues identified in the previous inspection and has made progress since the last inspection. This is to be seen in aspects of the leadership, provision and planning at school and subject level. The school has not succeeded in raising standards in Welsh and English, nor in design and technology at key stage 2.

Table of grades awarded

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

8. The inspection team agreed with the school's judgement in its self-evaluation in four of the seven key questions. A lower grade was awarded to key questions 1, 4 and 6.
9. Good features outweigh shortcomings in the quality of pupils' attainments as reflected in the end of key stage assessment statistics. When these results are compared with those from similar schools in terms of the number of pupils entitled to free school meals, it can be seen that key stage 1 results between 2006 and 2009 are uneven from year to year and from subject to subject. However, usually the results place the school either in the lowest 50% or the lowest 25% of similar schools, with assessments in Welsh being consistently in the lowest 50% of similar schools.
10. During the 2006-2009 period, the average scores of key stage 2 pupils in the statutory assessments were generally lower than schools in the county and similar local schools. During the same period, they were also lower than the figures for Wales. In 2009, the school was in the lowest 50% of schools in Welsh, English and mathematics and in the lowest 25% of similar schools in science. During the 2006-2008 period, the school was in the lowest 25% of similar schools in Welsh first language, English and science. Results in mathematics were a little better. Comparatively few KS2 pupils have reached level 5 in key stage 2 assessments. This reflects the nature of the cohort. Statistics of results for boys and girls vary from year to year according to the nature of the cohort and the balance in numbers between boys and girls.

11. Standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	69%	31%	0%	0%

12. Standards of achievement in lessons are lower than the statistics for the whole of Wales for 2007-2008, as published in the Annual Report of Her Majesty's Chief Inspector (HMCI), which is that standards are grade 1 and 2 in 84% of lessons and grade 1 in 12% of lessons. This mainly reflects standards of achievement in Welsh and English, and in design and technology at key stage 2.

13. The general quality of the educational provision for children under five is appropriate for their needs, and children make good progress towards the outcomes of the Foundation Phase.

14. At key stage 1 and key stage 2, in the subjects inspected, standards of achievement are as follows:

Area inspected	Key stage 1	Key stage 2
Welsh first language	3	3
English (key stage 2 only)	-	3
Design and technology	2	3
History	2	2
Art and design	2	2
Music	2	2

15. Strengths outweigh shortcomings in the standards of subjects of pupils across the school in their knowledge, understanding and skills. Nearly all pupils, including those with SEN, succeed in reaching the personal targets set for them. There is no obvious pattern of difference in the subject achievement of boys and girls in class.

16. In general, standards of listening and speaking are good throughout the school. Standards of reading in Welsh are good throughout the school and standards of reading in English show strengths that outweigh shortcomings. Good features outweigh shortcomings in the writing skills of pupils in Welsh at key stage 1 and in both languages at key stage 2.

17. Most pupils under five develop early mathematical skills and information and communication technology (ICT) skills well. Across the school, the majority of pupils also have good ICT skills. Strengths outweigh shortcomings in the mathematical skills of pupils at key stage 1 and key stage 2.

18. Pupils make good progress in their bilingual competence, particularly in their oral work. Increasingly they come to use Welsh and English confidently to study aspects of the curriculum.

19. As they move up through school, pupils make good progress in their learning skills in several subjects such as history, art and music. The progress is not as apparent in some of their linguistic skills. Their ability to collaborate and solve problems is good but, at times, they do not understand what they need to do to improve their work. Although they do not object to working, little apparent application is seen in some pupils, especially as they get older. Consequently, some of the pupils do not always work productively and effectively during their lessons.
20. Foundation Phase children work well independently. The majority of key stage 1 and key stage 2 pupils also work independently but there is a minority, across the range of ability and age, who rely too much on guidance from fellow pupils or adults.
21. The behaviour of children and pupils and their attitude towards others is good. In a congenial, happy and safe environment, pupils are friendly and courteous.
22. Good features outweigh shortcomings in pupils' level of attendance. In spite of good procedures and efforts by the school, attendance slipped a little in the 2008-2009 academic year.
23. The progress pupils make across the school in their personal, social, spiritual and moral development is good. They show a sound awareness of values such as courtesy, honesty, respect and fairness. Pupils have a good understanding of equal opportunities.

Quality of education and training

It was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	79%	11%	0%	0%

24. The quality of teaching that is good and better (89%) in lessons is slightly better than the statistics for the whole of Wales for 2007-2008, as published in the HMCI's Annual Report, which is that the quality of teaching is grade 1 and 2 in 83% of lessons and grade 1 in 16% of lessons.
25. The outstanding features of teaching include a particularly good work relationship that stimulates an outstanding response from pupils or children and extended opportunities for pupils to investigate their own ideas individually and in groups.
26. The good features of teaching include lessons that are planned in detail on the basis of good subject knowledge, good questioning techniques that consolidate learning and move learning forwards and good use of the key skills and the extended key skills to promote standards in subjects.

27. In the small amount of teaching where there are shortcomings, there are tasks that are not challenging enough, a lack of pace in the teaching and a tendency to provide too much support for pupils.
28. The school responds well to the learning requirements and interests of the range of pupils within it, and pupils are given equal opportunities to benefit from a broad and balanced curriculum that conforms to the requirements of the Foundation Phase, the National Curriculum (NC) and religious education.
29. Good learning experiences promote the spiritual, moral, social and cultural development of pupils well. Through the School Council, the school provides good opportunities for pupils to influence issues that affect their everyday lives.
30. The quality of care, support and guidance the school provides for its pupils is good. Pupils are happy in school and there is a good relationship between them and with all members of staff. There is a caring, warm and congenial ethos and pupils feel they are appreciated and supported.
31. The school has good systems for encouraging pupils to be healthy. Practices of eating healthily are promoted and the school gives good attention to improving fitness by providing a broad range of sports and team games.
32. The quality of provision for pupils with SEN is good and conforms fully to the Code of Practice. The school identifies the needs of pupils at an early stage and intervenes as necessary.

Leadership and management

33. The leadership and strategic management of the school is good but some of the good strategies used have not had a sufficient effect to date on raising standards.
34. The head is a successful leader and manager. He has high expectations with regard to standards and behaviour and leads by example. The deputy head also leads well and is a supportive link between all members of staff. Both undertake their responsibilities effectively.
35. The subject co-ordinators work effectively in planning and assessing their subjects. To date, however, they have not observed lessons as a means of collecting information about the subjects they co-ordinate.
36. The governors are very supportive of the school. Their knowledge of it is good. They are 'critical friends' to the head and his colleagues, and they monitor the work of the school well. The governing body fulfils all its statutory responsibilities well.
37. The head has a good knowledge of the quality of teaching and learning in school. In addition, the self-evaluation system at whole school level and subject level is clear to all. Although there are some strengths in the self-evaluation process, it does not always lead to forming successful strategies for raising linguistic standards.

38. Staffing levels in the school are good. An appropriate number of qualified, experienced teachers are employed and there is a good balance of experienced and less experienced staff. A team of effective, committed classroom assistants provide good support.
39. The school has a broad range of varied resources of good quality. The building is in a good condition.
40. Human and material resources as well as the buildings are used effectively and efficiently. The school provides value for money.

Recommendations

In order to improve, the school needs to:

- R1 Raise standards in pupils' attainment in statutory assessments, raise standards of achievement in Welsh at key stages 1 and 2 and raise standards of achievement in English and design and technology at key stage 2;*
- R2 Promote pupils' attendance, commitment to work, independence and ability to improve their own learning,* and
- R3 Ensure that the outcomes of self-evaluation lead to strategies that succeed in raising pupils' standards of work.*

The school has identified the recommendations marked with * above in its documentation as ones requiring attention.

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 grade awarded by the inspection team to this key question is lower than the grade awarded by the school in its self-evaluation report.
42. The grade awarded for this question reflects the standards of attainment to be seen in assessment results at the end of key stage 1 and key stage 2 for a number of years, and also current standards of achievement seen in Welsh at key stage 1 and key stage 2, and English at key stage 2. (Standards in English at key stage 1 are not evaluated as this is a Welsh medium school).
43. Good features outweigh shortcomings in the quality of pupils' attainments as reflected in the end of key stage assessment statistics. To a significant extent, the results reflect the general ability of cohorts of pupils as well as the number of pupils with SEN. In addition, there is fluctuation in pupil numbers from one year to the next, influencing the relevance of statistics – for example, in 2009 there were 8 pupils in Y2 and 16 in Y6.
44. During the 2007-2009 period, the average scores of key stage 1 pupils in the statutory assessments were higher than the average score for the county and catchment area in Welsh, lower than the county in science and mathematics but, although there was some fluctuation, were fairly similar to the average score of other schools in the catchment area in science and mathematics.
45. When comparing key stage 1 results with those of similar schools in Wales as regards the number of pupils entitled to free school meals, it is seen that results between 2006 and 2009 were uneven from year to year and from subject to subject. However, usually the results placed the school either in the lowest 50% or the lowest 25% of similar schools with assessments in Welsh consistently in the lowest 50% of similar schools.
46. There are exceptions to the pattern outlined above. Results in mathematics in 2009 placed the school in the highest 25% of similar schools and, in 2008, the score of the core subject indicator (that is, in this school, the percentage of pupils reaching level 2 or more in a combination of Welsh, mathematics and science) places the school in the highest 25% of similar schools.
47. During the 2006-2009 period, the average scores of key stage 2 pupils in the statutory assessments were generally lower than schools in the county and similar local schools. In the same period, they were also lower than those in Wales.
48. In 2009, the school was in the lowest 50% of schools in Welsh, English and mathematics and in the lowest 25% of similar schools in science. During the 2006-2008 period, the school was in the lowest 25% of similar schools in English, science and Welsh first language.

49. Results in mathematics were slightly better; although the school was in the lowest 25% of similar schools in mathematics in 2006, it was in the lowest 50% of similar schools in 2007 and 2008.
50. There was also some variation in the percentage of pupils reaching the core subject indicator at key stage 2 (that is the percentage of pupils reaching level 4 or higher in a combination of either Welsh or English, mathematics and science). Although the school was in the lowest 50% of similar schools in 2007, it was in the lowest 25% of similar schools in 2006 and 2008. Relatively few KS2 pupils have reached level 5 in key stage 2 assessments; this reflects the nature of the cohort.
51. The results statistics of boys and girls vary from year to year according to the nature of the cohort and the balance in numbers between boys and girls but there is no established pattern.
52. Standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	69%	31%	0%	0%

53. Standards of achievement in lessons are lower than the statistics for the whole of Wales for 2007-2008, as published in the Annual Report of HMCI, which is that standards are grade 1 and 2 in 84% of lessons and grade 1 in 12% of lessons. This mainly reflects standards of achievement in Welsh and English, and in design and technology at key stage 2.
54. The general quality of the educational provision for children under five is appropriate for their needs, and children make good progress towards the outcomes of the Foundation Phase.

Grades awarded in the subjects inspected at key stage 1 and key stage 2

55. At key stage 1 and key stage 2, in the subjects inspected, standards of achievement were as follows:

Subject inspected	Key stage 1	Key stage 2
Welsh first language	3	3
English (Key Stage 2 only)	-	3
Design and technology	2	3
History	2	2
Art and design	2	2
Music	2	2

56. Strengths outweigh shortcomings in pupils' subject standards across the school in their knowledge, understanding and skills. Nearly all pupils, including those with SEN, succeed in reaching the personal targets set for them. The school has not identified pupils who are 'more able and talented' although it has the procedures for doing so.
57. There is no evident pattern of difference in the subject achievement of boys and girls in class.
58. Children under five and key stages 1 and 2 pupils listen well to their teachers and to each other. Across the school and the curriculum, the standard of their oral work is good in both languages. The majority of pupils and children respond well orally, especially when working in pairs or groups. However, their responses to class discussions, whether this is in Welsh or English, are often less extended.
59. The majority of children under five develop early reading skills well. At key stage 1 and at key stage 2, a number of pupils make use of their skills in reading Welsh for different purposes and in various contexts across the curriculum. The good features of standards in reading English outweigh the shortcomings. Key stage 2 pupils read English aloud well and understand the basics of what they read. At times, however, they do not understand the meaning of some words.
60. Good features outweigh shortcomings in the writing skills of pupils in Welsh at key stage 1 and in both languages at key stage 2. The majority of pupils respond appropriately to their tasks across the curriculum in line with their age and ability but in a minority of cases, there are shortcomings in spelling, punctuation and handwriting.
61. The majority of pupils under five develop skills in early mathematics and information and communication skills well. Across the school, the majority of pupils have good ICT skills when undertaking activities across the curriculum. Strengths outweigh shortcomings in the mathematical skills of key stage 1 and key stage 2 pupils. They count and measure well but standards in data and investigative work are still developing.
62. Pupils make good progress in their bilingual competence, particularly in oral work. By the end of key stage 1, nearly all pupils from homes where Welsh is not a medium of communication, speak, read and write confidently in Welsh. Pupils also make progress in their language skills in English at key stage 2. Increasingly they come to use Welsh and English confidently to study aspects of the curriculum.
63. As they move up through the school pupils make good progress in their learning skills in a number of subjects such as history, art and music. They acquire and consolidate new information in these lessons and develop a range of new skills. Progress is not as apparent in some of their linguistic skills.

64. Their ability to collaborate and solve problems is good but at times, they do not understand what they need to do to improve their work.
65. Although they do not object to working, some pupils display little apparent application, especially as they get older. Consequently, some of the pupils do not always work productively and effectively during their lessons.
66. Pupils in the Foundation Phase work well independently. The majority of key stage 1 and key stage 2 pupils also work independently but there is a minority, across the range of ability and age, who rely too much on guidance from adults.
67. The creative skills of children under 5, key stage 1 and key stage 2 pupils are good.
68. The behaviour of children and pupils and their attitude towards others is good. In a congenial, happy and safe environment, pupils are friendly and courteous. Pupils of all ages play well together during break times.
69. Pupils' punctuality in school is good. Good features outweigh shortcomings in the level of attendance. Between 2006 and 2008 the level of attendance in school placed it amongst the highest 50% of similar schools in terms of the number of pupils entitled to free school meals. Despite good school procedures and efforts, attendance slipped somewhat during the 2008-2009 academic year.
70. The progress pupils make across the school in their personal, social, spiritual and moral development is good. Pupils are very caring towards each other and are prepared to shoulder responsibilities and offer support to their fellow pupils in all school activities. They show a sound awareness of values such as courtesy, honesty, respect and fairness.
71. Pupils have a good understanding of equal opportunities. As part of religious education and personal and social education (PSE), pupils show a good understanding of people and practices that are different to their own, and also empathy towards others by regularly collecting money for good causes.
72. Pupils benefit outstandingly from the experiences they have through the link with the secondary school and this is reflected in subjects such as ICT and physical education. Although the influence of the community and local businesses is not as apparent in subject standards, pupils derive great benefit from links with the community and local businesses; these promote their social and personal skills so that they move successfully to the next step in their education.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

73. The grade awarded by the inspection team to this key question is the same as that awarded by the school to the question in its self-evaluation report.
74. The grade awarded to this key question is higher than the grade awarded to standards as some of the outcomes of the teaching and learning techniques used by teachers have not yet been reflected in pupils' standards of achievement.
75. It was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	79%	11%	0%	0%

76. Although the percentage of lessons where grade 1 has been awarded is lower than the percentages for Wales, the quality of teaching that is good or better (89%) in lessons is a little higher than the statistics for the whole of Wales for 2007-2008, as published in the HMCI's Annual Report, which is that the quality of teaching is grade 1 and 2 in 83% of lessons and grade 1 in 16% of lessons.
77. The outstanding features of the teaching include:
- a particularly good working relationship that stimulates an outstanding response from pupils or children, and
 - extended opportunities for pupils to investigate their own ideas both individually and in groups.
78. The features of good teaching include:
- lessons that are planned in detail on the basis of good subject knowledge;
 - good questioning techniques that consolidate learning and move it forward;
 - good use of the key skills and extended key skills in promoting standards in subjects;
 - sustaining a warm working relationship with pupils;
 - use of a range of methods and teaching resources including the interactive whiteboard;
 - good support for pupils in lessons with regard to individual or linguistic needs, including support from assistants;
 - maintaining a good pace in lessons, and
 - use of praise to encourage success.

79. In the little teaching where there are shortcomings there are:
- tasks that are not sufficiently challenging;
 - a slow pace to the teaching, and
 - a tendency to provide too much support for pupils.
80. The systems for assessment and recording for pupils with SEN are good. These satisfy the statutory requirements for assessment and reporting. There are appropriate systems in place for assessing and recording assessments at the Foundation Phase and for all curricular subjects at key stage 1 and key stage 2. Detailed records are kept of the assessments.
81. Pupils' work is marked regularly and nearly always, comments are provided that recognise success and suggest possible improvement. In addition, the practice of sharing criteria for success with pupils allows them to understand how to improve their work and become aware of the purpose of assessment. However, pupils' ability to respond to this and use self-assessment as a tool for improving their own learning is still developing.
82. The whole school takes part in the process of joint moderating of work at the end of key stage 1 and also takes part in exercises in moderation of work at the end of key stage 2 together with other local primary schools and the secondary school, in all core subjects. These systems, and the portfolios emanating from the joint assessment, which are still being updated, contribute to a common understanding of levels of attainment in the NC and the validation of the assessment systems.
83. Parents are invited to school twice during the year to discuss their child's progress. A written report is prepared at the end of the school year. These reports are detailed, of good quality and conform fully to the statutory requirements. Parents appreciate the personal comments that form part of these reports.

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

84. The grade awarded by the inspection team to this key question is the same as that awarded by the school to the question in its self-evaluation report.
85. The school responds well to the learning needs and interests of the range of pupils within it, and pupils are given equal opportunities to benefit from a broad and balanced curriculum that conforms to the requirements of the NC and religious education.
86. The general quality of the educational provision for children under five is appropriate for their needs, and children make good progress towards the outcomes of the Foundation Phase.
87. The school conforms to the statutory requirement to hold daily collective worship.
88. Whole-school schemes of work are comprehensive and provide guidelines to ensure progression and progress in pupils' learning. Short-term planning is consistent throughout the school and ensures appropriate activities for the needs of pupils of different abilities in each class.
89. Teachers are aware of the need to ensure that all pupils gain proficiency in key and basic skills and the schemes of work demonstrate opportunities to do so.
90. Regular educational visits are organised, which complement work in class and which enhance the curriculum. They contribute substantially to the pupils' experiences and development.
91. Good learning experiences promote the spiritual, moral, social and cultural development of pupils effectively. Through the School Council, the school provides good opportunities for pupils to influence issues that affect their everyday lives.
92. The bilingual proficiency of pupils develops as they progress through school. Both Welsh and English are used as teaching media in both key stages. Good emphasis is placed on the Welsh dimension within the curriculum. An awareness of global citizenship is promoted very effectively.
93. The school uses an on-going scheme for developing PSE, which is integrated in all the school's work. Effective use is made of visitors to promote values. The school's circle time periods are effective and pupils listen carefully to their peers, showing respect for each other.
94. The school is aware of the importance of sustainability and there are good schemes for developing this.

95. Gaining the Basic Skills Agency Quality Mark accreditation, gaining Healthy Schools scheme Stage 2 accreditation and working towards the Eco Schools bronze award are evidence of the school's commitment to Welsh Assembly Government national priorities.
96. Links exist with the world of work but they have not been developed to their full potential. To date, the entrepreneurial skills of pupils have not been sufficiently developed.

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

Grade 2: Good features and no important shortcomings

97. The findings of the inspection team are different to the grade 1 awarded by the school in its self-evaluation report. There are a good number of strengths in the provision but there are not enough outstanding features to justify the award of grade 1.
98. The quality of care, support and guidance the school provides for its pupils is good. Pupils are happy in school and there is a good relationship between them and with all members of staff. There is a caring, warm and congenial ethos and pupils feel they are appreciated and supported.
99. The school works closely and very effectively with parents, the community and external agencies on issues relating to pupils' health, care and welfare. The close collaboration between the school and the secondary school is an outstanding feature.
100. There are sound induction systems for nursery children that ensure they settle quickly in school. The home / school agreements have been completed appropriately.
101. Pupils benefit well from the PSE programme that is taught in a cross-curricular way as well as through morning worship and circle time.
102. An effective School Council ensures that the pupils' voices have a high priority in school. The members met regularly and discuss the matters arising in a mature and responsible way.
103. The school has appropriate systems that encourage pupils to keep healthy. Healthy eating practices are promoted and good attention is given to improving fitness by providing a broad range of sports and team games.
104. There are relevant policies for ensuring the health and safety of each individual whilst they are on school grounds. Teachers, assistants and support staff are very familiar with their content and implement them conscientiously. The school is aware of the importance of risk assessments and prepares them systematically.
105. Effective procedures have been established for monitoring pupil attendance and punctuality. Registration systems conform to the statutory requirements.
106. There are sound procedures for safeguarding children and all members of staff are aware of their responsibility. A member of staff, and a substitute as well, have been designated to supervise this aspect and a designated member of the Governing Body has responsibility for this area of work.
107. Class teachers provide sound guidance and guidelines for the assistants who work very effectively with individuals and groups.

108. The quality of provision for equal opportunities for every pupil is good. Lessons are planned carefully in order to meet the needs of individuals and differentiated provision. The school promotes racial equality in all its activities.
109. There are good procedures for discipline and elimination of any oppressive behaviour. The school provides opportunities to discuss these in circle time sessions. All members of staff know pupils well and treat them in a caring and sensitive way.
110. The quality of provision for pupils with SEN is good and conforms fully to the Code of Practice. The school identifies the needs of pupils at an early stage and intervenes as needed. The role of the co-ordinator is vital to this process.
111. The Individual Education Plans (IEP) provided for every pupil with SEN are of good quality. They are detailed and include attainable targets that are reviewed regularly. The school works closely with parents and external agencies for the welfare of pupils.
112. An Accessibility Policy and Disability Equality Scheme have been adopted by the governing body, and are available and implemented.
113. Pupils are very aware of the religious, cultural and economic diversity that exists in different parts of the world. The school provides good support and guidance in order to ensure there are no prejudices based on social, educational or linguistic background.

Leadership and management

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

Grade 2: Good features and no important shortcomings

114. The grade awarded by the inspection team to this key question is the same as that awarded by the school in its self-evaluation document and higher than the grade awarded for key question 1. Leadership and strategic management in school are good but some of the good strategies used have not yet had a sufficient effect on raising standards.
115. The head is a successful leader and manager. He has high expectations in terms of standards and behaviour and he leads by example. He has a very clear vision of values, aims, objectives and school priorities and has conveyed these successfully to his colleagues, governors and parents. His contribution to the life and success of the school is vital.
116. The deputy head also leads well and is a supportive link with all members of staff. She undertakes her responsibilities effectively.
117. The subject co-ordinators work effectively in planning and assessing their subjects. An informal system of subject collaboration provides good support for those who are less experienced. To date, however, co-ordinators have not observed lessons as a means of collecting information about the subjects they co-ordinate.
118. The school has a clear sense of purpose, which is sustained well through shared values and ethos as well as effective collaboration.
119. The school has explicit aims and values that promote equality for all. These values are reflected clearly in the daily life of the school where children of all abilities, age, and gender, social or racial background are treated equally and are given the same opportunities.
120. Realistic but ambitious targets are set, in line with statutory requirements, for Welsh, English, mathematics and science in both key stages. Class teachers are aware of these targets as they have helped to draw them up. However, the school does not always reach these quantitative targets.
121. The main priorities of the school development plan (SDP) pay good attention to a number of national priorities, including bilingualism, creating community links, practising sustainability, encouraging a healthy way of life for pupils and continuing to prepare for the new Foundation Phase and National Curriculum that started in September 2008.
122. The school makes good use of local partners and outstanding use of the link with the local secondary school. Responsibilities have been clearly defined, so too have the criteria for success. Priorities have been carefully costed. Those with an interest in the school have had an opportunity to contribute to the SDP.

123. Each member of staff has an appropriate job description. Schemes exist to support newly qualified teachers, and the school makes effective use of performance management. Members of staff attend relevant training. Its effect is reflected positively in the materials and methodology used in class. It has yet to impact fully on standards in some subjects.
124. The school's day-to-day administration is good.
125. Governors are very supportive of the school. A number of them have useful expertise in relevant areas and they use their skills to support the school. They also have very close links with the community and parents. Their knowledge of school life is good. They are 'critical friends' to the head and his colleagues and they monitor school work well.
126. The governing body fulfils all its statutory responsibilities well.

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

Grade 3: Good features outweigh shortcomings

127. The findings of the inspection team do not correspond to the school's findings in its self-evaluation report. Although there are some strengths in the self-evaluation process, it has not led to raising standards in all aspects of Welsh or English.
128. The inspection team awarded a lower grade than the school in three of the key questions, that is key questions one, four and six but the team agrees with the grades awarded by the school in its self-evaluation report in the other four key questions.
129. In line with Estyn's framework for inspection, a self-evaluation document was prepared. This is a detailed and honest document that recognises strengths and issues for development. There is a clear link between this document and the current SDP. However, at times the document is descriptive rather than evaluative and it does not explain the basis for the award of grades for standards in subjects.
130. The head has good knowledge about the quality of teaching and learning in school. In addition, the self-evaluation system at whole-school and subject level is clear to all. Subject co-ordinators prepare annual subject evaluations. However, a number of these focus mostly on provision and resources.
131. Members of staff are aware of the attainments and achievements of individual pupils in their classes and, following joint scrutiny of pupils' work and annual assessments, they know their strengths and what needs to be developed. In addition, subject co-ordinators monitor and evaluate individual subject work carefully although they have not, to date, observed lessons.
132. Analysis of data at school level is thorough but the analysis is not followed by an outline of the strategies emanating from it to raise standards.
133. The way the school consults those with an interest in it is good. Meetings of the governing body are vital to this; the school provides a detailed report on the progress made in each of the priorities in the self-evaluation that lead to the SDP priorities, which are of good quality.
134. The school seeks parents' views on it although this has not been sufficiently formalised, and in the pre-inspection meeting parents were confident that the school paid appropriate attention to their comments.
135. The School Council is part of the self-evaluation process, and members are happy to express opinions on aspects of school life. There is an opportunity for them to make suggestions about school facilities although they have not developed their role of suggesting the content or context of what they would like to learn.

136. Self-evaluation has led to some improvements in the school's provision and systems. There has been an improvement in ICT provision. There has also been an improvement in oral work in both languages, in levels of reading in Welsh and aspects of mathematics. However, the school has not responded successfully to the shortcomings identified in the previous report in overall standards in Welsh and English or to standards in design and technology at KS2.
137. The school has made progress since the last inspection. This is to be seen in aspects of leadership, provision and planning at school and subject level. The school has responded well to some of the key issues in the previous report. There is more balance in the use of Welsh and English in lessons. Schemes of work are more manageable. The system for registration and checking attendance has improved, although the level of attendance has not risen. The self-evaluation system has been honed and formalised. Statutory policies are now in place and the school's boundaries are secure. Standards in design and technology at key stage 1 have improved but, although there are improvements in aspects of standards in Welsh and English, standards at key stages 1 and 2 are generally the same.

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

Grade 2: Good features and no important shortcomings

138. The grade awarded by the inspection team to this key question is the same as that awarded by the school in its self-evaluation report.
139. The grade is higher than the one awarded to key question 1 as the school has good staff, resources and buildings. These are organised well although the resources or their organisation have not always succeeded in raising standards in subjects.
140. Levels of staffing in school are good and provide a very favourable pupil:adult ratio for the pupils under five and in Y1 and Y2. An appropriate number of qualified and experienced teachers are employed to enable the school to provide a broad and balanced curriculum, and there is a good balance of experienced and less experienced staff. In addition, the school uses the expertise of part-time teachers or a system of exchanging teachers well to extend school expertise.
141. Teachers update their knowledge and skills by undertaking regular training sessions in school or those provided by an external provider. This training corresponds to school needs and the aspirations of individual members of staff. Structured performance management systems contribute to staff development. Teachers of the youngest pupils have responded and adapted very well to the new requirements now being made of them. The training needs of ancillary staff also receive attention.
142. The school has given appropriate attention to the teachers' workload agreement and to workforce remodelling requirements. Good use is made of the expertise of staff employed to enhance the curriculum and raise standards during the teachers planning, preparation and assessment periods.
143. A team of effective and dedicated classroom assistants provide good support for teaching and learning. They ensure that pupils are on task and promote learning in lessons very effectively. Administrative staff are used effectively and the caretaker, cleaning staff and school yard supervisors make a good contribution to the pupils' development and school organisation.
144. Maintenance standard are high and the school is clean and attractive. There are tasteful displays around the school, which enhance teaching and learning.
145. The school has a broad range of varied resources, which are in good condition. There is a good supply of equipment for children under five. The school regularly adds to ICT provision by upgrading computers. This leads to raising standards in ICT as a subject and as a key skill. Investment in musical instruments and lessons is also a way of raising standards of performance.

146. An interactive whiteboard has been installed in every class. Members of staff use them as an effective teaching aid, taking advantage of commercial programmes and presentations that they have created. Pupils benefit by taking an active part in many of the presentations.
147. The building is in a good condition.
148. Currently, a suitable area is being built outside for the youngest children so that they can experience open-air activities in a stimulating and safe environment.
149. Human resources, resources and buildings are used effectively and efficiently. As nursery children attend school in the afternoon, the composition of classes has had to be changed, and also the arrangements for teaching them. This has been done effectively and efficiently.
150. The school's budget is administered efficiently from day to day and the school self-evaluates its processes consistently by using the county pro-forma. The finance sub-panel of the governing body gives full consideration to the programme of expenditure, looking at forecasts of numbers and likely needs for the future. Consistent and effective use is made of resources available through grants and monetary funds. The school provides value for money.

Standards achieved in subjects and areas of learning

Welsh first language

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

151. Key stage 1 pupils listen attentively and have good recall of facts and details relating to their previous work. Some pupils chat confidently about things within their experience and convey simple information clearly, using an increasing range of vocabulary and patterns.
152. The majority read well with sensible expression. Nearly all can build unfamiliar words and try to vary their intonation. They can speak confidently about what they read and express opinions clearly.
153. By the end of key stage 1, many of the pupils write simple sentences, varying the opening. Some pupils succeed in writing independently for different purposes, showing progress in their use of adjectives and punctuation.
154. The oral skills of nearly all pupils at key stage 2 are good. They have an increasing range of vocabulary and understanding of the elements of syntax. Nearly all can speak confidently and express opinions in a mature way.
155. A majority of key stage 2 pupils read fluently and with clear expression. They can discuss their books intelligently, recalling facts and showing a good understanding of what they read. They enjoy reading a broad range of books.
156. Some key stage 2 pupils write thoughtfully, showing an appropriate awareness of idioms. They can write in a broad range of forms such as poetry, factual articles, portraits, letters and dialogues.

Shortcomings

157. At key stage 1, the majority of pupils lack confidence when writing independently.
158. Shortcomings in language and the influence of their spoken language affect the written expression of the majority of key stage 2 pupils.

English

Key Stage 1

159. No judgement is made on standards or provision in English as it is not taught or assessed formally in this key stage.

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

160. Throughout the key stage, most pupils listen and respond well in their oral work.
161. Nearly all of the pupils discuss their ideas, preferences and dislikes maturely and there is clear development in their vocabulary, phrases and syntax as they progress through school. By the end of the key stage, the majority of pupils can respond intelligently and provide extended, spontaneous comments using good language skills, in an appropriate register when speaking to visitors.
162. Standards of reading aloud are good. Pupils can read a broad range of books including fiction and also factual books. They can express sensible opinions about the books they read. Most pupils make good use of their reading skills to gather information from books and other sources.
163. Pupils produce appropriate written work and redraft their work successfully to correct it. In the final versions, the majority of pupils succeed in varying their sentences to create different effects.

Shortcomings

164. A minority of Y5 and Y6 boys lose interest in reading for pleasure and do not understand the meaning of literary vocabulary.
165. Errors in syntax, punctuation and spelling, together with untidy handwriting, mar the written work of a minority of pupils throughout the key stage.

Design and technology

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

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

166. Nearly all key stage 1 pupils have a good understanding of the process of designing, making and evaluating.
167. The making skills of the majority of key stage 1 pupils are good. Nearly all master the skills of measuring, cutting and assembling when creating objects of a high standard.
168. Nearly all pupils at key stage 1 express their ideas meaningfully on paper and orally, discussing which material, resources and equipment they use to produce an object.
169. Nearly all pupils take good advantage of opportunities to evaluate their work and they can provide a simple reason to justify their opinion of it.
170. Key stage 2 pupils understand the importance of initial research as part of the planning process. With support, they find a number of appropriate criteria to use when designing their product.
171. They have a good knowledge of the features and usefulness of different materials.
172. Nearly all key stage 2 pupils can design and label their projects accurately.
173. The majority of key stage 2 pupils have good practical skills in measuring and cutting.

Shortcomings

174. At key stage 2, the range of different materials pupils use is comparatively limited.
175. Understanding of control technology is limited at key stage 2 and a minority of pupils evaluate their work is superficial.

History

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

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

Good features

176. Nearly every pupil in both key stages understands that objects or artefacts disclose information about people and places of historical interest.
177. In both key stages, the majority of pupils investigate successfully the discovery of pictures of artefacts in books or artefacts from other sources, and they gather relevant information about them.
178. Nearly all pupils at key stage 1 can create a time line and place events on it in chronological order.
179. Nearly all younger key stage 1 pupils can recognise things from the past and present and differentiate between them.
180. By observing pictures and looking at artefacts, key stage 1 pupils compare equipment in houses long ago and today, recognise the differences and identify their purpose if it is different from that usually seen today.
181. All key stage 2 pupils have good knowledge about the Celts, their way of life and their clothes.
182. The majority of key stage 2 pupils can show good empathy with historical characters; they also understand that research into the past involves some speculation and uncertainty.
183. The majority of Y5 and Y6 pupils can appraise the validity of historical evidence and begin to form an opinion on historical arguments.

Shortcomings

184. There are no important shortcomings.

Art and design

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

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

Good features

185. The majority of pupils in both key stages show good control of different media, including crayons, pastels, paint and colour pencils in creating a variety of work. By creating murals, their understanding of shape, colour, pattern and texture grows from year to year.
186. The majority of key stage 1 pupils use ICT programs confidently to create pictures and various effects of good quality. They can discuss the work of artists such as Augustus John and Picasso confidently, imitating their work effectively. They take good advantage of studying different arts and traditions.
187. In both key stages, all pupils produce effective modelling work and most make good use of sketch books when investigating line and tone.
188. Key stage 2 pupils undertake a broad range of experiences in art and experiment confidently with different media. They produce effective modelling work and can select resources that are appropriate for specific tasks and use a range of techniques skilfully.
189. All pupils take good advantage of opportunities to work with different resident artists to learn new techniques and to create striking portraits and murals.
190. Nearly all key stage 2 pupils evaluate and discuss each other's work confidently. Nearly every pupil takes good advantage of various opportunities to express themselves creatively and to experiment with a range of interesting materials. The result of their good work is seen in refined displays around the school.

Shortcomings

191. There are no important shortcomings.

Music

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

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

Good features

192. At key stage 1, pupils sing a range of songs from memory in tune. Most pupils show an understanding of pitch and rhythm in their performances and the quality of singing is good.
193. Most pupils compose and arrange simple music by using a variety of sound sources and pitched instruments to create a particular atmosphere. All pupils enjoy performing in groups and discuss the musical elements of dynamics and pace.
194. All pupils in both key stages have an opportunity to listen to and evaluate the work of famous composers and the most discuss compositions in a mature way.
195. At key stage 2, pupils sing a good variety of songs, keeping pitch particularly well and showing increasing control of pronunciation, phrasing and length of notes.
196. Key stage 2 pupils use a range of instruments to compose skilfully. Some pupils take advantage of instrumental lessons from peripatetic teachers and make good progress.

Shortcomings

197. There are no important shortcomings.

School's response to the inspection

The staff and governors acknowledge that we have received an inspection that was fair, thorough and very constructive in terms of comments and recommendations offered to us as a school. The inspection team worked in a professional manner being supportive and constructive when observing lessons and interviewing staff and pupils. The nominee had an integral part in the process, having opportunities to offer observations and additional evidence to the team throughout all the meetings. Considerable attention and respect was accorded to the school's self-evaluation report and it is a pleasure to note that the team based many of their observations on the content of the report.

It is appreciated that the report acknowledges the consistent support and thorough knowledge of the Governing Body, together with the success and effectiveness of the Head and Deputy Head as leaders and managers. We are glad that the quality of teaching is better than the national standards, and that classroom assistants work very effectively under the direction of the teachers.

We are extremely pleased that the report refers to the pupils' sound awareness of values such as courtesy, honesty, respect and fairness. Indeed the caring, warm and congenial ethos of the school is acknowledged, together with the influence of this ambience on the happiness and good relationships of the pupils with each other, and with all the staff.

Certainly, the inspection sets a challenge to us as a school to maintain the standards and particular strengths noted and to raise standards further. We will respond to this challenge by developing the work that we have done already, by producing an action plan that will be shared with parents and which will be the basis of our work for the future.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Bodedern
School type	Primary inc Foundation Phase, naturally bilingual
Age-range of pupils	3 – 11
Address of school	Ty'n Ffordd Bodedern Holyhead
Postcode	LL65 3TL
Telephone number	01407 740201

Headteacher	Mr Eifion Lloyd Watkins
Date of appointment	January 2000
Chair of governors / Appropriate authority	Mr W Rhys Jones / Education and Leisure Department, Anglesey County Council, Llangefni, LL77 7EY
Registered inspector	Gareth Wyn Roberts
Dates of inspection	2-4 November, 2009

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	6.5	14	6	12	7	13	15	11	84.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	4	5.14

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15.2:1
Pupil: adult (fte) ratio in nursery classes	8.3:1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	19.5
Teacher (fte): class ratio	1.29:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2009	85.3	89.9	93.6
Spring 2009	88.3	81.2	91.2
Autumn 2008	89.4	91.4	92.5

Percentage of pupils entitled to free school meals	15%
Number of pupils excluded during 12 months prior to inspection	None

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2009	Number of pupils in Y2	8
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

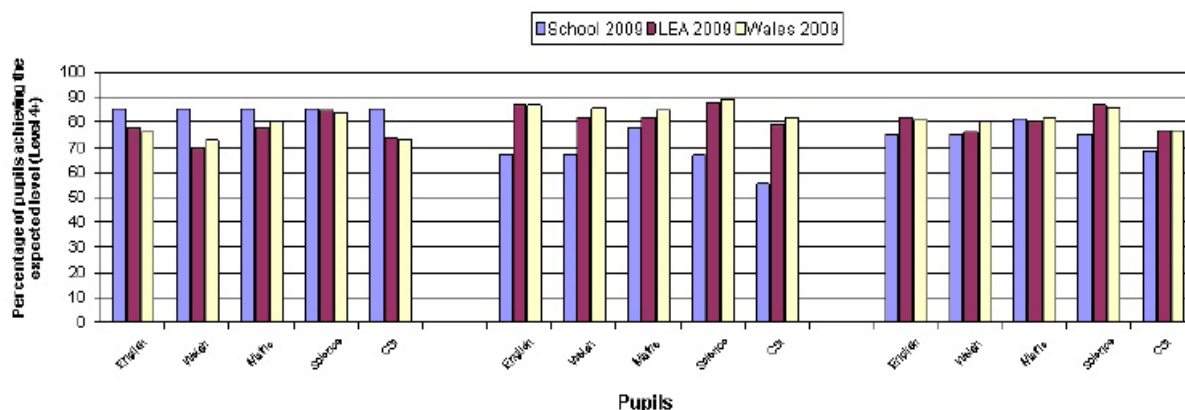
Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	75%	In Wales	81%

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

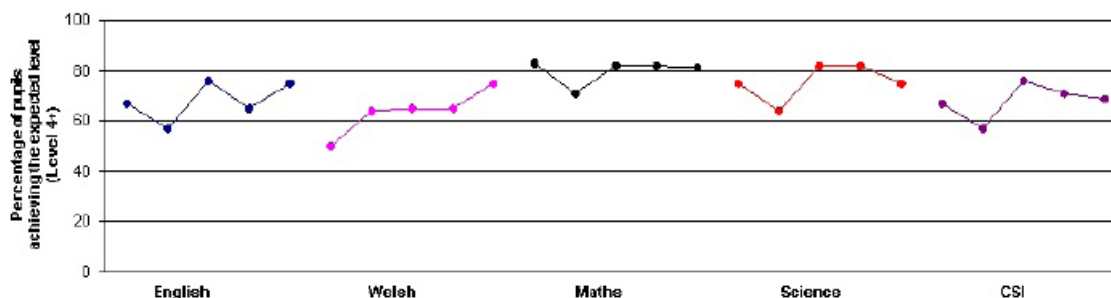
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	86	78	76	67	87	87	75	82	81
Welsh	86	70	73	67	82	86	75	76	80
Maths	86	78	80	78	82	85	81	80	82
Science	86	85	84	67	88	89	75	87	86
CSI	86	74	73	56	79	82	69	77	77



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 16 per cent and up to 24 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		74	78	82		87	
Welsh		67	75	78		89	
Maths		76	81	83		88	
Science	75	80		88		94	
CSI		69		77		83	

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Appendix 4

Evidence base of the inspection

Four inspectors, including the school nominee spent the equivalent of six inspection days at the school and met as a team before the inspection.

The inspectors visited:

- 19 lessons or parts of lessons
- registration periods services and collective worships:and
- a range of extracurricular activities.

Members of the team held meetings with:

- staff, governors and parents preceding the inspection;
- senior managers teachers and support and administrative staff; and
- the school council.

The team had also considered:

- the school self-evaluation report;
- pupils' behaviour and attitudes;
- 20 responses to the parents' questionnaire;
- response by the Local Authority;
- documents provided by the school during the inspection;
- a wide range of pupils' previous and present work, and
- samples of pupil reports

Following the inspection the team held meetings with the senior managers and the governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Gareth Wyn Roberts Registered Inspector	Context, key questions 1, 2, 5, 6, appendix, English, design technology, history
Mr Wil Owen Lay Inspector	Contribution to key questions 1, 3, 4 and 7
Mrs Hazel Hughes Team Inspector	Key questions 3, 4, 7, Welsh (first language), music, art and design
Mr Eifion Lloyd Watkins	School Nominee
There was no peer assessor for this school's inspection	

Contractor: Cwmni Cynnal
Bridge Street
Llangefni
Anglesey
LL77 7HL

Acknowledgement

The inspection team wishes to thank the staff, parents, governors and pupils of Ysgol Gynradd Bodedern for their courtesy and willing collaboration during the inspection.