

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

**Ysgol Gynradd Brynsiencyn
Brynsiencyn
Llanfairpwll
Ynys Môn
LL61 6HZ**

School Number: 6602136

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by

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- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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- * makes public good practice based on inspection evidence.

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Ysgol Gynradd Brynsiencyn 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 Brynsiencyn took place between 03/05/06 and 05/05/06. 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 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	5
Key Question 1: How well do learners achieve?	5
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?	8
Key Question 4: How well are learners cared for, guided and supported?	9
Leadership and management	10
Key Question 5: How effective are leadership and strategic management?	10
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	11
Key Question 7: How efficient are leaders and managers in using resources?	12
Standards achieved in subjects and areas of learning	13
Welsh	13
Science	14
History	14
Music	15
Physical education	16
Religious education	17
School's response to the inspection	17
Appendices	19
1 Basic information about the school	19
2 School data and indicators	19
3 National Curriculum assessments results	20
4 Evidence base of the inspection	21
5 Composition and responsibilities of the inspection team	21

Context

The nature of the provider

- 1 This is a rural, naturally bilingual school, located in the village of Brynsiencyn, near Llanfairpwll, Ynys Môn. It serves the village itself and the surrounding hinterland. Baseline assessments conducted on the pupils soon after they are admitted to school indicate that their levels of attainment are generally below the median.
- 2 There are currently 48 pupils between 4 and 11 years of age on the school register and they are admitted in the September following their fourth birthday. Pupil numbers have remained relatively constant over the last five years.
- 3 Some 22% of pupils are entitled to receive free school meals – a figure that is higher than county (20%) and national (19%) averages. Seventeen pupils, (35%) are designated as having additional learning needs, including one who has a statement.
- 4 Some 70% of pupils come from homes where Welsh is spoken as a first language, a percentage that is comparable to the situation at the time of the last inspection. The school follows the National Curriculum in Wales Welsh first language programme of study and it is adjudged that 90% of pupils are now able to speak Welsh to first language standards.
- 5 The school was last inspected in May 2000. The headteacher has been in post since September 1997.

The school's priorities and targets

- 6 The school's priorities and targets for the period 2005-2006 include:
 - Self-evaluation;
 - Performance Management;
 - Raise standards in mathematics;
 - Improve pupils' independence in writing and raise oracy and reading standards in Welsh and English;
 - Develop pupils' confidence in art and design and technology;
 - Raise standards in geography.

Summary

- 7 The findings of the inspection team matched the judgement of the school in three of the seven Key Questions (Key Questions 1, 4 and 7). The grades awarded by the inspection team were lower than those awarded by the school itself for the remaining Key Questions.

Table of grades awarded

- 8 The inspection team adjudged the school's work to be as follows:

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	3
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?	3
5 How effective are leadership and strategic management?	4
6 How well do learners and managers evaluate and improve quality and standards?	4
7 How efficient are leaders and managers in using resources?	3

Standards

- 9 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	74%	17%	5%	--

- 10 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
- 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
Science	Grade 2	Grade 3
History	Grade 2	Grade 3
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

- 12 The under-fives, together with the pupils in Key Stages 1 and 2 make generally good progress in the development of their communication, mathematical and information technology skills in a variety of contexts across the curriculum.
- 13 Pupils' bilingual skills are developing well as they move up through the school.
- 14 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in Key Stage 1 over recent years has in the main been in the group of 50% highest performing schools. During the same three-year period, in Key Stage 2, its performance has generally been within the group of 50% lowest performers. It was seen that pupils' additional learning needs has at times caused some distortion in the school's performance data.
- 15 Pupils' personal, social and learning needs are developing well.
- 16 Overall, pupils' standards of behaviour are very good; they behave responsibly and respect others.
- 17 In the three full terms prior to the inspection, pupils' average levels of attendance have been around 93% and there is room for improvement. Their punctuality is good.

The quality of education and training

- 18 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	54%	38%	4%	--

- 19 There is a caring and respectful working relationship between teachers and pupils, and on the whole, there is a purposeful working environment where pupils are supported through praise and constructive encouragement.
- 20 In general, the school provides access to a broad and balanced curriculum that is socially inclusive and provides equal opportunities for all pupils. There are schemes of work for all subjects, but their quality and the guidance they provide is variable. There is room to secure whole-school agreement on their revision.
- 21 Pupils' spiritual, moral, social and cultural development is promoted effectively. The periods of collective worship conform to requirements; they provide very good opportunities to promote pupils' spiritual development and make a considerable contribution to their awareness of moral issues.
- 22 Overall, there are good links with parents at the school. Positive responses were received at the pre-inspection meeting, but reference was made in the

questionnaires returned to the inspectors to some issues such as a lack of effective communication.

- 23 There is inconsistency in the provision for implementing the requirements of the 'Framework for Personal and Social Education'. 'Circle Time' periods are held for the school's younger pupils in order to discuss matters such as the importance of friendship and care, but a School Council has not yet been established.
- 24 There are few links with the world of work and very little attention is given to developing pupils' enterprise skills.
- 25 Teachers know their pupils well and they are supported in their care of them by all members of the school staff. Pupils feel safe in a caring environment.
- 26 The registers for the school's older pupils do not fully satisfy the requirements of Welsh Assembly Government Circular 3/99.
- 27 Neither the security of the building nor that of the school campus is effective enough.
- 28 National guidelines such as a strategy for child protection are implemented, but the school needs to take ownership of and modify strategies and relevant procedures from the guidelines to meet its own needs and purposes.
- 29 Pupils with additional learning needs receive effective support from their teachers and from the classroom assistant, and they are fully integrated into the life and work of the school. The individual education plans fulfil pupils' needs. However, the reviews undertaken are inconsistent and the progress made in achieving the targets set is not recorded in sufficient detail. The parents of the pupils concerned are not given the opportunity to contribute to the reviews.

Leadership and management

- 30 Although the day-to-day work of the school proceeds smoothly, there has been insufficient emphasis on providing a clear sense of direction for the work of the school and on promoting and sustaining improvements. During the inspection, gaps were found in a number of statutory and key areas, which means that the school is not fully satisfying its management and legal requirements.
- 31 The school does not operate in a sufficiently self-critical environment, and to date, the monitoring and evaluation arrangements have not been systematic and thorough enough to enable it to gain a clear and accurate picture of its performance.
- 32 Some progress has been made in implementing a number of the key issues identified in the 2000 report. However, there remain shortcomings in terms of

job descriptions and in key areas, such as policies and self-evaluation and monitoring procedures.

- 33 Although the building is in relatively good condition, there are indications of internal and external wear and tear, and it does not fulfil disabled access requirements.

Recommendations

In order to improve the areas inspected at the school, the staff and governors need to:

- R1: address the shortcomings identified in the standards achieved by pupils and in the quality of teaching;
- R2: operate in a more self-critical environment in order to promote improvements, through strengthening management and self-evaluation procedures;
- R3: ensure that all statutory requirements are met;
- R4: improve safety arrangements at the school;
- R5: undertake a whole-school review of the schemes of work, and update them where appropriate.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 34 The findings of the inspection team match the judgement made by the school in its self-evaluation report.

- 35 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	74%	17%	5%	--

- 36 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

- 37 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
Science	Grade 2	Grade 3
History	Grade 2	Grade 3
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

- 38 Overall, the pupils, including those with additional learning needs, make good progress in achieving agreed learning aims. They succeed in their work, regardless of their ability, social or linguistic background.
- 39 The under-fives, together with the pupils in Key Stages 1 and 2 make generally good progress in the development of their communication, mathematical and information technology skills in a variety of contexts across the curriculum.
- 40 Pupils' bilingual skills are developing well as they move up through the school. In Key Stage 2, they come to be able to use their oral, reading and writing skills in both languages in a number of curricular contexts.
- 41 In Key Stage 1 in 2005, according to teachers' assessments, 81.9% of the pupils attained level 2 or above in the core subjects of Welsh, mathematics and science (Wales 80.9%; Ynys Môn 82.7%). In 2004 the figure was 72.7% (Wales 80%; Ynys Môn 77%) and in 2003 it was 100% (Wales 79%; Ynys Môn 79%). The school's results for 2005 were considerably higher than county and national averages in mathematics; they were comparable in science and lower in Welsh.
- 42 In Key Stage 2 in 2005, according to teachers' assessments, 83.3% of pupils at the school attained level 4 or above in the core subjects of Welsh, English, mathematics and science (Wales 74.3%; Ynys Môn 73.2%). In 2004 it was 63.6% (Wales 72%; Ynys Môn 74%) and in 2003 the figure was 46.2% (Wales 71%; Ynys Môn 69%). The results for 2005 were considerably higher than county and national averages in all subjects, with the exception of mathematics, where the results were only slightly higher.
- 43 Over time, there are no obvious patterns of difference in the performance of boys and girls in either key stage.
- 44 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in Key Stage 1 over recent years has in the main been in the group of 50% highest performing schools. During the same three-year period, in Key Stage 2, its performance has generally been within the group of 50% lowest performers. It was seen

that pupils' additional learning needs has at times caused some distortion in the school's performance data.

- 45 The vast majority of pupils respond well when learning new knowledge or skills. They are willing to venture and to ask for guidance and support when required. They learn to be aware of the strengths of their work and a good number of them are able to explain what they need to do to improve.
- 46 Pupils' personal, social and learning needs are developing well.
- 47 The vast majority respond well in lessons and they use their time effectively. Overall, pupils' standards of behaviour are very good; they behave responsibly and respect others.
- 48 In the three full terms prior to the inspection, pupils' average levels of attendance have been around 93% and there is room for improvement. Their punctuality is good.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

- 49 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. In awarding a grade, the school failed to give sufficient recognition to its shortcomings.
- 50 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	54%	38%	4%	-

- 51 Outstanding features to the teaching were seen in the Years 2 and 3 class. They included particularly interesting and focussed presentations, with questioning that was highly searching and challenging of the pupils.
- 52 The good features to the teaching include:
- good planning, clear structure and purposeful class organisation;
 - learning outcomes shared with pupils;
 - presentations that engage pupils and build on their understanding;
 - clear directions and explanations;
 - suitably differentiated tasks;
 - effective use of a wide range of resources, including the interactive whiteboard to generate interest, explain concepts and develop pupils' knowledge, understanding and skills;
 - purposeful revision.

- 53 The main shortcomings to the teaching include:
- presentations that are too long and laborious that fail to sufficiently engage and sustain pupils' interest;
 - excessive direction by the teacher and too few opportunities for pupils to make their own decisions;
 - tasks that have not been suitably differentiated and that are not always sufficiently challenging.
- 54 There is a caring and respectful working relationship between teachers and pupils, and on the whole, there is a purposeful working environment where pupils are supported through praise and constructive encouragement.
- 55 Equal provision and opportunities are made available to all pupils. Their linguistic needs are fully satisfied and teachers' commitment to nurturing and developing bilingual skills in subjects across the curriculum is a good feature of the life and work of the school.
- 56 Overall, the quality of assessment procedures is good. Teachers know their pupils' needs well and the school operates a system of assessing the core subjects on a termly basis and the foundation subjects annually.
- 57 The school has begun to prepare portfolios for core and foundation subjects, and there is room to further develop this work.
- 58 Although the school has a policy and guidelines on how to respond to children's work, the use made of them is inconsistent with regard to suggesting to pupils how to improve their work.
- 59 The reports to parents, including those for the under-fives, conform to requirements, and they give a complete picture of the pupils' progress and development as well as offering recommendations on how to improve aspects of their work.
- 60 The school operates an open door policy for parents, and they are invited to school twice a year to discuss their children's education. These opportunities are valued.

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

- 61 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. In awarding a grade, the school did not give sufficient consideration to the shortcomings in its provision.

- 62 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
- 63 In general, the school provides access to a broad and balanced curriculum that is socially inclusive and provides equal opportunities for all pupils. There are schemes of work for all subjects, but their quality and the guidance they provide is variable. There is room to secure whole-school agreement on their revision.
- 64 Pupils' spiritual, moral, social and cultural development is well promoted. The periods of collective worship conform to requirements; they provide very good opportunities to promote pupils' spiritual development and make a considerable contribution to their awareness of moral issues.
- 65 Overall, there are good links with parents at the school. Positive responses were received at the pre-inspection meeting, but reference was made in the questionnaires returned to the inspectors to some issues such as a lack of effective communication.
- 66 There are good links with catchment schools, including the local secondary school. There is good co-operation between the school and the local community.
- 67 There is inconsistency in the provision for implementing the requirements of the 'Framework for Personal and Social Education'. 'Circle Time' periods are held for the school's younger pupils in order to discuss issues such as the importance of friendship and care, but a School Council has not yet been established.
- 68 There are few links with the world of work and very little attention is given to developing pupils' enterprise skills.
- 69 The provision for developing and promoting pupils' bilingual skills is good across curriculum subjects. Appropriate attention is given to the Welsh dimension of the curriculum in subjects such as music, art and history.
- 70 Aspects of global citizenship are introduced effectively within units of work in subjects such as geography. The pupils are broadly aware of the importance of acting sustainably through activities such as recycling paper, and the school operates sustainably on a day-to-day basis.

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

Grade 3: Good features outweigh shortcomings

- 71 The findings of the inspection team match the judgement made by the school in its self-evaluation report.

- 72 Teachers know their pupils well and they are supported in their care of them by all members of the school staff. Pupils feel safe in a caring environment.
- 73 There are effective induction arrangements for pupils attending school for the first time together with those who arrive as latecomers, in order to ensure that they are quickly integrated into the overall environment of the school.
- 74 The school has effective procedures for promoting good behaviour and during discussions with pupils there was no evidence or suggestion of oppressive behaviour.
- 75 The registers for the school's older pupils do not fully satisfy the requirements of Welsh Assembly Government Circular 3/99.
- 76 Neither the security of the building nor that of the school campus is effective enough.
- 77 National guidelines such as a strategy for child protection are implemented, but the school needs to take ownership of and modify strategies and relevant procedures from the guidelines to meet its own needs and aims.
- 78 Pupils with additional learning needs receive effective support from their teachers and from the classroom assistant and they are fully integrated into the life and work of the school. The individual education plans fulfil pupils' needs. However, the reviews undertaken are inconsistent and the progress made in achieving the targets set are not recorded in sufficient detail. The parents of the pupils concerned are not given the opportunity to contribute to the reviews.
- 79 The school has produced an accessibility plan and there are appropriate arrangements in place to ensure that disabled pupils do not suffer from being treated less favourably.
- 80 The school's practices nurture positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on the basis of race, background and gender. This view was supported during inspectors' discussions with pupils.

Leadership and management

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

Grade 4: Some good features, but shortcomings in important areas

- 81 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. The inspectors awarded a lower grade mainly due to shortcomings with regard to the school's strategic management.

- 82 Although the day-to-day work of the school proceeds smoothly, there has been insufficient emphasis on providing a clear sense of direction for the work of the school and on promoting and sustaining improvements. Self-evaluation processes have not developed sufficiently within the management strategies and the range of policies presented to the inspectors to guide the direction of the school is limited. During the inspection, gaps were found in a number of statutory and key areas, which means that the school does not fully satisfy its management and legal requirements.
- 83 Teachers' roles as subject co-ordinators are developing gradually, but their job descriptions need to be updated.
- 84 Appropriate consideration is given to some Welsh Assembly Government priorities. The school has gained the Basic Skills Agency Quality Mark accreditation and the national agreement to reduce teachers' workload is implemented effectively, together with the arrangements for performance management. Rolling targets are set according to requirements, and on the whole they are realistic and based on pupils' likely performance. However, a school council has not yet been established, and neither have a home school agreement or prospectus been distributed to a good number of parents. There are also important shortcomings in the contents of the annual report of the governing body.
- 85 It is difficult for the school to operate within the recommendations for teaching hours in Key Stage 1 under the current arrangements, whilst at the same time ensuring sufficient time for registration periods and daily sessions of collective worship.
- 86 The governing body meets regularly and it is very supportive of the school. Governors are kept informed through the headteacher's reports, but it is good practice to provide them with written reports on a more regular basis than is currently the case. They undertake occasional informal visits, but there is a tendency to be over-dependent on the headteacher's guidance in setting the strategic direction of the school.

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

Grade 4: Some good features, but shortcomings in important areas

- 87 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. In making its judgement, the school did not give sufficient consideration to the shortcomings in its arrangements.
- 88 The school has started the work of formal self-evaluation and monitoring, However, it does not operate in a sufficiently self-critical environment, and to date, the monitoring and evaluation arrangements have not been systematic and thorough enough to enable it to gain a clear and accurate picture of its performance.

- 89 The self-evaluation document presented to the inspectors provides an evaluation of all aspects of the inspection. Although it notes what may be considered to be strengths, it is not sufficiently self-critical and fails to identify areas for improvement.
- 90 The current school development plan identifies a number of priorities relating to raising standards and management. However, there is a need to update aspects of it, and as it stands is not a sufficiently effective management tool to guide the strategic direction of the school; the links between it and the content of the self-evaluation presented to the inspectors are also unclear.
- 91 The findings of the inspection team matched the judgement of the school in three of the seven Key Questions (Key Questions 1, 4 and 7). The grades awarded by the inspection team were lower than those awarded by the school itself for the remaining Key Questions.
- 92 Some progress has been made in implementing on a number of the key issues identified in the 2000 report. However, there remain shortcomings in terms of job descriptions and in key areas, such as policies and self-evaluation and monitoring procedures.

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

Grade 2: Good features and no important shortcomings

- 93 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 94 There is an appropriate number of staff for the size of the school and good use is made of expertise in areas where it is required, such as music. The arrangements for reducing teachers' workload have been carefully planned and the time is used effectively. However, there is little flexibility within the budget to be able to offer regular non-contact periods for the headteacher for management duties, and the younger children's class, despite bridging two learning stages, operates without an assistant to support the teacher.
- 95 The school's human resources are supplemented by the contributions of others, such as the additional learning needs classroom assistant, together with the peripatetic teachers who come under the control of the local authority. These contributions are greatly appreciated.
- 96 Overall, the school has a relatively good supply of resources for the age range of its pupils, but has just one mobile interactive whiteboard, that is available for all classes and is cumbersome to move about and set up. It is not used regularly in all classes.
- 97 Although pupils receive some opportunities to benefit from the contributions of visitors who share their experiences, together with educational visits to enhance their learning, there is room to make more use of such resources.

- 98 The classes are of an adequate size for pupil numbers, although the design of the classroom for the older pupils restricts the organisational options available. The teachers make effective use of the available space.
- 99 Although the building is in relatively good condition, there are indications of internal and external wear and tear, and it does not fulfil disabled access requirements.
- 100 The campus is expansive, and provides plenty of space for pupils to play on hard surface and grassed areas.
- 101 The tight budget is effectively managed by the headteacher and governing body, and overall the school provides reasonable 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

Good features

- 102 The pupils across both key stages exhibit the ability to listen well to teachers' presentations and to their peers. They respond confidently to various stimuli and are able to express themselves clearly and with appropriate accuracy according to their age and ability.
- 103 Key Stage 1 pupils are able to master reading skills effectively. They read fluently and expressively. They display a liking of books, and are able to discuss effectively the content of what they read.
- 104 The majority of pupils in Key Stage 2 make good progress with their reading. They read with appropriate intonation, paying attention to punctuation, and they are able to make meaningful references to the main characters and events of their reading books.
- 105 Key Stage 1 pupils exhibit increasing ability to write independently. They use a variety of sentence patterns and simple adjectives in their written work. Some are able to write stories, such as that about the toothbrush, that show an understanding of continuity and order. They display an increasing awareness of the importance of punctuation and the use of capital letters.
- 106 The younger pupils in Key Stage 2 write in a range of styles, including letters, dialogues, descriptions and acrostic poetry. Some of the older pupils produce pieces of imaginative work, including scripts and self-portraits, and they make factual records for various purposes across the curriculum.

Shortcomings

- 107 A number of older pupils in Key Stage 2 do not have enough awareness of the accuracy and conventions of the written language, and they do not compose enough extended pieces in various forms.
- 108 The appearance of their work is not tidy enough and their use of joined up writing is inconsistent.

Science

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

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

- 109 In Key Stage 1, the pupils respond well to the teacher's questioning as they investigate different types of forces. When moving a good variety of toys in turn across the classroom, they come to understand about the forces of pushing and pulling and that toys use other types of forces to move. They record their findings correctly.
- 110 The pupils' knowledge and understanding of the programmes of study is good and they use scientific vocabulary correctly, as in their recent and current work on materials and green plants.
- 111 In Key Stage 2, the younger pupils achieve good standards when conducting their scientific investigations. They communicate their findings effectively and neatly, using text, diagrams and tables.
- 112 A number of older pupils at the school have good knowledge and understanding of life and physical processes. For example, they are able to correctly explain how the heart works and the effect that physical exercise has on the heartbeat. They are also able to talk about the conditions that can affect plant growth.

Shortcomings

- 113 The investigative skills of the older pupils in Key Stage 2 at the school have not developed sufficiently. Independent planning of their work is undertaken by few and the recording methods used by the majority are untidy.

History

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

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

- 114 In Key Stage 1, the pupils' chronological awareness is developing well. They make correct use of phrases relating to the passage of time. They are familiar with considering evidence from different sources, and as a result they come to understand how toys, village life in Brynsiencyn, their families, together with themselves, have changed over time.

- 115 They know about some of the best-known characters in Welsh history, such as Betsi Cadwaladr, Buddug and Caradog. They come to be able to convey information and their understanding of it in a good variety of ways.
- 116 In Key Stage 2, pupils have a good chronological awareness. They use conventions such as BC; AD; and century correctly. They are able to place some of the main events in the history of Wales in correct chronological order.
- 117 Younger pupils in this key stage have a good awareness of the lifestyles and practices of Roman society. The work they completed is thorough and is presented in a good variety of ways, including dialogues.
- 118 Some of the older pupils at the school are able to suggest a good range of sources for discovering evidence about the past. They know about the local Celtic remains and of the usefulness of censuses to indicate changes in communities such as Brynsiencyn over a period of time.

Shortcomings

- 119 There is a tendency for the knowledge of different historical periods of older pupils in Key Stage 2 to be superficial, and their ability to present their work in an extended manner is limited. They do not build sufficiently on the work they have completed earlier in the key stage.

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

- 120 Pupils in both key stages sing a variety of age-appropriate songs and for different occasions. They do so tunefully, with increasing control of breathing, dynamics and pitch. A number of older pupils are able to sing a round tune confidently.
- 121 Pupils in Key Stage 1 develop the ability to respond to rhythmic patterns and notation. They can keep to and convey a regular beat and are able to emulate them in echo to their teachers' stimulus.
- 122 In Key Stage 2, pupils effectively develop their understanding of musical elements.
- 123 When matching symbols to sounds, pupils are able to compose a graphic score using a range of tuned and untuned instruments based on 'Feelings', or can describe a battle between the Romans and the Celts.
- 124 They show an increasing understanding and awareness of notation by composing accompaniment to nursery rhymes by using the pentatonic scale and when creating simple impromptu melodies.

- 125 The pupils' awareness of music from other traditions is developed by observing, performing and composing rhythms on instruments such as drums from Africa.
- 126 They are able to skilfully evaluate and refine their own performances and compositions and those of others.
- 127 Pupils receive instrumental tuition including the recorder and brass instruments and this adds to their musical experiences.

Shortcomings

- 128 There are no important shortcomings.

Physical education

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

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

Good features

- 129 In Key Stage 1, pupils show a good awareness of parts of their body as they experiment with different ways of moving about the hall. They follow instructions well, responding correctly to the subject-specific vocabulary used by the teacher. They learn how to work safely and make effective use of space. Their balancing skills are developing.
- 130 They respect fair play conventions as they work in groups and take part in games.
- 131 In Key Stage 2, pupils exhibit increasing dexterity in their ability to handle a rugby ball. They learn how to move with the ball, and to throw and catch it correctly. They work effectively in groups to develop their skills and they gain obvious enjoyment from taking part and competing in a game of tag rugby.
- 132 In their gymnastics work, pupils understand the importance of warm up exercises and their effect on the body. On the whole, they work energetically, and when practising their floor work, it was seen that they are able to successfully combine a sequence of movements. They appreciate the importance of refining their work and their evaluations of each other's work are constructive. They exhibit good technique when jumping and landing, using different apparatus.
- 133 In both key stages, it was seen from video evidence that pupils make good progress in their folk dancing skills.

Shortcomings

- 134 Some pupils in Key Stage 1 do not exhibit consistent accuracy when rolling, throwing and catching balls.

Religious education

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

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

Good features

- 135 Pupils across both key stages have a good knowledge of the main stories of the Bible and they are able to confidently recall events, celebrations and important festivals of the Christian faith.
- 136 They are aware of the importance of prayer to Christians and they compose their own thoughtful prayers to give thanks.
- 137 Pupils in Key Stage 1 understand the importance the characteristics of baptism after conducting a mock baptism with the minister in the local chapel
- 138 They come to understand the main features and importance of being a good friend by listening to stories such as that about Zaccharias.
- 139 In Key Stage 2, pupils show a good awareness of other religions, and following their visit to a local mosque, they are able to confidently explain the main characteristics of the Islamic faith, comparing and identifying the differences between the festivals of Islam and those of the Christian faith.
- 140 By studying the story of Creation, pupils become aware of the beauty of Creation and the importance of respecting the natural world and their fellow human beings.
- 141 They show a good understanding of the benefactors and leaders of the Christian faith such as Saint David and Mari Jones.
- 142 By studying the history of the temptation of Jesus, the older pupils are able to identify with the experiences and appreciate the application of the moral lessons they contain to their own situations.

Shortcomings

- 143 There are no important shortcomings.

School's response to the inspection

The school takes pride in putting the child first and is very proud of receiving a report confirming that standards at the school are good. We take pride also in the fact that the report commends the school for the high standards achieved in the six subjects inspected.

This is reflected also in the table showing that the standards achieved by learners were grade 2 or better in 78% of lessons and that good features outweigh shortcomings in another 17% of lessons.

The school acknowledges the shortcomings in questions 5 and 6 but as the Headteacher has full-time teaching responsibilities it is difficult to find time for effective self-evaluation, and the school seeks to make the best use of the time available for the benefit of the children. We shall naturally act on the inspectors' recommendations in these areas, but given the standards and subject reports we are happy that the children are receiving appropriate priority.

Finally, the school would like to thank the inspectors for the courteous manner in which they conducted their work.

Appendix 1

Basic information about the school

Name of school	Brynsiencyn
School type	Community
Age-range of pupils	4-11 years
Address of school	Brynsiencyn Llanfairpwll Ynys Môn
Post-code	LL61 6HZ
Telephone number	(01248) 430457
Headteacher	Mr A W Roberts
Date of appointment	September 1997
Chair of governors/ Appropriate authority	Mr W H Roberts
Reporting inspector	Mr D M Cray
Dates of inspection	3 – 5 May 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	--	8	7	7	12	10	1	3	48

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16:1
Average class size, excluding nursery and special classes	16
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection		
Term	Reception	Rest of school
Spring 2006	91.5%	92%
Autumn 2005	86%	95.2%
Summer 2005	95.5%	94.5%

Percentage of pupils entitled to free school meals	22%
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 KS 1 Results 2005			Number of pupils in Y2:					
Percentage of pupils at each level								
			D	W	1	2	3	2+
Welsh	Teacher Assessment	School			18	64	18	82
		National		2	8	64	26	90
Welsh: Oracy	Teacher Assessment	School			18	82		82
		National		1	10	64	25	89
Welsh: Reading	Teacher Assessment	School			27	55	18	73
		National		2	15	60	22	82
Welsh: Writing	Teacher Assessment	School			27	55	18	73
		National		2	18	66	13	79
Mathematics	Teacher Assessment	School				73	27	100
		National		2	10	63	24	87
Science	Teacher Assessment	School			9	91		91
		National		2	9	65	24	89

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

In the school	81.9%	In Wales	80.9%
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National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2005	Number of pupils in Y6	6
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment

In the school	83.3%	In Wales	74.3%
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- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

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

These inspectors visited:

- twenty six 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;
- seventeen 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.	Science; history; physical education
Mrs E W Honour	Team	Key questions 2; 3; 4.	Welsh; music; religious education
Mr Wil Owen	Lay	Contributions to key questions 1; 3; 4 and 7	
Mr D T Jones	Peer Assessor	Contributions to key questions	Contributions to subjects

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.