

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

**Ysgol Gynradd Cemaes  
Cemaes  
Ynys Môn  
LL67 0LB**

**School Number: 6602138**

**Date of Inspection: 03/10/06**

**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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Ysgol Gynradd Cemaes 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 Cemaes took place between 03/10/06 and 05/10/06. 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:

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

"There are three types of inspection.

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

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

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

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

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All 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

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## Context

### The nature of the provider

- 1 This is a rural, bilingual primary school that is located in the small village of Cemaes on the northern coast of Ynys Môn. It serves the village itself and its hinterland, that is described as being economically disadvantaged. It is maintained by Ynys Môn Local Education Authority. Pupils' levels of attainment vary when they are first admitted to school.
- 2 There are currently 74 pupils between 3 and 11 years of age on the school register, including two nursery age children. They are admitted on a part-time basis in the September following their third birthday and on a full-time basis in the September following their fourth birthday. Pupil numbers have fallen considerably over recent years.
- 3 Nineteen and a half per cent of pupils are entitled to receive free school meals – a figure that is comparable to county (19.7%) and national averages (18.8%). Sixteen pupils, (21%) are designated as having additional learning needs. Four of them have statements of their needs.
- 4 The area has experienced a considerable influx of non-Welsh speakers, and just four per cent now come from homes where Welsh is spoken as a first language. The school follows the National Curriculum in Wales Welsh first language programme of study.
- 5 The school was last inspected in October 2000. The headteacher has been in post since June 2005.

### The school's priorities and targets

- 6 The school's priorities and targets for 2006 – 2007 include:
  - develop the Cwricwlwm Cymreig;
  - raise standards in information technology;
  - raise standards in the humanities and personal and social education;
  - raise standards and levels of attainment in Welsh oracy;
  - develop subject-based portfolios.

## Summary

- 7 The findings of the inspection team match the judgement made by the school in four of the seven Key Questions (Key Questions 1, 4, 5 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?	3
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?	2
5 How effective are leadership and strategic management?	3
6 How well do learners and managers evaluate and improve quality and standards?	3
7 How efficient are leaders and managers in using resources?	2

### Standards

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	68%	32%	--	--

- 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
English	Grade 3	Grade 2
Science	Grade 3	Grade 2
Design and technology	Grade 3	Grade 3
Geography	Grade 3	Grade 2
Music	Grade 2	Grade 3
Physical education	Grade 2	Grade 2

- 12 Overall, although the under-fives, together with pupils in both key stages, make good progress in the development of their mathematical skills across the range of experiences, they do not develop and extend their information technology skills with sufficient regularity.
- 13 Whilst the under-fives and pupils in Key Stages 1 and 2 make generally good progress in the development of their communication skills across the curriculum, there is sometimes a reluctance by some, with the exception of the older pupils, to listen with sufficient attentiveness to fellow pupils and to others.
- 14 The bilingual proficiency of the majority of pupils shows increasingly good development as they work in Welsh and English.
- 15 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 varied from being in the upper 50%, but outside the upper 25%, to the lower 25%. During the same period, in Key Stage 2, the performance was in the main in the 50% or 25% best performing schools.
- 16 Whilst the behaviour of the vast majority of pupils is good, it was seen during the inspection that some amongst the under-fives and Key Stage 1 pupils, in some lessons, do not display the expected levels of selfdiscipline.
- 17 In the three full terms prior to the inspection, average attendance levels were around 92.5%. Levels have fallen somewhat since the last inspection and there is therefore room for improvement. The vast majority of pupils arrive punctually at school.

### **The quality of education and training**

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

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
-	64%	31%	5%	-

- 19 Amongst the good features to the teaching were particularly purposeful and searching questioning, clear instructions, good flow and challenging activities.
- 20 Where shortcomings were seen, the teachers' presentations were long, there was over direction, a lack of behaviour management strategies and excessive use of worksheets.
- 21 The school responds to pupils' learning needs and provides equal access to a curriculum that is on the whole broad and balanced. However, there is some inconsistency in the continuity, progression and guidance given in some of the schemes of work, particularly so where the school organisation entails bridging key stages.

- 22 Pupils benefit from good opportunities to participate in a number of extra-curricular activities, including the Dragon Sports club, Urdd competitions and activities, and the school's music and drama clubs. A considerable number take part in these activities, acquiring knowledge and developing valuable skills.
- 23 The provision for pupils' personal and social education is good.
- 24 Overall, the pupils' spiritual, moral, social and cultural development is promoted effectively. Daily sessions of collective worship are provided that emphasise virtues such as honesty and truth, but insufficient opportunities are provided for pupil reflection. Charities are supported on a regular basis.
- 25 The links with parents are generally good and they are supportive of the school, as seen from the responses in the majority of questionnaires returned. A good number have responded to the home-school agreement.
- 26 The school is committed to developing the pupils' bilingual skills and this is done effectively through purposeful activities. Due prominence is given to the Welsh dimension in the curriculum, and Welsh culture and heritage are promoted through various activities and curricular areas.
- 27 The quality of care, support and guidance offered to pupils is generally good. The school is a caring community, pupils are treated equally and they feel comfortable in being able to approach adults for support or guidance.
- 28 The provision for pupils with additional learning needs is effective.
- 29 The school has a good relationship with external agencies such as Local Education Authority educational psychologists, and the social services departments of the various local authorities with whom it co-operates. However, although personal education plans have been prepared for almost all of those pupils in care, one local authority is not conforming in full with the requirements of the 1970 Local Authority Social Services Act, by providing these documents in good time.

### **Leadership and management**

- 30 Staff at the school understand their responsibilities and are eager to promote improvements in their respective areas of responsibility. However, there is room to strengthen management arrangements and improve the co-ordination of the efforts of all concerned in order to provide a completely clear sense of direction to the work.
- 31 The governing body meets at least once a term. Although members of the governing body have a good awareness of the school's performance, there is room to further develop their roles by playing a greater part in monitoring the quality of provision. Currently, the curriculum sub-committee is not used to its full potential.

- 32 The school acts within the recommendations on teaching hours, but the prospectus distributed to parents does not contain the required information for admitting and providing for pupils with disabilities.
- 33 The work completed in self-evaluation is generally thorough, but insufficient attention has been given to issues related to the quality of provision. With a few exceptions, the arrangements have not ensured roles for the subject co-ordinators that have enabled them to gain a whole-school overview of standards and quality.
- 34 The self-evaluation report presented to the inspectors prior to the inspection is a comprehensive document. It provides an evaluation of all aspects of the inspection and gives a good indication of the school's strengths, but does not succeed to the same extent in identifying those issues that require further attention.
- 35 The school has made good progress in acting on some of the key issues highlighted in the 2000 report. Since then, standards have been raised in music, the literacy strategy has been strengthened and the self-evaluation system has been to an extent, further developed. The support provided for pupils with additional learning needs is now effective.
- 36 The schemes of work have been modified in order to provide appropriate continuity throughout the school, but some now require further attention as a result of the restructuring of classes. More also needs to be done, as indicated above, to secure a full role for the teachers as subject co-ordinators.
- 37 The school's staffing levels are appropriate and all teachers are suitably qualified to fulfil the responsibilities outlined within their job descriptions. The classroom assistants provide good support to both teachers and pupils.
- 38 On the whole, there is a good supply of resources for teaching and learning across the age range. The school has a good supply of computers, but it needs to add to the number of interactive whiteboards.
- 39 The general condition of school buildings is good, but the external portacabin, which is no longer in use, is deteriorating quickly. The size of the classrooms is adequate, but storage space is in short supply. The building provides suitable disabled access.
- 40 The school's resources are managed effectively in order to provide value for money.

## **Recommendations**

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

- R1: raise standards by addressing the shortcomings identified in the body of the report;
- R2: secure a clearer sense of direction for the work of the school, and strengthen the self-evaluation procedures;
- R3: review the schemes of work where appropriate in order to secure the required continuity and progression;
- R4: secure improved selfdiscipline amongst pupils in those lessons where the under-fives and Key Stage 1 pupils are combined;
- R5: fulfil requirements with regard to the contents of the prospectus;
- R6: liaise with the appropriate agencies in order to ensure that the requirements relating to the pupils' personal education plans are fulfilled.

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

## Standards

### Key question 1: How well do learners achieve?

#### Grade 3: Good features outweigh shortcomings

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

42 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	68%	32%	--	--

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

English	Grade 3	Grade 2
Science	Grade 3	Grade 2
Design and technology	Grade 3	Grade 3
Geography	Grade 3	Grade 2
Music	Grade 2	Grade 3
Physical education	Grade 2	Grade 2

- 44 Generally, across the school, pupils, including those with additional learning needs, succeed in their work, regardless of their ability or social or linguistic background.
- 45 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.
- 46 Overall, although the under-fives, together with pupils in both key stages, make good progress in the development of their mathematical skills across the range of experiences, they do not develop and extend their information technology skills with sufficient regularity.
- 47 Whilst the under-fives and pupils in Key Stages 1 and 2 make generally good progress in the development of their communication skills across the curriculum, there is sometimes a reluctance by some, with the exception of the older pupils, to listen with sufficient attentiveness to fellow pupils and to others.
- 48 The bilingual proficiency of the majority of pupils shows increasingly good development as they work in Welsh and English.
- 49 In Key Stage 1 in 2006, according to teachers' assessments, 75% of pupils attained level 2 or above in the core subjects of Welsh, English, mathematics and science. In 2005 the figure was 66.7% (Wales 80.9%; Ynys Môn 82.7%) and in 2004 it was 85.7% (Wales 80%; Ynys Môn 77%). The school's results for 2006 were higher than county and national averages (2005) in all subjects apart from science.
- 50 In Key Stage 2 in 2006, according to teachers' assessments, 92.3% of pupils at the school attained level 4 or above in the core subjects of Welsh, English, mathematics and science. In 2005 it was 81.3% (Wales 74.3%; Ynys Môn 73.2%) and in 2004 the figure was 82.4% (Wales 72%; Ynys Môn 74%). The results for 2006 were higher than county and national averages (2005) in all subjects apart from Welsh.
- 51 In general, the performance of boys and girls is comparable in both key stages.
- 52 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 varied from being in the upper 50%, but outside the upper 25%, to the lower 25%. During the same period, in Key Stage 2, the performance was in the main in the 50% or 25% best performing schools.
- 53 Overall, in their lessons, it was seen that pupils effectively reinforce their knowledge, skills and understanding and they make progress towards achieving their potential.

- 54 Overall, pupils achieve good standards in the development of their personal, social and learning skills. They display positive attitudes towards their work, and make effective use of their time. Motivation levels are generally good.
- 55 Whilst the behaviour of the vast majority of pupils is good, it was seen during the inspection that some amongst the under-fives and Key Stage 1 pupils, in some lessons, do not display the expected levels of selfdiscipline.
- 56 In the three full terms prior to the inspection, average attendance levels were around 92.5%. Levels have fallen somewhat since the last inspection and there is therefore room for improvement. The vast majority of pupils arrive punctually at school.
- 57 Pupils' respect for the diversity of beliefs, attitudes and other social and cultural traditions is developing well. Their understanding of equal opportunity issues is also good.
- 58 The links between the school and the village effectively extend the pupils' understanding of the life of the community and they participate in various community activities. This contributes towards preparing them to be responsible citizens. Although pupils have benefited from some useful links, there is room to strengthen their awareness of the world of work.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings

- 59 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. Although a large percentage of lessons observed during the inspection were adjudged to be of good quality, it was seen that there are some shortcomings that require attention.
- 60 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
---	64%	31%	5%	---

- 61 The work of preparing and presenting individual lessons is generally effective across the school. Teachers have a caring and respectful relationship with the pupils in their care.
- 62 The teachers employ a wide range of teaching strategies and various purposeful resources in order to support and stimulate pupils.

- 63 Amongst the good features to the teaching were particularly purposeful and searching questioning, clear explanations, good flow and challenging activities.
- 64 Where shortcomings were seen, the teachers' presentations were long, there was over direction, a lack of behaviour management strategies and excessive use of worksheets.
- 65 On the whole, the teachers are aware of the needs of individuals, including pupils with additional learning needs. They receive support through appropriate and timely intervention as required.
- 66 Overall, the teachers have a sound knowledge and understanding of the subjects they teach, in addition to the Desirable Outcomes for learning for under-fives.
- 67 The school ensures that it promotes the pupils' bilingual development and proficiency.
- 68 The school promotes equal opportunities effectively, as well as issues relating to equality on the grounds of gender, race and disabilities.
- 69 Pupils' work is regularly marked, and on the whole the written comments provide clear guidance that enable them to improve the quality of their work.
- 70 The pupils understand the function of assessment and its value in terms of improving the quality of their learning.
- 71 Test results are analysed in order to identify aspects to be developed in the learning and teaching. Appropriate targets are set by teachers and pupils themselves in order to ensure progress.
- 72 The school has embarked on the process of preparing subject-based portfolios as valuable resources in coming to an agreed view on standards and moderating levels of work, but they have not yet been completed.
- 73 The reports to parents conform to requirements. They include appropriate and constructive comments on progress, and offer advice on how to improve work. Opportunities are provided to parents to discuss the reports with teachers.

**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**

- 74 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. Although there are a number of good features, there are some shortcomings that require attention.

- 75 Although the school responds to pupils' learning needs and provides equal access to a curriculum that is on the whole broad and balanced, there is some inconsistency in the continuity, progression and guidance given in some of the schemes of work, particularly so where the school organisation entails bridging key stages.
- 76 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.
- 77 Pupils benefit from good opportunities to participate in a number of extra-curricular activities, including the Dragon Sports club, Urdd competitions and activities, and the school's music and drama clubs. A considerable number take part in these activities, acquiring knowledge and developing valuable skills.
- 78 The curriculum is enhanced by various educational visits such as visits to the Wylfa power station, Penrhyn Castle, together with visits to the local chapel and fieldwork around the village.
- 79 The provision for the pupils' personal and social education is good and it permeates all aspects of the curriculum and ethos of the school. Their personal and social development is developed further through School Council activities and Circle Time discussions.
- 80 Overall, the pupils' spiritual, moral, social and cultural development is promoted effectively. Daily sessions of collective worship are provided that emphasise virtues such as honesty and truth, but insufficient opportunities are provided for pupil reflection. Charities are supported on a regular basis, such as 'Operation Christmas Child'.
- 81 The links with parents are generally good and they are supportive of the school, as seen from the responses in the majority of questionnaires returned. A good number have responded to the home-school agreement.
- 82 The school takes full advantage of community resources in order to extend and expand pupils' learning opportunities.
- 83 There are good links and partnerships with catchment primary schools. The arrangements for transferring Year 6 pupils to Ysgol Syr Thomas Jones, Amlwch, are also good, and pupils from the secondary school provide support by assisting with the after school drama club.
- 84 The school is committed to developing the pupils' bilingual skills and this is done effectively through purposeful activities. Due prominence is given to the Welsh dimension in the curriculum, and Welsh culture and heritage are promoted through various activities and curricular areas.

- 85 The school operates sustainably on a day to day basis and it promotes pupils' awareness of issues relating to sustainability. It has gained the *Green School* bronze award under the Gwynedd and Anglesey Green School initiative.
- 86 Pupils' enterprise skills are developing through activities such as running a card selling business. The school has noted in its self-evaluation report that this aspect needs to be strengthened further, as do the links with the world of work.
- 87 Pupils' awareness of global citizenship is developing well.

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

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

- 88 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 89 The quality of care, support and guidance offered to pupils is generally good. The school is a caring community, pupils are treated equally and they feel comfortable in being able to approach adults for support or guidance.
- 90 There are effective arrangements for pupils attending school for the first time in order to encourage them to settle in quickly, and they receive good support from the under-fives' teacher and assistant.
- 91 The practice of electing and running the School Council is established and it plays a key role in promoting pupils' personal and social development.
- 92 The registers are administered on a daily basis according to the requirements of Welsh Assembly Government Circular 3/99. Enquiries are made as a result of absences; they are effectively recorded but there are no specific targets for improving attendance levels.
- 93 There are a number of appropriate policies and procedures in order to safeguard pupils' wellbeing and the school has received recent advice with regard to behavioural strategies. The equal opportunity policy conforms to requirements, and is regularly implemented and monitored on an informal basis. The child protection policy is operational, and all members of staff are aware of the agreed guidelines, but there is room to include more detail in it with regard to the persons responsible for it.
- 94 The provision for pupils with additional learning needs is effective. The school operates a system of early identification of pupils' needs and they receive good support. The individual education plans are well-structured and they give clear guidance to the teaching and learning. They are discussed with parents on a regular basis.

- 95 The school takes reasonable steps to ensure that disabled pupils do not suffer from being treated less favourably and it has produced an appropriate accessibility plan according to requirements.
- 96 The school has a good relationship with external agencies such as Local Education Authority educational psychologists, and the social services departments of the various local authorities with whom it co-operates. However, although personal education plans have been prepared for almost all of those pupils in care, one local authority is not conforming in full with the requirements of the 1970 Local Authority Social Services Act, by providing these documents in good time.

## Leadership and management

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

#### Grade 3: Good features outweigh shortcomings

- 97 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 98 Staff at the school understand their responsibilities and are eager to promote improvements in their respective areas of responsibility. However, there is room to strengthen management arrangements and improve the co-ordination of the efforts of all concerned in order to provide a completely clear sense of direction to the work.
- 99 There is a range of management and curricular policies in place in order to assist with the work of guiding the overall direction of the school, but some of these require revision.
- 100 Appropriate attention is given to Welsh Assembly Government priorities. The school has gained the Basic Skills Agency Quality Mark and Investors in People status and projects such as awareness raising in health education are promoted. The headteacher has acquired a qualification under the national programme for headteacher development.
- 101 Appropriate performance management arrangements have been established and the objectives set promote the continuous professional development of staff.
- 102 The governing body meets at least once a term. Some new governors have been appointed comparatively recently and they are gradually familiarising themselves with their responsibilities, including helping to set the strategic direction of the school. Although members of the governing body have a good awareness of the school's performance in the assessments conducted on pupils at the end of key stages, there is room to further develop their roles by playing a greater part in monitoring the quality of provision. Currently, the curriculum sub-committee is not used to its full potential. The need to develop

the role of the governing body is acknowledged in the self-evaluation report presented to the inspectors.

- 103 The school acts within the recommendations on teaching hours, but the prospectus distributed to parents does not contain the required information for admitting and providing for pupils with disabilities.

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

#### **Grade 3: Good features outweigh shortcomings**

- 104 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. Although there are good features to this aspect of provision, there are shortcomings that require attention.
- 105 The self-evaluation arrangements, established some years ago, includes a long term programme for securing an evaluation of the various curricular aspects. The work completed is, on the whole, thorough, but insufficient attention is given to issues relating to the quality of provision. With certain exceptions, the arrangements have not ensured roles for the subject co-ordinators that have enabled them to produce a whole-school overview of standards and quality.
- 106 The school has a good awareness of its performance in relation to National Curriculum assessments in order to compare against local and national benchmarks.
- 107 There are currently no formal arrangements for collecting parents' views, other than through their representation on the governing body.
- 108 The self-evaluation report presented to the inspectors prior to the inspection is a comprehensive document. It provides an evaluation of all aspects of the inspection and gives a good indication of the school's strengths, but does not succeed to the same extent in identifying those issues that require further attention.
- 109 The school development plan refers to a number of priorities for the year 2006-07 and beyond. It contains clear action measures, and allocates sufficient funding for realising the priorities. However, there is room to strengthen the links between it and the outcomes of the school's self-evaluation processes.
- 110 The findings of the inspection team matches the judgements made by the school in four of the seven Key Questions.
- 111 The school has made good progress in acting on some of the key issues highlighted in the 2000 report. Since then, standards have been raised in music, the literacy strategy has been strengthened, and the self-evaluation

system has to an extent, been further developed. The support provided for pupils with additional learning needs is now effective.

- 112 The schemes of work have been modified in order to provide appropriate continuity throughout the school, but some now require further attention as a result of the restructuring of classes. More also needs to be done, as indicated above, to secure a full role for the teachers as subject co-ordinators.

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

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

- 113 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 114 The school's staffing levels are appropriate and all teachers are suitably qualified to fulfil the responsibilities outlined within their job descriptions. The classroom assistants provide good support to both teachers and pupils.
- 115 Effective use is made of teachers' expertise by exchanging classes for teaching some subjects and they update their curricular knowledge by following training programmes and receiving support visits by local education authority advisers.
- 116 There are good arrangements in place for fulfilling teachers' workload requirements and they are working effectively.
- 117 On the whole, there is a good supply of resources for teaching and learning across the age range. The school has a good supply of computers, but it needs to add to the number of interactive whiteboards.
- 118 The general condition of school buildings is good, but the external portacabin, which is no longer in use, is deteriorating quickly. The size of the classrooms is adequate, but storage space is in short supply. The building provides suitable disabled access.
- 119 The school's resources are managed effectively in order to provide value for money. The school's financial resources are used carefully in order to support the priorities outlined in the school development plan.

## **Standards achieved in subjects and areas of learning**

### **English**

**Key Stage 1 - Grade 3: Good features outweigh shortcomings**

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

### **Good features**

- 120 The ability of the majority of Key Stage 1 pupils to respond meaningfully in lessons is developing well. They use the language confidently and can express opinions sensibly.
- 121 On the whole, the pupils read confidently and they can discuss their books with reasonable discernment.
- 122 A number of pupils can write for various purposes, and they begin to vary their sentence structures.
- 123 Key Stage 2 pupils express themselves confidently orally and they use appropriate vocabulary to convey their ideas and experiences. The majority are able to concentrate effectively listening to class presentations and speak confidently with adults.
- 124 Pupils are able to read a variety of books fluently and with appropriate expression. They discuss the contents of books intelligently, expressing their views in a sensible manner.
- 125 The pupils write confidently in a range of various media. They develop an appropriate mastery of grammar, they use the standard forms of nouns and adjectives with reasonable accuracy and have an appropriate understanding of punctuation. Their ability to vary sentences and paragraphing and to create different effects is good.
- 126 Pupils' handwriting skills are developing well throughout both key stages.

### **Shortcomings**

- 127 The listening and spelling skills of a significant number of pupils in Key Stage 1 have not been sufficiently developed.

<b>Science</b>
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### **Key Stage 1 - Grade 3: Good features outweigh shortcomings**

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

#### **Good features**

- 128 In Key Stage 1, the pupils are able to refer to some of the conditions required for plants to grow strong and healthy.
- 129 They know about the seasonal cycle and the signs of Autumn, such as summer flowers wilting and leaves falling.
- 130 They make good progress in their understanding of the foods that help to keep people healthy.
- 131 They have a developing understanding of the characteristics of various materials.
- 132 In Key Stage 2, the pupils have a good understanding of fair testing and they give good attention to this aspect in their work; for example, by using a force

meter it was seen that they have checked their findings and calculated the mean before forming conclusions.

- 133 They understand the importance of a balanced diet and what is required to provide such a diet, and they have investigated the contents of a shopping basket.
- 134 They know how switches control light and buzzers in circuits and have undertaken successful experiments with different circuits. They understand that taking a bulb out of a circuit can create a gap in that circuit and are able to record circuits, using symbols correctly. The older pupils make good use of their prediction skills in this work.

### **Shortcomings**

- 135 The investigative and recording skills of Key Stage 1 pupils have not been sufficiently developed.

## **Design and technology**

### **Key Stage 1 - Grade 3: Good features outweigh shortcomings**

### **Key Stage 2 - Grade 3: Good features outweigh shortcomings**

#### **Good features**

- 136 In Key Stage 1, the majority of pupils are able to explain what they are going to do. With adult support, they are able to select suitable materials for their tasks, such as building a house based on the story of the Three Little Pigs. In general, their cutting, pasting and joining skills are developing well.
- 137 They have learned about simple mechanisms by creating puppets and are able to place in order the different steps required for preparing and making a cake.
- 138 In Key Stage 2, the pupils have learned how to plan and begin to build a bedroom according to the brief given to them by their teacher. They are able to make sensible choices in terms of the furniture, wallpaper and deciding where to place the electric light. The majority are able to justify their decisions.
- 139 In their work on designing and making recycling bins, the older pupils have a good awareness of the importance of the appearance of the bins in terms of attracting the users' attention.
- 140 From their previous work it was seen that they have the necessary skills for measuring and cutting accurately.
- 141 Following their work on Britannia bridge, the pupils have a good developing understanding of structures. Their finished work is of a good standard.

#### **Shortcomings**

- 142 In both key stages, the pupils' initial investigative skills in their tasks are not sufficiently thorough.

- 143 Their designs do not show sufficient development or a sufficient variety of ideas.

## Geography

**Key Stage 1 - Grade 3: Good features outweigh shortcomings**

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

### Good features

- 144 In Key Stage 1, the pupils exhibit both orally and through written work, a good recognition of their locality and they have an understanding of the difference between their neighbourhood and another area.
- 145 They are able to talk about the weather, using appropriate geographical terms.
- 146 The mapping skills of Key Stage 2 pupils are developing well. They are able to recognise buildings on a map of the village and can explain effectively the difference between a map and a picture. Their knowledge of other maps is also good, including maps of Wales, Great Britain and India.
- 147 They have clear viewpoints and ideas about what affects their environment, including litter, vandalism and pollution. They also understand the importance of recycling.
- 148 They have a sound understanding of the differences between lifestyles in their own area and the way that people live in a contrasting area e.g.Chembakolli in India.
- 149 They make effective use of the school weather station to collect regular data and to discover weather patterns over set periods.

### Shortcomings

- 150 Key Stage 1 pupils' understanding of map work has not been developed sufficiently.

## Music

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

**Key Stage 2 - Grade 3: Good features outweigh shortcomings**

### Good features

- 151 Pupils in both key stages sing songs and hymns tunefully, without over-singing. The quality of the singing is generally good.
- 152 Key Stage 1 pupils are able to select and play untuned instruments appropriately when composing music in order to convey a story.
- 153 They perform their compositions confidently, evaluating and recording them at their level of development.

- 154 Some pupils in Key Stage 2 are able to produce simple compositions on percussion instruments, whilst others receive instrumental tuition at the school from peripatetic teachers.
- 155 They can name various musical instruments, describing the sound produced by playing each one. Their skills of appreciation are developing well and they can describe the differences between two pieces of music. They understand some musical symbols.

### **Shortcomings**

- 156 The composition skills of Key Stage 2 pupils have not been sufficiently developed.
- 157 There is a need to further develop their performing skills.

## **Physical education**

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

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

- 158 Over the educational year, the school offers a balanced programme of experiences in physical education. During the inspection, three gymnastics lessons were observed across the key stages.

### **Good features**

- 159 Key Stage 1 pupils understand the importance of warming up activities and their impact on the body.
- 160 Overall, they work energetically and confidently and make effective and safe use of the space available them.
- 161 They can create a good variety of shapes, and can sustain them according to the instructions they are given. They experiment well, observing and learning from each other's work.
- 162 In Key Stage 2, the pupils work very energetically in their activities.
- 163 They have a good awareness of the basic shapes in gymnastics. They use the terms correctly and come to be able to move from one shape to another and link them together in movements that are, on the whole, smooth.
- 164 They use apparatus such as benches with good emphasis on balance and safe landing.
- 165 They evaluate each other's work sensibly.

### **Shortcomings**

- 166 There are no important shortcomings.

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

Having considered the findings of the inspection, the staff and Governors of Ysgol Cemaes are of the view that the report is both fair and constructive. The school found the role of the nominee to be a valuable part of the inspection process. The discussions were open and purposeful, and this gave the school an active role in the process.

In coming to a view, the inspectors agreed with the school's judgement in four of the seven key questions.

The staff and Governors will address the recommendations made by the inspection team and will incorporate them into the school development plan before the end of the year.

The inspection acknowledged a number of positive elements. We are proud of our children and are proud of what we are able to achieve in several areas. We acknowledge it is only through regular review and reflection, and by seeking to achieve challenging targets, that we can safeguard what is best for our pupils. The preparation of the self-evaluation report prior to the inspection was a positive process, which identified the school's achievements and gave an objective picture of its situation. The inspection has contributed further to recognising our strengths and identifying specific areas for improvement and further development.

The inspection was a constructive experience in the development of the school and a means of guiding its future development.

## Appendix 1

### Basic information about the school

Name of school	Cemaes
School type	Natural bilingual
Age-range of pupils	3 – 11 years
Address of school	Cemaes Ynys Môn
Post-code	LL67 0LB
Telephone number	(01407) 710225
Headteacher	Mrs N A Tegid
Date of appointment	June 2005
Chair of governors/ Appropriate authority	Cllr J Williams
Reporting inspector	Mr D M Cray
Dates of inspection	3 – 5 October 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	1	14	5	13	12	10	8	10	73

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Average class size, excluding nursery and special classes	24.5
Teacher (fte): class ratio	1.16:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006	67%	92.5%	92%
Spring 2006	75%	89%	94%
Autumn 2005	80%	90%	93%

Percentage of pupils entitled to free school meals	19.5%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results: End of Key Stage 1

<b>National Curriculum Assessment KS1 Results 2006</b>	Number of pupils in Y2	9
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	66.6%	In Wales	80.9%

### National Curriculum Assessment Results: End of Key Stage 2

<b>National Curriculum Assessment KS2 Results 2006</b>							Number of pupils in Y6	12				
<b>Percentage of pupils at each level</b>												
			D	A	F	W	1	2	3	4	5	4+
English	Teacher assessment	School						8		84		92
		National			1		1	4	15	47	32	79
Welsh	Teacher assessment	School						8	38	54		54
		National	1				1	4	17	50	26	76
Mathematics	Teacher assessment	School						8		77	15	92
		National			1		1	3	15	47	32	79
Science	Teacher assessment	School						8		54	38	92
		National			1			2	11	51	35	86

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	92.3%	In Wales	74.3%

- 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 two 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;
- fifteen 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; design and technology; physical education
Mr H Watkins	Team	Key questions 2; 3; 4.	English; geography; music
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

**School's Nominee:** Mrs N A Tegid

**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.