

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

A Report on the Quality of Education in

**Ysgol Llaingoch
South Stack Road
Holyhead
Ynys Môn
LL65 1LD**

School Number: 6602171

Date of Inspection: 18 June 2007

by

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Ysgol Llaingoch 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 Llaingoch took place between 18/06/07 and 20/06/07. An independent team of inspectors, led by Len Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Ysgol Llaingoch is situated on the outskirts of Holyhead, Llaingoch being a village with its own identity. Around 70% of the pupils are from the immediate area, the remainder travelling from other parts of the town. The school is maintained by Anglesey Education Authority (LEA).
2. The catchment area is described by the school as being a residential community on the outskirts of the town, which includes pupils from both privileged and underprivileged backgrounds. The town of Holyhead is recognised as being an economically deprived area.
3. There were 177 pupils on the school roll at the time of the inspection, with 23 of them being nursery aged children who attend during the mornings. The full-time pupils are taught within seven single-age classes. All the pupils, apart from one who come from a Welsh speaking home, are from homes where English is spoken as the main or only language.
4. The school provides education for pupils between the ages of 3 and 11. Pupils are accepted into school on a part-time basis in September following their third birthday and on a full-time basis in September following their fourth birthday.
5. The school caters for pupils of the full ability range. During the inspection, 11% of the pupils were on the Additional Learning Needs (ALN) register, including two who have statements of ALN. This figure is lower than the figures for the county and for Wales.
6. Thirteen per cent of the pupils are entitled to free school meals. This figure is significantly lower than the figures for Anglesey and for Wales.
7. The school was last inspected in June, 2001. At that time, there were 194 pupils on the register.
8. The present head was appointed in September, 2003.

The school's priorities and targets

9. The school's priorities for the current year, as noted in the School Development Plan (SDP), include to:
 - continue to develop performance management throughout the school, in order to improve pupils' standards of achievement;
 - develop pupils as independent, reflective readers;
 - improve standards in design and technology by developing the designing, making and calculating skills of pupils;
 - develop effective teaching and learning of modelling aspects within information technology;
 - implement the Healthy Schools initiative throughout the school.

Summary

10. Ysgol Llaingoch is a good school, offering a stimulating learning environment, which fosters the education of all its pupils. It is a well-led school that enjoys wholehearted parental support for its activities.
11. Its involvement with current initiatives, such as the Healthy Schools and the Green School projects, enable it to encourage the healthy lifestyles of pupils and to raise their awareness of healthy eating.
12. The findings of the inspection team agreed with the grades awarded by the school in its self-evaluation report on five of the seven key questions. In both instances where a different grade was awarded, the inspection team awarded a higher grade.

Table of grades awarded

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	100 %	0%	0%	0%

14. Standards of achievement for children under five were as follows:

Area of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

15. Standards of achievement in the subjects inspected were as follows:

Subject	Key Stage 1	Key Stage 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 1
Music	Grade 2	Grade 2

16. The general quality of the educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
17. The great majority of pupils, within both key stages, achieve good standards in their knowledge and understanding. Pupils with ALN make progress that is appropriate to their age and potential.
18. Children under five and pupils in key stages 1 and 2 make good progress in the key skills of literacy, numeracy and information and communication technology (ICT). They practise these skills in various cross-curricular activities.
19. Pupils throughout the school develop well their ability to understand and to use both languages. Pupils in key stage 1 are able to partake fully in Welsh-medium lessons, while older key stage 2 pupils speak clearly and with confidence when taking an active role in whole-school joint worship sessions.
20. The achievement of pupils in the end of key stage 1 assessments in 2006, meant that the core subject indicator (CSI) for the school was on a par with the all-Wales figure, but slightly lower than the county figure. In the end of key stage 2 assessments in 2006, the CSI for the school was higher than both the all-Wales and the county figures. Over the last three years, performances in Welsh, although comparatively low, have shown a steady improvement in both key stages.
21. Pupils show outstanding features in their spiritual, social, moral and cultural development. They are friendly towards each other, are keen to help their peers and respond well to adults around them. They partake enthusiastically in activities that contribute to good causes. Pupils make good progress in their spiritual development.
22. Pupils throughout the school display outstanding levels of behaviour, conducting themselves well in terms of their courtesy, their respect for others and their pleasant demeanour.
23. The average attendance of pupils over the last three full terms is slightly below 94%. However, the attendance over the full two terms of the present academic year shows a significant improvement over previous attendance figures.
24. Pupils use their time in a very effective manner; they are constantly able to persevere with their tasks and activities and make outstanding use of their time during lessons. They display a sound ability to work with no direct teacher supervision, and to co-operate with each other in group work.
25. Through their curricular experiences within art and music, pupils develop outstanding awareness and knowledge of cultural matters and eminent people, both within Wales and in a wider context.
26. Pupils are aware of differences and diversity within people and cultures, and show respect and tolerance. They are aware of equal opportunity issues.
27. Pupils have a good awareness of their local community and recognise their village as having its own characteristics. They take part in the annual village show and entertain the elderly in the local care home.

The quality of education and training

28. It was judged that the quality of teaching is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	79%	8%	0%	0%

29. Good working relationships have been established between adults and pupils and there is an obvious respect between them. Teachers treat all pupils equally and cater appropriately for the learning needs of pupils of all abilities.
30. Where there are outstanding features to the teaching, teaching is managed and organised carefully, ensuring a very good balance between child-initiated activities and those directed by adults. Adults intervene purposely and effectively, and ask perceptive questions.
31. The good features of the teaching include taking advantage of every opportunity to enrich the pupils' oral language, to include subject-related vocabulary in appropriate contexts and to continuously promote pupils' bilingual development. Teachers set clear learning objectives for the lessons and these are discussed with the pupils.
32. In the small minority of lessons where there are shortcomings in the teaching, and especially in key stage 2, there are insufficient opportunities for pupils to develop investigative skills and to record observations using their own methods. At times, pupils are asked to copy extensively from the white-board or from worksheets as a means of recording.
33. The quality of assessment and its use in planning and improving learning is an outstanding feature of the school's provision. The achievement and progress of children in the early years is assessed and recorded fully and thoroughly in the six areas of learning. At key stage 1 and key stage 2, teachers implement a fair and accurate system of assessing pupils' achievements in all subjects and records kept are clear, manageable and useful.
34. The school provides equal access to a curriculum that is broad, balanced and of good quality. The curriculum responds fully to the requirements of the Desirable Outcomes for Children's Learning and to all the requirements of the National Curriculum (NC) programmes of study and religious education.
35. The schemes of work drawn up for all the curriculum areas are useful documents which provide good guidance for teachers and ensure pupils' development in the basic and key skills. However, curricular planning for science and geography does not always ensure continuity and progression in the pupils' learning experiences and does not identify the skills and concepts to be developed at each stage.
36. The emphasis placed on raising pupils' awareness of the *Cwricwlwm Cymreig* and the provision for promoting pupils' bilingual skills are outstanding features. Although the vast majority of pupils come from non-Welsh backgrounds, they are quickly and effectively integrated in the Welsh ethos of the school and skills in both Welsh and English are developed suitably and effectively as part of the curriculum.
37. The curriculum is enhanced by a good range of extra-curricular activities, by valuable educational visits in the local and wider community, and visits by members of the community who share their knowledge and skills with pupils.

These include sports activities outside school hours, Urdd activities, and visits from specialists in their fields, such as artists and poets.

38. The school's curriculum and ethos effectively promote pupils' spiritual, moral, social and cultural development. The manner in which the school promotes an awareness of personal responsibility amongst pupils and encourages them to show respect and tolerance towards others, are outstanding features. The sessions of collective worship comply with statutory requirements and contribute in a very effective way towards pupils' spiritual and moral development. They promote pupils' awareness and understanding of moral, social and cultural issues and provide regular opportunities for pupils to reflect and to take an active part in the acts of worship.
39. The learning experiences provided for the pupils are enriched by effective partnerships with parents and the community. Parents are very supportive of the school and assist the staff in a number of practical ways. The Parents' Association works hard to raise substantial sums of money to buy valuable resources to support the curriculum and to finance educational visits.
40. There are good curricular links with local primary schools and with the secondary school to which most of the pupils will transfer at the end of Y6.
41. Developing pupils' knowledge, awareness and understanding of the world of work is an outstanding feature of the school's provision. Visits linked to classroom themes and people from the world of work who visit school to support project work enhance the curriculum and have a positive effect on pupils' standards of achievement. Local businesses support school activities well through sponsorship and donations. Eight members of staff have benefited from work placement or liaison activities with various organizations and there are examples in science, art and geography of how these contacts have been of benefit to pupils in the classroom.
42. Although pupils produce and sell Christmas cards, the school's provision for developing pupils' participation and understanding of entrepreneurial education and decision-making matters is not given sufficient attention within the curriculum.
43. Education for sustainable development is promoted well through activities linked to the Green Schools scheme, which encourages pupils to recycle materials and to conserve energy. Pupils' understanding of global citizenship is promoted effectively through subject studies, such as comparing Wales and Lesotho and supporting charities.
44. The quality of care and support provided for pupils is an outstanding feature of the school's work. The school is a happy and caring community that carefully and effectively promotes values such as tolerance, friendship and kindness in its life and work. The school works well in partnership with parents and carers and takes account of their views.
45. The provision for pupils with ALN is good and meets the requirements of the Code of Practice. The teachers and support staff know the pupils well and are very aware of their needs.
46. The school promotes healthy living by running a Breakfast Club and encouraging pupils to eat fruit during break times. Drinking water is readily

available in the school. Physical activity is encouraged through regular physical education lessons and through involvement in Dragon Sports. The governors have adopted a good range of health and safety policies which are carefully implemented by members of staff.

47. The school ensures equal opportunity for all pupils in lessons and sports, with no discrimination. Teachers promote well the pupils' awareness of other cultures and traditions and encourage them to show empathy towards others by collecting for various charities.

Leadership and management

48. The head offers sound leadership by giving the school a firm direction, which involves a constant awareness of school improvement based on self-evaluation. She leads in an unassuming, yet effective, manner and succeeds in showing both sensitivity and direction in relation to particular issues.
49. The head has the whole-hearted support of the governing body, and the school's policies and guidelines are regularly revised and updated for the benefit of pupils and all staff. The school ethos is based on respect, support and equal opportunities for all.
50. The self-evaluation process is undertaken with the specific aim of raising standards, both within subject areas and within whole-school aspects of the provision. The process is firmly linked to the SDP.
51. An outstanding feature is the manner in which the curriculum leaders, in undertaking an evaluation of a subject, are able to choose from a variety of options that allow them to obtain a clearer picture of the situation. These options include lesson observation, in-school training sessions, the perusal of pupils' work and the use of LEA advisors.
52. The current SDP is a very effective document. It clearly sets out the main areas for development, all of which have been identified through the self-evaluation process. These priorities have relevant action plans.
53. The school employs a sufficient number of suitably-qualified teachers for the numbers of pupils on the school register. The classroom assistants, specifically employed to support pupils in one-to-one situations, undertake their responsibilities conscientiously and with sensitivity.
54. The building is located in pleasant surroundings and is spacious and light. Recent extensions to the building, involving new key stage 1 classrooms, a reception area and staff room has added significantly to the amenities. The ethos, both within classrooms and in other areas of the school, is stimulating.
55. The school has a sufficient supply of resources to meet all curricular needs, and pupils have a ready access to purposeful equipment during lessons. Further resources for information technology and music were recently acquired.
56. The governing body oversee the budget in a very effective manner; any budgetary underspend is kept within the recommended limits and all priorities noted for development are costed appropriately. The school provides very good value for money.
57. The school has fully reviewed the progress it has made in relation to the five key issues noted in the previous inspection. The inspection team agrees with the school that the progress has been good and, in certain aspects, outstanding.

Recommendations

The school needs to:

- R1 maintain the good standards and strive for outstanding standards within curricular areas;
- R2 refine teaching techniques to ensure that:
- pupils are encouraged to investigate and to record aspects of their work in their own ways, particularly in key stage 2;
 - pupils are not asked to copy extensive pieces of writing as part of their tasks;
- R3 refine aspects of the whole-school curricular planning, in science and geography, in order that skills and concepts are introduced and developed according to the age and maturity of pupils;
- R4 develop further the pupils' entrepreneurial skills.

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 with no important shortcomings

58. The inspection's team's findings correspond with the grade awarded by the school in its self-evaluation report.
59. The standards achieved by pupils in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	100 %	0%	0%	0%

60. These figures are higher than the Welsh Assembly Government's (WAG) targets for 2007, namely that 98% of lessons are Grade 3 or better, and that 65% of lessons are Grade 2 or better.

61. Standards of achievement for children under five are as follows:

Area of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

Grades for standards in subjects inspected

62. Standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 1
Music	Grade 2	Grade 2

63. The general quality of the educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
64. The great majority of pupils, within both key stages, achieve good standards in their knowledge and understanding. Pupils with ALN make progress that is appropriate to their age and potential.
65. Children under five make good progress in their key skills. They develop literacy skills as they write simple sentences independently and participate well in the group reading activity. They have an appropriate understanding of Welsh and are ready to use the language within class situations. They can count to 10 and consolidate their mathematical understanding through singing about 'ten happy caterpillars'. They role play enthusiastically in the classroom shop. They develop good ICT skills as they program the 'bee-bot' toy with confidence and use an art program to draw.
66. Pupils in key stages 1 and 2 make good progress in the key skills across the curriculum. They use the written language in various forms, such as when they compare kitchen utensils of past and present, or when they write a letter to a recycling company.
67. They display increasing mathematical confidence in the analysing of data, such as when investigating the varying lengths of shadows during the day. They make constant use of ICT, in particular when producing graphs to record scientific findings and when using the Web to seek information about a famous artist.
68. Pupils throughout the school develop well their ability to understand and to use both languages. Pupils in key stage 1 are able to partake fully in Welsh-medium lessons, while older key stage 2 pupils speak clearly and with confidence when taking an active role in whole-school collective worship sessions.
69. The achievement of pupils in the end of key stage 1 assessments in 2006, meant that the CSI for the school was on a par with the all-Wales figure, but slightly lower than the county figure. When comparing the performance of the school with the performances of similar schools, based on the number of pupils entitled to free school meals, pupils' performance in key stage 1 placed the school below the median.
70. In the end of key stage 2 assessments in 2006, the CSI for the school was higher than both the all-Wales and the county figures. When comparing the performance of the school with the performances of similar schools, based on the number of pupils entitled to free school meals, pupils' performances in key stage 2 placed the school above the median.

71. Over the last three years, there has been no obvious trend or tendency in the assessment results of pupils in either key stage. However, performances in Welsh, although comparatively low, have shown a steady improvement in both key stages.
72. In the 2006 assessments, girls performed significantly better than the boys; however, according to assessment performances in 2004 and 2005, this is not a consistent occurrence.
73. Pupils use their time in a very effective manner; they are constantly able to persevere with their tasks and activities and make outstanding use of their time during lessons. They display a sound ability to work with no direct teacher supervision, and to co-operate with each other in group work.
74. Pupils throughout the school display outstanding levels of behaviour, conducting themselves well in terms of their courtesy, their respect for others and their pleasant demeanour.
75. The average attendance of pupils over the last three full terms is slightly below 94%, placing the school in the middle band of similar schools, according to the numbers of pupils entitled to free school meals. However, the attendance over the full two terms of the present academic year shows a significant improvement over previous attendance figures. Pupils are punctual at the beginning of the school day and at the beginning of sessions during the day.
76. Pupils show outstanding features in their spiritual, social, moral and cultural development. They are friendly towards each other, are keen to help their peers and respond well to adults around them. They partake enthusiastically in activities, such as 'non-uniform days', raising money for good causes. Pupils, both through the active role play situations and opportunities to reflect quietly in joint worship sessions, make good progress in their spiritual development.
77. Through their curricular experiences within art and music they develop outstanding awareness and knowledge of cultural matters and eminent people, both within Wales and in a wider context.
78. Pupils are aware of differences and diversity within people and cultures, and show respect and tolerance. They are aware of equal opportunity issues.
79. Through various visits linked to classroom themes, such as to the post office, to the Stena ferry port, and to the Wylfa Power Station, pupils have enhanced their awareness of the world of work. People representing businesses also visit school to talk to the pupils. However, the entrepreneurial skills of the pupils are not, as yet, sufficiently developed.
80. Pupils have a good awareness of their local community and recognise their village as having its own characteristics. They take part in the annual village show and entertain the elderly in the local care home.

The quality of education and training

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

Grade 2: Good features with no important shortcomings

81. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
82. In the lessons observed, the quality of teaching was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	79%	8%	0%	0%

83. There are outstanding features to the quality of teaching in the early years. The teaching is based on a secure knowledge and understanding of the Desirable Outcomes for Children's Learning and of recent developments relating to the foundation phase. Teaching is managed and organised carefully, ensuring a very good balance between child-initiated activities and those directed by adults. Adults intervene purposely and effectively in the children's play activities enabling their learning to be developed and consolidated. The effective collaboration between the class teachers and the nursery assistant makes an outstanding contribution to improving the provision and raising standards.
84. At key stage 1 and key stage 2, the outstanding features of the teaching include perceptive questioning which stimulates and challenges pupils to think and to reason, and contributes well to the pupils' understanding.
85. The good features of the teaching include taking advantage of every opportunity to enrich the pupils' oral language, to include subject-related vocabulary in appropriate contexts and to continuously promote pupils' bilingual development. Teachers set clear learning objectives for the lessons and these are discussed with the pupils. Regular opportunities are provided for pupils to work in pairs and groups to hone their ideas and to develop their ability to work independently. Good classroom organization allows the teachers to interact with pupils positively and effectively.
86. Lessons are planned and prepared thoroughly and are set into a well structured sequence. Teachers take advantage of every opportunity to develop pupils' key skills and to ensure they achieve tasks that are within their ability. Effective use is made of appropriate resources and equipment to enhance and reinforce the work presented.
87. Good working relationships have been established between adults and pupils and there is an obvious respect between them. Teachers treat all pupils equally and cater appropriately for the learning needs of pupils of all abilities.
88. In the small minority of lessons where there are shortcomings in the teaching and especially at key stage 2, there are insufficient opportunities for pupils to develop investigative skills and to record observations using their own methods. Some examples in the pupils' previous work show a tendency by teachers to over-direct pupils, in asking them to record by copying extensive pieces of writing.

89. Pupils' work is marked consistently throughout the school and the comments provided draw attention to the good features in the work as well as providing guidance for pupils on how to improve their work. Pupils in key stage 2 discuss and agree on individual targets and are fully aware of their progress towards achieving them.
90. The quality of assessment and its use in planning and improving learning is an outstanding feature of the school's provision. The achievement and progress of children in the early years is assessed and recorded fully and thoroughly in the six areas of learning. At key stage 1 and key stage 2, teachers implement a fair and accurate system of assessing pupils' achievements in all subjects and records kept are clear, manageable and useful. Teachers know the pupils very well and this leads to purposeful planning to ensure continuous progress.
91. Two formal parents' evenings are held every year to discuss their children's progress and the school has an 'open door' policy which allows the parents to contact the school for an informal discussion at any time. The annual written reports to parents conform fully to the statutory requirements; the comments are constructive and they set a clear direction for improving the pupils' work. However, some parents feel they are rather impersonal as they are produced electronically using a bank of comments.

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

Grade 2: Good features with no important shortcomings

92. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
93. The school provides equal access to a curriculum that is broad, balanced and of good quality. The curriculum responds fully to the requirements of the Desirable Outcomes for Children's Learning and to all the requirements of the NC programmes of study and religious education.
94. The schemes of work drawn up for all the curriculum areas are useful documents which provide good guidance for teachers and ensure pupils' development in the basic and key skills. However, curricular planning for science and geography does not always ensure continuity and progression in the pupils' learning experiences and does not identify the skills to be developed at each stage.
95. The emphasis placed on raising pupils' awareness of the *Cwricwlwm Cymreig* and the provision for promoting pupils' bilingual skills is an outstanding feature. Although the vast majority of pupils come from non-Welsh backgrounds, they are quickly and effectively integrated in the Welsh ethos of the school and pupils' skills in both Welsh and English are developed suitably and effectively as part of the curriculum.
96. The curriculum is enhanced by a good range of extra-curricular activities, valuable educational visits in the local and wider community, and through visits by members of the community who share their knowledge and skills with pupils. These include sports activities outside school hours, Urdd activities, and visits by specialists in their fields, such as artists and poets.

97. The school's curriculum and ethos effectively promote pupils' spiritual, moral, social and cultural development. The manner in which the school promotes an awareness of personal responsibility amongst pupils, and encourages them to show respect and tolerance towards others, are outstanding features. The sessions of collective worship comply with statutory requirements and contribute well towards pupils' spiritual and moral development. They promote pupils' awareness and understanding of moral, social and cultural issues and provide regular opportunities for pupils to reflect and to take an active part in the acts of collective worship.
98. The learning experiences provided for the pupils are enriched by effective partnerships with parents and the community. Parents are very supportive of the school and assist the staff in a number of practical ways. The Parents' Association works hard in raising substantial sums of money to buy valuable resources to support the curriculum and to finance educational visits.
99. The school's partnership with the community is good. The 'Mudiad Meithrin' (Welsh Nursery Association) and the 'Kiddyland' after-school club use the school buildings and share resources. The children under five become familiar with the staff and surroundings, and this facilitates their transition to full time education. There are good curricular links with local primary schools and with the secondary school to which most of the pupils will transfer at the end of Y6.
100. Developing pupils' knowledge, awareness and understanding of the world of work is an outstanding feature of the school's provision. Visits linked to classroom themes, and people from the world of work who visit school to support project work, enhance the curriculum and have a positive effect on pupils' standards of achievement. Local businesses support school activities well through sponsorship and donations. Eight members of staff have benefited from work placement or liaison activities with various organisations and there are examples in science, art and geography of how these contacts have been of benefit to pupils in the classroom.
101. Although pupils produce and sell Christmas cards, the school's provision for developing pupils' participation and understanding of entrepreneurial education and decision making matters is not given sufficient attention within the curriculum.
102. The school ensures equal opportunity for all pupils in lessons and sports, with no discrimination. Teachers promote well the pupils' awareness of other cultures and traditions and encourage them to show empathy towards others by collecting for various charities.
103. Education for sustainable development is promoted well through activities linked to the Green Schools scheme which encourages pupils to recycle materials and to conserve energy. Pupils' understanding of global citizenship is promoted effectively through subject studies, such as comparing conditions and lifestyles in Wales and Lesotho and through supporting charities.
104. The educational provision sets sound foundations to ensure that pupils have the necessary knowledge and skills for lifelong learning. The school provides regular experiences of activities to improve pupils' fitness through the Dragon Sports scheme and a good range of out-of-hours games clubs.

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

Grade 2: Good features with no important shortcomings

105. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
106. The quality of care and support provided for pupils is an outstanding feature of the school's work. The school is a happy and caring community that carefully and effectively promotes values such as tolerance, friendship and kindness in its life and work.
107. The school works well in partnership with parents and carers and takes account of their views. The parents appreciate the school's 'open-door' policy which offers them sufficient opportunities to discuss any concerns they have with staff.
108. Effective induction programmes have been established to help new pupils to settle in quickly to the school. They are made to feel safe and secure by being carefully supervised and well supported by staff. The transition from Y6 to secondary school is effectively planned and organised and includes strong pastoral and curricular links that help pupils settle in their new school. These are outstanding features of the school's provision.
109. The quality of personal support and guidance for pupils, including access to personal and social education, is outstanding. These aspects are promoted effectively through pupils' involvement in activities such as the school council, the Healthy Schools Scheme and 'circle time', and through effective links with specialist agencies such as the police, and health and social services.
110. The school promotes healthy living by establishing a Breakfast Club and encouraging pupils to eat fruit during break times and to drink water, which is readily available in the school. The school encourages physical activity through regular physical education lessons and being part of the Physical Education and School Sport [PESS] project and Dragon Sports which promote sports activities out of school hours. The governors have adopted a good range of pupil welfare policies which are carefully implemented by members of staff.
111. The school has established a school council which works effectively to ensure that pupils are involved in decision-making. This gives them a sense of responsibility and makes them feel valued. The school is aware of, and adheres to, the regulations regarding school councils.
112. Excellent systems, which include clear guidelines and immediate liaison with parents, have been established for monitoring attendance and punctuality. Strong links with parents, effective procedures and positive ethos in school promote outstanding behaviour in pupils.
113. All members of staff are aware of the requirements and procedures for Child Protection. The head and a member of the governing body are responsible for supervising this aspect and they carry out their duty conscientiously.
114. The provision for pupils with ALN is good and meets the requirements of the Code of Practice. The teachers and support staff know the pupils well and are very aware of their needs. The individual education plans (IEPs) prepared for

these pupils are well organised and include targets and suitable indicators of success that the staff and parents are familiar with.

115. Pupils' needs are successfully identified at an early stage and appropriate additional support is provided to meet the needs of individual pupils. The deputy head is the co-ordinator for ALN and she consults on a regular basis with teachers, parents and professional support services in order to ensure that the pupils' potential as learners is being fulfilled. The governor who is responsible for ALN has good awareness of the school's system and provision.
116. The manner in which the school provides equal opportunities in every aspect of its work for all pupils, including those with disabilities, is an outstanding feature. Pupils with ALN are integrated by following a carefully adapted curriculum and they take an active part in the school's public performances. There is appropriate provision, including a ramp, automatic door and special toilet, to ensure access and full use of the school building for disabled persons.
117. The school provides valuable experiences that ensure that pupils become responsible citizens with a good awareness and respect for diversity.

Leadership and management

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

Grade 1: Good with outstanding features

118. The inspection's team's findings differ from the Grade 2 awarded by the school in its self-evaluation report. The inspection team judged that there were outstanding features to the leadership and management of the school.
119. The head offers the school outstanding leadership by giving it a firm direction, based on a constant awareness of school improvement related to the self-evaluation procedure. She leads in an unassuming, yet effective manner, and succeeds in showing both sensitivity and direction in relation to particular issues.
120. The head has the whole-hearted support of the governing body, and the school's policies and guidelines are regularly revised and updated for the benefit of pupils and all staff. The school ethos is soundly based on respect, support and equal opportunities for all.
121. The school shows outstanding involvement with a variety of contemporary initiatives, including fostering bilingual competencies of pupils, making effective use of ICT for teaching and learning, and implementing both the Green Schools and Healthy Schools projects. The school has been accredited with the Basic Skills Agency's Quality Mark. A breakfast club is organised on a daily basis.
122. All teachers are involved in the school's performance management strategy, being given, and attaining, annual objectives that enhances their professional development. Performance management is also a consideration in relation to school development, being noted as a development priority within the current SDP.
123. The school sets annual targets for cohorts of pupils in the core subjects and undertakes a detailed analysis of assessment results, in order to consider, where necessary, a revision of the targets.

124. The governing body has a sound awareness of the school's performance. They receive the head's reports on assessment results and discuss progress in relation to self evaluation procedures. Several members are regular visitors to the school, and the school has time-tabled a programme of visits, with specific objectives, for each governor. They contribute in giving the school a strategic direction.
125. The governing body meets at least four times a year as a whole body, and sub-panels, such as for staffing and health and safety issues, meet as the need arises. The members accept the annual budget and discuss issues that are affected by it.

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

Grade 1: Good with outstanding features

126. The inspection's team's findings differ from the Grade 2 awarded by the school in its self-evaluation report. The inspection team's findings were that the school's self-evaluation procedure has outstanding features, both in its implementation and in the effect it has on standards. The school's analysis of the progress made since the last inspection was also comprehensive and accurate.
127. The inspection team's findings agreed with the grades awarded by the school in its self-evaluation report on five of the seven key questions. In both instances where different grades were awarded, the inspection team awarded a higher grade.
128. The self-evaluation process is undertaken with the specific aim of raising standards, both within subject areas and within whole-school aspects of the provision. The process is also firmly linked to the SDP.
129. Curricular leaders, in almost all instances, work diligently on their specific areas and undertake whole-school responsibility for evaluating progress and standards. They have a sound knowledge of schemes of work relevant to various year groups, and they advise teachers on the effectiveness of the implementation of programmes of study. They also undertake the study of pupils' books, observe teaching and learning within classrooms and use their findings as a basis for developmental discussions with the teachers.
130. An outstanding feature is the manner in which the curriculum leaders, in undertaking an evaluation of a subject, choose from a variety of options that allow them to obtain a better picture of the situation. These options include lesson observation, in-school training sessions, the perusal of pupils' books and the use of LEA advisers.
131. The self-evaluation report presented to the inspecting team prior to the inspection is a document which has outstanding features. It offers comments on all pertinent aspects of the school's provision; it includes sufficient detail in its comments on the strengths and identifies areas that need developing.
132. The members of the governing body discuss the grades awarded for the key questions and act as 'critical friends' of the head. The school does not, as yet, formally seek the opinions of parents on the educational provision offered by the school.

133. The current SDP is a very effective document that includes sections on current and future school data, and an overview of previous priority areas. It clearly sets out the main areas for development, all of which have been identified through the self-evaluation process. These priorities have appropriate action plans that relate to the person or persons responsible, the time scale for implementation and any budgetary aspects.
134. The school has fully reviewed the progress it has made in relation to the five key issues noted in the previous inspection. This inspection agrees with the school that the progress has been good and, in certain aspects, outstanding.
135. Since the role of the curriculum co-ordinators within the school's self-evaluation process is now a vitally important one, this issue has experienced outstanding progress.
136. The present inspection judges that the school's assessment procedures are good, with outstanding features.
137. The present inspection finds that there is, by now, cohesion and progression in the experiences of nursery and reception aged children.
138. The provision for pupils with ALN is judged to be good, with IEPs containing relevant and appropriate targets for individual pupils.
139. All aspects relating to safety issues noted in the previous report have been attended to in an effective manner.

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

Grade 2: Good features with no important shortcomings

140. The inspection's team's findings correspond with the grade awarded by the school in its self-evaluation report.
141. The school employs a sufficient number of teachers for the numbers of pupils on the school register. The teachers are suitably qualified and they regularly attend in-service training in order to keep abreast of recent developments and to further develop their professional expertise.
142. The classroom assistants, specifically employed to support pupils in one-to-one situations, undertake their responsibilities conscientiously and with sensitivity. They also, at times, offer valuable assistance to small groups of pupils in classroom situations.
143. The school meets the statutory requirements in the manner it allows teachers non-contact periods for planning, preparing and assessing (PPA) purposes. Regular use is made of the nursery teacher for PPA periods in key stage 1 and a regular part-time teacher is employed for PPA periods in key stage 2. Teachers use their time effectively, and are encouraged to keep a record of work undertaken during PPA time.
144. The school administrator makes a valuable contribution towards the efficient day-to-day running of the school.
145. The building is located in pleasant surroundings and is spacious and light. Recent extensions to the building, involving new key stage 1 classrooms, a reception area and staff room has added significantly to the amenities. The well-furnished ICT suite and the external play area for children under five are added

features of the school. The ethos, both within classrooms and in other areas of the school, is stimulating. The hall, although well-used, is small for specific uses.

146. The school has a sufficient supply of resources to meet all curricular needs, and pupils have a ready access to purposeful equipment during lessons. Additional resources for information technology and music were recently acquired.

147. The governing body oversee the budget in a very effective manner; any budgetary underspend is kept within the recommended limits and all priorities noted for development are costed appropriately. The school provides very good value for money.

Standards achieved in subjects and areas of learning

Under Fives

148. The overall quality of the educational provision for children under five is appropriate to their needs and the children are making good progress towards the 'Desirable Outcomes for Children's Learning'.

149. The standards achieved by the children are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

Language, literacy and communication skills

Grade 1: Good with outstanding features

Outstanding features

150. The reception children listen intently to adults and other children and respond confidently and coherently. They ask appropriate questions and listen carefully to responses when taking part in imaginative play. They show an interest in books and enjoy their content. The majority of the children read their own work and other texts aloud with increasing fluency, accuracy, understanding and independence. The children have a good understanding of the connections and differences between speech and language and print and pictures. The majority of them begin to write in a conventional way, using words, phrases and short sentences that are linked to familiar patterns.

Good features

151. The nursery children listen well to instructions and respond appropriately. They talk spontaneously about their families and the more able children can re-tell parts of a familiar story. They handle books correctly and explain events illustrated in pictures. They recognise their own names written down and can identify some letters within their names. They enjoy using marking implements to paint, draw, scribble, and to make writing patterns.

Shortcomings

152. There are no important shortcomings.

Personal and social development

Grade 1: Good with outstanding features

Outstanding features

153. The nursery children show curiosity and confidently explore their indoor and outdoor environment. When they make choices and decisions about play activities, they show a very good awareness of, and respect for, the needs of others and are willing to compromise.
154. The reception children are aware of the classroom rules and are developing a very good understanding of the expectations of the school regarding behaviour. By discussing and planning a 'Healthy Lunch Box' and taking part regularly in a range of physical activities, the children are developing an understanding that exercise and the right types of food and drink are important for healthy bodies.
155. The nursery and reception children respond enthusiastically to new linguistic experiences. Although the vast majority come from homes where English is spoken as a first language, the nursery children have a very good understanding of basic instructions in Welsh and they begin to use appropriate language in play activities. The reception children listen and respond appropriately to increasingly complex phrases and instructions, and speak Welsh clearly, using simple words, greetings and expressions.

Good features

156. The nursery and reception children form good relationships with adults and other children and feel confident to play and work co-operatively, taking turns and sharing willingly. They concentrate for extended periods and persevere with their tasks. Through visits from a member of the police force and the school's lollipop lady, they develop a good awareness of dangers in the home and in the external environment and how to seek assistance when needed.

Shortcomings

157. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

158. The nursery children begin to understand mathematical concepts such as 'big and small', 'less and more', and 'long and short'. They count up to 10 familiar objects confidently and correctly; they recognise numbers and are able to match the number to sign and sound. When changing into wellington boots for outdoor activities, the children measure, compare, sort and match pairs independently. Through using building blocks and construction kits, the children learn about the properties of shapes and relationships between shapes and they describe them clearly.
159. The reception children count numbers from one to ten forwards and backwards confidently, and they are familiar with a good range of number patterns. They are able to identify the next number in a sequence and to name some number bonds. They recognise and name basic two dimensional shapes and sort, match and recreate a number pattern using beads of different shapes.

Shortcomings

160. There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

161. The nursery children talk confidently about their friends, their families and their homes. The children develop a good understanding of the seasons and their features and a good awareness of the importance of the environment. They are beginning to find out about problem-solving and decision-making by experimenting and exploring the potential of a wide range of materials in order to make things. The children use the computer skilfully to draw pictures and patterns and they can instruct a programmable toy to move forwards and backwards.

162. The reception children talk enthusiastically about their experiences over the weekend and refer to different places they visited. They are beginning to understand the idea of time; they can name the days of the week and sequence yesterday, today and tomorrow. Through visits from members of the community, such as a policeman and the lollipop lady, the children develop a good understanding of the kind of work people do and how they help us.

Shortcomings

163. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

164. The nursery children use small tools and equipment, such as pencils and paint brushes, skilfully for appropriate purposes. They move confidently, with increasing control and co-ordination, in classroom activities and in outdoor play. Through play experiences with a variety of large toys, they develop a good awareness of space and of moving in different directions.

165. The reception children use a range of small and large equipment with increasing skill and confidence. They show good hand-eye co-ordination when throwing and catching a ball. They understand, appreciate and enjoy the differences between running, walking, skipping, jumping and hopping.

Shortcomings

166. There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

167. The nursery and reception children know a good range of songs and nursery rhymes and sing them enthusiastically. They enjoy making music with a variety of instruments, explore a range of sound sources and experiment with different ways of making and organizing sounds, using the indoor and outdoor learning environments.

168. The nursery children make choices and explore and experiment confidently with a variety of techniques and materials to make paintings, collages, decorations,

puppets and models. The reception children mix, shape and combine materials creatively to make patterns, prints and a patterned weave.

Shortcomings

169. There are no important shortcomings.

Science

Key Stage 1: Grade 2 – Good with no important shortcomings

Key Stage 2: Grade 2 – Good with no important shortcomings

Good features

170. Pupils in key stage 1, when working with electrical circuits, are able to reason well about various possibilities and can predict meaningfully. They understand the concept of a circuit and use appropriate terminology when describing the practical aspects of their work.

171. Pupils can undertake an investigation into the ways to keep food fresh; they record their process clearly and are able to use graphs to show the results of their investigation.

172. They understand that some foods are natural while others are processed; they know about foods that help keep them healthy.

173. Pupils understand that various living things have characteristics that are common to them while others are different. They classify and record appropriately, using the tabular method.

174. Key stage 2 pupils are adept at describing their investigations in various aspects of science, recording accurately the aim, their own prediction and the method used to undertake the investigation. Their understanding of the concept of a fair test, within various investigations undertaken, is sound.

175. Most pupils use correct, specific terminology effectively during class discussions about their work, and are able to label diagrams correctly when recording.

176. Pupils display a sound knowledge of the solar system, and can reason well about certain concepts, such as how day and night are caused and the various orbits of the planets. As a result of an investigation, they have a good grasp of how shadows lengthen and shorten during the day. They record their findings by means of a line graph and they can explain the conclusions of their investigations.

177. In key stage 2, pupils learn through an investigation about how mixing certain liquids cause change in them. They record their findings in diagram form, labelling appropriately using words and relevant units of measurement.

178. They undertake practical work confidently, and use apparatus safely.

179. Pupils recognise that energy is at work in various aspects of everyday life. They understand the workings of magnets and how matters such as weight, gravity and air pressure affect the movements of objects.

Shortcomings

180. Pupils in key stage 2 do not ask their own questions sufficiently or investigate in individual ways.

Information technology

Key Stage 1: Grade 2 – Good with no important shortcomings

Key Stage 2: Grade 2 – Good with no important shortcomings

Good features

181. Key stage 1 pupils use the computer confidently. They handle the 'mouse' skilfully when following screen instructions with a good range of different software.
182. They make effective use of text, tables and pictures to convey their ideas in different forms. They improve the appearance of their work by changing the colour and size of text and placing a border around it. By Y2, pupils can save their work in a file and are able to recall work and print it independently.
183. The youngest pupils in key stage 1 make different choices confidently when using computer games and programming the 'Bee-Bot' toy. By Y2, they programme the floor turtle and screen turtle skilfully, asking and answering questions when they see the result of their choices. They have a good understanding of the use of computer systems in everyday life.
184. Pupils in key stage 1 make effective use of a simple database to gather, enter and store information and to record results appropriately in block graph form.
185. Pupils in key stage 2 make effective use of a word processor to present information in various forms. They understand well how to edit their work and how to improve quality and presentation. They import pictures to complement text, and change the size, colour and font so as to create an effect.
186. Pupils in key stage 2 use a data table to collect information about ways of travelling to school and to compare rainfall in Cardiff and New Delhi. They can change the size of cells in the table and use the computer program to make mathematical calculations in order to analyse results. They make effective use of the database to ask and answer questions and to produce graphs to show patterns.
187. Pupils make effective use of CD-ROMs and the Internet to search for information and pictures to support investigations and project work, for example when designing and making toys from the Victorian era.
188. Pupils in Y5 and Y6 use a design program skilfully when planning a key ring, and they make effective use of Logo program systems to create and repeat two-dimensional shapes on the computer screen.

Shortcomings

189. The keyboard skills of a significant minority of pupils at key stage 2 have not developed sufficiently.

Geography

Key Stage 1: Grade 2 – Good with no important shortcomings

Key Stage 2: Grade 2 – Good with no important shortcomings

Good features

190. Key stage 1 pupils know about their immediate locality, and can describe aspects and features, such as shops and parks. They can note some

distinguishing features of villages and towns, and they know the name of their 'local' town and where it is located on a map of Anglesey.

191. They can recognise and describe different types of houses, before recording their understanding appropriately. They understand how to write their own addresses.
192. They can plan simple journeys, using the computerised toy to trace the journey.
193. Pupils are able to use a computer program well to locate, label and match words to geographical features on a rural scene.
194. They learn well about areas further afield by listening to presentations, and by relating items of food to specific parts of Wales. Similarly, they show an increasing awareness of the wider world as they study the foods produced in certain countries.
195. In key stage 2, pupils display a good understanding of an economically developing country; they have a good awareness of similarities and differences in life styles between people of Wales and inhabitants of Lesotho. They display a sound knowledge of geographical features, such as oceans and towns.
196. They are adept at using photographs and tables to glean information. Their confident use of ICT facilities enables them to collate data and to compare and contrast rainfall and temperature in different cities.
197. Pupils have a good knowledge of the eight points of the compass and can use this knowledge to consider the directions between various villages and towns on a map of Anglesey.
198. Pupils have a sound understanding of how certain means of transport cause pollution, and they can reason well about the benefits of walking to school.
199. They consolidate their understanding through the study and analysis of data collected, and by recording through graphs. They create posters to encourage the use of recycling and compose letters to a recycling company. They produce an interesting Green Charter that offers guidelines on sustainable activities and lifestyles.

Shortcomings

200. A small number of key stage 1 pupils do not understand clearly what is shown by a graph based on their own types of houses.
201. Pupils in key stage 2 do not sufficiently record work that is based on geographical trends and tendencies.

Art

Key Stage 1: Grade 2 - Good with no important shortcomings

Key Stage 2: Grade 1 - Good with some outstanding features

Outstanding features

202. Pupils in key stage 2 show an outstanding understanding of how various famous artists used techniques and styles that emphasised specific elements of art, such as line, tone, form and texture.

203. They use this understanding to produce striking pictures and sketches in various media, such as the use of bright colours and texture when studying the work of Van Gogh, or the limited use of colours in the work of Kyffin Williams.
204. They produce outstanding work in pastels and chalk following their observation of the well-known paintings of Monet.

Good features

205. Pupils in both key stages experiment creatively in their work, showing their awareness of line, shape, form and pattern.
206. In key stage 1, pupils understand well how the primary colours can be mixed to create other colours. They investigate tone and experiment, and use colours deliberately to convey warmth in their patterns.
207. They can observe the work of a well-known Welsh artist to experiment creatively with a technique that produces patterns based on lines and colour.
208. Pupils use the art program of ICT facility with confidence to create pictures that represent aspects of autumn and winter.
209. When creating pictures that convey the sea, they are able to use a variety of media, such as crayons, paint and paper, and adapt them to techniques that allow them to create specific effects. They use varieties of tone well when painting and can produce work on a small or large scale.
210. Pupils are able to express opinions about their work, and suggest whether or not they have been successful in their attempts.
211. Pupils in key stage 2 are adept at using a specific technique, such as wax-resist, to experiment with different colouring media. They understand well how different media combine or resist each other. They can explain aspects of the process clearly and are able to discuss their work well.
212. They link their work well to other curricular aspects, such as history, and are able to make choices when designing a Tudor garden. They show a good awareness of space, shape and pattern.
213. Pupils work well with local artists, in creating interesting mosaics that depict features in their locality. Their work shows imagination and creativity.
214. They understand the process or developmental aspect of art, and through investigating form, colour, line and tone they are able to produce interesting work such as when drawing plants and leaves, or when painting local street scenes that involve an understanding of perspective.

Shortcomings

215. There are no important shortcomings.

Music

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

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

Good features

216. Pupils throughout the school sing a good variety of songs in unison and two parts with confidence and enthusiasm. They sing melodiously, with increasing control of breathing, diction, dynamics and pitch.

217. Key stage 1 pupils listen attentively to a range of music, including a harp presentation by Catrin Finch and a recording of a Welsh folk song. They discuss the effectiveness of the music confidently and can identify and name some instruments used in the folk song performance. They have a good awareness and understanding of rhythm in music, and are able to differentiate between high and low notes, and loud and quiet music.
218. Pupils in key stage 1 compose and arrange music successfully in response to different stimuli, using a variety of sound sources and instruments. They record their work methodically using symbols, words and pictures and appraise their compositions and performances confidently.
219. Year 3 pupils explore and use a wide range of sound sources to compose a musical arrangement as an accompaniment to a poem. They succeed well in producing the atmosphere of a railway station by selecting and organising different sounds and co-operating effectively to perform the arrangement.
220. The older pupils in key stage 2 have a good understanding of the characteristics of rap music. They make appropriate reference to beat, rhythm and rhyme when composing rap music, using a poem as stimuli. They make effective use of their voices, bodies and a range of instruments as sound sources, and organise them successfully to produce an effective composition. They make good use of a computer programme to compose simple musical melodies.
221. Pupils in key stage 2 listen attentively to music by a wide range of classical and contemporary composers, including music from different cultures. They appraise the works effectively, referring to the effects created by different instruments and elements. They discuss and evaluate their own compositions and performances intelligently and offer opinions and suggestions for improvement. They show a good awareness and understanding of the musical elements when discussing the work.

Shortcomings

222. There are no important shortcomings.

School's response to the inspection

The inspection team's findings recognise that we have maintained our good standards since the last inspection and that we have achieved further improvement in subjects such as information technology, due to the effective self-evaluation systems within the school. They have also recognised our outstanding features, such as the art work displayed to enhance the ethos of the school.

We are pleased that the inspectors found pupils to be well focused on their tasks and could work independently and co-operatively with fellow pupils.

In addition, the effective care and support systems in place have been acknowledged.

Most importantly, the inspection confirms that Ysgol Llaingoch is a good school that offers good value for money.

The school will address the recommendations made and they will be included in our SDP for the coming year.

Appendix 1

Basic information about the school

Name of school	Ysgol Llaingoch
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	South Stack Road HOLYHEAD Ynys Môn
Postcode	LL65 1LD
Telephone number	01407 762938

Headteacher	Mrs Linda F Hadley
Date of appointment	September 2003
Chair of governors	Mr Alan Roberts
Registered inspector	Len Jones
Dates of inspection	18-20 June 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	11.5	15	24	17	26	25	26	21	177

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	3	9.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22 : 1
Pupil: adult (fte) ratio in nursery classes	11.5 : 1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1.2 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer Term 2007	83.5	96	91.5
Autumn Term 2007	87.8	96.9	95.4
Spring Term 2007	86.5	95.6	94.2

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

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y2					26
Percentage of pupils at each level								
			D	W	1	2	3	
Welsh	Teacher assessment	School	0	12	31	58	0	
		National	0	2	8	64	26	
Welsh: speaking	Teacher assessment	School	0	15	27	58	0	
		National	0	1	0	64	25	
Welsh: reading	Teacher assessment	School	0	12	42	46	0	
		National	0	2	15	60	22	
Welsh: writing	Teacher assessment	School	0	15	31	54	0	
		National	0	2	18	66	13	
English:	Teacher assessment	School	0	0	12	77	12	
		National	0	4	12	64	20	
English: reading	Teacher assessment	School	0	0	19	54	27	
		National	0	4	14	56	0	
English: writing	Teacher assessment	School	0	0	12	77	12	
		National	0	5	14	69	0	
English: speaking and listening	Teacher assessment	School	0	0	8	81	12	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	0	15	58	27	
		National	0	2	10	63	24	
Science	Teacher assessment	School	0	0	15	62	23	
		National	0	2	9	65	24	

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%	In Wales	81%
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End of key stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6									26
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	7	0	0	0	0	7	4	31	58	
		National	0	0	0	0	1	4	15	47	32	
Welsh	Teacher assessment	School	7	0	0	0	0	4	33	55	0	
		National	1	0	0	0	1	4	17	50	26	
Mathematics	Teacher assessment	School	7	0	0	0	0	0	7	20	66	
		National	0	1	0	0	1	3	15	47	32	
Science	Teacher assessment	School	7	0	0	0	0	0	4	47	43	
		National	0	1	0	0	0	2	11	51	35	

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

In the school	85%	In Wales	74%
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- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

- The inspection was undertaken by a team of three inspectors, who were present in the school for seven 'inspector days'.
- Pre-inspection meetings were held with parents, where there were 12 present, and with the governing body, to discuss the life and work of the school.
- 19 parents' questionnaires were returned, and all were analysed thoroughly.
- Discussions were held with the head and with the teachers.
- School documentation was examined.
- 24 lessons, or parts of lessons, were observed.
- Samples of pupils' work in each school year were examined and inspectors listened to some pupils from different school years reading.
- Discussions were held with pupils on aspects of the life of the school and on their work.
- Pupils' behaviour was observed during play-time, lunch-time and at the beginning and end of the school sessions.
- Inspectors attended collective worship sessions.
- Post-inspection meetings were held with the staff and governing body.

Appendix 5

Composition and responsibilities of the inspection team:

Team member	Responsibilities
Len Jones (Registered Inspector)	Context, Summary, Recommendations; Key questions 1, 5, 6 and 7; science, geography, art
Jean Marshall (Team Inspector)	Key questions 2, 3 and 4; under 5's, information technology, music
Gwynoro Jones (Lay Inspector)	Contributing to key questions 1, 3, 4 and 7
Mrs Linda Hadley	Nominee

Acknowledgement

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

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