

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

**Ysgol y Tywyn
Minffordd Road
Llanfihangel yn Nhowyn
Ynys Môn
LL65 3LW**

School Number: 6602173

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by

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The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

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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
- * the education, guidance and training elements of Jobcentre Plus.

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Ysgol y Tywyn 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 y Tywyn took place between 25/10/06 and 26/10/06. 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:

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

“There are three types of inspection.

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

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

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

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

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

This school received a short 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 bilingual primary school located at Llanfihangel yn Nhywyn, not far from the western coast of Ynys Môn. Following the privatisation of services and the sale of Air Force housing at RAF Valley, there has been a major change in the area served by the school, and social deprivation is now a characteristic of the backgrounds of some of the pupils. Attainment levels vary greatly when the children are first admitted to school. The school is maintained by Ynys Môn Local Education Authority.
- 2 Because of the nature of the employment of many of the parents, pupil turnover at the school is exceptionally high. There are currently 95 pupils between 3 and 11 years of age on the school register, including 15 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. There has been a slight reduction in pupil numbers in recent years.
- 3 Twenty nine per cent of the pupils are entitled to receive free school meals – a figure that is considerably higher than county (19.7%) and national (18.8%) averages. Twenty seven pupils, (28%), have additional learning needs. Five of these have statements of their needs.
- 4 A mere three per cent come from homes where Welsh is spoken as a first language. Following an agreement reached with Ynys Môn Education Authority, the children of Air Force personnel are educated through the medium of English and they follow the National Curriculum in Wales Welsh Second Language programme of study. Local children follow the school's Welsh language education programme.
- 5 The school was last inspected in November 2000. The headteacher, together with several members of the teaching staff, have been in post since before the last inspection.

The school's priorities and targets

- 6 The school's priorities and targets for 2006 – 2007 include:
 - complete cross-curricular schemes in religious education, music and art;
 - raise reading standards;
 - complete the whole-school evaluation;
 - raise standards in investigative science;
 - complete risk assessments;
 - improve attendance levels.

Summary

- 7 The inspection team concurs with the school's judgement in five of the seven key questions. Higher grades were awarded by the inspectors for Key Questions 4 and 7.

Table of grades awarded

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

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

Standards

- 9 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. They make good progress in the development of their mathematical and information technology skills across the six areas of learning. The development of their communication skills across the range of experiences is also good.
- 10 Pupils in Key Stages 1 and 2 achieve particularly good standards in the development of their English communication skills across the curriculum and a significant number of them are very eloquent. They achieve good standards as they use their mathematical and information technology skills in different contexts.
- 11 Overall, and with certain exceptions, the pupils' bilingual proficiency is developing well. As they move up through the school, Welsh learners make good progress in their ability to speak, read and write the language.

- 12 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in both key stages over recent years, with the exception of 2006, is in the upper 50% of schools and at times in the upper 25% group.
- 13 In their lessons, it was seen that the pupils learn new knowledge or skills effectively.
- 14 Pupils achieve good standards in the development of their personal, social and learning skills.
- 15 They exhibit good ability to work independently and their creative skills are developing outstandingly well.
- 16 The pupils' behaviour is good and they are very knowledgeable about the school's expectations.
- 17 In the three full terms prior to the inspection, the pupils' average levels of attendance were slightly below 94% and there is room to improve on this. Pupil punctuality is good.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	56%	22%	--	--

- 19 There is a warm and co-operative working relationship between teachers and pupils. The pupils are educated within a welcoming and stimulating learning environment.
- 20 Written reports are provided to parents on their children's progress on an annual basis. However, reports for the nursery children do not refer to their progress and achievements in each of the six areas of the Desirable Outcomes, and those for pupils in the key stages do not report separately on all the foundation subjects. A good feature is the way in which appropriate, concise targets for improvement are included.
- 21 Curriculum planning for the under-fives is thorough and a range of stimulating activities is provided that lays a firm foundation for the children for the future.
- 22 The schemes of work across both key stages provide clear guidance. They are used conscientiously to prepare specific plans for the thematic cycles. The quality of these plans is outstanding and they ensure continuity and progression across all curriculum subjects and the religious education syllabus.

- 23 There are outstanding arrangements for monitoring the provision for developing pupils' basic skills and key skills.
- 24 The provision for encouraging the pupils' spiritual development is good and the way in which their moral, social and cultural development is developed is an outstanding feature.
- 25 Parents are very supportive of the work and activities of the school and they contribute significant sums of money towards improving the supply of resources. Their responses in the questionnaires and at the pre-inspection meeting with the inspectors were highly positive.
- 26 The Welsh dimension is promoted very effectively.
- 27 Good provision is made for the pupils' personal and social education and there are effective guidelines for developing this work.
- 28 Although the school has begun to develop the enterprise skills of the older pupils, there is room to develop them further.
- 29 The school is a happy and caring community where pupils are greatly valued and respected as individuals. The teachers have a particularly good knowledge of their needs and they provide them with an outstanding level of personal support and guidance.
- 30 Equal opportunities are provided for all across curricular and extra-curricular activities.
- 31 There is a clear policy and procedures for child protection in place and they are known to all.
- 32 The provision for pupils with additional learning needs is good and it fulfils the requirements of the Code of Practice. The quality of the individual education plans is good and they contain realistic targets.

Leadership and management

- 33 The headteacher, with the support of her deputy, effectively co-ordinates the work of staff and governors and she provides a clear sense of purpose and strategic direction for the development of the school. Everyone has the opportunity to contribute to a common purpose and teamwork is a key feature.
- 34 Overall, the teachers' roles in monitoring and evaluating standards and quality are developing well, but there is room to ensure more opportunities for observation on the classroom floor, as is acknowledged in the self-evaluation report.
- 35 The governors provide good support and assistance to the headteacher in setting the strategic direction of the school and they are keenly aware of their role as critical friends to the headteacher.

- 36 The school fulfils its responsibilities with regard to teaching time requirements, but there are shortcomings in the prospectus distributed to parents relating to the arrangements for admitting pupils with disabilities.
- 37 A culture of self-criticism is well-established at the school. Whilst the monitoring arrangements are systematic and based on a good range of evidence, there is room for the work to be led by a long-term monitoring timetable, as is acknowledged in the self-evaluation report.
- 38 The school development plan contains a number of appropriate priorities to be addressed and the short-term priorities are clearly set against success indicators. There is, however, room to strengthen the links between the Plan priorities and the outcomes of the school's self-evaluation processes.
- 39 The quality of the self-evaluation report produced by the school prior to the inspection is good. The school's strengths and the areas that require further development have been effectively acknowledged.
- 40 Overall, the school has made good progress in addressing the issues raised by the inspectors in the previous report.
- 41 The number of teaching staff ensures a favourable pupil:teacher ratio. They are appropriately located and outstanding use is made of their expertise. They receive good support from the classroom assistants who make a significant contribution to learning and teaching.
- 42 In general, there is a good supply of resources for all curriculum areas. However, there is room to ensure more interactive whiteboards for the use of pupils and teachers alike.
- 43 Pupils benefit from the contributions of the Air Force, volunteers and visitors to share their experiences, together with regular visits outside the school to enhance their learning. These are outstanding features of the provision.
- 44 The internal and external condition of the building is good. Standards of cleanliness are particularly high.
- 45 The quality of the regular and colourful displays and artefacts seen around the school is outstanding, and they make a considerable contribution to creating a stimulating environment.
- 46 Resources are used effectively in order to support the prioritisation of plans for development and the school provides good value for money.

Recommendations

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

- R1: sustain and build on the existing good standards achieved by pupils;
- R2: further develop the self-evaluation arrangements by:
- acting on the intention to put in place a long-term monitoring programme;
 - acting on the intention to ensure more class-based opportunities for observation for the curricular leaders;
 - strengthening the links between the outcomes of the self-evaluation process and the school development plan;
- R3: ensure that reports presented to parents on their children's progress reflect the requirements in full;
- R4: include the appropriate details with regard to the provision for pupils with disabilities in the school prospectus.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 47 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 48 Across the school, pupils, including those with additional learning needs, make good progress in achieving agreed learning aims. They succeed in their work, regardless of ability, language or social background.
- 49 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. They make good progress in the development of their mathematical and information technology skills across the six areas of learning. The development of their communication skills across the range of experiences is also good.

- 50 Pupils in Key Stages 1 and 2 achieve particularly good standards in the development of their English communication skills across the curriculum and a significant number of them are very eloquent. They achieve good standards as they use their mathematical and information technology skills in different contexts.
- 51 Overall, and with certain exceptions, the pupils' bilingual proficiency is developing well. As they move up through the school, Welsh learners make good progress in their ability to speak, read and write the language. They show positive attitudes towards the Welsh language and towards the use made of it by teachers in different contexts.
- 52 In Key Stage 1 in 2006, according to teachers' assessments, 72.7% of pupils attained level 2 or above in the core subjects of Welsh, English, mathematics and science. In 2005 the figure was 87.5% (Wales 80.9%; Ynys Môn 82.7%) and in 2004 it was 90.9% (Wales 80%; Ynys Môn 77%). The school's results for 2006 were lower than county and national averages (2005) in all subjects with the exception of Welsh.
- 53 In Key Stage 2 in 2006, according to teachers' assessments, 66.7% of pupils at the school attained level 4 or above, in the core subjects of Welsh, English, mathematics and science. In 2005 it was 83.3% (Wales 74.3%; Ynys Môn 73.2%) and in 2004 the figure was 69.2% (Wales 72%; Ynys Môn 74%). The school's results for 2006 were lower than county and national averages (2005) in all subjects with the exception of Welsh.
- 54 In both key stages, it was seen over time that there is no significant gap in the performance of boys and girls.
- 55 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in both key stages over recent years, with the exception of 2006, is in the upper 50% of schools and at times in the upper 25% group.
- 56 In their lessons, it was seen that the pupils learn new knowledge or skills effectively. They become aware of the strengths of their work; they can explain what they need to do to improve it and they make good progress towards fulfilling their potential.
- 57 Pupils achieve good standards in the development of their personal, social and learning skills. The vast majority show positive attitudes towards their work. They make effective use of their time and levels of motivation are high.
- 58 The pupils show increasing ability to work independently. Their creative skills are developing outstandingly well.
- 59 The pupils' behaviour is good and they are very knowledgeable about the school's expectations. They are respectful and courteous towards their peers and adults. They make orderly and disciplined contributions to daily

procedures and this responsible attitude has a positive impact on their learning.

- 60 In the three full terms prior to the inspection, the pupils' average levels of attendance were slightly below 94% and there is room to improve on this. Pupil punctuality is good.
- 61 Throughout the school, the pupils respect the diversity of beliefs, attitudes and other cultural and social traditions. They have a good awareness of equal opportunity issues and of equity.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 62 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 63 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
22%	56%	22%	--	--

- 64 There is a warm and co-operative working relationship between teachers and pupils. The pupils are educated within a welcoming and stimulating learning environment. The teachers support and control the pupils well, intervening according to the needs of individuals. They use praise and encouragement in order to nurture pupils' self-respect.
- 65 Equal opportunities are promoted within the school. Programmes of study are modified according to the need to fulfil the requirements of individual pupils, including those with additional learning needs. The teachers know the pupils particularly well and they value them as individuals. This has a positive impact on pupils' attitude towards their work.
- 66 In general, the tasks provided are interesting and they challenge pupils to work. The teachers use a range of effective teaching strategies that encourage pupils to concentrate and to persevere.
- 67 Overall, the teachers' subject knowledge is good and they are familiar with the recent developments in their areas of responsibility. The practice of exchanging classes for a range of subjects makes effective use of teachers' expertise.
- 68 The teachers' planning is well structured and it provides accessible learning tasks for all pupils.

- 69 The outstanding elements identified in the lessons include:
- energetic and very lively teaching;
 - a particular ability to read a story and to engage pupils' interest;
 - very exciting activities.
- 70 The good elements in the teaching include:
- clear instructions and open ended questioning that challenge the pupils to think, to maintain focus and to reflect on what they have learned;
 - lessons where pupils play an active and practical role; and
 - tasks that are effectively linked to previous learning.
- 71 The shortcomings in the teaching include:
- a lack of focus on learning objectives at the beginning of lessons;
 - a lack of pace, flow and motivation.
- 72 The teachers use good quality language to fulfil the pupils' linguistic needs. The pupils' bilingual needs are developed as they move through the school and a number of them benefit from their experiences at Holyhead Language Centre.
- 73 The pupils for whom English is a second language receive good support.
- 74 Pupil progress is assessed on an ongoing basis and teachers have a good awareness of their pupils' abilities. A good range of tests is used to assess pupils' achievements and in order to identify those who need additional support. Effective analyses are undertaken in order to inform the teaching. Appropriate individual files are kept that record pupils' progress and achievements.
- 75 Pupils' work is marked conscientiously, and in the best practice it contains comments on how pupils can improve their work.
- 76 The pupils understand the function of assessment and following discussions between pupils and teachers, individual targets are provided for them. According to its plans, the school has acknowledged that there is room to develop the practice of encouraging pupils to evaluate their work in order to promote their self-assessment skills.
- 77 The practice of collecting samples of work in order to create subject-based portfolios facilitates the work of moderating pupils' work across the school.
- 78 Written reports are provided to parents on their children's progress on an annual basis. However, those for the nursery children do not refer to their progress and achievements in each of the six areas of the Desirable

Outcomes, and the reports for pupils in the key stages do not report separately on all the foundation subjects. A good feature is the way in which appropriate, concise targets for improvement are included.

- 79 Parents receive two invitations every year to discuss their children's progress. They appreciate also the informal opportunities they receive to discuss issues related to their children.

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

Grade 1: Good with outstanding features

- 80 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 81 A broad and balanced curriculum is provided that effectively develops the pupils' knowledge, understanding and skills as they move through the school. The provision is socially inclusive and ensures equal access and opportunities for all.
- 82 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. Curriculum planning is thorough and a range of stimulating and appropriate activities is provided that lays a firm foundation for the children for the future.
- 83 The schemes of work across both key stages provide clear guidance. They are used conscientiously to prepare specific plans for the thematic cycles. The quality of these plans is outstanding and they ensure continuity and progress across all curriculum subjects and the religious education syllabus.
- 84 There are outstanding arrangements for monitoring the provision for developing pupils' basic skills and key skills. This ensures that pupils gain mastery of the necessary skills.
- 85 The provision for encouraging the pupils' spiritual development is good. Services of collective worship are provided that conform to requirements and are firmly based on Christian principles such as gratitude and the importance of sharing.
- 86 The way in which pupils' moral, social and cultural development is developed is an outstanding feature of the life and work of the school. The Circle Time periods make a considerable contribution towards extending and enhancing their understanding of moral issues, as well as promoting their personal and social development. The school nurtures very sound values and works diligently to nurture respect and courtesy amongst its pupils.
- 87 Special emphasis is placed on nurturing social attitudes based on friendship, respect towards others and for property and the local community. Pupils are

encouraged to take part in fundraising activities for national and international charities such as Hope House and Operation Christmas Child.

- 88 Many pupils take advantage of a range of curricular and extra-curricular activities offered by the school. The pupils who are members of the Urdd enjoy a range of interesting, after school activities. The school has enjoyed considerable success at county and national levels in the arts and craft competitions of the Urdd Eisteddfod. Dragon Sports sessions are held, and opportunities are provided for pupils to take part in team competitions, such as a cricket tournament. The older pupils attend a residential course every year and they receive opportunities to experience a range of outdoor activities.
- 89 The pupils' experiences are enhanced by their numerous visits to places of interest and by inviting speakers to school to talk about a wide range of issues. This is an outstanding feature of the provision.
- 90 Parents are very supportive of the work and activities of the school and they contribute considerable sums of money towards improving the supply of resources. Their responses in the questionnaires and at the pre-inspection meeting with the inspectors were highly positive. There has been particularly good support for the home-school agreement.
- 91 The school takes full advantage of community-based resources, including those of the Air Force, in order to extend and expand the pupils' learning opportunities. This contributes to their understanding of the world of work as well as to their personal and social development.
- 92 There is good co-operation between the school and the vast majority of other local primary schools and there are good links with the two local secondary schools.
- 93 The quality of the provision for developing the pupils' bilingual proficiency is good and it enables those who have attended the school for a reasonable period of time to become bilingual by the end of their time at the school.
- 94 The Welsh dimension is promoted very effectively. There is evidence that the range of experiences offered to pupils ensures that they come to be aware of the culture and heritage of area and of Wales. For example, they receive opportunities to learn about artists from Wales, the story of Llyn Cerrig Bach, the 'Royal Charter' and to discuss some of the legends associated with their locality.
- 95 The school has an appropriate policy for the pupils' personal and social education and there are effective guidelines for developing this work. The staff work hard to convince the pupils of the importance of healthy eating. Regular Circle Time sessions are held and regular learning experiences are introduced across the curriculum to promote their personal and social education.

- 96 There is a whole-school policy on issues relating to education for sustainable development and global citizenship. The quality of the provision ensures that pupils' awareness and understanding are developed within geography study programmes, as well as in other subjects. There is widespread evidence of the attention given to sustainability and citizenship within the teachers' planning and in pupils' work. A good example of this is the work that pupils have completed on Fair Trade. Pupils have a sound awareness of issues related to recycling and of their responsibility to safeguard the environment.
- 97 Although the school has begun to develop the enterprise skills of the older pupils, there is room to develop them further.

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

Grade 1: Good with outstanding features

- 98 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded Grade 2 for this key question. In coming to a view, the school did not place sufficient emphasis on the outstanding features in the care and support provided for its pupils.
- 99 The school is a happy and caring community where pupils are greatly valued and respected as individuals. The teachers have a particularly good knowledge of their needs and they provide them with an outstanding level of personal support and guidance.
- 100 Equal opportunities are provided for all across curricular and extra-curricular activities.
- 101 The breakfast club that is held at the school provides good pre-school care. An after-school club is held once a week.
- 102 The induction programmes for the nursery children and the latecomers is an outstanding feature and they are now well established. There are outstanding links with the provision provided for the infants and the children up to three years of age at the 'Lily Pad', the service and site funded by the Air Force. Through the generosity of the Air Force, a setting for the school's part-time nursery class is provided at the same location, and as a result the transition process is extremely smooth.
- 103 The numerous pupils who arrive at the school as latecomers feel that they receive an excellent welcome from the school community. During the pupils' discussions with members of the inspection team, there was evidence that they settle in quickly into the life and work of their new school.
- 104 There are clear arrangements for ensuring the health and safety of pupils when they are at school. The staff are very careful of the pupils' personal safety and wellbeing during lessons and break times. Regular risk assessments are held for activities conducted outside the school site. Effective guidance is offered within personal and social education lessons, where pupils

receive good opportunities to discuss a wide range of issues, including personal safety. The work of the school is well supported by specialist agencies such as the nurse, policeman and RAF representatives.

- 105 The pupils' good behaviour and performance are promoted, celebrated and monitored to very effectively. There are suitable arrangements for monitoring the pupils' attendance and punctuality, including setting targets for improving attendance.
- 106 There is a clear policy and procedures for child protection in place and they are known to all.
- 107 Members of the School Council are very proud of their role and duties, and they operate in accordance with the 2005 School Council Regulations (Wales). During discussions with members of the School Council, reference was made to the willingness of the headteacher to listen and respond to their observations.
- 108 The provision for pupils with additional learning needs is good and it fulfils the requirements of the Code of Practice. They are fully integrated into the life and work of the whole school. The quality of the individual education plans is good and they contain realistic targets. The evaluations of the pupils' achievements and progress are monitored effectively and they provide guidance as to the next targets to be set. The plans are reviewed twice a year and meetings are held with parents in order to share their contents.
- 109 The school succeeds in nurturing positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on the grounds of race, background and gender. There are appropriate procedures in place for monitoring the effectiveness of the racial equality policy on an annual basis.
- 110 Reasonable steps are taken to ensure that pupils with disabilities are not treated less favourably. The school has produced an accessibility plan according to the requirements of the 2001 Disability and Special Educational Needs Act.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 111 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 112 The headteacher, with the support of her deputy, effectively co-ordinates the work of staff and governors and she provides a clear sense of purpose and strategic direction for the development of the school. Everyone has the opportunity to contribute to a common purpose; there are shared values and a commitment to nurturing high standards. Teamwork is a key feature.

- 113 Although the teachers' job descriptions do not provide complete clarity as to their responsibilities, they are all knowledgeable of their duties; they shoulder a good measure of curricular responsibilities and contribute effectively to the work of the school.
- 114 Overall, the teachers' roles in monitoring and evaluating standards and quality are developing well, but there is room to ensure more opportunities for observation on the classroom floor, as is acknowledged in the self-evaluation report.
- 115 Good consideration is given to county and Welsh Assembly Government priorities. The school has gained the Basic Skills Agency Quality Mark and has benefitted from grants for initiatives relating to curriculum planning and raising standards. The planning for the reforms associated with workforce modelling is also effective.
- 116 The review of the school's staffing structure has been completed according to requirements.
- 117 Appropriate procedures have been established in order to set targets at the end of both key stages, but it is necessary to update them regularly because of the transitory nature of the pupils.
- 118 Performance management arrangements are implemented in full. The objectives set promote the ongoing professional development of staff whilst at the same time addressing the school's own priorities.
- 119 Because of the nature of the occupations of a good number of the governors, the composition of the governing body changes regularly. However, they come to know the school well and they play an active role in its development. Through the headteacher's reports, and visits, which in the case of some are regular, together with the meetings held between them and the teachers, they are well informed about school policies and plans. They also have a good awareness of the school's performance and of the factors that impinge upon it. They provide good support to the headteacher in setting the strategic direction of the school and they are keenly aware of their role as critical friends to the headteacher.
- 120 The school fulfils its responsibilities with regard to teaching time requirements, but there are shortcomings in the prospectus distributed to parents relating to the arrangements for admitting pupils with disabilities.

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

Grade 2: Good features and no important shortcomings

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

- 122 A culture of self-criticism is well-established at the school and monitoring arrangements have been in place for some time. The teachers are well-informed about performance in the areas for which they are responsible and this information is used effectively in order to make improvements. Whilst the monitoring arrangements are systematic and based on a good range of evidence, there is room for the work to be led by a long-term monitoring timetable, as is acknowledged in the self-evaluation report.
- 123 Good opportunities are provided for curricular leaders to discuss the results of monitoring work at staff meetings, and to present reports to governors at specially arranged meetings.
- 124 Analytical and effective use is made of local and national benchmarking information in order to compare the school's performance with that of similar schools.
- 125 Consideration is given to the voice of pupils in the development of the school through the School Council and parents are also encouraged to call in to discuss in person any concerns they may have about procedures or provision.
- 126 The school development plan is fully supported by staff and governors alike. It contains a number of appropriate priorities to be addressed and the short-term priorities are clearly set against success indicators. Responsibilities are allocated clearly to individuals and adequate resources are also earmarked to support and sustain developments. There is, however, room to strengthen the links between the Plan priorities and the outcomes of the school's self-evaluation processes.
- 127 The quality of the self-evaluation report produced by the school prior to the inspection is good. It contains an evaluation of all aspects of the inspection and refers to a range of relevant evidence. The school's strengths and the areas that require further development have been effectively acknowledged..
- 128 The inspection team concurs with the school's judgement in five of the seven key questions. Higher grades were awarded by the inspectors for Key Questions 4 and 7.
- 129 Overall, the school has made good progress in addressing the issues raised by the inspectors in the previous report.

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

Grade 1: Good with outstanding features

- 130 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded Grade 2 for this key question. In awarding a grade, the school did not give sufficient recognition to the way in which it ensures effective use of human and other resources to enhance the pupils' experiences.

- 131 The number of teaching staff ensures a favourable pupil:teacher ratio and they are suitably qualified to teach all aspects of the curriculum. They are appropriately located and outstanding use is made of their expertise in areas such as science, design and technology, art, music and physical education. They receive good support from the classroom assistants who make a significant contribution to learning and teaching .
- 132 The arrangements for providing non-contact time for teachers for planning, preparation and assessment have been carefully planned; the time is well used and it has a positive impact on the work of the school. All members of staff update their knowledge and skills through an appropriate programme of training.
- 133 In general, there is a good supply of resources for all curriculum areas. Their quality is good and they are used effectively. However, there is room to ensure more interactive whiteboards for the use of pupils and teachers alike.
- 134 Pupils benefit from the contributions of the Air Force, volunteers and visitors to share their experiences, together with regular visits outside the school to enhance their learning. These are outstanding features of the provision.
- 135 The internal and external condition of the building is good. There is sufficient space for pupils to play outside on hard surfaced and grassed areas. Standards of cleanliness are particularly high and although there are no designated toilets for their use, the building provides suitable disabled access.
- 136 The quality of the regular and colourful displays and artefacts seen around the school is outstanding, and they make a considerable contribution to creating a stimulating environment.
- 137 The budget is carefully supervised. Resources are used effectively in order to support the prioritisation of plans for development and the school provides good value for money.

School's response to the inspection

The staff, Governing Body and pupils of Ysgol y Tywyn would like to thank the inspection team for their work and the very positive report produced as a result of their visit.

Our Self Evaluation report was the result of a great deal of hard work and it is gratifying to receive feedback which concurs with 5 out of 7 of our gradings and actually raises the other two.

The report highlights many of the positive aspects of the school including the care, guidance and support given to pupils, the variety of experiences provided for our learners and the expertise of members of staff.

Having received such a positive report our next step will be to implement the

recommendations of this document. Some of these recommendations are already incorporated in the School's Development Plan and others will be addressed separately.

The findings of the inspection team have given a considerable boost in confidence to all members of staff at the School and we see this as one of the major benefits of this report.

The inspection was conducted professionally, thoroughly and fairly and we would like to thank all those involved for their input.

Appendix 1

Basic information about the school

Name of school	Ysgol y Tywyn
School type	Community
Age-range of pupils	3 – 11 years
Address of school	Minffordd Road Llanfihangel yn Nhowyn Ynys Môn
Post-code	LL65 3LW
Telephone number	(01407) 740781
Headteacher	Mrs J Raffle
Date of appointment	September 1999
Chair of governors/ Appropriate authority	Wing Commander L Cross
Reporting inspector	Mr D M Cray
Dates of inspection	25-26 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	7.5	10	9	9	11	13	15	13	87.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	3	5.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.6:1
Average class size, excluding nursery and special classes	20
Teacher (fte): class ratio	1.1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006	91.3%	94.1%	95.1%
Spring 2006	93.2%	86.4%	91.4%
Autumn 2005	90.8%	94.1%	95%

Percentage of pupils entitled to free school meals	29%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS1 Results 2006	Number of pupils in Y2	8
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	72.7%	In Wales	80.9%

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2006	Number of pupils in Y6	9
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	66.7%	In Wales	74.3%

Appendix 4

Evidence base of the inspection

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

These inspectors visited:

- eighteen 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;
- sixteen 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
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.
Mrs SA Taylor	Team	Key questions 2; 3; 4.
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7

School's Nominee: Mrs J Raffle.

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.