

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

**Ysgol y Graig
Llangefni
Ynys Môn
LL77 7JA**

**School Number:
660/2154**

**Date of Inspection:
19th- 22nd October 2004**

**by
Mr Meurig Thomas
(WO93 17639)**

**Date:
20th December 2004**

**Under Estyn contract number:
T/17/04P**

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Ysgol y Graig was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol y Graig took place between 19-22 October 2004. An independent team of inspectors, led by Mr Meurig Thomas 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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

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.

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
AT	-	Attainment Target
CoP	-	Code of Practice
GB	-	Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
IIP	-	Investors in People
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NC	-	National Curriculum
PSE	-	Personal and Social Education
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
WAG	-	Welsh Assembly Government
Y	-	Year

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Context

The nature of the provider

1. Ysgol y Graig is located on the industrial estate in the small town of Llangefni, Anglesey. The school serves parts of Llangefni mainly, but around 25% of pupils come from the local rural community and other villages. A significant proportion of the school's catchment area is subject to economic disadvantage with approximately 20% of pupils coming from a more prosperous background; 40% of pupils receive free school meals.
2. Approximately 65% of pupils come from homes where Welsh is spoken as a first language, but the school estimates that approximately 90% speak Welsh as a first language or to a comparable standard. Welsh is the main medium of education. Currently there are 250 full time pupils and there are 42 children who attend the nursery on a part time basis making a total of 271 FTE pupils. The number of pupils has been relatively stable over the last few years.
3. Currently seven pupils have a statement of SEN according to the requirements of the new CoP; a further 48 pupils appear on the SEN register.

The school's priorities and targets

4. The school was last inspected during autumn term 1998 and describes its main priorities as follows;
 - to maintain and raise standards of achievements in every curriculum area according to the requirements of the NC and religious education;
 - to nurture a civilised society which places emphasis on moral and humanitarian values;
 - according to the bilingual policy of the LEA to develop pupils' abilities to be confidently bilingual in order for them to become full members of the bilingual community in which they live.
5. The present targets of the school include a commitment to:
 - raise standards of English further across the school
 - continue to develop practical investigative work in mathematics and science in order to develop pupils' independence;
 - to continue to develop performance management and self-evaluation in the school and offer training in this field.

Summary

6. Ysgol y Graig is a very good school with many excellent features. Standards of achievement have been raised significantly since the last inspection, with excellence demonstrated in several subjects as well as a substantial portion of the teaching. The inspection team agreed with over half of the judgements made by the school in the self-evaluation document.

Table of grades awarded

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

Standards

7. In KS1 and KS2, standards in the subjects inspected were as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Science	Grade 1	Grade 1
Design technology	Grade 1	Grade 1
History	Grade 1	Grade 1
Music	Grade 2	Grade 1
Physical education	Grade 2	Grade 1

Standards of education and training

8. In the lessons observed, standards were judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
63%	37%	0%	0%	0%

9. The quality of the educational provision for the under-fives is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.
10. Pupils in early years make very good progress across the range of key skills in literacy and communication, numeracy and information and communications technology.
11. In KS1 and KS2 pupils' skills in listening, reading and the use of ICT across the curriculum are very good. They listen carefully and closely, apply their number and measurement skills in a broad range of contexts and use ICT confidently to support and develop their learning through a broad range of extended and challenging activities. Pupils' oral skills in KS1 are good and standards are very good in KS2 where pupils speak with enthusiasm and confidence with a vast majority responding in an extended fashion. Standards of reading and writing are good across the curriculum in both KS1 and KS2. Overall pupils make good progress in bilingual competences.
12. Pupils with SEN make good progress and achieve the targets set for them.
13. Pupils show very good progress in their personal and social skills with co-operative working and lively discussions in all classes. A special feature of the school is the manner in which pupils help and correct each other in a sensitive fashion. They develop very well in their abilities to solve problems and the most able pupils at the upper end of the school apply previous knowledge very well in this respect.
14. In creative skills standards are at least good with a number of very good examples across the school, especially in art where there are striking displays throughout the building.
15. In KS1 teacher assessments for 2004 show the majority achieve national expectations (level 2) in Welsh, mathematics and science. All subjects are comfortably higher than the national norms (2003 data) and in the upper quartile when compared with comparable schools across Wales. In mathematics and science over a third of the pupils achieve level 3.

16. In KS2 pupils' standards of achievement in the NC tests for 2004 show that the majority achieve national expectations (level 4) in Welsh, English, mathematics and science. Standards compare favourably with the national norm and local norms for 2003, except in the case of English where attainment is 3% below the average. Nevertheless, results in English remain higher than the median when compared with comparable schools across Wales, while all other subjects are all in the upper quartile.
17. There is no regular pattern in the difference in performance between boys and girls; in this respect, the results annually reflect the situation regarding the number of pupils who have SEN.
18. Pupils' attitudes towards their work, the interest, they show in the work and their ability to concentrate is very good.
19. All pupils behave very well and older pupils show mature citizenship within the school community, and considerable pride in its achievements.
20. Throughout the school, pupils' understanding of issues of equal opportunities is good. They respect diversity within faiths, attitudes and other cultures within society, while older pupils respond in a mature fashion to concepts such as justice and tolerance.
21. Pupils' appreciation of the strengths and weaknesses of their own work is beginning to develop. There is some self-evaluation but there is scope to develop this further. Pupils with SEN are very aware of their own personal targets.
22. Pupils in general, and older pupils especially, have an increasing understanding of the world of work and play a full role in community activities.
23. Attendance statistics for the last three terms show an average of 92.6%. The majority of the pupils come to school regularly and promptly at the beginning of the school day.

The quality of teaching

24. Teaching was judged as follows;

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
61%	39%	0%	0%	0%

25. The percentage of very good lessons is much higher than the WAG target of 50% of lessons good or better.

26. In all lessons, teaching is on an appropriate level, clearly and consistently focused, with sound aims and objectives and excellent planning in terms of detail and thoroughness. Lessons are very well resourced. Teachers have excellent relationships with their pupils and all promote and plan well for equal opportunities in their teaching methods, with effective use of articulate language throughout.
27. In over half of lessons inspected, there were outstanding features. These include:
- detailed explanations of the aims and objectives at the beginning of lessons and an effective review at the end,
 - an appropriate mix of teaching techniques and strategies,
 - high expectations,
 - challenging pace,
 - detailed knowledge and understanding of the subjects being taught,
 - skilful use of the interactive whiteboard to enrich the quality of imaginative presentations,
 - very good balance between activities and the needs of individual pupils,
 - very appropriate use of praise and rewards.
28. The quality of assessments is excellent and teachers know their pupils very well. Assessments are consistent and correct and meet statutory requirements including the ones for SEN.
29. Teachers use effective and varied strategies to strengthen and consolidate pupils' bilingual competences.
30. Teachers mark pupils' work regularly and in general the comments give guidance on how to improve their work; however the best practice in this respect has not been extended throughout the school.
31. There are very well organised and purposeful systems to ensure that pupils' progress is recorded clearly and consistently. Excellent use is made of test results to investigate and analyse standards and set targets. Portfolios of work are kept in a number of curriculum areas in order to standardise assessments.
32. Annual reports to parents conform with statutory requirements. They present a clear picture of achievements and pupils' skills in all subjects and give useful comments about their social and personal skills.
33. The school has responded very well to pupils' learning needs and offers equal opportunities to a broad and balanced curriculum.

34. Learning experiences promote pupils' spiritual, moral, social and cultural development very well. The quality of the school's links and partnerships is very good.
35. The school is a homely and caring community where pupils feel that they are appreciated and supported; social inclusion is very good and is one of the strengths of the school. Provision for SEN is very good and meets in full the requirements of the CoP.

Leadership and management

36. The school is very well managed. The management of the head is purposeful, imaginative, ambitious, adventurous and effective and gives a strong feeling of specific direction to the work of the school. The role of the deputy is well defined and she is adopting excellent management skills, is of evident help to the head and sets a very good role model as a teacher. A number of purposeful aims and objectives have been adopted for the school; these are included as an introduction to the SDP and are very well reflected in the work of the school. A real feeling of trust and co-operation exists between all the staff.
37. Self- evaluation and target setting have been developed very well within the school management structure. Subject co-ordinators monitor the quality of standards and provision within their subject responsibilities in a very detailed manner, informing discussions for the SDP. The head and deputy monitor the quality of teaching, sometimes together, based on a whole school policy and in accordance with specific aims and objectives, which have been agreed.
38. The GB is very supportive and well informed about a number of management issues. They play a very practical role in setting the strategic direction of the school and question rationales in detail before coming to final decisions.
39. The SDP is a useful planning document, which notes clearly the main priorities of the school; these match current needs well. Responsibilities, timescales and obligations of training and expenditure are noted clearly. Some but not all of the success indicators are measurable and specific.
40. A detailed analysis is made of the results of pupils' tests, including base-line assessments in the reception class and the NC tests in KS2. Good use is made of this analysis to improve the quality of teaching and learning and especially to target pupils who require additional support in order that they too have the opportunity to achieve more.
41. The school has made excellent progress since the last inspection and addressed key issues well. This success is reflected in the standards of achievements and teaching especially.

42. Excellent use is made across the school of teacher specialisms as they exchange classes for teaching in physical education, music, art and physical education. Subject responsibilities are equitably shared between teachers. The practice of financing an additional part-time teacher for two terms is excellent practice and a means of ensuring that subject leaders are released to monitor and administer the subjects.
43. The school has sufficient resources for every age and subject and many of these are of a very good quality. Accessibility of resources is good and consistent use is made of them within lessons. The school has sufficient resources for information technology. At the upper end of the school, pupils are adept in arranging their own resources.
44. Financial management is rigorous and the GB monitors all expenditure efficiently. The SDP is used as a tool for financial planning, whilst the consistent monitoring of the quality of teaching and SEN is a means of ensuring value for money for these main priorities.
45. The school gives very good value for money.

Recommendations

46. In order to improve, the school needs to;
 - respond to the challenge of maintaining high standards and targeting excellence across the school;
 - raise pupils' awareness further of the strengths and weaknesses of their own work as a basis to developing self assessment further;
 - to ensure that the best practice in marking is reflected by all the staff;
 - to continue with the diligent efforts to raise standards of attendance.

Standards

Key question 1: How well do learners achieve?

Grade 1: Good with excellent features

47. The judgement of the inspection team differs from the grade 2 awarded by the school in the self-evaluation report.
48. The quality of the educational provision for the under-fives is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. Base-line assessments suggest that pupils' achievement, as they arrive in school, is considerably lower than the average for the LEA for most of the children.
49. In KS1 and KS2 in subjects inspected standards of achievements are as follows:

Subject	KS1	KS2
English	Grade 2	Grade 2
Science	Grade 1	Grade 1
Technology	Grade 1	Grade 1
History	Grade 1	Grade 1
Music	Grade 2	Grade 1
Physical education	Grade 2	Grade 1

50. In lessons inspected, standards were judged as follows

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
63%	37%	0%	0%	0%

51. Pupils with SEN make good progress and achieve the targets set for them.
52. Pupils in early years make very good progress across key skills in literacy and communication, numeracy and information and communication technology.

53. In KS1 and KS2, pupils' skills in listening, numeracy and ICT across the curriculum are very good. They listen very carefully, apply their number and measurement skills in a broad variety of contexts and use ICT confidently to support and develop their learning by means of a considerable number of challenging and extended activities. Pupils' oral skills in KS1 are good and standards are very good in KS2 where pupils speak with considerable enthusiasm and confidence with the vast majority responding in an extended fashion. Standards in reading and writing are good across the curriculum in both key stages. Overall, pupils make good progress in their bilingual competences.
54. Pupils show very good progress in their personal and social skills with easy co-operation and lively discussions in all classes. A special feature of the school is the manner in which pupils help and correct each other in a sensible and sensitive manner while engaged in activities. They make very good progress in their ability to solve problems with the most able pupils at the upper end of the school applying previous knowledge very well in this respect.
55. In creative skills, standards are at least good with a number of examples of very good work across the school, especially in art, where the work forms striking displays throughout the building.
56. In KS1, teacher assessment for 2004, shows that the majority of pupils achieve national expectations (level two) in Welsh, mathematics and science. All results are comfortably higher than national norms (2003 data) and in the upper quartile when compared with comparable schools across Wales. In mathematics and science over a third of pupils achieve level three.
57. In KS2, standards of achievement tests in the NC tests for 2004, show that the majority achieve national expectations (level four) in Welsh, English, mathematics and science. Standards compare favourably with national and local norms for 2003, although English is 3% under the average; even so, results in English remain higher than the median when compared with comparable schools across Wales, whilst other subjects are in the upper quartile. A good number of pupils, including 72% in Welsh, achieve level five.
58. There is no consistent pattern in the difference between the performance of boys and girls; in this respect, results annually reflect the current situation regarding the number of pupils who have SEN.
59. Pupils' attitudes towards their learning, the interests which they show in their work and their ability to concentrate are very good. The vast majority work hard in lessons, are eager to contribute in the activities provided and are enthusiastic in their work.

60. All pupils behave very well and older pupils reflect mature citizenship within the school community and take considerable pride in their personal successes and those of the school in general. They show considerable self-discipline and this responsible attitude has a beneficial effect on progress and standards of achievement. They are courteous and respond well to the high expectations of the teachers. Pupils show respect to their peers and adults and the quality of relationships within the school is very good.
61. Throughout the school, the pupils' understanding of the concepts of equal opportunities is good. They respect diversity of faith, attitudes and different cultures within society, whilst older pupils respond to concepts such as tolerance and justice. Visits to the local community and places of interest help expand pupils' understanding of their community and the enterprise skills of the older pupils are very good.
62. Pupils' appreciation of the strengths and weaknesses of their personal work is beginning to develop. There is some self-assessment, but there is room to develop this further. Pupils with SEN are very aware of their personal targets.
63. Attendance statistics for the last three terms show an average 92.6%; the vast majority of pupils come to school regularly and promptly at the beginning of the day.

The quality of education and training

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

Grade 1: Good with excellent features

64. The findings of the inspection team match those of the school in the self-evaluation document.
65. In lessons inspected, the quality of teaching was judged as follows;

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
61%	39%	0%	0%	0%

66. The percentage of very good lessons is much higher than the target of WAG, of 50% of lessons, good or better.

67. In all lessons, teaching is on an appropriate level with clearly focused and consistent aims and objectives and excellent planning in terms of thoroughness and detail. Lessons are very well resourced. Teachers have an excellent relationship with pupils and all promote and plan well for equal opportunities in their teaching techniques with a very effective use of articulate language. In over half of the lessons inspected, there are outstanding features to the teaching. These include;
- detailed explanations of the aims and objectives at the beginning of the lesson and an effective review at the end,
 - an appropriate mix of teaching techniques and strategies,
 - high expectations,
 - challenging pace,
 - detailed knowledge and understanding of the subjects being taught,
 - skilful use of the interactive whiteboard to enrich the quality of imaginative presentations,
 - very good balance between activities and the needs of individual pupils,
 - very appropriate use of praise and rewards.
68. Teachers use effective and varied skills to strengthen and consolidate pupils' bilingual competences in lessons. They make very effective use of appropriate techniques to extend pupils' skills in Welsh and English.
69. Teachers mark pupils' work regularly and in general comments give guidance as to how to improve the work further. However the best practice in this respect has not been extended throughout the school.
70. The quality of assessment is outstanding. Assessments are consistent, correct and meet statutory requirements including those for SEN. Teachers know their pupils very well.
71. There are very efficient and purposeful systems in place to ensure that pupils' progress is appropriately recorded. Excellent use is made of the results of NC tests to audit and analyse standards, and to set targets. Portfolios of levelled work are kept in a number of subjects in order to ensure consistent assessment.
72. Annual reports to parents conform to statutory requirements. They present a clear picture of achievements and pupils' skills in all subjects and give useful comments about their social and personal skills. Constructive comments give clear direction for improving the work.

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

Grade 1: Good with excellent features

73. The findings of the inspection team match the judgement of the school in the self-evaluation report.
74. The school responds very well to the learning needs of pupils. The curriculum is broad, excellently balanced and meets statutory requirements. Provision reflects social inclusion in all aspects of access and equal opportunities and is well structured according to the main aims of the school. The curriculum is also flexible way teachers follow the direction of learning that arising from discussions with pupils.
75. The school prepares programmes of study which have been planned in detail and are available to all pupils, irrespective of ability, gender or ethnic background. There is excellent provision for pupils with SEN with the implementation of target classes, which are well staffed. All teachers prepare differentiated tasks within the class to meet the range of abilities of their pupils.
76. A series of policies has been adopted for every subject in the NC and religious education. These are concise documents, which take into consideration the nature and the unique requirements of every subject. Appropriate attention is placed on the Cwricwlwm Cymreig within them and they form a good collection of documentation as a basis for curriculum management. Teachers' schemes of work are also good. These have been revised in detail since the last inspection and clearly show continuity and progression of learning.
77. Within every subject, teachers prepare carefully for the key skills in literacy and communication, numeracy and ICT. The SDP outlines the plans to develop problem solving skills and independent learning skills. Planning for key skills is very good within creative subjects. Teachers prepare excellently for bilingual competences. By the end of KS2, older pupils show considerable independence in the manner in which they work and organise tasks for themselves.
78. The use of cross-curricular teaching techniques is a strength of the school and both stimulates and enriches pupils' learning.
79. The school provides for the interests of pupils in the broad opportunities which are provided at lunch times and in after-school clubs. These extend pupils' studies and include sports, information technology, the choir and art. Pupils benefit form equal opportunities in these extra curricular activities and develop valuable skills as a result.

80. Pupils' learning is enriched through visits they make to places of interest and through the work of visitors who come to school to bring their studies alive, for instance in history, geography, music and art.
81. Learning experiences promote pupils' spiritual, moral, social and cultural understanding very well. They have an increasing appreciation of ownership and responsibility towards the school and the environment whilst the manner in which they contribute to developing school rules enables them to show initiative and promote their ownership further. In classes and periods of worship, pupils show respect and enjoy opportunities to reflect and to pray in a quiet and sincere manner. Activities which include art and music, deepen their appreciation of awe and at the upper end of the school, they discuss a number of challenging moral concepts such as truth and justice in a sensitive and mature fashion.
82. The school makes excellent provision for the personal and social education of pupils, mostly by integrating requirements within curriculum subjects. There are a number of special initiatives such as purposeful circle times. There are frequent opportunities for pupils to take responsibility over others and themselves. Members of the school council play a large role in several aspects of the life and work of the school and co-operate with parents on several occasions; older pupils especially appreciate these opportunities to influence matters which affect their daily lives.
83. There are effective links with parents. As part of the inspection process 21 questionnaires completed by parents were received and the vast majority of these were very enthusiastic in their support for the school and the efforts of the staff. Eight parents came to the pre-inspection meeting with the registered inspector and their comments were very supportive. The PTA is flourishing and is a means to raise substantial sums of money for the purchase of additional resources.
84. The quality of the Cwricwlwm Cymreig is excellent.
85. The school promotes an appreciation of other cultures in geography, history and religious education. In music and art, pupils also investigate western other traditions.
86. Partnership with the community is a means of enriching the quality of the curriculum in several respects and provides enriching experiences for all pupils. One special feature is the manner in which they contributed to a local project in sustainable development.
87. Partnership with industry is excellent. Older pupils have frequent opportunities to develop enterprise skills and education-business partnership has had considerable effect on the management skills of the head.

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

Grade 1: Good with excellent features

88. The findings of the inspection team match the judgement of the school in the self-evaluation report.
89. The quality of the care, support and guidance of pupils is an outstanding feature. Pupils are happy in the school and have very good relationships with teachers. Pupils feel strongly that they are appreciated and supported within a flourishing school which trusts them. Parents also have much confidence in the care and support given by the school.
90. No instance of bullying was seen during the inspection, but the school has appropriate guidelines for staff if needed. Pupils and parents report that staff implement the policy and guidelines effectively.
91. New pupils in the nursery class have settled well and feel safe there. Pupils who come to the school at a later stage in their education are well supported by teachers and their peers as they come to familiarise themselves with the organisation of the school.
92. The planning and provision from other supporting agencies is sufficient and purposeful. The welfare of the children is a high priority of the school. Good relationship between the school and local agencies such as the police, which promotes health and safety in a secure fashion, also contributes well to PSE.
93. Consistent attention is paid to pupils' individual welfare and to matters of health and safety. Very good practical steps are taken to ensure pupils' safety while they are in school and to monitor attendance and punctuality. Supervisory arrangements are identified clearly within school documentation and are effectively implemented.
94. Staff show very good appreciation of the detailed guidelines which are in place for child protection and protocols for implementation are well established. The school provides clear information on the misuse of drugs and alcohol.
95. Policies for sex education, fire drills, equal opportunities and racial diversity have been soundly established and are known to all the staff.
96. Provision for pupils with SEN is very good and complements in full the new CoP. Effective use is made of standardised tests for the early recognition of needs. Pupils with SEN receive very good support from class teachers, specialist teachers and support assistants to reach the targets noted for them in their IEPs.

97. Pupils make good progress according to their age and ability. Effective use is made of outside agencies and close links between the school and parents also promote the progress of pupils with SEN.
98. Work in a number of subjects reflects the importance given by the school to respect and tolerance. Pupils are given good opportunities to discuss matters of citizenship on a local and international level and their appreciation of this is very good.
99. Best practice in marking the pupils' work is very good, but this standard is not consistent across the whole school.
100. The provision of the school in promoting equal opportunities to all pupils whatever their sex, ability, language or cultural background is good, and as a result pupils respect diversity in a non-judgemental fashion. However the school is aware that more may be done to raise appreciation of multi-cultural life within Britain.

The school is in the process however of implementing procedures to allow access for the physically disabled; but the fact that the school is built on two levels, has not proved helpful in this respect.

Leadership and management

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

Grade 1: Good with excellent features

102. The findings of the inspection team match the judgement of the school in the self-evaluation report.
103. The school is managed very well. The leadership of the head is purposeful, imaginative, ambitious, adventurous and effective and gives a strong sense of direction to the work of the school. The role of the deputy is also well defined; she is developing excellent management skills, is of evident help to the head and sets a very good role model as a teacher. A number of purposeful aims and objectives have been set for the school; these are included as an introduction to the SDP and are reflected very well in the daily life of the school. There is an atmosphere of trust and co-operation amongst the staff.
104. The school gives good consideration to national priorities. Recent initiatives such as the Green School Project, enable pupils to become responsible citizens. Consistent progress on social inclusion is also an outstanding feature and one of the strengths of the school.

105. Self-evaluation target setting is very well developed within the school's management strategy. Subject co-ordinators monitor the quality of standards and provision within their subject in a very detailed fashion to inform discussions for the SDP. The head and deputy monitor the quality of teaching regularly, sometimes together, based on a whole school policy and according to agreed aims and specific objectives.
106. The staff evaluation system is effective and promotes staff's professional development, which in turn helps to improve standards of achievement. The school has earned accreditation from Investors in People and the Quality Mark of the Basic Skills Agency.
107. The GB is very supportive and well informed about a number of management issues. Governors play a very practical role in setting the strategic direction of the school and question rationales in detail before coming to final decisions.

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

Grade1: Good with excellent features.

108. The findings of the inspection team differ from the grade 2 awarded by the school in the self-evaluation document to the extent that inspectors awarded a grade 1.
109. The head governors and staff are completely committed to improving standards. All staff are included in the self-evaluation process and the governors also play a practical role in this process. The role of curriculum leaders is very well developed, with consistent monitoring of standards and provision, in order to inform the development plan.
110. The SDP is a useful planning tool, which identifies clearly what the priorities of the school are and these match current needs well. Responsibilities, timescales and obligations of expenditure and personnel are clearly noted. Some but not all of the success indicators are specific and measurable.
111. A detailed analysis is made of pupils' test results, including base-line assessments for reception children and the NC tests in KS2. Good use is made of this analysis to improve teaching and learning and especially to target pupils who require further help to ensure that they also have the opportunity to achieve more; dire act result of this is the target class in Y3 and Y4.

112. Performance management is already having a good effect in school with a comprehensive system of team leaders in place to implement arrangements. The head tries hard to establish a self-critical ethos within the school in a positive fashion and this contributes specifically to recording and meeting the professional needs of the staff.
113. The self-evaluation report, prepared by the school before the inspection, is outstanding. The inspection team agreed with the judgements in four out of the seven questions; for the remaining questions, the inspection team awarded a higher grade.
114. The school has made excellent progress since the last inspection and has thoroughly addressed all key issues. This success has influenced standards of achievement and quality of teaching especially.

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

Grade 1: Good with outstanding features.

115. The findings of the inspection team differ from those of the school, to the extent that the school awarded a grade 2 for this key question.
116. There is a sufficient number of teachers appropriately qualified to teach every aspect of the NC. The school takes advantage of teacher specialisms, exchanging classes in several subjects in KS2 and this use of staff is excellent. The staffing of the teachers and the support assistants for the target class is also an excellent use of staff.
117. Excellent use is made across the school of teacher specialisms, as classes are exchanged for specific subjects, such as physical education, music, art and religious education. Subject responsibilities are equitably shared between teachers. The practice of financing an additional part-time teacher for two terms is excellent, and a means of ensuring all teachers are allowed non-contact time to monitor and to administer other subjects.
118. Teachers attend INSET courses regularly and the commitment to personal, professional development is closely related to the priorities identified in the SDP. The good effect which INSET provides is seen in several aspects of teaching, especially the very good use made of IT in the school.
119. The school has sufficient resources for every age and subject including children under five and expenditure on resources matches the priorities of the school. Many of the resources are of good quality. The availability of resources is good and good consistent use is made of them within lessons. The school has sufficient resources for creative work and practical work and the results of significant expenditure on information technology are seen in

- the progress in standards. Excellent use is made by staff and pupils of the interactive whiteboard.
120. School buildings are kept clean and are in good condition and sufficient for the number of pupils. Very good use is made of the school hall, the music room and the overflow areas outside classrooms.
121. There are substantial playing fields in the school and three playgrounds marked appropriately for games. A dedicated yard has been made for the pupils under five following the 1998 inspection. These places are safe and appropriate use is made of them.
122. Very efficient use is made of the local environment, concerts, visits and places of educational interest and the contributions of visitors to the school to enrich pupils' experiences. These make a significant contribution to raising standards of achievement.
123. Financial management is rigorous and the GB monitors all expenditure efficiently. The SDP is used as a tool for financial planning and the consistent monitoring of the quality of teaching in SEN is a means to ensure value for money for the main financial priorities.
124. The school gives very good value for money.

Standards achieved in subjects and areas of learning

Subject 1 English

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

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

125. English is formally introduced to pupils in Y2.
- Good and outstanding features.**
126. In KS1, pupils develop a good understanding of English. They listen well, have a good recall of plot and setting and react quickly when directed.
127. KS1 pupils make good progress in their speaking skills and the most able develop their ideas in a more extended fashion. They communicate with increasing confidence in group work.

128. Pupils in KS1 make good overall progress in reading skills. They have a good grasp of phonics and use syntax effectively. They demonstrate good understanding of the conventions of books, naming both author and illustrator.
129. Pupils in KS1 make good and steady progress in writing work, with close attention to the spelling of simple words.
130. KS2 pupils build well on skills in English introduced in, and make distinct progress in speaking, listening, reading and writing.
131. Boys and girls in KS2 contribute equally well to discussions in class. The majority express their views articulately and both formulate and answer questions correctly and relevantly. They are confident in role-playing and communicate easily in group work.
132. Pupils listen attentively to stories recalling events and details clearly in the correct sequence. They listen carefully to their teacher and peers. They respond accurately and immediately to instructions.
133. Most pupils read at the appropriate level for their ability and with good expression, they scan texts well and they generally have a good understanding of what they have read and sensibly predict possible outcomes.
134. Pupils write in a range of styles and are making good progress in applying the relevant techniques such as in writing instructions or taking notes. In Y5 and Y6, there are many examples of good and at times very good lively, natural and original writing. Pupils write dialogues, book reviews, diary entries, letters and poetry sensitively with humour and sincerity. Less able pupils make good use of writing frames to improve the structure of their work. Many make good use of dictionaries to develop their vocabulary.

Shortcomings

135. There are no major shortcomings.

Subject 2 Science

Key Stage 1 – Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Good and Outstanding features

136. Pupils in KS1 have very good knowledge of the external human body; they label diagrams neatly and use appropriate vocabulary effectively and with understanding.
137. Pupils in Y1 have a very mature appreciation of healthy eating; they recognise different types of foods and purposes, whilst the idea of relating traffic lights to different categories helps them recall and apply important facts.
138. Observation skills of pupils in KS1 develop well; they know about the five senses and use these in several aspects of their work sensibly and with understanding.
139. Pupils in Y2, name and label different parts of plants correctly and with understanding.
140. Pupils in KS1, discuss an appropriate range of forces and explain some of the effects that pushing and pulling have on different objects. They build simple electrical circuits and name a good number of light sources.
141. Pupils in KS1, experiment practically in an organised fashion to deepen their skills and their scientific knowledge. They predict results sensibly and with understanding, developing mature hypotheses, and their grasp of the simpler principles of fair testing is very secure. The quality of their scientific vocabulary is especially good.
142. In KS2, increasing knowledge and understanding of the human body and plants is seen. Pupils label different parts correctly, neatly and in detail and explain the different roles with understanding. In Y5, pupils discuss the main internal organs of the body in a very detailed fashion, identifying their roles and noting which bones protect them.
143. Across KS2, pupils discuss a good range of forces, starting with pushing and pulling, developing to a sound appreciation of friction, up thrust and air pressure. They understand that forces work in pairs, sometimes equitably, others in an imbalanced fashion. They know in detail a good number of effects which different forces have on objects.

144. Pupils in Y3 build purposefully on the work done in KS1, by categorising different foods into different groups on the basis of sound scientific information and their own investigative work.
145. At the upper end of the school, pupils show very good scientific knowledge across the range of statutory requirements. They explain processes concisely and effectively and develop and use challenging and broad scientific language with confidence and accuracy.
146. Older pupils in KS2 develop their own forms of recording practical experimentation. They have excellent understanding of the requirements of fair testing and understand that it is a good idea to repeat experiments in order to ensure dependable results. They predict sensibly and reach appropriate hypotheses in their work. They measure very carefully in a broad range of contexts and units.

Shortcomings

147. There are no significant shortcomings

Subject 3 Design and Technology
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Key Stage 1 – Grade 1: Good with outstanding features

Key Stage 2 – Grade 1: Good with outstanding features

Good and outstanding features

148. Pupils across the school undertake a number of challenging techniques in their activities. They understand the process of planning, making and evaluating very well.
149. In KS1, pupils observe commercial merchandise and research the internet for ideas before they begin to design. Pupils in Y1 visit a garden centre to explore different examples and then proceed to experiment with a range of materials such as clay and wooden blocks to make a bird table, before choosing the most appropriate for the task. The quality of the finished products is excellent.
150. When creating a bed cover, pupils in Y1 show very good measuring skills and pupils in Y2 look in detail at pictures of garden furniture in magazines before beginning to design a chair for the kitchen and a wheelbarrow. Pupils show excellent skills as they cut, glue and join pieces together to create very tasteful final projects.
151. The work on hinges by pupils in KS1 is excellent. Pupils research hinges around the school and in the home and investigate carefully the manner in which doors open.

152. Pupils in KS1 use pictures and words effectively to convey what they intend doing. They evaluate their work honestly and carefully, using purposeful vocabulary.
153. Pupils across the school have very good appreciation of how to use equipment and tools safely. In KS2, pupils use challenging techniques and equipment to saw, drill and screw.
154. Pupils are very aware of hygiene as they undertake work with food technology such as making sandwiches in KS1 and bread in Y3 and Y4.
155. Pupils in KS2 experiment very effectively before making. They recognise and sort a range of materials very effectively and contemplate their adaptability for the final product. When creating a hamster cage, pupils in Y3 and Y4 use a computerised program to produce detailed designs with measurements, which correspond to the shape and some designs in three dimensions.
156. Pupils across KS2 have a range of skills necessary to enable them to complete work of a very high standard, for example Tudor houses, light houses, wind vanes and party hats.
157. Pupils in KS2 make excellent use of the computer to control models and they apply their knowledge of forces especially well as they develop fairground models and show excellent understanding of mechanisms.

Shortcomings

158. There are no significant shortcomings.

Subject 4 History

Key Stage 1- Grade 1: Good with outstanding features

Key Stage 2 – Grade 1: Good with outstanding features

Good and outstanding features

159. Pupils throughout the school have a very good understanding of the vocabulary of history.
160. Each class has constructed a timeline of significant events relevant to the designated period of study and of their own personal milestones.
161. In both key stages, pupils show an outstanding empathy with famous people in history such as Owain Glyndwr and Anne Frank.

162. Pupils interpret data and historical artefacts sensibly combining previous knowledge and creativity.
163. In KS1, pupils have gained a developing sense of chronology by looking at developments in their own and families' lives through topics such as changes in household implements, toys and games over the last hundred years.
164. Pupils in Y1 and Y2 know that their lifestyles today are considerably different from that of Jane Prichard, a member of a wealthy family in the nineteenth century.
165. In KS2, many pupils have a clear knowledge and understanding of the past and how it has influenced their own lives. For example they have a very good understanding of the contribution made by important Welsh figures to British history.
166. Younger pupils in KS2, know of the daily lives and warfare of the Celts and why they settled in Wales and their ways of life.
167. They also demonstrate intelligent problem solving skills their effects on the Celts when interpreting information about Llangefni and the Roman Invasion.
168. Pupils have a sound grasp of primary and secondary sources and the reliability, they can place on each.
169. Pupils in key stage 2 have produced work of a high standard, using sequencing, contrasting and empathising skills for example with Victorian children in Wales.
170. In their work on the Tudor and Stuart periods, Y5 pupils demonstrate very good interpretations of their sources in seeking to understand the causes and processes of civil war and the manner in which Wales was affected.
171. Y6 pupils have good knowledge of the lineage of Llywellyn and the strategies of Owain Glyndwr. They use their historical skills of questioning, surveying, note making and understanding trends very well. When preparing orations in the style of Glyndwr they combine knowledge, skill persuasively

Shortcomings

172. There are no significant shortcomings.

Subject 5 Music

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

Key Stage 2 – Grade 1: Good with outstanding features

Good and outstanding features

173. The quality of singing is excellent in both key stages. Pupils enunciate clearly and sing with correct pitch. They produce good levels of sound and breath in a sensible and disciplined fashion. Pupils across the school make excellent progress in two-part singing and a number of pupils in KS2 are developing sound ability in pennillion skills.
174. In KS1, pupils use body sounds skilfully to recall rhythms, which coincide with the names of class members. They control a good range of musical instruments with understanding and discipline and across the range of work, they develop well in their ability to keep a steady beat.
175. Pupils in KS1 are familiar with a number of musical elements and apply previous knowledge as they discuss these in a variety of contexts. They control aspects, such as pace, length and dynamic with understanding in their work in performing and composing.
176. The older pupils in KS1 are already taking responsibility for individual parts within composition and group performance, building simple but effective textures in their work.
177. Pupils in KS2 develop their musical skills excellently. They recall challenging rhythms, keeping a constant beat and using a broad range of physical and instrumental sounds in their work. They develop and control vocal and instrumental ostinati cleverly as the basis for a simple accompaniment within the work and they build a challenging texture.
178. Y5 pupils' knowledge of the pentatonic scale is excellent, and they use a range of strategies to perform and compose in an improvised fashion by this means.
179. In creative lessons, pupils in KS2 are clever as they choose a range of appropriate sounds to convey ideas or a special atmosphere, such as the work in Y3 on autumn. They create considerable variety within this work, which encompasses their performing, composing and their appraisal skills in an integrated fashion. The quality of the final performances at the end of the lesson, are very tasteful.
180. Pupils in KS2 are adept in their use of the musical elements and discuss these both orally and practically within their work. They use Italian terms

consistently and with understanding, whilst their knowledge of the different forms of notation, including conventional notation, is developed well.

Shortcomings

181. There are no significant shortcomings.

Subject 6 Physical Education

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

Key Stage 2 – Grade 1: Good with outstanding features

Good and outstanding features

182. In gymnastics, pupils in Y1 stretch and bend well and succeed in making different shapes with the body as they stand still. They roll competently and create simple sequences, planning and evaluating their work appropriately.
183. Pupils in Y1 and Y2 use empty space sensibly as they undertake creative dance. They move sensitively to music and show considerable control and good appreciation of different parts of the body as they dance.
184. In games lessons, pupils in Y4 show excellent skill as they catch and throw balls. They succeed in tricking opponents and they move to empty spaces to receive the ball as they play games. They work with considerable energy and evaluate the work of each other especially well. Pupils in Y6 show very good hockey skills and control the ball in an excellent fashion, holding the stick correctly as they tackle and strike. They co-operate very well with partners and in small groups.
185. Pupils in KS2 were seen on a video recording, creating very good sequences in gymnastics with movements flowing well and an excellent appreciation of different parts of the body.
186. Pupils across the school have a very good understanding of the beneficial effects of physical education on health.
187. Swimming lessons are arranged at the sport centre and the majority of pupils succeed in swimming 25 metres before transferring to the secondary school.
188. Pupils in Y5 and Y6 make excellent progress in adventure skills as they visit various outdoor activity centres.
189. The skills of a good number of pupils are promoted as they take part in competitive games at local and county levels and in swimming competitions.

190. The folk dancing club, disco dancing club and sports club which are held after school have a very positive impact on standards of achievements of pupils.

Shortcomings

191. There are no significant shortcomings

School's response to the inspection

192. Taking into account the contents of the report of the school's inspection on 19-22 October 2004, the Headteacher, staff and Governing Body would like to make the following observations.
193. The school felt that the report was fair and very constructive based on comments and recommendations made. We would like to refer especially to the professional and courteous manner in which the inspection was carried out. The school was ensured an active part in the process through the fullest possible use of the nominee. The initial discussions on the contents of the self-evaluation were detailed and effective and enabled us to put in place a clear and purposeful agenda.
194. The fact that about half of our self-evaluation grades were lower than those awarded by the inspection, shows that the expectations of our establishment are quite challenging if not perhaps too ambitious at times. But, at least, the inspection has enabled us to evaluate our own grading system which will then allow us to give a fairer picture for the future.
195. As an establishment, we were pleased that the main perception was in agreement with those that came to the surface during the process of self evaluation and is by now included in the School Development Plan.
196. We appreciate the positive reference that was made regarding the conduct and effort of the pupils, also the high expectations the staff have of the pupils and the active and effective role the Governing Body play.
197. We feel that the inspection under the revised procedure is much more effective than the previous format. The school now has a more active role in the process. Our self evaluation is validated by the inspection and in so doing ensures that we have a reliable and effective tool for measuring our progress from year to year.

Appendix A

Basic information about the school

Name of school	Ysgol y Graig
School type	Primary
Age-range of pupils	3-11
Address of school	Industrial Estate Llangefni Anglesey
Post-code	LL77 7JA
Telephone number	01248 723092

Head teacher	Mr Owen Glyn Roberts
Date of appointment	September 1996
Chair of governors/ Appropriate authority	Mr Dewi Jones
Registered inspector	Mr Meurig Thomas
Dates of inspection	19 th -22 nd October, 2004.

Appendix B

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	21	47	35	37	42	26	27	36	271

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	1	11.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	11.5:1
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2003	91	92.6	93.6	92.4
Spring 2004	92	92.6	92.7	92.4
Summer 2004	92	93.2	94.1	93.1

Percentage of pupils entitled to free school meals	40%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

(for Welsh speaking schools):

National Curriculum Assessment KS 1 Results 2004			Number of pupils in Y2:		35			
Percentage of pupils at each level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School	0	0	3	80	17	0
		National	1	1	11	64	23	0
We: oracy	Teacher Assessment	School	0	0	3	80	17	0
		National	1	2	12	63	22	0
We: reading	Teacher Assessment	School	0	0	9	74	17	0
		National	1	3	17	59	21	0
We: writing	Teacher Assessment	School	0	0	20	69	11	0
		National	1	3	20	65	10	0
Mathematics	Teacher Assessment	School	0	0	6	57	37	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	3	63	34	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	94.3%	In Wales	79%

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

Report by Mr Meurig Thomas
Ysgol Y Graig, October 2004

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004							Number of pupils in Y6		37			
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	5	19	35	41	0
		National	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	0	0	0	0	5	19	35	41	0
		National	0	2	0	0	0	5	12	38	40	0
Welsh	Teacher assessment	School	0	0	0	0	0	0	11	43	46	0
		National	1	0	0	1	1	4	18	51	25	0
	Test/Task	School	0	0	0	0	0	0	10	22	68	0
		National	1	1	0	0	0	3	15	50	28	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	8	60	32	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	0	8	57	35	0
		National	0	2	0	0	0	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	0	0	0	3	70	27	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	3	70	27	0
		National	0	2	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	83.8%	In the school	83.8%
In Wales	70%	In Wales	71%

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

Appendix D

Evidence base of the inspection

- The inspection took place over four days by four inspectors. Professional inspectors were in school for ten days and the lay inspector for two day. 38 sessions or part sessions were observed. The deputy head served as the nominee.
- All teachers were visited and work in six subjects was inspected in detail; inspectors also visited other subjects to judge the quality of key skills.
- Regular discussions were held with pupils to ascertain their knowledge of curriculum areas and their attitude to learning.
- Pupils work across the age and ability range was examined systematically and the school provided the inspection team with a comprehensive record of pupils' work and other school activities.
- Discussion also took place with the head and staff, including non teaching staff, to establish their specific responsibilities and profession perspectives.
- School documentation was examined and a detailed discussion took place with the head concerning financial matters.
- The views of parents and governors were received and analysed.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Meurig Thomas	Context Summary Key Questions 1, 5 and 6. science, and Music
Mr Gwilym Morris	Contributions to key questions 1, 3, 4 and 7.
Mrs Zohrah Evans	Key Questions 2, and 7. Design and technology and Physical Education
Mrs Meiriol Meredith Jones	Key Questions 3 and 4 English and History

Acknowledgement

The Inspection team would like to thank governors, staff and pupils for their cooperation and courtesy during the inspection.

Contractor
Celtic Inspection Services Unit
UWIC
Cyncoed Road
Cyncoed Campus
Cyncoed
Cardiff
CF23 6XD

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

**Ysgol y Graig
Llangefni
Ynys Môn
LL77 7JA**

A SUMMARY REPORT FOR PARENTS

**Date of Inspection:
19th- 22nd October 2004**

**by
Mr Meurig Thomas
(WO93 17639)**

**Date:
20th December 2004**

**Under Estyn contract number:
T/17/04P**

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Ysgol y Graig was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol y Graig took place between 19-22 October 2004. An independent team of inspectors, led by Mr Meurig Thomas 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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

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.

Context

The nature of the provider

1. Ysgol y Graig is located on the industrial estate in the small town of Llangefni, Anglesey. The school serves parts of Llangefni mainly, but around 25% of pupils come from the local rural community and other villages. A significant proportion of the school's catchment area is subject to economic disadvantage with approximately 20% of pupils coming from a more prosperous background; 40% of pupils receive free school meals.
2. Approximately 65% of pupils come from homes where Welsh is spoken as a first language, but the school estimates that approximately 90% speak Welsh as a first language or to a comparable standard. Welsh is the main medium of education. Currently there are 250 full time pupils and there are 42 children who attend the nursery on a part time basis making a total of 271 FTE pupils. The number of pupils has been relatively stable over the last few years.
3. Currently seven pupils have a statement of SEN according to the requirements of the new CoP; a further 48 pupils appear on the SEN register.

The school's priorities and targets

4. The school was last inspected during autumn term 1998 and describes its main priorities as follows;
 - to maintain and raise standards of achievements in every curriculum area according to the requirements of the NC and religious education;
 - to nurture a civilised society which places emphasis on moral and humanitarian values;
 - according to the bilingual policy of the LEA to develop pupils' abilities to be confidently bilingual in order for them to become full members of the bilingual community in which they live.
5. The present targets of the school include a commitment to:
 - raise standards of English further across the school
 - continue to develop practical investigative work in mathematics and science in order to develop pupils' independence;
 - to continue to develop performance management and self-evaluation in the school and offer training in this field.

Summary

6. Ysgol y Graig is a very good school with many excellent features. Standards of achievement have been raised significantly since the last inspection, with excellence demonstrated in several subjects as well as a substantial portion of the teaching. The inspection team agreed with over half of the judgements made by the school in the self-evaluation document.

Table of grades awarded

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

Standards

7. In KS1 and KS2, standards in the subjects inspected were as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Science	Grade 1	Grade 1
Design technology	Grade 1	Grade 1
History	Grade 1	Grade 1
Music	Grade 2	Grade 1
Physical education	Grade 2	Grade 1

Standards of education and training

8. In the lessons observed, standards were judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
63%	37%	0%	0%	0%

9. The quality of the educational provision for the under-fives is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.
10. Pupils in early years make very good progress across the range of key skills in literacy and communication, numeracy and information and communications technology.
11. In KS1 and KS2 pupils' skills in listening, reading and the use of ICT across the curriculum are very good. They listen carefully and closely, apply their number and measurement skills in a broad range of contexts and use ICT confidently to support and develop their learning through a broad range of extended and challenging activities. Pupils' oral skills in KS1 are good and standards are very good in KS2 where pupils speak with enthusiasm and confidence with a vast majority responding in an extended fashion. Standards of reading and writing are good across the curriculum in both KS1 and KS2. Overall pupils make good progress in bilingual competences.
12. Pupils with SEN make good progress and achieve the targets set for them.
13. Pupils show very good progress in their personal and social skills with co-operative working and lively discussions in all classes. A special feature of the school is the manner in which pupils help and correct each other in a sensitive fashion. They develop very well in their abilities to solve problems and the most able pupils at the upper end of the school apply previous knowledge very well in this respect.
14. In creative skills standards are at least good with a number of very good examples across the school, especially in art where there are striking displays throughout the building.
15. In KS1 teacher assessments for 2004 show the majority achieve national expectations (level 2) in Welsh, mathematics and science. All subjects are comfortably higher than the national norms (2003 data) and in the upper quartile when compared with comparable schools across Wales. In mathematics and science over a third of the pupils achieve level 3.

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16. In KS2 pupils' standards of achievement in the NC tests for 2004 show that the majority achieve national expectations (level 4) in Welsh, English, mathematics and science. Standards compare favourably with the national norm and local norms for 2003, except in the case of English where attainment is 3% below the average. Nevertheless, results in English remain higher than the median when compared with comparable schools across Wales, while all other subjects are all in the upper quartile.
17. There is no regular pattern in the difference in performance between boys and girls; in this respect, the results annually reflect the situation regarding the number of pupils who have SEN.
18. Pupils' attitudes towards their work, the interest, they show in the work and their ability to concentrate is very good.
19. All pupils behave very well and older pupils show mature citizenship within the school community, and considerable pride in its achievements.
20. Throughout the school, pupils' understanding of issues of equal opportunities is good. They respect diversity within faiths, attitudes and other cultures within society, while older pupils respond in a mature fashion to concepts such as justice and tolerance.
21. Pupils' appreciation of the strengths and weaknesses of their own work is beginning to develop. There is some self-evaluation but there is scope to develop this further. Pupils with SEN are very aware of their own personal targets.
22. Pupils in general, and older pupils especially, have an increasing understanding of the world of work and play a full role in community activities.
23. Attendance statistics for the last three terms show an average of 92.6%. The majority of the pupils come to school regularly and promptly at the beginning of the school day.

The quality of teaching

24. Teaching was judged as follows;

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
61%	39%	0%	0%	0%

25. The percentage of very good lessons is much higher than the WAG target of 50% of lessons good or better.

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26. In all lessons, teaching is on an appropriate level, clearly and consistently focused, with sound aims and objectives and excellent planning in terms of detail and thoroughness. Lessons are very well resourced. Teachers have excellent relationships with their pupils and all promote and plan well for equal opportunities in their teaching methods, with effective use of articulate language throughout.
27. In over half of lessons inspected, there were outstanding features. These include:
 - detailed explanations of the aims and objectives at the beginning of lessons and an effective review at the end,
 - an appropriate mix of teaching techniques and strategies,
 - high expectations,
 - challenging pace,
 - detailed knowledge and understanding of the subjects being taught,
 - skilful use of the interactive whiteboard to enrich the quality of imaginative presentations,
 - very good balance between activities and the needs of individual pupils,
 - very appropriate use of praise and rewards.
28. The quality of assessments is excellent and teachers know their pupils very well. Assessments are consistent and correct and meet statutory requirements including the ones for SEN.
29. Teachers use effective and varied strategies to strengthen and consolidate pupils' bilingual competences.
30. Teachers mark pupils' work regularly and in general the comments give guidance on how to improve their work; however the best practice in this respect has not been extended throughout the school.
31. There are very well organised and purposeful systems to ensure that pupils' progress is recorded clearly and consistently. Excellent use is made of test results to investigate and analyse standards and set targets. Portfolios of work are kept in a number of curriculum areas in order to standardise assessments.
32. Annual reports to parents conform with statutory requirements. They present a clear picture of achievements and pupils' skills in all subjects and give useful comments about their social and personal skills.
33. The school has responded very well to pupils' learning needs and offers equal opportunities to a broad and balanced curriculum.

34. Learning experiences promote pupils' spiritual, moral, social and cultural development very well. The quality of the school's links and partnerships is very good.
35. The school is a homely and caring community where pupils feel that they are appreciated and supported; social inclusion is very good and is one of the strengths of the school. Provision for SEN is very good and meets in full the requirements of the CoP.

Leadership and management

36. The school is very well managed. The management of the head is purposeful, imaginative, ambitious, adventurous and effective and gives a strong feeling of specific direction to the work of the school. The role of the deputy is well defined and she is adopting excellent management skills, is of evident help to the head and sets a very good role model as a teacher. A number of purposeful aims and objectives have been adopted for the school; these are included as an introduction to the SDP and are very well reflected in the work of the school. A real feeling of trust and co-operation exists between all the staff.
37. Self- evaluation and target setting have been developed very well within the school management structure. Subject co-ordinators monitor the quality of standards and provision within their subject responsibilities in a very detailed manner, informing discussions for the SDP. The head and deputy monitor the quality of teaching, sometimes together, based on a whole school policy and in accordance with specific aims and objectives, which have been agreed.
38. The GB is very supportive and well informed about a number of management issues. They play a very practical role in setting the strategic direction of the school and question rationales in detail before coming to final decisions.
39. The SDP is a useful planning document, which notes clearly the main priorities of the school; these match current needs well. Responsibilities, timescales and obligations of training and expenditure are noted clearly. Some but not all of the success indicators are measurable and specific.
40. A detailed analysis is made of the results of pupils' tests, including base-line assessments in the reception class and the NC tests in KS2. Good use is made of this analysis to improve the quality of teaching and learning and especially to target pupils who require additional support in order that they too have the opportunity to achieve more.
41. The school has made excellent progress since the last inspection and addressed key issues well. This success is reflected in the standards of achievements and teaching especially.

42. Excellent use is made across the school of teacher specialisms as they exchange classes for teaching in physical education, music, art and physical education. Subject responsibilities are equitably shared between teachers. The practice of financing an additional part-time teacher for two terms is excellent practice and a means of ensuring that subject leaders are released to monitor and administer the subjects.
43. The school has sufficient resources for every age and subject and many of these are of a very good quality. Accessibility of resources is good and consistent use is made of them within lessons. The school has sufficient resources for information technology. At the upper end of the school, pupils are adept in arranging their own resources.
44. Financial management is rigorous and the GB monitors all expenditure efficiently. The SDP is used as a tool for financial planning, whilst the consistent monitoring of the quality of teaching and SEN is a means of ensuring value for money for these main priorities.
45. The school gives very good value for money.

Recommendations

46. In order to improve, the school needs to;
- respond to the challenge of maintaining high standards and targeting excellence across the school;
 - raise pupils' awareness further of the strengths and weaknesses of their own work as a basis to developing self assessment further;
 - to ensure that the best practice in marking is reflected by all the staff;
 - to continue with the diligent efforts to raise standards of attendance.

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Contractor
Celtic Inspection Services Unit
UWIC
Cyncoed Road
Cyncoed Campus
Cyncoed

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Cardiff
CF23 6XD