

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

**A Report on the Quality of Education in**

**Ysgol Gynradd Esceifiog  
Lôn Groes  
Gaerwen  
Anglesey  
LL60 6DD**

**School Number: 6602140**

**Date of Inspection: 10 June 2008**

**by**

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Ysgol Gynradd Esceifiog was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Gynradd Esceifiog took place between 10/06/08 and 12/06/08. An independent team of inspectors, led by Jean Marshall undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## **Context**

### **The nature of the provider**

1. Ysgol Gynradd Esceifiog is located in the village of Gaerwen in Anglesey on an open flat site on the edge of a busy industrial estate. The school was opened on the present site in 1981 and is maintained by Anglesey Local Education Authority.
2. A voluntary 'Mudiad Meithrin' (Nursery Organisation) class is held on the school site and the children transfer from the class to the school on a full time basis in the September following their fourth birthday. During the time of the inspection, there were 81 full time pupils on the school register.
3. The area has a Welsh ethos and the majority (79%) come from homes where Welsh is the main language of communication. According to the school, most of the children (90%) speak Welsh to first language standard. The area is described by the school as one that is neither prosperous nor economically disadvantaged. The percentage of pupils entitled to free school meals (12%) is lower than the county and national averages.
4. Eleven pupils (14%) have been identified by the school with additional learning needs. At present, no pupil has a statement of special educational needs.
5. Pupils are taught by four full time teachers, including the headteacher. With the exception of the reception class, all classes have pupils of mixed ages.
6. The school was last inspected in April 2002 and the headteacher was appointed the following September.
7. The school received a standard inspection this time.

### **The school's priorities and targets**

8. The school's main priorities for 2007-2008 according the School Development Plan (SDP) are:
  - raise standards in writing skills in Welsh across the curriculum;
  - continue to strengthen the links between Ysgol Esceifiog and a school in Lesotho;
  - continue to raise standards in mathematics throughout the school, and
  - raise standards in design technology by reviewing and adapting the scheme of work.

## Summary

9. This is a very good school with many outstanding features. Through sharing the same vision and collaborating effectively, the leaders and managers have succeeded in raising standards significantly since the last inspection.

### Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	2
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

10. In the subjects inspected, standards of achievement in lessons were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
55%	45%	0%	0%	0%

11. These percentages exceed the Welsh Assembly Government (WAG) Primary Target for 2010 (98% grade 3 or better).
12. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
13. Standards achieved by children under five were as follows:

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

14. Standards achieved in the subjects inspected in KS1 and KS2 were as follows:

<b>Subject</b>	<b>KS1</b>	<b>KS2</b>
English	-	Grade 2
Information Technology	Grade 1	Grade 1
History	Grade 1	Grade 1
Music	Grade 1	Grade 1
Religious Education	Grade 1	Grade 2

15. When compared to schools with a similar number of pupils entitled to free school meals, the school's results in KS1 on average over a three-year period are in the top 50% of schools and in the highest 25% in 2007. Although the school's results in KS2 were low in comparison with similar schools, the high percentage of pupils with additional learning needs had a negative effect on the data. However, results in mathematics were lower than in other subjects.
16. Children under five make outstanding progress in all their key skills. In KS1 and KS2, pupils achieve outstanding standards in listening and reading skills across the curriculum in Welsh and English medium lessons. They achieve good standards in speaking and writing in different subjects. Standards in bilingual skills and pupils' knowledge and understanding of the Cwricwlwm Cymreig are outstanding.
17. In both key stages, pupils achieve outstanding standards in information and communication technology skills and in their creative skills across the curriculum. They achieve good standards in their use of mathematical skills in different subjects.
18. Pupils throughout the school learn new knowledge and skills, develop ideas and increase their understanding quickly and effectively and succeed in achieving their potential regardless of their ethnic or linguistic background.
19. The development of pupils' personal and social skills, and their learning skills is outstanding. They learn enthusiastically and productively in the lessons, making sensible choices and decisions and plan and arrange tasks independently. Pupils' standards of behaviour and attendance are good.

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

20. In the lessons inspected the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
50 %	41 %	9 %	0%	0%

21. These percentages exceed the average of 79% grade 1 and 2 for primary schools in Wales as reported in HMCI's Annual Report for 2005-2006 and WAG's all Wales target for 2010 that requires the quality of teaching to be good or better in 80% of lessons.
22. The school has already given a great deal of attention to the proposed changes in primary education, particularly in developing pupils' thinking skills and giving greater independence to children in the Early Years. This has a positive effect on standards of teaching and learning.

23. In lessons where teaching is outstanding, the work that is presented is effectively related to pupils' earlier experiences and focuses on developing important skills. Effective use is made of a wide range of resources including electronic white boards and valuable opportunities are provided for pupils to make an active contribution in lessons.
24. Teachers' knowledge and understanding of the requirements of the educational programme are outstanding. They ensure that all pupils are treated as equals in every activity, and the warm working relationship that exists between the staff and pupils fosters effective learning.
25. In the few lessons where the teaching had shortcomings, the tasks set did not correspond to the pupils' age and ability, and there was a tendency to over-direct pupils as they completed their tasks.
26. Teachers assess pupils' work thoroughly and make good use of the assessments to plan and improve learning. However, the assessment instruments that are used and the means of determining a level do not always meet the expectations, and procedures are not sufficiently manageable. Although pupils' work is marked regularly and this often leads to improvement, in a few instances, marking is too detailed and therefore counter-productive.
27. Annual reports to parents meet statutory requirements. The 'portrait of progress' which is shared with parents in open evenings and the information provided for parents of pupils who are receiving additional support is outstanding.
28. The school provides every pupil with equality of access to a broad and balanced curriculum that fully meets legal requirements. The education the school provides fully meets the needs and range of pupils.
29. Pupils' experiences are constantly enriched through a wide variety of off-site activities outside school hours. A broad and rich programme of personal and social education is arranged across the school and beneficial links have been established with parents, other schools, and the community. All these activities complement and augment the curricular experiences and make an outstanding contribution to pupils' personal development and standards of achievement.
30. The quality of care, support and guidance offered to pupils is outstanding. Respect for others, kindness and tolerance is constantly emphasised and high quality personal guidance is offered within the school's personal and social education programme.
31. The school implements effectively a number of projects that focus on healthy eating and develop pupils and staff's fitness.
32. Risk assessments are undertaken meticulously and regularly and the school arranges detailed supervision during break times and when pupils arrive at and leave school.
33. The provision for pupils with Additional Learning Needs (ALN) is good. Specific attention of good quality for pupils in class and in small groups is ensured. The additional care and support provided for pupils with a medical condition is outstanding.

## **Leadership and management**

34. The school's leadership and management are outstanding. The headteacher works closely and effectively with the deputy headteacher, the rest of the staff and the governors to improve the educational provision and raise pupils' standards of achievement
35. Although the school's results for the last three years at the end of KS2 are lower than in similar schools, particularly in mathematics, there is firm evidence that the strategies adopted by the school have had a positive effect on pupils' standards of achievement and teacher assessment for 2008 shows considerable improvement.
36. All members of staff contribute fully to the school's self-evaluation process by following arrangements that are comprehensive, systematic and based on first hand evidence. Since the last inspection in 2002, standards have risen in every subject ensuring excellence in at least five of the areas. Teaching standards have improved significantly and all the other objectives have also been achieved.
37. The level of staffing is very good and teachers are appropriately qualified to teach all aspects of the curriculum. The supply of learning resources is excellent across all areas of the curriculum an particularly in the field of information and communication technology
38. The building, the rooms and external sites are in excellent condition; they are very well maintained and used effectively and efficiently.
39. The headteacher and governors manage the school budget effectively. They plan and monitor expenditure carefully and thoroughly to ensure that the money is used appropriately to give pupils the best possible education. The school gives very good value for money.

## **Recommendations**

In order to improve, the school needs to:

- R1. continue to implement the strategies that have been adopted to improve pupils' standards of attainment in KS2, particularly in mathematics;
- R2. review and modify the school's assessment processes to ensure that the expectations are appropriate and the procedures manageable;
- R3. ensure that the excellent practices in teaching methods and assessment for learning are disseminated across the school.

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

## Standards

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

#### Grade 2: Good features with no important shortcomings

40. The findings of the inspection team do not agree with the Grade 1 awarded by the school in its self-evaluation report. The school's results at the end of KS2 are low compared to schools that have a similar number of pupils eligible for free school meals, but the inspection team agrees with the school that the high percentage of pupils with special educational needs, particularly over the last three years, has had a negative effect on the data. Despite this, results in mathematics are lower than in other subjects.

41. Pupils' standards of achievement in lessons observed were as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	55%	45%	0%	0%	0%

42. These percentages exceed the Welsh Assembly Government (WAG) target for 2010 (98% grade 3 or better).

43. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making outstanding progress towards the Desirable Outcomes for Children's Learning.

44. Children under five's standards of achievement are as follows:

Area of Learning	Grade
Language, literacy and communication skills	Grade 1
Personal and social development	Grade 1
Mathematical development	Grade 1
Knowledge and understanding of the world	Grade 1
Physical development	Grade 1
Creative development	Grade 1

45. Standards achieved in the subjects inspected in KS1 and KS2 were as follows:

Subject	KS1	KS2
English		Grade 2
Information technology	Grade 1	Grade 1
History	Grade 1	Grade 1
Music	Grade 1	Grade 1
Religious education	Grade 1	Grade 2

46. Pupils throughout the school achieve good standards with outstanding features in their knowledge, understanding and skills. All pupils, including those with additional learning needs, achieve the challenging targets set for them. Every parent who attended the pre-inspection meeting and those who responded to the questionnaire said that they were satisfied with their child's progress and the standard of work.

47. Children under five make outstanding progress in their key skills of listening, speaking, reading and early writing, numeracy, information and communication technology, and bilingual skills.
48. In both key stages, pupils achieve outstanding standards in listening and reading skills across the curriculum in Welsh and English medium lessons. They listen carefully to teachers' and their peers' presentations and questions, showing sound understanding in their responses. Pupils in KS1 read instructions in both languages with ease and respond appropriately and correctly. In KS2, children make effective use of a wide range of information books and other documents including information and communication technology materials, historical documents, thesaurus and dictionaries, increasing their ability to use higher reading skills as they investigate in different contexts.
49. Pupils throughout the school achieve good standards in speaking in Welsh and English across the curriculum. Key stage 1 pupils speak formally and informally in both languages, developing and explaining ideas and make further enquiries. By KS2, they respond appropriately to questions and instructions and discuss their work with increasing fluency and confidence using relevant terminology in different subjects effectively.
50. Pupils make good progress in their writing skills across the curriculum. In KS1, pupils record their work methodically and accurately in a range of different contexts. Pupils in KS2 write in a good number of different forms and in response to a variety of stimulus and purposes in Welsh and English achieving good standards.
51. Pupils throughout the school achieve outstanding standards in bilingual skills. Reception children come to understand and speak freely in both languages quickly. By KS1 and throughout KS2, pupils use Welsh and English fluently and confidently moving easily from one language to the other when collating information and making investigations. Pupils throughout the school have outstanding knowledge and understanding of the Cwricwlwm Cymreig.
52. In both key stages, pupils achieve outstanding standards in information and communication technology across the curriculum. They are familiar with a wide range of different programs and computer equipment and use them effectively to collate, prepare, process and present information and convey ideas. Pupils make constant use of their mathematical skills across the curriculum and achieve good standards.
53. Pupils' creative skills are outstanding. This is evident in pupils' work and in displays around the school, and in the effective way they use their imagination and creativity in art and design technology lessons, when writing in Welsh and English and when recording and presenting their work in different areas of study.
54. Pupils throughout the school succeed in achieving their potential regardless their ethnic or linguistic background. In a little over a year, pupils who arrive at school without Welsh or English take part in all the school's activities and achieve standards commensurate with their peers.

55. In comparison with schools with a similar number of pupils entitled to free school meals, the results of teacher assessment at the end of KS1 in 2007 were in the highest 25% of schools and in the top 50% on average over a three-year period.
56. In 2007, the results at the end of KS2 were in the top 50% of schools in Welsh, in the bottom 50% in English and science and in the lowest 25% in mathematics. With some exceptions, this pattern is constant over a three-year period. Analysis of the results shows that the number of pupils in each cohort is comparatively low, and that a high percentage of the pupils in these years had additional learning needs. In 2007, around half of the pupils achieved higher levels than the expected level.
57. There is no significant pattern discernible when comparing the performance of boys and girls over the last three years.
58. Pupils throughout the school acquire new knowledge and skills, develop ideas and increase their understanding quickly and effectively. They have a good understanding of the work they do in different lessons and what they need to do to improve the work. They understand the lesson objectives and the success criteria and they have a good awareness of their individual targets and of their progress as they strive to reach them.
59. Pupils' personal and social development skills and their learning skills are outstanding. They contribute and concentrate very well in lessons working enthusiastically and productively. They collaborate sensibly in pairs and small groups using their time effectively.
60. Through 'circle time' and the School Council's activities, pupils play an active part in school life and consider themselves part of a community. Their ability to make choices and decisions when solving problems, and to plan and arrange tasks and activities without constant supervision is excellent.
61. Through personal and social education lessons and collective worship sessions, pupils learn important values and skills that help them to deal with problems in a logical way. They show respect, care and concern for others and develop the ability to show honesty and fairness.
62. Pupils' standards of behaviour are good. They are aware of the school rules and adhere to them. They show respect and courtesy to one another, school staff and visitors.
63. Average attendance for the three full terms before the inspection was 95%, which is good. Pupils arrive at school punctually in the morning.
64. Pupils have a good awareness of equal opportunities issues. They show respect for the diversity of beliefs, attitudes and traditions and show empathy for others through raising money for good causes.
65. Pupils cooperate regularly with local inhabitants on community projects such as tidying around the village with the Community Council, raising awareness of local footpaths and joining Gaerwen Walking Club for walks, and developing and maintaining the school garden. These activities prepare them very well for full participation in the life and work of the community. Pupils have a good awareness and understanding of the world of work.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

66. The inspection team's findings match the grade given by the school in its self-evaluation report.

67. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
50 %	41 %	9 %	0%	0%

68. These percentages exceed the average of 79% grade 1 and 2 for primary schools in Wales as reported in HMCi's Annual Report for 2005-2006 and WAG's all Wales target for 2010 that requires the quality of teaching to be grade 2 or better in 80% of lessons.

69. Outstanding features of the teaching include:

- teachers' very good knowledge and understanding of the NC requirements and of the Desirable Outcomes for Children's Learning Under Five;
- sessions thoroughly prepared and effectively structured relating the work to pupils' previous knowledge and experiences and focusing on developing important skills;
- carefully prepared tasks and activities to meet the linguistic needs of all pupils including their bilingual development;
- clear, lively presentations and the use of a wide range of appropriate, authentic and refined resources to support the work;
- excellent use of the electronic white board by teachers and pupils;
- warm relationships between staff and pupils with natural interaction and nice touches of humour; and
- opportunities for pupils to take a leading role in the teaching through explanations to the rest of the class or leading an activity.

70. Good features of the teaching include:

- teachers assessing pupils' understanding and standards of achievement throughout the lesson;
- ensuring that pupils understand the requirements of the tasks at the beginning of the lesson and holding a plenary session to reinforce what has been learned, and firm control ensuring that every pupil has a clear understanding of the method of working and the expectations.
- work that is effectively supervised and sensitive attention given to the needs of individuals;
- good questioning that encourages pupils to think for themselves;
- dividing the tasks into manageable steps ensuring the commitment of all pupils and a good pace to the session;

- seizing every opportunity and context to extend and enrich pupils' language and wider knowledge, and to promote bilingualism; and
  - allowing pupils to express and follow their own ideas, and appreciate them.
71. In the few lessons where there were shortcomings in the teaching, the tasks set did not correspond to pupils' age and ability and there was a tendency to over-direct pupils as they completed the tasks.
  72. Equality of opportunity is promoted in every lesson and it is ensured that every pupil is treated equally. Everyone's contribution is respected. Effective use is made of the valuable support of ancillary staff and those undergoing training.
  73. The school has already addressed some of the proposed changes in primary education, particularly developing pupils' thinking skills through teaching and giving children in the Early Years more independence.
  74. Reporting and assessment requirements of pupils' progress are fully met. The school has adopted comprehensive arrangements for assessing and recording pupil progress and good use is made of the assessments to plan and improve learning.
  75. Teachers' continuous assessment, together with the results of standardised tests are analysed in detail on a whole school basis and for individual pupils. However, the assessment instruments that are used and the means of determining a level are not always appropriate or consistent with current requirements. Teachers' more informal and quick day-to day assessments provide valuable and valid information for future planning.
  76. The school gives increasing attention to the setting of individual targets for pupils. Pupils and their parents are aware of them, although they are not used to their full potential in some cases. The detailed methods of tracking and analysing the progress of every pupil have led to early and effective intervention in some cases and have contributed to a significant improvement in the school's results in several subjects.
  77. Pupils' work is marked regularly and examples were seen of giving pupils useful guidance on how it can be improved. In a few instances, the marking is too detailed and counter-productive. Developing pupils' role in the task of assessing their work and own understanding is an area that is receiving increasing attention and has led to an improvement in learning in some subjects.
  78. The school has subject portfolios and detailed assessment guidelines for individual classes but not at a whole school level in every subject. The work of moderating and standardising expectations with the secondary school is developing well.
  79. Annual reports to parents meet statutory requirements and parents are of the opinion that they provide a very good picture of their children's progress. The 'portrait of progress' which is shared with parents in open evenings and the information provided for parents of pupils who receive additional support is outstanding.

### **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 inspection team's findings match the grade given by the school in its self-evaluation report.
81. The school responds very well to pupils' needs and interests and provides equality of access to every pupil to a broad and balanced curriculum. It complies fully with legal requirements.
82. The curriculum is planned in detail following the requirements of the Desirable Outcomes for Children's Learning under five and the requirements of National Curriculum for every subject and age to ensure balance, breadth and progression. The quality of planning is consistently good.
83. There are outstanding features to the provision for developing pupils' basic and key skills. The school has attained The Basic Skills Agency Quality Mark for the second time for its work on focusing on groups of pupils who were in danger of under-achieving in the basic skills.
84. Information and communication technology skills are promoted and developed effectively in the majority of the learning areas, and detailed and constant attention is given to promoting communication skills in Welsh and English. Numeracy and creative skills are developed constantly in numerous contexts across the curriculum. The school is outstanding at promoting pupils' bilingual skills. Recently, as a result of specific projects, the work on promoting pupils' thinking and problem solving skills has started and is progressing promisingly.
85. The way the school uses studies of the local area and educational visits as a starting point for curricular studies clearly contributes to instilling in pupils pride in their locality and promotes their awareness and understanding of the Cwricwlwm Cymreig. The school has cooperated effectively with the Zoology Department of the University of Cardiff to undertake a biodiversity survey of the school field, the coast and the seas around the island.
86. Pupils' experiences are constantly enriched through a wide variety of off-site activities outside school hours, such as regular educational visits, residential visits, instrumental tuition, team games and after school clubs. All these activities complement and augment the curricular experiences and make an outstanding contribution to pupils' personal development and standards of achievement.
87. A number of people come to school to share their knowledge, their experiences and their skills with the pupils. The use made in history lessons of visitors' recorded presentations and conversations is very effective and an outstanding feature of the provision. The curriculum is significantly enriched by the visits of various artists and experts who work with the pupils on different projects, or develop the school grounds for educational purposes.
88. An excellent personal and social education programme is arranged across the school. Through a range of cross curricular activities and the contribution of particular elements such as a termly visit from the police, 'Persona Puppets', Circle Time and the School Council, pupils have valuable opportunities to

develop and practice their key personal and social skills. Pupils are encouraged to arrange fund raising activities to raise money for local, national and worldwide charities.

89. Acts of collective worship and discussions in lessons contribute very well to pupils' understanding of moral and spiritual matters and help them to respect diversity, truth and justice. Pupils' social and cultural development is promoted effectively through taking part in concerts and competitions, through the links with the Elderly Club and through the Urdd activities. Pupils' awareness and understanding of other cultures are promoted outstandingly through the school's close links with a school in Lesotho and through studying an area in India and its culture.
90. The partnership between the school and the parents has outstanding features and this was confirmed by the parents' positive responses to the questionnaires and in the pre-inspection meeting. Parents praise the regular information they receive from the school and the way it responds fully to any concerns that arise. The Home/School Agreement and the Homework Agreement have been adopted and are implemented, and the Prospectus contains all the necessary information.
91. The Parents' and Teachers' Association arrange a variety of activities for parents and friend of the school raising a substantial amount of money for school funds. There are good arrangements to include pupils in these activities.
92. The school works effectively with the Nursery School that meets in the school, and with other primary schools in the catchment. There are effective arrangements for transferring Year 6 pupils to the local high school and valuable opportunities are provided for pupils, students and prospective teachers to train at the school.
93. The school's formal and informal beneficial links with the community enriches the school's provision effectively. Good links have been established with companies and businesses. These raise pupils' awareness of the world of work and complement and contribute to curricular activities in a number of cases. The Healthy Schools scheme was launched through the enterprising project 'Raphael' when a meal was prepared using local produce and inviting the producers and other members of the community to taste the food with the pupils.
94. The attention given to developing pupils' enterprise skills is good. The School Council operates a number of fund raising schemes and decides what do with the profit. Through these activities, pupils come to understand how to order and price goods and how this affects the profit that is made.
95. Excellent attention is given to developing pupils' understanding of worldwide citizenship and sustainable development. The school has won the gold 'Green School' award with high praise and has adopted a wide range of relevant activities into several aspects of school life.
96. Through 'Dolen Cymru' a link was established with a school in Mohale's Hoek in Lesotho and teachers from both schools visited one another's schools recently. This link, together with studies from other parts of the world, and charity and humanitarian work, including raising money for good causes, raises pupils' awareness of worldwide issues effectively.

97. The learning experiences prepared for the pupils promote equal opportunities and challenges stereotyping. Firm foundations are laid for life long learning through ensuring that pupils master the knowledge, the understanding and the skills to enable them to develop as responsible members of the community. The computer lessons established for parents and other members of the community is extremely successful and promotes life-long learning.

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

<b>Grade 1: Good with outstanding features</b>
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98. The inspection team's findings match the grade given by the school in its self-evaluation report.
99. The quality of care, support and guidance offered to pupils is outstanding. Pupils are very happy in school and there are very good relationships between them and the teaching and support staff. The school has a caring inclusive ethos and pupils are appreciated and supported by adults.
100. The school has firm policies to ensure care for every pupil or adult in the school. The policies emphasises respect for others and treating everyone as equals, and they are implemented in every aspect of schoolwork.
101. The school's partnership with parents is excellent. Almost every parent who expressed an opinion at the pre-inspection meeting and in their responses to the questionnaire were happy with help and guidance their children received.
102. Teachers know their pupils well and they ensure that they have a secure environment. Because the Nursery School is based in the building, the youngest pupils settle in quickly in the school and receive ready support from teachers, support staff and the older pupils. An effective system of 'bydis buarth' (*'playground buddies'*) has been established which means that older pupils keep an eye on the younger pupils and help them during break times.
103. The school has effective measures to respond to any oppressive behaviour including racial discrimination, bullying and all forms of harassment. Respect for others, kindness and tolerance are emphasised regularly and personal guidance of high quality is offered through the school's personal and social education programme. Parents testify that their children can turn to any member of staff at any time for support, help and guidance.
104. The school council, which receives valuable advice from the Chair of Governors, meets regularly and is responsible for a number of new features in the school. These include the fruit shop, resources for wet play times, marks on the playground and play time rules. The members respond well to the opportunities they are given to express an opinion and offer suggestions.
105. The school monitors attendance and punctuality well and responds immediately to any concerns.
106. The staff and governors have high expectations with regards to behaviour and they encourage and reward good behaviour constantly. A number of effective strategies have been adopted to prevent unacceptable behaviour swiftly.

- Parents are contacted in more serious cases and there is effective cooperation with them to solve any problem.
107. There are clear policies and procedures to ensure the welfare, health and safety of pupils and any concerns are responded to without delay. There are specific guidelines for child protection and they are adhered to fully and effectively. The headteacher has responsibility for child protection and two members of the governing body also have responsibility for this area. Every member of staff has a firm knowledge and understanding of the procedures.
  108. Through its involvement in the Healthy Schools initiative, the school acts effectively on a number of projects that addresses the health and fitness of staff and pupils. The pupils run the school's fruit shop and only fruit is eaten at break times. Through activities such as the Dragon Sports Club, 30, 40, 50 Running Club, team games and gymnastic club, pupils are encouraged to practice regularly to improve their level of fitness.
  109. Risk assessments are undertaken in detail and regularly. Careful supervision is arranged during break times and when children are arriving at and leaving school. The school has consulted the parents on a number of health and safety issues responding appropriately to the findings. The way it has dealt with a number of these issues is outstanding.
  110. The provision for pupils with ALN is good and fully meets statutory requirements. The school has effective arrangements for early identification of pupils with ALN and for arranging additional support for them. The ALN coordinator keeps detailed, systematic and current records of the work and reviews the provision regularly.
  111. Pupils with ALN are given good quality specific attention in class and in small groups. Their individual education plans (IEP) include specific learning targets that correspond well to these pupils' learning needs. The IEPs are regularly reviewed and they are discussed with the parents constantly. The pupils' progress is closely monitored. As a result, there has been a significant decrease in the number of pupils on the ALN register since the last inspection.
  112. The additional care and support provided for pupils with a medical condition is outstanding. There is an individual medical plan that includes clear guidelines in respect of every pupil receiving regular medicine or is likely to need medicine in an emergency. Every member of staff is aware of the needs and has received appropriate training and guidance.
  113. The school's links with the parents of these pupils and with outside agencies is good and they cooperate effectively. The designated governor undertakes his duties thoroughly and visits the school termly in order to receive information about the school's procedures from the SEN coordinator.
  114. The school's provision for equal opportunities is outstanding. The school gives detailed consideration to every pupil's ethnic, linguistic and social background and acts effectively on the information. Constant support and guidance is offered to ensure that every individual takes full advantage of every aspect of the school's provision.
  115. The way the school recognises and respects diversity is outstanding. Gender equality and good race relations are promoted effectively. Challenging

stereotyping is well addressed in the context of the importance of respect and tolerance.

116. The school has a Disability Equality Scheme and a suitable action plan. Although there are no pupils with specific needs attending school at present, arrangements are in place to ensure that disabled pupils do not suffer from less favourable treatment.

## **Leadership and management**

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

#### **Grade 1: Good with outstanding features**

117. The inspection team's findings match the grade given by the school in its self-evaluation report.
118. Although standards in mathematics have been relatively low over a three-year period, there is by now evidence that shows that the strategies adopted by the school have had a positive impact on standards. This improvement is not obvious in the 2007 results because more than half the pupils in the cohort had additional learning needs. On that basis, the team is of the opinion that this key question deserves a grade 1 although key question 1 was awarded a grade 2.
119. The head teacher's leadership and management are outstanding. She leads by example creating a sense of purpose that promotes and sustains improvements. By working closely and effectively with the deputy headteacher, the staff and governors since the last inspection, she has succeeded in improving significantly the provision and the educational standards achieved by the pupils.
120. Every member of staff has clear job descriptions and is committed to them. They share the same values with regards to ethos and behaviour, and in promoting equality for all. They have a very good awareness and understanding of all the school's policies and procedures and they implement them conscientiously.
121. The head teacher, staff and governors ensure that every pupil achieves his/her potential through setting and meeting personal targets, and challenging but realistic targets for standards of achievement in the core subjects and for standards of attendance.
122. The whole staff and the governors cooperate effectively when responding to national priorities. Standards in literacy and numeracy were raised through working towards the Basic Skills Agency Quality Mark and being part of the national scheme 'Darllen Mil o Eiriau (*Reading a Thousand Words*). The Learning and Playing Club and the Family Literary Scheme offer parents valuable guidance on how to improve their children's level of achievement. An Information Technology Club was established for adults and pupils and the gold award of the Green School scheme has been achieved.
123. The school emphasises the promotion of health and fitness through a wide range of activities. A Breakfast Club has been established and the School Council operates successfully.

124. The headteacher and KS1 teacher are members of working parties and projects at local and national levels in the areas of thinking skills, information technology and language. They create units of work and trial activities that will then be shared with other schools. This has a positive effect on the provision, standards of teaching and pupils' standards of achievement. Effective emphasis is placed on active learning in the early years through adopting a number of the principles of the Foundation Stage.
125. Appropriate arrangements are in place for managing and improving the performance of the school's teaching staff. Appropriate support and training is provided to ensure that they reach their targets and the procedures are carefully monitored.
126. The school has excellent procedures for identifying the developmental and training needs of teaching and support staff. The school's in-service training programme is carefully planned so that it meets the needs of individuals as well as the school's development plan. The wide provision includes school based training, one day courses arranged by the authority, extended subject and management courses, visits to other establishments, and visits by education advisers.
127. The governors make an excellent contribution to the school's strategic planning. They have a firm understanding of their role and all of the school's procedures. They support, supervise, offer comments and guidance utilising effectively their personal expertise in areas such as finance, the law and health and safety.
128. They have a key role in formulating and adopting the school's aims and policies, identifying and developing the priorities of the development plan, and setting and managing the budget.
129. They operate effectively through sub-panels that meet regularly to deal with curricular, personnel, finance and building matters and report back to the Full Body in termly meetings. They visit the school regularly and evaluate the quality of work by observing lessons, discussing the provision for pupils with additional learning needs, talking with pupils and staff and discussing plans and examples of pupils' work with the coordinators.
130. The governors fulfil all the legal duties placed upon them and provide a sense of direction by questioning the school about its standards and holding the head teacher and staff to account as 'critical friends'.

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

<b>Grade 1: Good with outstanding features</b>
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131. The inspection team's findings match the grade given by the school in its self-evaluation report.
132. The head teacher and the other curriculum coordinators are well informed about the school's performance in the subject or area for which they have responsibility. They evaluate the educational provision and pupils' standards constantly using a variety of methods effectively. They have regular discussions in staff meetings, analyse assessment data carefully, scrutinise schemes of

work, analyse pupils' work, and observe lessons regularly to evaluate teaching and learning.

133. The subject coordinators collect and collate all the monitoring evidence and present detailed reports to the rest of the staff and governors indicating clearly areas of strength and areas for further development. Effective use is made of the information obtained from self-evaluation to set priorities for the school development plan and implement firm strategies that are likely to lead to raisings standards.
134. Although results for the last three years at the end of KS2 are low compared to similar schools, there is firm evidence that leaders and managers have adopted and implemented effective strategies to raise standards. The data that compares schools on a national basis is not reliable in this case because around half of the pupils at the end of KS2 in 2007 had additional learning needs. The high percentage of pupils who achieved higher levels than those that are expected indicates that standards have improved. Teacher assessment for 2008 shows considerable improvement.
135. All members of staff contribute fully to the self-evaluation process and they and the governors have an excellent awareness of the outcomes and the development steps to be followed. Pupils, through the School Council, have valuable opportunities to discuss, express an opinion, and contribute to decisions regarding aspects of the school's provision. The school seeks parents' views at meetings and by sending specific letters relating to some aspects. Effective use is made of the expertise of the authority's officers and advisers to obtain an external impartial opinion on standards, the educational provision and the efficiency of the management and leadership.
136. The SDP is a useful document that sets out clearly the school's priorities, plans firm strategies that are likely to lead to improvements, and provides details of how the school's financial resources are used to support the priorities.
137. There is firm evidence that the actions taken to bring about improvements are having a positive effect on standards and on the school's provision. Since the last inspection in 2002, standards have risen in every subject ensuring excellence in at least five of the areas. Teaching standards have improved significantly and all the other objectives have also been achieved.
138. The self-evaluation report produced by the school is clear and comprehensive and gives objective and honest judgements on the seven key questions. The inspection team agreed with the school's judgement in its self-evaluation report in six of the seven key questions.

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

<b>Grade 1: Good with outstanding features</b>
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139. The inspection team's findings match the grade given by the school in its self-evaluation report.
140. The level of staffing is very good and teachers are appropriately qualified to teach all aspects of the curriculum. The assistant for integrating ALN and the assistant who works voluntarily at the school as part of her training for gaining a

- qualification in child care works closely and conscientiously with the teachers and has a positive effect on pupils' standards of achievement.
141. The supply of learning resources is excellent across all areas of the curriculum and particularly in the field of information and communication technology. There is evidence that the supply and outstanding use made of all the resources has by now had a positive effect on pupils' standards of attainment. The data used for comparing schools' performances on a national basis is not reliable in this case since a high percentage of pupils at the end of KS2 in 2007 had additional learning needs.
  142. The financial support provided by the Parent and Teacher Association enabled the school to create a computer room and provide an interactive white board in every classroom. These are very valuable resources that make an excellent contribution to raising standards in information technology as a subject and in the use of ITC across the curriculum.
  143. All the resources are in very good condition and accessible to teachers and pupils across the school and are used effectively and efficiently.
  144. The building, the rooms and external sites are in excellent condition and are very well maintained. The classrooms are light and of sufficient size, and there is a useful, quiet room attached to each one. Effective use is made of the purposeful computer room, the hall, the 'wet' activities areas, and the multipurpose room in which groups of pupils are taught. The outdoor designated area for children under five enriches their experiences and contributes to raising standards. The tasteful displays around the school provide a stimulating learning environment.
  145. The school is used constantly on annual basis for the Play Project for young people with ALN because of the building's suitability for pupils and visitors with physical disability.
  146. Excellent use is made of the playground, the field and gardens around the school as additional learning resources.
  147. The staff are constantly taking advantage of opportunities to update their skills through school-based training by the head teacher and other curriculum coordinators, and through attending in-service courses including a good number of extended courses in areas of curriculum and management. The school ensures that there is training beyond that which is offered by the local education authority by applying for and making effective use of bursaries from the General Teaching Council.
  148. There are firm and routine arrangements for ensuring that teachers receive non-contact time for planning, preparation and assessment. Various options were fully considered when remodelling the workforce, and effective use is made of the resources to meet current needs in respect of fulfilling administrative tasks.
  149. The head teacher and the governors cooperate outstandingly to ensure that all the school's resources are linked to the priorities for development. They are constantly in search of new sources of funding and they make effective use of Lottery funding, Rural Schools grant, Arts Council sponsorship and other grants associated with the Green Schools and Healthy Schools initiatives.

150. The headteacher and governors manage the school budget effectively. They plan and monitor expenditure carefully and thoroughly to ensure that the money is used appropriately to give pupils the best possible education. The school gives very good value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

#### Language, literacy and communication skills Grade 1- Good with outstanding features

##### Outstanding features

151. Children listen attentively to adults and one another, and respond immediately and appropriately to instructions. They concentrate and pay careful attention when listening to 'Bag Brolio' ('*Boasting Bag*') presentation, offering spontaneous comments and begin to ask simple questions of the speaker.
152. They speak freely and confidently using an increasing vocabulary and complete sentences. Children who are learning Welsh come to understand and speak Welsh quickly and naturally. When presenting what they have in their 'Bag Brolio' ('*Boasting Bag*') to the rest of the class, they begin to extend their ideas by including some personal details. They learn off by heart and repeat a wide range of songs and rhymes.
153. Children retreat independently to explore books and discuss their contents confidently. They recognise letters and familiar word in a simple text and read sentences in a short story book showing very good understanding of the meaning.
154. Through various activities in the different play areas, such as the phone box, café, writing factory, creative corner and 'discovery' corner, children come to enjoy marking and basic writing experiences. They distinguish between letters, form letters clearly, and begin to write in a conventional way. Many of the children write simple sentences independently.

#### Personal and social development Grade 1- Good with outstanding features

##### Outstanding features

155. Children very quickly develop self-confidence and form relationships easily with other children and adults. They play together happily sharing toys and equipment, and fulfil their responsibilities as 'helpwr heddiw' (*helper of the day*) conscientiously showing care, respect and a fondness of everyone. After receiving a visit from a blind girl and her guide dog, the children begin to show sensitivity towards others and towards those with difficulties.
156. Children behave very well awaiting their turn and showing a firm awareness of what is expected of them. They choose play activities confidently and take part independently. They investigate and experiment diligently, making choices and

decisions and concentrate and persevere for an extended period when solving simple problems.

157. By playing with dolls representing people from different parts of the world, and by following the story of a boy travelling from Cardiff to Africa, children become aware and compare in simple terms the differences between countries and their culture.

### **Good features**

158. For movement sessions, children undress and dress quickly and independently. They are all entirely responsible for their personal cleanliness. They understand the need to wash their hands before eating and after being in the toilet and do so spontaneously.

### **Mathematical development**

#### **Grade 1- Good with outstanding features**

#### **Outstanding features**

159. Through a wide range of relevant practical contexts, children come to understand mathematical processes and concepts very quickly. They count in different steps, arrange, add and subtract numbers correctly when solving problems orally with up to at least ten objects. They recognise numbers and match number, symbol and sound easily. They use mathematical language quite naturally when describing their work and they show excellent understanding of concepts such as less and more, big and small, full and empty, and light and heavy.
160. They have a firm understanding of two and three-dimensional shapes. They sort and arrange various boxes from the home according to their shape, and name and describe the shapes simply. They observe carefully plants growing, use blocks to measure and compare their size weekly, and record using pictures.

#### **Good features**

161. Children have a firm understanding of money. They recognise coins up to 10p and use them confidently when playing in the class flower shop or when ordering food in the cafe.

### **Knowledge and understanding of the world**

#### **Grade 1- Good with outstanding features**

#### **Outstanding features**

162. Children are involved in a wide range of play activities exploring and experimenting constantly in the classroom and outside. Through these valuable experiences, they develop an outstanding understanding of the world.
163. They have an outstanding knowledge of their local area. They discuss various features including local shops, the post office, the park and their homes confidently and give simple instructions how to reach one or two of them. They understand that the A55 bypasses the village and where the road leads to in both directions.

164. Through relevant practical activities such as visiting the local post office to buy a stamp and post a Mothering Sunday card, children develop a very good awareness of the purpose and use of money.
165. They explore and experiment constantly with a good range of different equipment and materials. They describe in detail the steps for making jelly, how to make ice and what happens to it when it melts. They plant seeds, bulbs and flowers and show a good understanding of what is needed to make them grow.
166. Children use the computer with increasing confidence. They control the 'mouse' well and many of them save their work, re-open a file and print without help. They use the digital camera regularly and independently to record their work.

### **Good features**

167. Children have a good understanding of the passage of time. Following a visit to Penrhyn Castle and an opportunity to dress up as children in the first quarter of the last century, and to play with old toys, they have a good awareness of the way of life in that period and make sensible comparisons with their lives today. They discuss the order of the day intelligently and measure the time to complete tasks using sand timers.

### **Physical development**

#### **Grade 1- Good with outstanding features**

#### **Outstanding features**

168. Children move confidently with very good control and cohesion when imitating different animals in a story. They move energetically making effective use of empty space and can show clearly the difference between running, walking, skipping, jumping and hopping. They respond immediately and correctly to instructions such as 'to the side', 'in front', 'behind' and 'on top'. They show outstanding awareness of the effect of exercise on their body referring spontaneously to their breath and heart beat accelerating.

### **Good features**

169. By playing regularly with large equipment, children develop confidence and good control when using bikes, scooters and a pram.
170. They use small equipment such as pencils, brushes, paint and scissors independently and with good control.
171. They have a good awareness of their bodies. They know the importance of a healthy diet and how to keep clean and safe.

### **Creative development**

#### **Grade 1- Good with outstanding features**

#### **Outstanding features**

172. Children know a range of songs and lullabies off by heart and sing them sweetly and enthusiastically. They explore and experiment with different musical instruments and choose an instrument suited to the task when composing a simple accompaniment with untuned instruments. Everyone takes their turn, maintain their part confidently, and differentiate appropriately between loud and

quiet sounds when creating a group presentation. They have a very good awareness of the accuracy of rhythm.

173. They deal with a wide range of mediums regularly when printing, painting and modelling. They observe closely the work of the artist Elfyn Lewis, describing his work and emulate it by making individual patterns, *collage* and weaving. They choose and select the equipment to be used independently and the finished product is of very good quality.

#### **Good features**

174. Children move confidently to music responding well to instructions and show imagination and creativity.

### **English**

175. Although English is not taught formally in KS1, the school has effective strategies to introduce oral, reading and writing experiences gradually and pupils by Y2 make good progress.

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

#### **Good features**

176. Pupils listen attentively, respond skilfully orally and ask intelligent questions. They speak confidently using extended vocabulary when discussing, expressing an opinion and offering comments.
177. The vast majority of children read accurately and fluently with a good understanding of the text. They read a wide range of fiction using inflexions to stimulate interest when reading. They discuss books and authors maturely, expressing preference and drawing attention to the characteristics of different characters and exciting events. They read aloud confidently and fluently.
178. Pupils write for various purposes and in response to a wide range of stimulus, including letters, poetry, a portrayal, stories and pieces expressing an opinion. They plan their work carefully before writing a story using dictionaries and the thesaurus constantly to improve their work. They use adjectives and comparisons effectively when writing creatively. By Y5 and Y6, most of the pupils use paragraphs regularly and punctuate correctly.

#### **Shortcomings**

179. Spelling mistakes impairs the standard of the work of a minority of pupils in Y3 and Y4.

### **Information technology**

#### **Key Stage 1: Grade 1- Good with outstanding features**

#### **Key Stage 2: Grade 1- Good with outstanding features**

#### **Outstanding features**

180. From the early years, pupils work purposefully and confidently with a wide range of computer programs, equipment and information technology resources. Pupils throughout the school use the digital camera and video camera effectively to

record activities. Pupils in KS2 use a computerised microscope confidently. All pupils have an outstanding awareness of the use of information technology in every day life.

181. Groups of younger pupils in KS1 cooperate independently when using a multi media program to make a presentation of a familiar story or record an educational visit on the interactive white board. They combine pictures, text and sound skilfully and explain their method of working confidently.
182. Pupils in KS1 predict movements and give correct instructions when creating journeys for the floor robot. When creating two-dimensional shapes, they record a simple procedure on paper before feeding it successfully into the computer and representing it on the screen.
183. By KS2, pupils choose a program fit for purpose and use it skilfully. Many finger on the keyboard swiftly.
184. They make effective use of spreadsheets to arrange and record data. They understand very well how to create a database and how to use a prepared one to ask questions, to discover patterns and to display the information using a wide range of different tables and graphs.

### **Good features**

185. In KS1, pupils are familiar with a number of programs and understand their potential. They open programs, save their work on file and retrieve and print it independently.
186. They use text, tables, and pictures effectively to convey their ideas in different forms. They improve the presentation of their work by changing the colour and size of the text, and placing a border around it.
187. They make good use of a data-handling program to collate and arrange data, and of a prepared database to analyse information and record it in the form of a simple block graph.
188. Pupils in KS2 combine the use of the word processor and the Internet effectively to experiment with the layout of pages, information pamphlets and greeting cards. They draft and correct their written work skilfully and import pictures, change fonts and vary colours showing sensitivity to the needs of different audiences.

<b>History</b>
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**Key Stage 1: Grade 1- Good with outstanding features**

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

### **Outstanding features**

189. Pupils across the school make effective use of primary and secondary sources, such as artefacts, books and photographs to discover information about historical matters. By the end of KS2, they make excellent use of modern technology to ascertain and arrange information.

190. Pupils across the school select information they have learnt to use it very effectively in creative work including role-play. This work succeeds in conveying specific situations and the general atmosphere of the periods studied very well.
191. Older pupils' understanding of local happenings, such as the bombs that fell during the Second World War, and the history of building the railway from Gaerwen to Amlwch are outstanding. They succeed in collating, using and combining information from a range of sources.
192. Pupils in KS2 can explain in detail what is meant by historical evidence. They fully understand the difference between primary and secondary evidence. They explain maturely how interpretations of the past can vary and what is reliable. Older pupils also realise that their interpretation of past events can create a picture that is different to what really happened.

### **Good features**

193. Pupils make very effective use of historical visits, such as to Penrhyn Castle to collect evidence. Pupils have a sound knowledge and awareness of local history and the history of Wales. Across both key stages, pupils remember the work they have done in considerable detail.
194. In KS1, pupils know how the nature and organisation of schools have changed over time. They have a good understanding of the difference between old and new in a range of contexts and can arrange objects according to their period.
195. Pupils in Y3 and Y4 have a clear understanding of chronology. They can recall relevant facts about changes in living conditions and the characteristics of homes in different specific periods, explaining the importance and significance of the different artefacts used during the period in question.
196. Younger KS2 pupils make effective posters to persuade parents to allow their children to leave the cities at the beginning of the Second World War. Older pupils make posters encouraging people to act wisely during the War.
197. By discussing in detail the key events of the Second World War and the different ways of travelling on water over the centuries, pupils in Y5 and Y6 display good awareness and understanding of cause and effect.

<b>Music</b>
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**Key Stage 1: Grade 1- Good with outstanding features**

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

### **Outstanding features**

198. Pupils throughout the school know a wide range of songs from memory. By KS2, they use singing techniques effectively such as breathing, diction, poise, dynamics and phrasing. The quality of the singing is outstanding.
199. Key stage 1 pupils' ability to keep a regular beat and create a rhythm when performing their impromptu compositions using a variety of sound sources is outstanding. They follow a graphic score with ease when performing and show a

good understanding of the value of notes. They maintain their part as members of a group skilfully and confidently.

200. Pupils in KS2 work enthusiastically and with evident pleasure when composing. They have a firm understanding of a range of musical elements and refer to them confidently and use them effectively when creating and recording their compositions. Pupils throughout the school make regular and effective use of a computer program for composing.

#### **Good features**

201. Pupils' ability to evaluate and improve their own performance is developing well across the school. They evaluate one another's work in a balanced and fair way.
202. Pupils listen to a variety of music including music from other cultures, classical music and modern music. By KS2, they describe the features of the pieces intelligently referring confidently to dynamics, tempo and texture and refer to their own response and the mood created.
203. By KS2, pupils use the five note pentatonic scale effectively as a basis for composing simple melodies.
204. Pupils who receive brass and string instruments tuition persevere and make good progress. Pupils of all ages perform or accompany the singing in collective worship sessions or school concert and this has a positive influence on standards throughout the school.

### **Religious education**

**Key Stage 1: Grade 1- Good with outstanding features**

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

#### **Outstanding features**

205. Key Stage 1 pupils have a very good knowledge of the Bible. They discuss confidently showing firm awareness of the importance of the Bible as a holy book for Christians. They understand it is in two parts and that the Old Testament begins with the story of the Creation and that stories about Jesus Christ are found in the New Testament. They also know that Bishop William Morgan translated it into Welsh.
206. Key Stage 1 pupils have thorough knowledge of the main characteristics and customs of the Jewish religion. They understand that Jews worship in the Synagogue and they discuss characteristics confidently referring to the Torah as their holy book, that it is in Hebrew, and Jews respect it by using a 'yad' to touch it.

#### **Good features**

207. Pupils in KS1 retell stories from the Bible and religious stories from Welsh history, such as Saint David and Mari Jones, in some detail. By the end of KS2, pupils can recall a wide range of Biblical stories.
208. Younger KS2 pupils' ability to explain and respond in a more personal way to Biblical stories and moral messages is developing well. They understand and explain what a parable is and offer ideas confidently as to what they would do in

similar circumstances. They can identify with the hardship of monks' lives whilst also acknowledging the virtues of such a life.

209. Key Stage 2 pupils' knowledge of different religions is developing well. Younger KS2 pupils explain well some of the customs of a Jewish wedding. Older KS2 pupils can discuss pilgrimages within different religions, including Christianity, in some detail. Their ability to raise questions and express an opinion in these contexts is good.
210. Pupils in both key stages discuss intelligently principles such as friendships, care for others and the responsibility of the individual.
211. Older pupils respond well to charity work, such as Christian Aid, and to the hardship of life in the Third World. They explain with ease the different forms of aid in the short and long term, and are developing their ability to discuss some principles that are the basis of organisations such as fair trade.

### **Shortcomings**

212. There are no important shortcomings.

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

The school is very pleased with the findings of the report, which gives a clear picture of everyone's commitment, including the pupils, staff and governors. We celebrate the fact that we are a good school with many outstanding features, and we shall persevere to maintain and improve the standards by drawing up an action plan for 2008-09 that will incorporate the recommendations made during the inspection.

The Governing Body and the staff appreciate the professionalism of the inspection team and their courtesy during their time at the school. They undertook their work ably and thoroughly. It was a special experience for the head teacher to have a role as a nominee, and there were purposeful and beneficial meetings as inspectors formed opinions.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Gynradd Esceifiog
School type	Nursery and Primary
Age-range of pupils	4 - 11
Address of school	Lôn Groes Gaerwen Anglesey
Postcode	LL60 6DD
Telephone number	01248 421669

Headteacher	Catherine Myfanwy Jones
Date of appointment	September 2002
Chair of governors/ Appropriate authority	Mr Ian Owen
Registered inspector	Jean Marshall
Dates of inspection	10 - 12 June 2008

## 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		13	11	10	10	12	14	11	81

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	0	4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
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 2007		95.4	94.1
Autumn 2007		94.0	95.3
Spring 2008		96.6	95.6

Percentage of pupils entitled to free school meals	12%
Number of pupils excluded during 12 months prior to inspection	1

## Appendix 3

### National Curriculum Assessment Results

#### End of key stage 1:

<b>National Curriculum Assessment KS1 Results 2007</b>	Number of pupils in Y2	9
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100	In Wales	80.6

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

### National Curriculum Assessment Results

#### End of key stage 2:

<b>National Curriculum Assessment KS2 Results 2007</b>		Number of pupils in Y6	12
<b>Percentage of pupils at each level</b>			
			D A F W 1 2 3 4 5
English	Teacher assessment	School	
		National	1 1 4 16 48 30
Welsh	Teacher assessment	School	
		National	1 1 4 18 50 25
Mathematics	Teacher assessment	School	
		National	1 1 3 14 48 33
Science	Teacher assessment	School	
		National	1 2 12 52 34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	67	In Wales	74

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

## Appendix 4

### **Evidence base of the inspection**

The school was inspected over a period of six inspector days by a team of three inspectors including a registered inspector, team inspector and a lay inspector. The headteacher was the nominee but did not observe lessons.

During that period:

- 22 sessions or part-sessions were observed attempting to share the sessions fairly evenly between classes;
- acts of collective worship were observed;
- discussions were held with pupils, the headteacher and all staff;
- pupils' knowledge and understanding of the work they had done were investigated;
- inspectors listened to many pupils reading in both languages;
- samples of pupils' work were inspected
- the school's schemes and policy documents were analysed, including teachers' short and long term planning;
- the method of recording attendance, pupils' records and teachers' assessment notes were examined;
- detailed attention was given the school's budgetary information;
- formal meetings were held with the governors before and after the inspection;
- a pre-inspection meeting was held with parents and there were 11 in attendance; 20 parents' questionnaires and two letters were considered;

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Jean Marshall Registered Inspector	Context Summary and recommendations Key questions 1, 5, 6 and 7. Children under five, English, information technology. Appendices
Rolant Wynne Team inspector	Key questions 2, 3 and 4. History, music and religious education.
William Owen Lay Inspector	Contributions to key questions 1, 3, 4 and 7
Catherine Jones Nominee	Contributed to each question by providing information.

### *Acknowledgements*

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