

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

A Report on the Quality of Education in

**Ysgol Craig Yr Wylfa
Francis Road
Borth
Ceredigion
SY24 5NJ**

School Number: 6672362

Date of Inspection: 12 May 2008

by

**Wil Williams
67644**

Date of Publication: 08 July 2008

Under Estyn contract number: 1119807

© Queens Printer and Controller of HMSO 2008: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Ysgol Craig Yr Wylfa 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 Craig Yr Wylfa took place between 12/05/08 and 14/05/08. An independent team of inspectors, led by William Edward Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	5
Standards	6
Key Question 1: How well do learners achieve?	6
The quality of education and training	8
Key Question 2: How effective are teaching, training and assessment?	8
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	9
Key Question 4: How well are learners cared for, guided and supported?	11
Leadership and management	12
Key Question 5: How effective are leadership and strategic management?	12
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	14
Key Question 7: How efficient are leaders and managers in using resources?	15
Standards achieved in subjects and areas of learning	16
Under 5s	16
Welsh first language	18
English	19
Design technology	19
Art	20
Physical education	21
School's response to the inspection	22
Appendices	23
1 Basic information about the school	23
2 School data and indicators	23
3 National Curriculum assessments results	24
4 Evidence base of the inspection	25
5 Composition and responsibilities of the inspection team	26

Context

The nature of the provider

- 1 Craig yr Wylfa Primary School was built approximately forty years ago on a pleasant site above the coastal village of Borth which is about eight miles to the north of Aberystwyth. It serves the village itself and the surrounding rural area.
- 2 There has been a gradual decline in school numbers during the four years leading to the inspection and this has resulted in a reduction in the number of teaching staff. Currently, there are 70 full time pupils between the ages of 4 and 11 on roll. They are taught by three full time teachers, one part time teacher and four classroom assistants. Pupils are organised into three mixed aged classes.
- 3 Although English is the main language spoken by all pupils at home, this is a Category A school that aims to ensure that all pupils are fully bilingual before they transfer to the secondary school. In accordance with school policy, pupils in the early years and key stage 1 (KS1) are taught through the medium of Welsh in every subject and area of learning. In key stage 2 (KS2), English is taught as a subject and is used increasingly as a teaching medium in other subjects as pupils move through the key stage.
- 4 According to the school, the area it serves is neither prosperous nor economically disadvantaged. Three point five per cent of the pupils are entitled to free school meals which is considerably lower than the local and national averages.
- 5 Pupils arrive at school with a range of varying abilities with no specific trend. A little over a quarter of the pupils have additional learning needs (ALN) which is significantly higher than the local and county percentages, with two pupils with a statutory statement of ADL.
- 6 Significant changes in the school's staffing took place in the period leading to the inspection. At the beginning of the present spring term, the deputy headteacher undertook the role of acting headteacher due to absence of the headteacher through illness.
- 7 The school was last inspected in June 2002.

The school's priorities and targets

- 8 The school's main aim is to provide a supportive community in a happy environment where every pupil is encouraged and challenged to achieve his potential.
- 9 The main priorities for 2008-2011 include:
 - develop the role of subject coordinators within the school's self evaluation procedures;
 - agree on a method of whole school curriculum planning;
 - develop a whole school policy for responding to pupils' work, and
 - prepare for the implementation of the Foundation Stage.

Summary

- 10 The acting headteacher co-ordinates the efforts of teachers, support staff and governors effectively creating a strong team spirit in the school. By working closely with the governors, he has succeeded in improving significantly the quality of the school's leadership and management in a short period of time. However, further improvements are needed in this aspect.
- 11 The school has made good progress in addressing five of the seven key issues identified in the 2002 report.

Table of grades awarded

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

- 12 The inspection team agrees with the school's judgements in its self-evaluation report in two of the seven key questions. In five questions, the inspection team awarded a higher grade than that awarded by the school in its self-evaluation.

Standards and progress

- 13 In the subjects inspected, standards of achievement in lessons were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	82%	12%	0%	0%

- 14 Standards achieved in lessons are above the Welsh Assembly Government (WAG) all-Wales target and slightly above than the national picture published in Her Majesty's Chief Inspector's (HMCI) latest report.
- 15 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.

- 16 Standards achieved by children under five are as follows:

Area of Learning	Grade
Language, literacy and communication skills	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 2
Creative development	Grade 2

- 17 Standards achieved in the subjects inspected in KS1 and KS2 were as follows:

Subject	KS1	KS2
Welsh	Grade 2	Grade 3
English	-	Grade 2
Design technology	Grade 2	Grade 2
Art	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

- 18 Across the school, pupils make good progress in their literacy and numeracy skills and they use information and communication technology (ICT) skilfully. Their progress in bilingual skills is generally good.
- 19 In 2007, KS1 pupils' attainment in National Curriculum assessments was in line with national averages in Welsh, mathematics and science. Results in KS2 were higher than national averages in English and science but slightly lower in mathematics. Results in Welsh were well below national averages.
- 20 During the period 2005-2007, pupils' performance in mathematics and science in both key stages and English in KS2 was more or less in the top 50% of similar schools. Pupils' performance in Welsh was in the lowest 25% of similar schools.
- 21 Pupils of all ages make good progress in their learning. They are alert to asking questions and learn new skills and knowledge confidently.
- 22 Pupils make good progress in their personal, spiritual, moral and social development. Standards of behaviour are consistently good throughout the school.
- 23 Pupils have a strong sense of belonging to their community but their awareness of the world of work is underdeveloped.
- 24 Attendance levels for the last three full terms are good.

The quality of education and training

- 25 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	84%	11%	0%	0%

- 26 These percentages are higher than WAG's targets and also slightly higher than the latest national averages.

- 27 The quality of teaching of pupils under five is generally good. Appropriate opportunities are arranged for children to be active in their learning and to make some choices of their own.
- 28 Relationships between teachers and pupils are consistently good in every class. Lessons are planned thoroughly and the prepared activities are well matched to the age and ability of individual pupils
- 29 The quality of the arrangements for assessing and recording pupil progress is good.
- 30 The educational provision satisfies the needs of the whole range of pupils and offers a curriculum that is broad, balanced and differentiated. The provision for promoting pupils' spiritual, moral, social and cultural development is good.
- 31 Pupils' bilingual competence is promoted successfully. The Cwricwlwm Cymreig is a strong feature in the entire life and work of the school.
- 32 There are good links with parents and effective communication with them. The school works closely with the local high school.
- 33 The provision for work related education and the development of entrepreneurial skills are underdeveloped.
- 34 There is good provision for promoting education for sustainable development and for raising pupils' awareness of worldwide citizenship.
- 35 The school plans and manages care and support arrangements well. The school is a happy and caring community where pupils feel comfortable in their ability to turn to any member of staff for guidance or support.
- 36 There is an effective school council that ensures that the pupils' voice has a high priority in the school.
- 37 There are appropriate arrangements that enable learners to be healthy. Healthy eating is promoted through the fruit shop and good attention is given to improving pupils' fitness.
- 38 There are appropriate health and safety policies and all members of staff are aware of their responsibilities in respect of child protection.
- 39 There is good provision for pupils with ALN. The school identifies pupils with special needs early and intervenes where necessary.
- 40 Equality of opportunity is ensured for all pupils and racial equality is promoted in all school activities. The school has responded positively to ensure that all pupils with physical disabilities are treated as fairly as any other pupil.

Leadership and management

- 41 The acting headteacher, staff and governors share common values and principles with regard to learning and interrelationships and they have high expectations in respect of pupil achievement.
- 42 Governors undertake their responsibilities conscientiously and effectively. They have worked closely with the acting headteacher and staff in analysing the school's strengths and weaknesses and have identified clear objectives for improvement.

- 43 In a comparatively short period of time, the acting headteacher and staff have undertaken a detailed evaluation of a number of aspects of school life and have acted in a purposeful and effective way to eliminate the shortcomings that were identified. The quality of the self-evaluation report is generally good.
- 44 Although clear structures for monitoring and evaluating standards and the quality of teaching and learning have been established, the procedures are not yet fully operational.
- 45 There are sufficient teachers and resources to teach every aspect of the curriculum effectively.
- 46 The quality of the accommodation and school grounds is generally good and they are use effectively by the teachers. The outdoor learning area is an outstanding feature.
- 47 Budgetary control is tight and the SDP is used effectively to plan for the future. The governing body monitors expenditure regularly.
- 48 The school provides best value for money.

Recommendations

The school needs to:

- R1. maintain and develop further the recent improvements in leadership and management;
- R2. *raise standards in Welsh in KS2;
- R3. *implement the recently established self evaluation procedures ensuring that curriculum leaders and governors have an active role in the process; and
- R4. raise pupils' awareness of the world of work and develop their entrepreneurial skills.

*Priorities in the current SDP.

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

49 The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. In awarding itself a Grade 3 for this question, the school had not given sufficient consideration to the good standards achieved in the vast majority of subjects.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	82%	12%	0%	0%

51 Standards achieved in lessons are above the Welsh Assembly Government (WAG) all-Wales target for 2010 of 98% to be at least grade 3. They are also slightly above than the national picture published in HMCI's latest report indicating that standards were Grade 2 or better in 80% of lessons.

52 With the exception of Welsh in KS2, pupils of all ages achieve good standards in the areas and subjects inspected. Pupils with SEN make good progress towards achieving the targets set for them.

53 Standards achieved by children under five are as follows:

Area of Learning	Grade
Language, literacy and communication skills	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 2
Creative development	Grade 2

54 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.

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

Subject	KS1	KS2
Welsh	Grade 2	Grade 3
English	-	Grade 2
Design technology	Grade 2	Grade 2
Art	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

56 Children under five make good progress in their ability to use their oral, literacy and communication skills in different curricular contexts. They listen attentively during whole class sessions and express their ideas confidently. The ability of those learning Welsh to communicate orally in Welsh is developing well.

- 57 Key stage 1 and KS2 pupils listen attentively to others and contribute effectively in class discussions. By Y5, the vast majority express themselves appropriately in Welsh and use the relevant technical vocabulary when discussing their work.
- 58 A good number of the pupils are confident readers and by the end of KS2, they glean information methodically from different sources. The vast majority in both key stages use an appropriate range of writing forms when recording their work across the curriculum.
- 59 Children under five and KS1 and KS2 pupils use their numeracy skills effectively in different contexts and they are skilful when using ICT for different purposes.
- 60 Generally, pupils make good progress in their bilingual skills. Welsh is the school's active and social language and is used extensively by a good majority of the pupils when learning and communicating in the classrooms.
- 61 Across the school, pupils use their creative skills well to investigate situations. Their problem solving skills are also developing well.
- 62 In 2007, KS1 pupils' attainment in National Curriculum assessments was in line with national averages in Welsh, mathematics and science. No pupil attained a level 3 in any subject.
- 63 Only a small cohort of pupils was assessed at the end of KS2 in 2007. The school's results were higher than national averages in English and science but slightly lower in mathematics. Results in Welsh were well below national averages.
- 64 During the period 2005-2007, pupils' performance in mathematics and science in both key stages and in English in KS2 was more or less in the top 50% of schools that had a comparable number of pupils eligible for free school meals. Pupils' performance in Welsh was in the lowest 25% of similar schools.
- 65 There is no significant difference between the attainment of boys and girls.
- 66 Pupils of all ages make good progress in their learning. They are alert to asking questions and learn new skills and knowledge confidently. They discuss strengths and weaknesses in their work thoughtfully and, with the guidance of teachers, suggest how it can be improved. They learn from their mistakes and strive hard, concentrating well and persevering with their tasks.
- 67 Pupils' personal and social skills develop well. They have a positive attitude to learning, they show a keen interest in their work and they use their time productively in lessons. They collaborate well in one to one situations and as members of a group and they take responsibility for their actions and their work.
- 68 Across the school, pupils' standard of behaviour is consistently good. They show respect for their teachers and other adults and they have a good understanding of the school's expectations. These responsible attitudes provide pupils with a firm foundation to develop as responsible members of society and contribute significantly towards creating a favourable learning environment.
- 69 From an early age, pupils make good progress in their ability to develop as independent learners. They make decisions on how to organise their work and are ready to attempt problem solving without an over-reliance on adults.
- 70 Pupils of all ages have strong sense of belonging to the school community and are very willing to undertake additional responsibilities. They make a significant

contribution to the annual village carnival. Their awareness of the world of work is underdeveloped.

- 71 Pupils make good progress in their spiritual and moral development. A profound consideration is given to spiritual matters during acts of worship, they develop high personal values and they discuss moral issues and beliefs in a very mature way.
- 72 Through all their interactions, pupils of all ages show good awareness of equal opportunities and fairness. They acknowledge and respect diversity in beliefs and social and cultural traditions.
- 73 Attendance levels across the school during the last three full terms were over 97% which is significantly higher than local and national averages. Punctuality is consistently good.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

74 The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. In awarding itself a Grade 3, the school had been far too cautious in its judgement.

75 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	84%	11%	0%	0%

- 76 The quality of teaching in the lessons observed is above the Welsh Assembly Government (WAG) target of teaching to be 80% grade 2 or better by 2010. It is also slightly above the latest national average where the quality of teaching was grade 2 or better in 79% of lessons.
- 77 The quality of teaching of pupils under five is generally good. Appropriate opportunities are arranged for children to be active in their learning and to make some choices of their own with regard to the tasks they wish to undertake.
- 78 Relationships between teachers and pupils are consistently good and contribute substantially to creating a purposeful working environment. Effective use is made of praise and commendation and pupils are encouraged to do their best.
- 79 Lessons are prepared thoroughly and the prepared activities are well matched to the age and ability of individual pupils. Teachers have good subject knowledge and are familiar with recent curricular developments.
- 80 Appropriate use is made of a good range of teaching strategies including whole class teaching, and effective use is made of different organisations such as group work and pair work to promote learning.
- 81 A good range of resources such as the interactive white board and digital cameras is used effectively to attract pupils' interest and ensure that they are active in their learning.

- 82 Teachers' thoughtful questioning in whole class sessions together with the range of different follow-up tasks that are arranged ensures equality of opportunity for all pupils.
- 83 Pupils' bilingual skills are developed effectively in all lessons and the Cwricwlm Cymreig is given prominence.
- 84 The quality and thoroughness of the arrangements for assessing and recording pupils' progress are good and meet statutory requirements. Assessment outcomes are used effectively to raise standards of achievement and identify those who need additional support.
- 85 The progress of children under five is assessed and recorded meticulously. Each individual's development is carefully monitored and effective use is made of the information when planning for his or her needs.
- 86 In KS1 and KS2, there are comprehensive arrangements for assessing and reporting pupils' progress in National Curriculum areas of study. Teachers' continuous assessments together with the results of standardised tests are appropriately analysed. Effective use is made of the information to track the progress of every pupil and to set personal targets for them.
- 87 The strategies used to develop pupils' ability to evaluate their own learning in whole class situations have a positive effect on the attempts to encourage them to take responsibility for their own learning.
- 88 The retained assessment records are manageable and give teachers a clear picture of pupils' achievement and what needs to be done to help them improve.
- 89 Pupils' work is marked regularly and the process is used effectively to help pupils to improve.
- 90 The quality of the annual reports to parents is good and provides parents with clear information about their child's efforts and progress. They also provide useful information about social development and contain appropriate targets for future progress.

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

Grade 2: Good features and no important shortcomings

- 91 The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. Since the school did not identify any important shortcomings in this key question, the Grade 3 it awarded itself in its self-evaluation report cannot be justified.
- 92 The educational provision satisfies the needs of the whole range of pupils and offers a curriculum that is broad, balanced and differentiated. It fully complies with the legal requirements.
- 93 Careful planning ensures that children under five benefit from the experiences arranged for them.

- 94 Whole school schemes of work contain useful guidelines for teachers and ensure continuity and progress in pupils' learning. Termly and weekly planning is consistent throughout the school and ensures suitable activities for the needs of pupils of different ages and abilities in every class.
- 95 Provision for the development of basic and key skills is good. Pupils' bilingual competence is promoted successfully in both key stages by using Welsh and English as learning mediums.
- 96 The Cwricwlwm Cymreig is a strong feature in the entire life and work of the school. There are wide ranging opportunities to raise pupils' awareness of their heritage and culture at a local and wider level.
- 97 Regular educational visits that match class work are arranged and pupils have access to a good range of extra-curricular, cultural and social activities. These activities enrich their learning experiences and contribute substantially to their personal and social development.
- 98 Pupils' social and cultural development is well addressed through the implementation of a comprehensive programme that also includes PSE requirements. It has been integrated effectively into the curriculum and has a positive influence on learning and pupils' attitudes.
- 99 Circle time, religious education and class discussions relating to social and moral issues are an integral part of school life. Under the headteacher's thoughtful guidance, the acts of collective worship provide pupils with excellent opportunities to reflect on and discuss moral and spiritual matters that are important in their lives. The School Council allows pupils to contribute formally to decision-making.
- 100 There are good links with parents and this was confirmed in the positive responses to the questionnaire and in the pre-inspection meeting with parents. Communication with the home is effective and parents receive detailed and timely information about the school's programme of work. There is an active Home/School Agreement and the prospectus and the governors' annual report to parents contain all the required information.
- 101 Parents make a key contribution to the life of the school. They have been very active in developing the school's environment and a good number of them offer support in the classes.
- 102 The close links with the local secondary school together with the bridging activities that are arranged ensure that pupils transfer easily from one sector to the other. The school also works closely with colleges and education establishments in the area.
- 103 The school is very active in the local community and contributes regularly to the village's cultural and social activities. It also benefits greatly from the visits of individuals who attend classes to share their experiences with the pupils.
- 104 Pupils benefit from some visits to the work place and they are involved in a limited number of activities that develop their entrepreneurial skills. However, these aspects are underdeveloped.
- 105 All members of staff give good attention to ensure equality of access and opportunity for all learners.

- 106 The provision for promoting education for sustainable development is good. The school has won the Eco-schools silver award and there are suitable arrangements for recycling waste and saving energy and resources.
- 107 There is comprehensive provision for developing pupils' understanding of global citizenship. Valuable links have been established with pupils in other European countries and the school is very active in its campaign to promote fair trade. These experiences broaden pupils' horizons and substantially raise their awareness of other cultures.
- 108 The school provides a firm foundation for life long learning by ensuring that pupils nurture skills such as bilingualism, independence and problem solving that will make them more responsible for their own learning as they grow up.

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

Grade 2: Good with no important shortcomings.
--

- 109 The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. Since there are no important shortcomings in the provision, the school is deserving of a higher grade than the Grade 3 it awarded itself in its self-evaluation.
- 110 The school plans and manages care and support arrangements well. Effective use is made of the Local Education Authority's support services and the school works closely with parents in matters relating to the care and well being of their children.
- 111 Parents testify that they are pleased with the support and guidance offered and that their children are extremely happy in school.
- 112 The personal support and guidance that is available to pupils is of good quality. The school is a happy and caring community where good attention is given to tolerance, fraternity and kindness. As a result, pupils feel comfortable in their ability to turn to any member of staff for guidance or support.
- 113 Detailed consideration is given to the requirements of the PSE Framework and lessons are carefully planned to meet the needs of pupils of all ages.
- 114 There is an effective School Council that ensures that the pupils' voice has a high priority in the school. It meets regularly and discusses issues that arise in a mature and responsible way.
- 115 The school has appropriate arrangements to encourage and enable learners to be healthy. Healthy eating is encouraged through the fruit shop and improving pupils' fitness is given good attention by offering a wide range of sports and team games.
- 116 There are appropriate policies to ensure every individual's health and safety whilst on school grounds. Teachers, classroom assistants and support staff are familiar with their contents and implement them effectively. Appropriate risk assessments are undertaken before school visits.

- 117 The registration arrangements fully meet statutory requirements. Pupils' attendance is carefully monitored and there are firm arrangements to contact parents immediately on the first day of their child's absence.
- 118 The procedures relating to behaviour, discipline and anti-bullying are also effective with close supervision during break times.
- 119 There is a clear policy on child protection and all members of staff are aware of their responsibilities to keep an eye on pupils regularly and report any concerns immediately to the acting head teacher.
- 120 There is good provision for pupils with ALN and it satisfies the Code of Practice. The school identifies special needs early and intervenes where necessary.
- 121 The school works closely with parents and outside agencies when reviewing the progress made by pupils with specific needs.
- 122 The individual education plans prepared for each individual with ALN are of good quality. They are detailed with achievable targets clearly noted. There is a manageable and effective system for tracking the progress of individual pupils.
- 123 The assistant receives guidance and firm guidelines from class teachers and works effectively with individuals and groups.
- 124 The quality of the provision to ensure equal opportunities for every pupil is good. Lessons are planned carefully to meet the needs of individuals and racial equality is promoted in all of the school's activities.
- 125 There are effective measures to eliminate any oppressive behaviour and bullying. All the staff know the pupils well and treat them sensitively and with care.
- 126 The school has responded effectively to ensure that pupils with physical disabilities do not suffer from less favourable treatment than any other pupil. There is an appropriate accessibility policy and an active Disability Equality Scheme and action plan.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

- 127 The inspection team's findings match the grade given by the school in its self-evaluation report.
- 128 The grade awarded to this question differs from the Grade 2 given to key question 1 because further improvements are needed in the quality of leadership and management.
- 129 The acting headteacher co-ordinates the efforts of teachers, support staff and governors effectively creating a strong team spirit in the school. Common values and principles relating to learning and inter-relationships are shared and there are high expectations in respect of pupils' achievement. Following a detailed and honest analysis of the school's situation in the autumn term, the headteacher and governors acted in a purposeful and effective way to try and

- eliminate a large number of the shortcomings that were identified. This has already resulted in significant improvements in the quality of leadership and management although not all of the developments have yet led to visible improvements in every aspect of the life and work of the school.
- 130 Clear aims and policies have been adopted that focus on pupils' needs and they are implemented consistently by staff and governors. Equality of opportunity for everyone within the school is promoted and their opinions are considered when any key decisions are made.
 - 131 Every member of staff makes a valuable contribution to school development. They have an appropriate understanding of the job descriptions that were prepared for them recently and they undertake a suitable share of responsibilities. Their role as curriculum coordinators is underdeveloped.
 - 132 The quality of school management is good with clear procedures to ensure that all statutory requirements are met and that the school runs smoothly on a day-to-day basis.
 - 133 Appropriate consideration is given to local and national priorities when forming the school development plan. The school has been awarded the Basic Skills Quality Mark Award and it implements elements of 'The Healthy School' national plans and is working towards achieving the Eco-schools silver award.
 - 134 In recent years, high standards have been achieved as the school prepares for the implementation of the Foundation Stage in September this year.
 - 135 Productive partnerships have been established with local education providers and trainers. Through the project Roots and Wings, successful partnerships have been formed with other primary schools in Europe.
 - 136 There are appropriate arrangements for setting whole school targets. These targets are challenging and realistic based on a detailed assessment of each individual's potential.
 - 137 Recent arrangements for evaluating staff performance and setting priorities for their continuous professional development are effective. During the process, an appropriate balance is ensured between the school's priorities the individual's professional needs.
 - 138 Clear structures for monitoring the quality of teaching and learning have been established by the acting headteacher but the procedures are not yet fully operational.
 - 139 Governors undertake their responsibilities very conscientiously and effectively. They work closely with the acting headteacher and staff in analysing the school's strengths and weaknesses and have identified clear objectives for improvement. They work effectively through a number of sub committees and they have clear strategies for school development. They are very aware of their responsibility as a critical friend to the school and acting headteacher. Although they have a comprehensive programme for monitoring the quality of teaching and the educational provision, it is not yet fully operational.
 - 140 They fulfil their statutory responsibilities thoroughly.

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

Grade 3: Good features outweigh shortcomings

- 141 The inspection team's findings match the grade given by the school in its self-evaluation report.
- 142 The acting headteacher and staff know the school well and they are continuously looking for ways of raising standards and improving the quality of provision. In a comparatively short period of time, they have undertaken detailed evaluations of a number of aspects of school life and have acted in a purposeful and effective way to eliminate the shortcomings that were identified. By now, they have a good recognition of the school's strengths and needs.
- 143 The school's judgement in its self-evaluation report agrees with the inspection team's judgement in two of the seven key questions. The inspection team awarded a higher grade than the school in five of the questions.
- 144 The self-evaluation arrangements that began at the beginning of the spring term are comprehensive and draw on evidence from a number of sources including lesson observations, scrutiny of pupils' work and schemes of work and an analysis of the results of teacher assessments. However, all the systems are not yet fully operational.
- 145 Appropriate use is made of assessment data and benchmark information when reaching a judgement on the school's performance.
- 146 Evaluation findings are reported verbally to the governors and specific action is taken to eliminate any identified shortcomings. The acting headteacher and the curriculum leaders have only recently undertaken their monitoring and evaluating responsibilities.
- 147 There are numerous informal arrangements for parents to express an opinion on the quality of educational provision and pupils' standards of achievement and a prominent place is given to pupils' voice in school development through the School Council.
- 148 The quality of the school's self evaluation report is generally good. It indicates that staff and governors participated actively in the process and have benefited greatly from the experience. The report focuses appropriately on evaluating standards and worthy consideration is given to the seven key questions. The report includes the school's strengths together with those areas that need further development. The school's judgements appear to be objective and honest.
- 149 The SDP has been a powerful and effective instrument for staff and governors as they guide developments and ensure that there are significant improvements in the school's leadership and management. It is based on an initial evaluation of the school's situation and notes clearly the actions needed to improve the school. Although it has been successful in improving the school's leadership and procedures in the short term, it does not contain sufficient detail to raise pupils' standards of achievement in the different subjects.

- 150 Inspection evidence shows that the school's self evaluation has led to significant improvements in the quality of leadership and management.
- 151 The school has made good progress in addressing five of the Key Issues identified in the 2002 report. The standards in Welsh in KS1, English in KS2, and design technology throughout the school have risen and good standards have been maintained with children under five, and in art and physical education in both key stages. The outdoor provision for children under five has improved significantly and all the statutory requirements of WAG in respect of school management are now well addressed. The revised assessing and reporting arrangements are comprehensive and effective.
- 152 More work is needed to raise standards in Welsh in KS2 and to develop the role of curriculum coordinators.

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

Grade 2: Good features with no important shortcomings

- 153 The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. The school did not come to a clear judgement in awarding itself a grade for this question.
- 154 There are a sufficient number of teachers with appropriate qualifications to teach every aspect of the curriculum. Staff's specialisms, including those of part time teachers, are used effectively and responsibilities for subjects and aspects are shared fairly among the teachers.
- 155 Teachers update their skills regularly by attending training courses and receiving direct support at classroom level from the LEA's advisory team.
- 156 The learning support assistants make a key contribution to the quality of teaching and learning. They work closely with the teachers and ensure that individuals and groups are well supported in their work.
- 157 There are effective arrangements to reduce teachers' workload and provide them with non-contact time for planning, preparation and assessment. This has a positive effect on pupils' standards of achievement and the effectiveness of the teaching.
- 158 The school has responded effectively to the requirements to reduce teachers' workload and workforce remodelling and has made efficient use of the funds available for the developments.
- 159 The school has adequate resources for every age group and subject including children under five. They are of good quality and they are used effectively in the lessons. There is extensive provision for ICT.
- 160 The quality of the accommodation and school grounds is generally good and they are used effectively by the teachers. Although the hall is small, recent adaptations to the accommodation has improved the provision for the under fives. Classrooms and other areas are welcoming and colourful with the displays of pupils' work being a valuable teaching and learning resource. Every area of the building and the rooms are accessible to the disabled.

- 161 The outdoor learning area prepared with the help of governors and parents is an outstanding feature. It offers a stimulating and interesting learning environment for pupils of all ages and places the school in a strong position to implement the requirements of the Foundation Stage.
- 162 The school is well maintained and the standard of cleanliness is high. The playing field together with the hard play area are valuable resources for play and physical education lessons.
- 163 The school makes effective use of the village hall for indoor physical education activities. There is extensive space and the facilities are very good.
- 164 Budgetary control is tight and the school operates well within its budget. The SDP is used effectively to plan financially for the future and the governing body monitors expenditure regularly.
- 165 The school provides best value for money.

Standards achieved in subjects and areas of learning

Under 5s

Language, literacy and communication skills Grade 2- Good with no important shortcomings

Good features

- 166 The children enjoy listening to stories and join in enthusiastically by using familiar phrases. They talk about themselves, their families and interests fluently and enthusiastically. They show a great interest in books and their reading skills are developing well with a number of reception children reading fluently. They have a good grasp of writing skills with individuals writing short sentences with assistance.

Shortcomings

- 167 There are no important shortcomings.

Personal and social development Grade 2- Good with no important shortcomings

Good features

- 168 The children make good progress in their personal and social development. They make friends easily and they enjoy working together on tasks. They undertake responsibilities readily displaying high levels of concentration and independence. They show concern for others and are very willing to help one another. They discuss their feelings and the things that make them sad or happy in an open and mature way.

Shortcomings

- 169 There are no important shortcomings.

Mathematical development

Grade 2- Good with no important shortcomings

Good features

170 The children make good progress in their mathematical development. They develop a progressive understanding of number and simple mathematical concepts. They count up to at least 10 objects confidently with individuals in the reception class counting up to 20 and beyond. They begin to understand and use terms such as 'heavy' and 'light', 'more' and 'less' correctly when comparing different objects. They place numbers in the correct order and recognise common two and three-dimensional shapes describing their properties in appropriate detail.

Shortcomings

171 There are no important shortcomings.

Knowledge and understanding of the world

Grade 2- Good with no important shortcomings

Good features

172 The children show a great interest in the areas outside the classroom. They are curious as they observe aspects of the world around them and ask questions readily. They study the development of tadpoles in some detail displaying appropriate understanding of their life cycle. They discuss intelligently how people's way of life affects the world around them. They have good understanding of the different times of the day and by studying old and new toys, they show an appropriate understanding of the passing of time. They are aware of the seasons and their characteristics and how that affects the clothes they wear.

Shortcomings

173 There are no important shortcomings.

Creative development

Grade 2- Good with no important shortcomings

Good features

174 The children make good progress in their creative development. They use paint and pastels confidently and skilfully when creating pictures of animals on the computer. They make fine models out of clay and they use a good variety of materials when making a flower collage. They produced interesting work when printing with their hands, polystyrene and potatoes.

175 They know a good range of Welsh songs and they sing them very enthusiastically displaying much enjoyment. They use a good range of instruments when they do their own compositions in response to a stimulus and keep to the beat with increasing accuracy.

Shortcomings

176 There are no important shortcomings.

Physical development

Grade 2- Good with no important shortcomings

Good features

- 177 The children make good progress in their physical development. Their manipulative skills develop well as they use pencils, brushes, crayons and the computer mouse. They use a good variety of large equipment with increasing confidence and they show appropriate body control when walking, jumping and hopping.
- 178 They show good pedalling and steering skills when using large toys in the outdoor area.

Shortcomings

- 179 There are no important shortcomings.

Welsh first language

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

Key Stage 2: Grade 3 – Good features outweigh shortcomings

Good features

- 180 Pupils in KS1 listen attentively and recall facts and details relating to previous work well. The talk confidently about things within their area of experience and they convey simple information clearly enunciating coherently. They use an increasing range of vocabulary and patterns with appropriate accuracy.
- 181 Key stage 2 pupils' oral skills are good and they talk confidently. They express opinions maturely and are keen to talk to visitors. They show a good awareness of audience when they are involved in role-play.
- 182 They vast majority of KS1 pupils are good readers. They use a number of strategies effectively to overcome unfamiliar words and they try to vary their intonation when reading aloud. They discuss the content of books knowledgeably expressing opinions clearly on the content.
- 183 Generally, KS2 pupils make good progress in their reading and many of them are fluent readers. They discuss their books intelligently recalling facts and showing a good understanding of what they have read.
- 184 Key stage 1 pupils make good progress in their writing skills. By the end of the key stage, they write in meaningful sentences attempting to vary the beginning. They write independently for different purposes showing good progress in their ability to use conjunctions and adjectives.
- 185 Across KS2, pupils write for different purposes using a variety of forms such as stories, factual articles, pamphlets and dialogues

Shortcomings

- 186 Solecisms and the influence of the spoken language impair the written work of a significant number of KS2 pupils and they do not improve their own work sufficiently.

187 The work of a number of KS2 pupils does not include paragraphs, quotation marks and correct punctuation.

English

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

Good features

188 Pupils express themselves maturely using a wide range of rich vocabulary to convey their ideas and experiences. They discuss a variety of topics intelligently using extended vocabulary and sentences. They concentrate effectively when listening to class or individual presentations asking and discussing questions maturely. They show a firm grasp of vocabulary and syntax when role-playing.

189 The children read a good variety of books fluently and meaningfully with appropriate expression and understanding. They discuss the content of books intelligently and express opinions maturely.

190 The vast majority of the pupils are skilful and confident writers. They show a good understanding of grammar when writing in a range of styles including letters, newspaper articles, interviews, information leaflets, dialogues, stories and sport commentaries. Their ability to vary sentence patterns, to paragraph and create different effects is generally good.

191 Standards in handwriting are good throughout the key stage.

Shortcomings

192 There are no important shortcomings.

Design technology

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

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

Outstanding features

193 Year 5 and Y6 pupils' ability to work systematically in making a product by following closely the requirements of the brief is an outstanding feature.

Good features

194 Pupils in KS1 undertake their assignments to design and make products well. They often gather information and observe finished products in detail before developing their own ideas. They record their ideas in the form of a picture or simple plan and they evaluate the quality their finished product objectively.

195 In investigating different ways of animating a puppet, KS1 pupils experiment with a good range of techniques such as gluing, stitching and stapling as they try to join together different materials. Ready-made products are discussed in detail and they compare their characteristics with their own product noting how it could be improved. They choose the tools and equipment that is most appropriate for the given task and use them safely to cut, paste and join together.

- 196 Key stage 1 pupils use simple levers effectively to create a moving element in a card and they are very confident when feeding a series of instructions to the floor robot in order to control its movements.
- 197 Pupils in Y3 and Y4 investigate thoroughly the construction of finished products and use the information gathered effectively to design their own objects. In designing a pencil case, they measure accurately and choose the most suitable materials to complete the work.
- 198 Year 5 and Y6 pupils achieve good standards in designing and making pencil cases. They use a very wide range of methods to assemble different materials and suggest sensible ideas on how they could improve the quality and usefulness of their final product.
- 199 In both key stages, pupils' finishing skills are generally good.

Shortcomings

- 200 There are no important shortcomings.

Art

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

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

Good features

- 201 Key stage 1 pupils experiment with a wide range of media when drawing, painting, printing and creating three-dimensional work. They talk intelligently about their own work and the work of other artists, including Welsh artists.
- 202 Key stage 1 pupils use a wide range of techniques and adapt them to meet the needs of different tasks. They mix colours and materials very successfully to create different effects. Following detailed observations of wild flowers, they make effective use of pastels to create detailed and striking pictures.
- 203 Key stage 2 pupils work with a very wide range of materials showing firm understanding of line, colour, pattern and texture. They experiment with a number of different processes and techniques on a range of scales.
- 204 Key stage 2 pupils' awareness of Welsh artists and of some of the world's great artists is good and they often emulate their styles in their own work. Year 5 and Y6 pupils produced some very good paintings based on Van Gough's 'starry night'.
- 205 Year 3 and Y4 pupils use a number of materials effectively to weave their own patterns. They make their own decisions and work on a very wide range of scales that includes a willow tree.
- 206 Pupils in Y5 and Y6 make effective use of their knowledge of other art forms when gathering information to create masks for 'Merched Beca'. They make detailed sketches of their intended products and use a range of techniques very skilfully to produce the final product.
- 207 The murals and banners produced by pupils in both key stages for the village carnival are of good quality.

208 In both key stages, pupils discuss, evaluate and improve their work regularly and effectively.

Shortcomings

209 Although there are no important shortcomings, the range of techniques used by Y3 and Y4 is too narrow.

Physical education

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

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

Good features

210 In both key stages, pupils warm up and cool down in an appropriate way and know well the beneficial effect of exercise on the body. They respond quickly and effectively to instructions and they work well as individuals and in groups. They dress appropriately for lessons and they work in a safe and orderly way.

211 Key stage 1 pupils make effective use of space when running and walking around the field. They show good body control by changing direction and speed and by working on different levels. They make good progress in developing their running skills differentiating appropriately between the pace of jogging and sprinting.

212 The majority of KS1 pupils throw and catch a beanbag accurately and contribute effectively to team races showing appropriate awareness of the need to follow rules.

213 Year 3 and Y4 pupils move nimbly in games lessons and throw and catch beanbags confidently and accurately. They extend the original task by producing their own ideas and work effectively in small teams.

214 Year 5 and Y6 pupils' level of fitness is extremely high and they work energetically for extended periods. They use good running techniques and they play fair as team members. They follow a series of complex movements producing work of good quality.

215 The good range of extra curricular activities together with the comprehensive extra curricular programme that is arranged make substantial contributions to pupils' physical development.

Shortcomings

216 Although there are no important shortcomings, Y3 and Y4 pupils' skills in throwing and catching a ball are underdeveloped.

School's response to the inspection

The report notes a number of strengths within the school and we take pride in these findings. The relationships and respect between staff members, pupils, governors and the wider community are integral to why and how we work so effectively. It was pleasing to hear others comment on the positive ethos that has been created at our school and how well the children interact.

We have made significant improvements since the 2002 inspection and look forward to preparing and implementing an action plan to address your recommendations. The issues regarding management and leadership, self evaluation, governors' roles and subject leader roles are already receiving attention. We will also be prioritising and reviewing the provision of Welsh at reception level with regards to links and support with the Ysgol Feithrin.

We as a school would like to thank the inspection team for the courteous and professional manner in which they conducted the inspection.

Appendix 1

Basic information about the school

Name of school	Ysgol Craig yr Wylfa
School type	Nursery and Primary
Age-range of pupils	4-11
Address of school	Heol Ffransis Borth Ceredigion
Postcode	SY24 5NJ
Telephone number	01970 871280

Headteacher	Mr John Emlyn Jones
Date of appointment	January 2008
Chair of governors/ Appropriate authority	Ms Lorraine Lloyd
Registered inspector	Wil Williams
Dates of inspection	12 – 14 May 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	0	14	5	5	13	12	8	13	70

Total number of teachers			
Number of teachers	Full-time	Part-time	Full-time equivalent (fte)
	3	1	3.7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.9:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	23.3
Teacher (fte): class ratio	1.23:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	-	96%	94%
Autumn 2007	-	95%	94%
Spring 2008	-	95%	97%

Percentage of pupils entitled to free school meals	3.5%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		14		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School	0	0	14	86	0
		National	0	2	8	64	26
Welsh oracy	Teacher assessment	School	0	0	14	86	0
		National	0	1	10	64	25
Welsh reading	Teacher assessment	School	0	0	50	50	0
		National	0	2	15	60	22
Welsh writing	Teacher assessment	School	0	0	36	64	0
		National	0	2	18	66	13
Mathematics	Teacher assessment	School	0	0	14	86	0
		National	0	2	10	63	24
Science	Teacher assessment	School	0	0	7	93	0
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	79%	In Wales	80.6%

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6		10					
Percentage of pupils at each level										
			D	A	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	10	60	30
		National	0	0	0	1	4	16	50	29
Welsh	Teacher assessment	School	0	0	0	0	20	50	30	0
		National	1	1	1	1	5	19	49	24
Mathematics	Teacher assessment	School	0	0	0	0	0	30	50	20
		National	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	60	40
		National	0	0	0	0	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	70%	In Wales	74.1%

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

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of 6 inspection days at the school and met as team before the inspection. Peer assessor was not present.

These inspectors visited:

- 19 lessons or parts of lessons, listening to pupils reading in both languages;
- every class;
- sessions of collective worship.

Members of the inspection team met with:

- staff, governors and parents before the inspection;
- the headteacher, teachers, support staff and groups of pupils during the inspection.

The team also considered:

- the school's self evaluation report;
- 20 responses to the parents' questionnaire;
- comprehensive documentation prepared by the school before and during the inspection; and
- a wide range of pupils' current and previous work.

The inspection team held meetings with the staff and governors after the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Wil Williams Registered Inspector	Context Summary, recommendations and appendices, Key questions 1,5, 6 and 7 Design technology, art physical education
Hazel Hughes Team Inspector	Key questions 2, 3 and 4 Under 5 Welsh English
Wil Owen Lay Inspector	Contributions to key questions 1, 3, 4 and 7
Emlyn Jones Nominee	Providing information Contribution to all key questions

Acknowledgement

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

Contractor:

EPPC-Severn Crossing Ltd
Suite H
Britannic House
Britannic Way
Llandarcy
Neath SA10 6JQ