

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

A Report on the Quality of Education in

**Ysgol Gymuned Bodffordd
Bodffordd
Anglesey
LL77 7LZ**

School Number: 6602133

Date of Inspection: 09/02/09

by

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17166**

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Ysgol Gymuned Bodffordd 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 Gymuned Bodffordd took place between 09/02/09 and 10/02/09. An independent team of inspectors, led by Gareth Wyn Roberts 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 short inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	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 Gymuned Bodffordd is located in the rural village of Bodffordd, a few miles from the county town of Llangefni, on Anglesey. The school serves the village and the nearby rural district of Llangwyllog. The school, which is controlled by Anglesey Unitary Authority, is a primary school which admits children and pupils between 3 and 11 years of age. There are currently 44 full time pupils from reception age to Y6, and five part-time, nursery age children. The number of pupils has decreased by nine since the last inspection held in March 2003. There are now two classes in the school, rather than three.
2. According to the school, the area is neither prosperous nor economically disadvantaged. However, 25% of the pupils are entitled to free school meals. This percentage is almost double the percentage of pupils who were entitled to free school meals during the last inspection.
3. Approximately 79.6% of the pupils come from homes where Welsh is the first language with 22.4% coming from homes where English is the main language spoken by the family. In the school's opinion, 93.8% speak Welsh either as a first language or to an equivalent standard. Teaching is through the medium of Welsh and English, and one of the school's aims is to ensure that all pupils are bilingual before they enter secondary education.
4. Nearly all pupils belong to the white ethnic group. No children are 'looked after' by the Unitary Authority (UA). No pupils receive lessons in English as an additional language. One pupil has a statement of special educational needs (SEN) and 13 other pupils have been identified as having additional learning needs (ALN). The percentage of pupils identified as requiring additional support (namely 29%) has doubled since the last inspection.
5. The head teacher was appointed in 2000. The school received a short inspection this time.

The school's priorities and targets

6. The school's main priorities for 2009 are as follows:
 - a) continue to plan for the "Foundation Phase" and the new key stage 2 (KS2) curriculum;
 - b) produce a safety handbook for staff;
 - c) review and restructure the assessment system;
 - d) continue to refine the school's self-evaluation system;
 - e) further develop information and communication technology (ICT);
 - f) attend to the maintenance priorities of the school and its environment, and
 - g) supplement resources, including teaching and learning resources.

Summary

7. This is a good school and has a number of outstanding features. Its good features are reflected in the standards achieved by its pupils and children. Other good features include the school's special ethos, the quality of care, support and guidance it provides for its pupils, and the good quality of the school's management and leadership. The quality of teaching, community links, pupils' behaviour and attitudes in this school are outstanding.

Table of the 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?	2
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

8. The grades awarded by the inspection team are the same as the grades awarded by the school in its self-evaluation document in six of the seven key questions. The inspection team awarded a higher grade for key question 2.
9. As the school received a short inspection this time, there is no report on standards in individual subjects.
10. The overall quality of the educational provision for children under five is appropriate for their needs and children make good progress towards the outcomes of the Foundation Phase.
11. The inspection team looked at the standards of children under five (the Foundation Phase) and those of pupils in key stage 1 and key stage 2(KS1 and KS2) in the key skills and the wider key skills, across all subjects.
12. Standards in the key skills of listening, reading, writing in Welsh, numeracy and information and communication technology (ICT) and in the wider key skills of problem solving and working with others, are outstanding. Standards in speaking in Welsh and English, listening, reading and writing in English are good and no important shortcomings (for English, standards in KS2 only are reported upon). Standards in the wider key skill of improving their own learning are also good and no important shortcomings. In general, standards in the key skills have improved since the last inspection in 2003.

13. Pupils' bilingual competency is good. Welsh is the first language of the vast majority of pupils and English is not officially taught at KS1. By the time they leave school at the end of Y6, the pupils use both languages confidently and switch easily from one language to the other.
14. Care needs to be taken when analysing the statistics due to the small number of pupils involved. End of key stage assessment results are generally good or very good when comparing with end of Year 2 (Y2) and Y6 teacher assessment results with all-Wales results and those for Anglesey UA. When comparing this school's benchmark results between 2006 and 2008 with those of schools in the same group, in terms of pupils entitled to free school meals, standards have improved significantly at KS1. In 2008, the school was in the top quartile of similar schools. At KS2, the school has sustained the very good standards, although they were not as good in 2007. In 2008, the school was in the top quartile of similar schools in Wales in three out of the four indicators, and in the top half of Welsh schools with the other indicator.
15. Children under five and pupils in both key stages make good progress in their knowledge and understanding, and outstanding progress in the new skills they acquire, regardless of their social, ethnic or linguistic background.
16. Pupils with ALN make good progress, and the more able and talented pupils often make very good progress.
17. Usually, boys and girls achieve equally well in the class and this is often true in external assessments.
18. There are a very large number of outstanding features in the children's and pupils' personal, social and learning skills, especially in their creative, spiritual, moral, social and cultural development. Across the school, the pupils develop much independence in their work. This is also an outstanding feature.
19. Pupils' motivation and their ability to work, either as individuals or in groups, are good; they make outstanding use of their time. Similarly, the pupils' behaviour in class is outstanding, and creates a very good learning environment.
20. The school's attendance levels over the three terms prior to the inspection were good and surpassed the figures for Wales in general, for the UA and also the figures for similar schools. The school monitors attendance very carefully.

The quality of education and training

Grades for teaching

21. In the lessons observed during the inspection, it was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
43%	50%	7%	0%	0%

22. The quality of teaching is good or outstanding in 93% of lessons with good features outweighing shortcomings in the other 7% of lessons.
23. This compares very favourably with the national picture as reported in the annual report of Her Majesty's Chief Inspector (OHMCI) for 2007 to 2008. Nationally, the quality of teaching in primary schools is good or better (grades 1 and 2) in 83% of lessons and the quality of teaching is outstanding (grade1) in 16% of lessons
24. The teachers present stimulating lessons and activities which successfully meet the pupils' needs and sustain their interest and motivation for learning.
25. The quality of assessment and its use in planning and improving learning is generally good. Assessment procedures meet the statutory requirements.
26. The assessments of pupils with ALN are in place. However, the follow-up support is not always formal or precise enough to ensure the full implementation of the assessments to improve standards of work.
27. The reports to parents give a very clear picture of their children's achievements in all National Curriculum (NC) subjects and religious education.
28. The school curriculum meets the needs of the range of pupils in the school very well. The quality of curricular planning is good throughout the school and meets the statutory requirements.
29. In the Foundation Phase and KS1 and KS2, the curriculum provides balance, breadth, coherence, progression and continuity. It is equally accessible to all. It fully meets the requirements of the range and age of pupils in the school.
30. The school develops pupils' basic and key skills in language, numeracy and ICT in an outstanding manner.
31. The school promotes pupils' spiritual, moral, social and cultural development in an outstanding manner within subject lessons, through collective worship, and by using community and social activities. To this end, the school gives very good attention to aspects of the framework for personal and social education (PSE). It gives outstanding attention to the cultural aspects of the *Cwricwlwm Cymreig*.
32. The school successfully develops all pupils' bilingual competency.
33. The school actively supports sustainable development and operates in a sustainable manner. There is also an active 'green' club.
34. The school has good care, support and guidance arrangements for pupils. All members of staff know the pupils extremely well and are sensitive to their personal needs. The school enjoys parents' confidence that their children are very well-looked after by the school.

35. The arrangements to support more talented or able pupils are good.
36. There are effective arrangements which contribute to the wellbeing of all pupils. The Healthy School scheme has a clear and positive impact on the pupils' knowledge and understanding of health-related issues.
37. Good consideration is given to the pupils' social, ethnic and linguistic backgrounds. The school treats boys and girls equally and fairly. The school's measures to eradicate bullying and any oppressive behaviour are effective. A good accessibility plan for the disabled has been established.

Leadership and management

38. The head teacher is a very successful leader and manager who has extremely high expectations and leads by example. He has a very clear vision of the school's values, aims, objectives and priorities which he has communicated very successfully to colleagues, governors and parents.
39. The school has a clear sense of purpose which is significantly promoted by shared values, ethos and methods of working.
40. Although the head teacher is skilfully supported by all members of staff, the burden falls on him, and he does not allow himself enough time to lead the school strategically.
41. The school has explicit aims and values that promote equality for all and which are clearly reflected in the day-to-day work of the school, where pupils of all abilities, whatever their age, gender, ability or racial background are treated equally and given the same opportunities.
42. Realistic but ambitious targets are set as required by statute. The school development plan's (SDP) main priorities pay outstanding attention to a number of national priorities.
43. The governors are very supportive of the school. They have a good level of knowledge about almost every aspect of the school's life. They act as critical friends to the head teacher and his colleagues.
44. The school's processes for self-evaluation are good. All staff are involved in the self-evaluation process, as are the pupils, governors and parents. Sources of evidence used include internal and statutory assessment data and regular evaluations. However, they are not always based on formal lesson observations and detailed analysis of pupils' work against subject standards.
45. Staff are effective and, usually, are well deployed but the use of staff to support pupils with ALN is not sufficiently structured.

46. The school has made very good use of its building and grounds. The school has outstanding resources which are used well.
47. The school provides good value for money due to the standards achieved in class, the outstanding teaching, the positive ethos and the efficient and effective management and leadership.
48. The school has responded well to the 'key issues' identified in the previous inspection report.

Recommendations

The school needs to maintain and build on its good standards by:

- R1. Refining the support for pupils with ALN;
- R2. Ensuring sufficient non-contact time for the head teacher to enable him to act more strategically.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

49. The grade awarded by the inspection team for this key question agrees with the grade awarded by the school in its self-evaluation document.
50. As this was a short inspection, the team did not inspect the standards achieved in individual subjects.

Standards of achievement

51. The overall quality of the educational provision for children under five is appropriate for their needs and children make good progress towards the outcomes of the Foundation Phase.
52. The inspection team looked at the standards of children under five (the Foundation Phase) and those of pupils in KS1 and KS2 in the key skills and the wider key skills, across all subjects. Standards in the key skills of listening, reading, writing in Welsh, numeracy and ICT and in the wider key skills of problem solving and working with others are outstanding. Standards in speaking in Welsh and English (for English, standards in only KS2 only are reported upon), listening, reading and writing in English, and improving their own learning, are good and no important shortcomings. In general, standards in the key skills have improved since the last inspection in 2003.
53. The pupils and children communicate well orally in both Welsh and English, and use the correct terms to express subject concepts. They express their points of view and their feelings well. Their listening skills are outstanding in Welsh, and good in English. They listen very well to their teachers and to their fellow pupils. They read challenging books for their age and ability very well, and they have a very good comprehension of what they are reading. The standards when reading aloud are outstanding in Welsh and good in English, and standards when reading for research purposes, including web-based research, are good. Children have outstanding numeracy skills, with investigative work and problem solving being particularly strong. Their ICT skills when conveying information and modelling are outstanding, and the standards of data work are good in both key stages. The pupils work outstandingly in groups or in pairs, and know well how to evaluate and improve their work because they are aware of their targets.
54. Pupils' bilingual competency is good. Welsh is the first language of the vast majority of pupils and English is not officially taught at KS1. By the time they leave school at the end of Y6, the pupils use both languages confidently and switch easily from one language to the other.

55. Although care needs to be taken when analysing the statistics, given the small and fluctuating number of pupils, the end of KS1 and KS2 teacher assessment results are generally good or very good when compared to teacher assessment results throughout Wales, and those of Anglesey UA. Given this school's benchmark results in the context of schools in the same group, in terms of pupils entitled to free school meals, standards have improved significantly at KS1 between 2006 and 2008. In 2008, the school was in the top quartile of similar schools. At KS2, the school has sustained these very good standards, although they were not as good in 2007. In 2008, the school was in the top quartile of similar schools in Wales in three out of the four indicators, and in the top half of Welsh schools in the other indicator.
56. Children under five and pupils in both key stages make good progress in their knowledge and understanding, and outstanding progress in the new key skills they acquire, regardless of their social, ethnic or linguistic background.
57. Pupils with ALN make good progress, and the more able and talented pupils often make very good progress.
58. Usually, boys and girls achieve equally well in the class and that is often true also in external assessments.
59. The pupils are aware of their levels of achievement in the subjects. They often receive targets to improve their work. Pupils also set their own targets.
60. There are a very large number of outstanding features in the children's and pupils' personal, social and learning skills, especially in their creative, spiritual, moral, social and cultural development. Pupils have a very clear understanding of spiritual and religious values. They differentiate between right and wrong. They interact very well with each other and with people in the community. They have a very good understanding of their own values and of the values of foreign cultures.
61. Across the school, the pupils develop much independence in their work. This is also an outstanding feature.
62. Pupils' motivation and their ability to work, either as individuals or in groups, are good; they make outstanding use of their time. Similarly, the pupils' behaviour in class is outstanding, and helps create a very good learning environment.
63. Children and pupils respect each other, their teachers and visitors. They have a good understanding of equality and diversity in society. The pupils' awareness of the world of work and of the workplace is good. Their awareness of entrepreneurship is also good. The standards they achieve in the key skills and in the wider key skills, and their participation in community activities, prepare them well for the workplace and for being valuable members of the community.

64. The school's attendance levels over the three terms prior to the inspection were good and surpassed those for Wales in general, those of the UA, and also those of similar schools.
65. Children's clear enjoyment of being in the school, together with the school's careful monitoring of every child, including their attendance, ensures low absence levels. Pupils are punctual to school.

The quality of education and training

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

Grade 1: Good with outstanding features

66. The grade the inspection team awarded is different from the grade awarded by the school itself in its self-evaluation report. The inspection team considers there to be enough outstanding features to award a higher grade.
67. The table below shows the grades for teaching throughout the school.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
43%	50%	7%	0%	0%

68. These percentages show that the quality of teaching in this school compares outstandingly with the quality of teaching in primary schools nationally (HMCI's Annual Report for 2007 – 2008 - Primary) where the quality of teaching is good or better (grade 1 and 2) in 83% of lessons and outstanding (grade 1) in 16% of lessons.
69. Throughout the school, there is a very good working relationship between the staff and pupils. Teachers have very good subject knowledge and are familiar with the latest developments.
70. They plan effectively to provide very good opportunities for pupils to work as individuals, as pairs, and in groups. They explain learning objectives and provide clear instructions for the activities.
71. Welsh is the normal medium of teaching at KS1 and KS2. Some teaching takes place also through the medium of English at KS2. In some instances, work in English is the basis for further work in Welsh.
72. Outstanding features observed in the best lessons include:
- ensuring that pupils achieve very high expectations;
 - skilful questioning to support and challenge pupils;
 - very good use of drama and tone of voice to promote listening and understanding;
 - listening courteously and carefully to pupils' contributions in order to develop confidence and promote participation;
 - suggesting words, terms and phrases to enrich language;
 - outstanding planning which makes very effective use of various resources including the interactive white board, to support, promote and challenge;
 - outstanding respect for pupils' work and contribution.
73. In the lessons where there are good features, some of the above features are to be observed but they are not as evident or consistent. In addition, the good features include:
- good timing to activities;
 - good opportunities for pupils to work independently;
 - good plenary sessions where pupils and teachers have opportunities to evaluate the work.

74. In the few lessons where there are shortcomings, not all of the least able pupils receive enough support to meet their needs during practical tasks.
75. The school's policy and procedures for assessing and reporting on pupils' attainment and progress meet statutory requirements.
76. The rigour of assessment and its use in planning and improving learning is good.
77. Assessments of ALN pupils are in place. However, the follow-up support is not always formal and precise enough to ensure that the assessments are fully implemented to promote standards of work.
78. Teachers share success criteria in detail with the pupils and give them a good opportunity to evaluate their own work.
79. Although there are a large number of good features in the school's assessment system, there are examples in KS2 where pupils' day-to-day work is not marked.
80. Reports to parents are very good and outline personal and subject development. Specific targets are set for every pupil.
81. The school works effectively with other primary schools in the catchment area to standardise statutory assessments, especially those at the end of KS2.

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

82. The grade awarded by the inspection team for this key question corresponds to the grade awarded by the school itself in its self-evaluation document.
83. The school responds well to learners' needs and interests. The curriculum provides a broad, varied and balanced provision which promotes good progress. It complies with all statutory requirements.
84. The school implements the practices and approaches of the Foundation Phase very effectively and implements the skills curriculum of the 2008 Curriculum well at KS2. As a result, the curricular planning gives due attention to developing the key skills and wider key skills. This is reflected in the standards pupils achieve in these skills.
85. Acts of daily collective worship meet the statutory requirement. Staff promote the pupils' spiritual development in an outstanding manner through religious education lessons and through collective worship. The school also promotes pupils' moral, social and cultural development in an outstanding manner.
86. PSE arises naturally in many of the day-to-day activities and the work of the school. The school presents formal PSE lessons, circle time work and specific activities.
87. The school promotes the *Cwricwlwm Cymreig* in an outstanding manner across a wide range of subjects. It makes specific use of the area's history and geography to make the experiences more real for pupils.
88. Lessons and activities promote good or very good standards in Welsh and English, and good standards in bilingualism. The teaching is mainly through the medium of Welsh, and also through English at KS2. However, at times, a few specific opportunities to promote pupils' bilingualism are missed.
89. The school has been awarded the third accreditation of the Basic Skills Agency's Quality Mark and has planned the development of basic skills carefully.
90. The school has made outstanding use of visits to the local area and further afield in order to enrich the pupils' learning. Visitors also contribute well to the provision.
91. The school's links with the community are very strong. The school uses community talents well to promote the curriculum and to raise standards.
92. The community hall is part of the school building and thereby, the school is central to the life and work of the village and the area. The pupils take part in a very good range of extra-curricular, cultural and community activities, such as the Urdd, fairs and concerts. All pupils in the school compete at the annual Eisteddfod in Bodffordd. All such links enrich pupils' educational experiences and personal development, and prepare them to be responsible members of their local community.

93. The school provides good experiences for pupils by arranging contributions to charities and also pays good attention to the elderly and other worthy causes.
94. The links with parents are robust. Parents testified strongly to this in the questionnaires and in the pre-inspection meeting. The standard of communication between the school and parents, through meetings, reports and letters, is good.
95. The parents contribute well to the life and work of the school. The Ysgol Bodffordd Parents and Friends' Association is very active and is a help to the school. Parents' comments were used in the school's self-evaluation report.
96. The Home-School Agreement, the Parents' Handbook, and the Governors' Annual Report to Parents respond fully to the statutory requirements.
97. The school operates in a sustainable manner by recycling and saving electricity. The Green School award (Silver) was given in recognition of this. A school garden has been designed to attract wildlife and to develop pupils' awareness of the natural life in their surroundings. The school pays very good attention to Fair Trade, recycling and saving energy.
98. During the inspection, these issues were discussed with the School Council. Their understanding of their responsibilities in the context of global citizenship and sustainable development demonstrated maturity.
99. The pupils' understanding of global citizenship is developing very well through links with Lesotho, Botswana and schools in Kenya and Moncton, Canada.
100. A very good, linked working partnership has been established between the primary schools of the catchment area. The schools also work on additional projects. The transition and transfer of pupils to Ysgol Gyfun Llangefni is good.
101. The school welcomes pupils on work experience from the local secondary school as well as students from Coleg Menai and prospective teachers from the University of Wales, Bangor.
102. The school provides a good range of links with business and industry which reinforce the curriculum. Pupils develop enterprise well by planning and producing goods to sell to make a profit.
103. The school has formulated up-to-date policies for equal opportunities and anti-racism which ensure fairness for all. The school also has careful arrangements for risk assessment and child protection. They are all comprehensive, coherent and operational.

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

Grade 2: Good features and no important shortcomings

104. The grade awarded by the inspection team for this key question corresponds to the grade awarded by the school itself in its self-evaluation document.
105. Pupils are guided very well in a caring, close and safe environment. They have a close relationship with all members of staff.
106. The school enjoys a very good relationship with parents and its open-door policy allows parents to make early arrangements to come and talk to teachers about any concern they may have. In the pre-inspection meeting, parents expressed that they were very happy with the standard of care the school provides for their children.
107. The family atmosphere in the school ensures that the children under five settle quickly. All pupils receive pastoral and linguistic support to become full members of the school community.
108. The effective transfer arrangements to the secondary school ensure that pupils are confident when moving to the next stage of their education. Transition meetings are held between the head teachers of the primary schools and the secondary school, and pupils are given the opportunity to visit the secondary school before moving there.
109. Pupils' punctuality, attendance and behaviour are monitored effectively. The attendance registers meet with the requirements of the Welsh Assembly Government (WAG).
110. Procedures for dealing with behaviour, discipline and anti-bullying are good. This was confirmed in a discussion with the School Council during the inspection.
111. The school's health and safety policy is comprehensive and the risk assessments are given appropriate attention.
112. PSE is a strong element in the life and work of the school. Sex education is provided as part of the curriculum and effective circle time is conducted regularly.
113. The school is involved in the 'Healthy School' project. Pupils are encouraged to drink water and milk and to eat healthily.
114. The school has a breakfast club at the start of the day, and an after school club which provides comprehensive care for pupils, as well as opportunities for them to socialise with each other.
115. The school conducts a fire drill every term and ensures annually that fire equipment is in good condition. There are effective arrangements to look after children who are feeling unwell, or who have had an accident. The teachers have up-to-date first aid certificates.

116. The individual education plans (IEPs) for pupils with ALN are good. However, the follow-up support is not always formal and precise enough to ensure the full implementation of the assessments to promote standards of work.
117. The head teacher acts as a special needs co-ordinator and another member of staff acts as a temporary designated governor. The school acknowledges that this is not an ideal solution and is seeking to nominate another new member in the near future.
118. The provision for the 'more able and talented' pupils is good.
119. Good consideration has been given to the statutory framework for inclusive education.
120. There are good links with external agencies and with parents.
121. 'Child protection' arrangements are in place. The head teacher is the designated person and another member of staff acts as the temporary nominated governor. Again, the school acknowledges that this is not an ideal solution and is seeking to nominate another member in the near future. The school carefully follows the county's procedures and guidelines in these matters.
122. Statutory equal opportunity and a racial equality policies are operational. They are monitored effectively and are a prominent feature of the school's ethos. Pupils feel that they are treated fairly and carefully by all staff. All pupils without exception have the opportunity to take part in activities across the curriculum.
123. The school has a standard disability action plan and policy. All modifications which can be done have been completed and this includes a toilet for the disabled. The site is difficult, inconvenient and unsuitable for using a wheelchair. At the moment, the school does not have a disabled pupil who needs to use a wheelchair. Public meetings are held in the community hall which is part of the school building. The hall is suitable for people with disabilities and who use a wheelchair.
124. The school is successful in developing a good understanding of other cultures and religions through religious education and geography lessons and they are supplemented by a number of good international and multicultural links.

Leadership and management

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

Grade 2: Good features and no important shortcomings

125. The grade awarded by the inspection team for this key question corresponds to the grade awarded by the school itself in its self-evaluation document.
126. The head teacher is a very successful leader and manager who has extremely high expectations and leads by example. He has a very clear vision of the school's values, aims, objectives and priorities. He has communicated them very successfully to his colleagues, governors and parents. His contribution to the life and success of the school is very good.
127. Although the head teacher is conscientiously supported by all members of staff, he is responsible for providing the leadership in very many areas. The time he allows himself to lead the school strategically is not sufficient.
128. The school has a clear sense of purpose which is well-supported by shared values, a supportive ethos and effective collaboration.
129. The school has explicit aims and values that promote equality for all. These are clearly reflected in the day-to-day work of the school where pupils of all abilities, whatever their age, gender, ability or racial background, are treated equally and given the same opportunities.
130. Realistic but ambitious targets are set as required by statute for Welsh, English, mathematics and science in both key stages. The classroom teachers are aware of these targets which they helped to produce.
131. The SDP's main priorities pay outstanding attention to a number of national priorities, including bilingualism, forging community and international links, practising sustainability, encouraging a healthy lifestyle for pupils and continuing to prepare for the Foundation Phase and the new NC which started in September 2008. The school makes good use of local partners. Responsibilities have been clearly defined, as have success criteria. The priorities have been carefully costed. Those with a stake in the school have had an opportunity to contribute to the SDP.
132. Each member of staff has a suitable job description. There are schemes to support newly or recently qualified teachers and the school makes effective use of performance management. Staff attend relevant training courses. Already, their impact is reflected positively in the materials and methodology used in the classroom. In addition, there are strong personal and professional support mechanisms within the school to ensure continuing professional development. The school has made suitable plans for ensuring that staff have the requisite non-contact time and this has led to a significant change in the teaching and learning methodology. This has had a positive impact on subject standards and children's and pupils' commitment to the work.

133. The school's day-to-day administration is good and the resources are well-managed.
134. The governors are very supportive of the school. A number of them have useful expertise in relevant areas and use their skills to help the school. They also have very close links with the community and the parents. Their knowledge of school life is good. They are critical friends to the head teacher and his colleagues, and monitor the school's work well.
135. The governing body meets all its statutory responsibilities well.

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

Grade 2: Good features and no important shortcomings

136. The grade awarded by the inspection team for this key question corresponds to the grade awarded by the school itself in its self-evaluation document.
137. The grades awarded by the inspection team agree with the grades awarded by the school itself in its self-evaluation document in six of the seven key questions. In the single question where a different grade was awarded, the team awarded a higher grade.
138. The school's self-evaluation report is of good quality. It is based on very good knowledge of the school. It follows Estyn's seven key questions and is evaluative rather than descriptive. It gives a grade for each question and draws up a list of priorities for action which are reflected in the SDP. However, it does not summarise or set out what needs to be improved in order of priority.
139. The main strength of the self-evaluation document lies in the co-operative process by which it was produced. All staff are involved in the evaluation process, as are the pupils, governors and parents. The school seeks and takes good account of the views of pupils, both informally and more formally, in the School Council. In addition, parents' views are canvassed and the governing body takes an active part in the self-evaluation process. The school makes good use of the UA's educational advisory service to assess the provision and also to comment on standards.
140. The school's self-evaluation processes are good. The head teacher and his colleagues have good knowledge of standards of areas for which they are responsible. The sources of evidence used include internal and statutory assessment data as well as very good knowledge of individual pupils. However, the school's evaluations have not been based sufficiently on formal lesson observations and detailed regular analysis of pupils' work against subject standards.
141. The school uses information from the self-evaluation process to plan for improvement. The SDP is of good quality and reflects the priorities identified in the self-evaluation document. It is an effective management tool. The school also sets challenging quantitative and qualitative targets.
142. The governing body and the head teacher provide enough resources to meet the priorities and objectives. Savings over time have ensured that the school has sufficient money in reserves.

143. The school has responded well to the key issues identified in the previous inspection report. Although standards in English (or any other subject) were not formally inspected during this inspection, standards in English have clearly improved. This is reflected in the quality of end of KS2 external assessment results. Standards in the key skills have improved significantly and the pupils are more confident when responding orally. The school has developed a very strong relationship with industry. The quality of curricular planning has improved and the assessment system has had some influence on day-to-day planning. All teachers are involved in the self-evaluation process and the handbook and annual report meet the statutory requirements.

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

Grade 2: Good features and no important shortcomings

144. The grade awarded by the inspection team for this key question corresponds to the grade awarded by the school itself in its self-evaluation document.
145. The school is well-maintained. It is neat and tidy, and the standard of cleanliness is high. The playing field is a good resource. The playground is big enough and has a good surface. Thorough attention is given to any matters relating to the building if it is a cause for concern. Traffic at the beginning and end of the day is effectively controlled to ensure pupils' safety.
146. The school is well staffed with teachers who have the appropriate qualifications and experience to meet the needs of all pupils, children in the early years and pupils with SEN or ALN. The school has committed and enthusiastic teachers who have outstanding teaching skills. High quality teaching, ensures that pupils receive very effective support for their learning as they move up through the school.
147. The workforce has been successfully remodelled in accordance with statutory requirements. The school makes very good use of internal and external professional development opportunities. All teachers are given the time for planning, preparation and assessment and make good use of this allocated time to ensure consistency in the curricular provision and assessment across the school in the subjects for which they are responsible.
148. Ancillary staff make an excellent contribution to the life of the school and work industriously with the teachers to plan, teach and record pupils' and children's progress. However, they have not always had the necessary information or training to meet the full learning needs of some individuals with ALN whom they support.
149. The co-operative ethos that exists in the school ensures that all pupils and children under five receive good academic and pastoral care. Teamwork is an obvious strength in the school.
150. Ancillary staff make an effective contribution to pupils' wellbeing. The school secretary ensures that the school's processes and procedures run smoothly from day to day. The school caretaker and cleaning staff always ensure the best hygiene and health and safety standards for the pupils. The kitchen staff are a vital part of the school community.
151. The buildings and rooms, together with the indoor and outdoor areas, are of a good quality. Teachers and pupils make good use of them. The displays of pupils' work are of a high quality and celebrate their success in their work very effectively.

152. Through the wide and various range of learning strategies, school staff make the maximum use of all areas to meet pupils' needs.
153. The learning resources are plentiful and of a very good quality. They cater for the needs of all aspects of the teaching and learning and are used very effectively in order to ensure learning experiences of a high quality for the pupils.
154. Governors maintain a very close overview of the spending plans of the school. They are involved in monitoring targets identified in the SDP. However, the amount of money expected to be in reserve at the end of the financial year is likely to be much more than the sum recommended by the WAG and Audit Commission. The expenditure plans for 2008-2009 do not include money to release the head teacher from his classroom duties in order to undertake leadership and strategic duties.
155. Despite this under-expenditure, the school ensures good value for money due to the good standards which the children and pupils achieve, the outstanding teaching, the good curricular planning, the good care for pupils and the quality of the school's management.

School's response to the inspection

As head teacher, staff and governors of Ysgol Gymuned Bodffordd, we feel that we have had a fair, thorough and very constructive inspection as regards the comments and the recommendations made to us as a school.

We felt that the inspection team worked in a professional and relaxed manner, whilst being supportive and constructive when observing lessons and interviewing staff during the inspection. We feel that the inspection team came to know the school. Attention and respect were given to the school's self-evaluation report, and it is pleasing to note that the team has based a number of its observations on the content of that report. As a nominee, the head teacher had a central part in the process, with opportunity to comment and provide additional evidence to the team in the initial meeting, during the inspection, and also at the end of the process.

We were very glad that we were able to agree on the grades for the seven key questions, and glad that the team raised the grade for Key Question 2. This confirms that the school's self-evaluation process is an accurate and objective measurement of what is done from day to day. We also feel that there is agreement on the priorities set as a school in the School Development Plan.

As a school, we appreciate the reference made to the role of the governing body, the parents and the pupils and we are proud of the progress they have made as a body and stakeholders to be a key part of the self-evaluation process.

The inspection has set us a challenge as a school to sustain the standards and the outstanding features noted, and to raise standards even further. We will now work on the recommendations and look forward to responding to that challenge whilst building on the work we have already done.

Appendix 1

Basic information about the school

Name of school	Ysgol Gymunedol Bodffordd
Type of school	Primary – community, naturally bilingual
Age range of pupils	3 - 11
School address	Bodffordd Ynys Môn
Post code	LL77 7LZ
Telephone number	01248723384

Headteacher	Rhys Glynne Roberts
Date of appointment	Easter 2000 and started in post in September 2000
Chair of governors/appropriate authority	Coun. W. Hughes c/o the school Education Office, Department of Education and Leisure, Anglesey County Council, Park Mount, Glanhwfa Road, Llangefni, Anglesey LL77 7EY
Registered inspector	Gareth Wyn Roberts
Dates of inspection	9 - 10 February 2009

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	2.5	10	4	5	2	8	7	8	47.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil: teacher (fte) ratio in nursery classes	5:1
Pupil: teacher (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	11;1
Teacher (fte): class ratio	22:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	93.1	93.2	95.3
Summer 2008	93.5	94.3	97.1
Autumn 2008	92.2	94.5	96.1

Percentage of pupils entitled to free school meals	25%
Number of pupils excluded during 12 months prior to inspection	None

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2008	Number of pupils in Y2	2
As the number of pupils eligible for end of key stage 1 assessment was fewer than five, no summary information is included.		

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2008	Number of pupils in Y6	6
As the number of pupils eligible for end of key stage 2 assessment was more than four but fewer than 10, only general performance indicators are included.		

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
In the school	100%	In Wales	75.5%

- 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

Five inspectors, including the school nominee, spent the equivalent of five inspection days at the school and met as a team prior to the inspection.

These inspectors visited:

- 14 lessons or part sessions
- registration, assembly and collective worship sessions, and
- a range of extracurricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents prior to the inspection;
- senior managers, teachers and ancillary and administrative staff, and
- the school council.

The team also considered:

- the school's self-evaluation report;
- pupils' behaviour and attitudes;
- 28 responses to the parent questionnaire;
- a short response from the Education Authority;
- documents prepared by the school prior to and during the inspection;
- a wide range of pupils' previous and current work, and
- samples of pupils' reports.

Following the inspection, the team held meetings with the school's senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Gareth Wyn Roberts Registered Inspector	Context, key questions 1, 5, 6, 7 appendix
Mr Wil Owen Lay inspector	Contributing to key questions 1, 3, 4, 7
Dr Prydwen Elfed-Owens Team inspector	Key questions 2, 3, 4
Mr Rhys Glynne Roberts School nominee	Attending meetings, providing information and documents
Mrs Pauline Loftus Peer assessor	Observing lessons, talking to pupils, attending team meetings

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Acknowledgements

The inspectors wish to thank the school's governors, the head teacher, staff, pupils and parents of Ysgol Gymunedol Bodffordd for their willing co-operation during the inspection.