

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

A Report on the Quality of Education in

**Ysgol Tŷ Mawr
Capel Coch
Llangefni
Anglesey
LL77 7UT**

School Number: 6602167

Date of Inspection: 02/06/09

by

**Gareth Wyn Roberts
17166**

Date of Publication: 4 August 2009

Under Estyn contract number: 1118408

© Queens Printer and Controller of HMSO 2009: 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 Tŷ Mawr 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 Tŷ Mawr took place between 02/06/09 and 04/06/09. 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 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 | 7 |
| Standards | 8 |
| Key Question 1: How well do learners achieve? | 8 |
| The quality of education and training | 11 |
| Key Question 2: How effective are teaching, training and assessment? | 11 |
| Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? | 13 |
| Key Question 4: How well are learners cared for, guided and supported? | 15 |
| Leadership and management | 17 |
| Key Question 5: How effective are leadership and strategic management? | 17 |
| Key Question 6: How well do leaders and managers evaluate and improve quality and standards? | 19 |
| Key Question 7: How efficient are leaders and managers in using resources? | 21 |
| Standards achieved in subjects and areas of learning | 23 |
| Foundation phase | 23 |
| Science | 28 |
| Information and communications technology | 29 |
| Geography | 30 |
| Physical education | 31 |
| School's response to the inspection | 32 |
| Appendices | 33 |
| 1 Basic information about the school | 33 |
| 2 School data and indicators | 34 |
| 3 National Curriculum assessments results | 35 |
| 4 Evidence base of the inspection | 36 |
| 5 Composition and responsibilities of the inspection team | 37 |

Context

The nature of the provider

1. Ysgol Tŷ Mawr is located on the outskirts of the rural village of Capel Coch, which is a few miles outside the county town of Llangefni on Anglesey. The school serves the village and neighbouring rural area. The school, under the management of Anglesey Unitary Authority, is a primary school accepting children and pupils from 3 to 11 years of age. Currently, there are 25 pupils between 4 and 11 years of age and one part-time nursery age child on roll. The number of pupils has increased by five to 25 since the last inspection held in June 2003. There are two classes in the school. It has been part of a Welsh Assembly Government (WAG) pilot for the Foundation Stage since 2004.
2. According to the school, the area is one which is neither prosperous nor economically disadvantaged. Eleven per cent (11%) of the pupils are entitled to free school meals; no pupils were entitled to free school meals during the last inspection.
3. Forty two per cent (42%) of pupils come from homes where Welsh is spoken as a first language. The remainder come from homes where English is the main language of the family. The school is of the opinion that 79% speak Welsh as a first language or to an equivalent standard. The percentage of pupils speaking Welsh at home has decreased significantly from 74% to 42% since the previous inspection. 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 move to the secondary school.
4. All pupils belong to the white ethnic group. One child is in unitary authority(UA)care. No pupils receive lessons in English as an additional language. One pupil has a statement of special educational needs (SEN) and four other pupils (16%) have been identified as having SEN.
5. The head was appointed in 2006. The school received a standard inspection on this occasion.

School priorities and targets

The school's priorities for 2009 are to:

- a) Develop key stage 2 schemes (KS2) in the light of Curriculum 2008
- b) Develop assessments in the Foundation Stage
- c) Develop mental arithmetic and mathematics schemes at KS2
- d) Develop the role of subject co-ordinators
- e) Develop Personal and Social Education (PSE) schemes

Summary

6. The school has a congenial ethos and atmosphere, where there is an emphasis on gaining and showing respect for all. Teachers and support staff have a very good understanding of the needs of every pupil and the quality of care, support and guidance offered for pupils is good. Pupils are happy in school. However, there are aspects of standards, curriculum and management that are yet to be sufficiently developed.

Table of grades awarded

| Key questions | Inspection grade |
|--|------------------|
| 1 How well do learners achieve? | 3 |
| 2 How effective are teaching, training and assessment? | 2 |
| 3 How well do the learning experiences fulfil the needs and interests of learners and the wider community? | 3 |
| 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? | 3 |

7. The table below summarises the percentage grades awarded for standards achieved by pupils in the subjects and stages inspected.

| Grade 1 | Grade2 | Grade 3 | Grade 4 | Grade 5 |
|---------|--------|---------|---------|---------|
| 0% | 90% | 10% | 0% | 0% |

8. This shows that standards of achievement in this school are comparable in general with those recorded for primary schools in the Annual Report of Her Majesty's Chief Inspector (HMCI) for Schools in Wales in 2007-2008, where standards are good or better (grades 1 and 2) in 84% of lessons and are outstanding (grade 1) in 12% of lessons.

Grades awarded in subjects or areas inspected

a) Standards in the Areas of Learning at the Foundation Phase.

| Area of experience | Grade |
|---|-------|
| Personal and social development, welfare and cultural diversity | 1 |
| Language, literacy and communication skills | 2 |
| Mathematical development | 2 |
| Knowledge and understanding of the world | 1 |
| Physical development | 2 |
| Creative development | 2 |

b) Summary of Foundation Stage and KS2 standards.

| Area inspected | |
|--|---|
| The Foundation Stage as a whole | 2 |
| Geography (KS2) | 4 |
| Information and communication technology (KS2) | 2 |
| Physical education (KS2) | 2 |
| Science (KS2) | 2 |

9. The general quality of the educational provision for children in the Foundation Stage is appropriate to their needs and children make good progress towards the outcomes of the Foundation Stage.
10. As the number of pupils in each school year is very small, it is not appropriate to compare the statistics of pupil attainment in this school with the attainment of pupils in other primary schools.
11. Standards in the key skills are good throughout the school. Standards are good in reading, listening and writing Welsh at the Foundation Phase (and in both languages at KS2) and good features outweigh shortcomings in oral work in Welsh and English at KS2 and in Welsh in the Foundation Phase.
12. Standards are also good in numeracy and information and communication technology (ICT) across the curriculum. Standards in bilingualism and creativity are also good. Pupils' appreciation of the *Cwricwlwm Cymreig* is good.
13. Usually, pupils concentrate well, persevere and work hard, and across the school they use their time effectively. Pupils at the Foundation Stage also develop a strong element of independence in their work from the early years onwards, but this feature is not as evident at KS2. This is also true also of the ability of KS2 pupils to collaborate effectively, solve problems and improve their own learning.

14. The standards of children and pupils' spiritual development are outstanding throughout the school and standards in moral, social and cultural development at the Foundation Stage are also outstanding. Standards in the moral, social and cultural development of KS2 pupils are good.
15. The behaviour of children and pupils in class is outstanding and this creates a very good atmosphere for learning. They show respect for each other, their teachers and visitors.

Quality of education and training

The quality of teaching was evaluated as follows:

| Grade 1 | Grade2 | Grade 3 | Grade 4 | Grade 5 |
|---------|--------|---------|---------|---------|
| 0% | 77% | 23% | 0% | 0% |

16. These percentages are lower than the average percentages for the whole of Wales, as reported in the Annual Report of HMCI 2007-2008, which is that the quality of teaching is grade 2 or higher in 83% of lessons and grade 1 in 16% of lessons.
17. The good features of the teaching include:
 - lessons that have been planned carefully with clear, lively presentations, tasks that correspond to the needs of pupils of different ages and ability, and an effective feedback session at the end;
 - flexible planning at the Foundation Stage that allows pupils to make choices and decisions and to take some responsibility for their learning;
 - encouraging pupils to think and discover, and to solve problems for themselves.
18. In the lessons where there are shortcomings in teaching:
 - expectations are not high enough for the most able pupils;
 - too much direction by teachers and assistants limits the opportunities for pupils to plan and organise their own work.
19. Methods of assessing the progress and achievement of Foundation Stage children are good. At KS2, teachers assess pupils' achievements and progress fairly, accurately and regularly in Welsh and English, science and mathematics. The school does not assess progress and achievement in the other subjects of the National Curriculum and religious education in sufficient detail or often enough in order to influence the process of planning and improving progress.
20. The curriculum meets the needs of the range of pupils in school. The schemes of work meet the statutory requirements and promote access and equality of opportunity for everyone throughout the school.

21. The provision for the Foundation Stage and the way the school extends and promotes learning experiences through activities off site are good.
22. Revised schemes for the requirements of the Revised Curriculum of 2008 ensure effective provision for most of the study programmes but there are clear gaps in the provision for geography, and curricular planning does not give sufficient consideration to ensuring progression and continuity in experiences and teaching and learning methods from the Foundation Stage to KS2.
23. The school's provision for promoting the moral, social and cultural development of pupils is good. The provision for pupils' spiritual development is outstanding.
24. The school promotes the welfare of pupils well. By being part of the Healthy Schools scheme, the school raises pupils' awareness of the principles of healthy living and consistently emphasises fitness and health.
25. The school's provision for pupils with SEN is good and conforms fully to the Code of Practice.
26. As part of the moral, social and cultural development of all pupils, the school effectively promotes racial equality and a good relationship between people from different racial groups. The school's systems for child protection are appropriate.
27. The school has a Disability Equality scheme and an appropriate action plan.

Leadership and management

28. The head teacher's high expectations with regard to values has been crucial in promoting high standards in attitudes, values and behaviour. He has also been very supportive in the development of the Foundation Stage. The school has agreed aims and values that are reflected in the quality of school life.
29. The full-time teacher understands her responsibilities and fulfils them well. Curricular responsibilities have also been allocated to the two part-time teachers. Subject responsibilities correspond well to the expertise and interests of teachers but there is no system for ensuring consistency in these responsibilities and the co-ordination of geography at KS2 has not ensured that standards are adequate.
30. The governing body is very supportive of the school and is eager to protect it. However, it does not have a detailed system for monitoring the school's curriculum through first hand evidence.
31. Although there are some strengths in the school's self-evaluation process, it has not been formalised sufficiently, nor is it based sufficiently on direct evidence arising from lesson observation and looking at pupils' work.

32. The school has responded well to some of the key issues from the previous inspection. Standards in information technology (IT) and physical education at KS2 have improved and aspects of the Foundation Stage corresponding to KS1 subjects have also improved. However, standards in geography at KS2 have deteriorated and there are aspects of teaching and assessment that require attention this time also.
33. All members of staff contribute well to the school's work.
34. Although the building is old and small, the school is well maintained and the standard of cleanliness is high.
35. The school is expensive to maintain. As it receives Foundation Stage project money, the funds has until now been sufficient to ensure that the school is financially viable.
36. The school provides value for the money allocated or received from other sources because of the general standards achieved in class, the quality of teaching, the attention given to developing pupils' bilingual skills and the good support provided for them.

Recommendations

In order for the school to improve, it needs to:

- R1 Maintain the good standards and raise standards in geography* and in the learning skills of KS2 pupils;
- R2 Improve the quality of teaching by paying attention to the shortcomings identified;
- R3 Improve assessment procedures at KS2* and develop the role of pupils as they evaluate their work;
- R4 Ensure better balance and progression in the KS2* curriculum, ensuring that the schemes provide more specifically for pupils' the learning skills;
- R5 Improve school leadership, including further development of the role of subject co-ordinators* and the governors* and
- R6 Ensure that self-evaluation in the school is based on direct evidence.

The school has identified the recommendations noted with * in its documentation.

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 3: Good features outweigh shortcomings.

37. This grade does not correspond to the grade awarded by the school to itself in its self-evaluation document. Although standards are good at the Foundation Phase and in three of the four subjects inspected at KS2, there are shortcomings in important areas in geography at KS2, and this is reflected in the grade awarded by the inspection team to this key question.
38. The table below summarises the percentage grades awarded for the standards achieved by pupils in the subjects and phases inspected

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 0% | 90% | 10% | 0% | 0% |

39. This means that the standards of achievement in this school are comparable in general with those for primary schools, as reported in the Annual Report of HMCI for primary schools in 2007-2008, where standards are good or better (grades 1 and 2) in 84% of lessons and outstanding (grade 1) in 12% of lessons.

Grades for standards in the subjects and areas inspected

a) Areas of experience at the Foundation Phase

| Area of experience | Grade |
|---|-------|
| Personal and social development, welfare and cultural diversity | 1 |
| Language, literacy and communication skills | 2 |
| Mathematical development | 2 |
| Knowledge and understanding of the world | 1 |
| Physical development | 2 |
| Creative development | 2 |

b) Summary of standards at the Foundation Phase and KS2 standards

| Area inspected | Grade |
|--|-------|
| The Foundation Phase as a whole | 2 |
| Geography (KS2) | 4 |
| Information and communication technology (KS2) | 2 |
| Physical education (KS2) | 2 |
| Science (KS2) | 2 |

40. The general quality of the educational provision for children in the Foundation Stage is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Stage.
41. As the number of pupils in each school year is very small, it is not appropriate to compare the statistics of pupils' attainment in this school with the attainment of other pupils in schools in the county or in the whole of Wales or with schools that are comparable on the basis of similar free school meals entitlement. Teacher assessments for pupils at the Foundation Phase are not recorded and there have been only a small number of pupils in Y6 between 2006 and 2008. When results over a number of years are collated, the only conclusions that can be drawn are that no pupil at the end of Y6 has reached level 5 in any one of the subjects over that period. However, the school's pupils reach the targets the school sets for them and achieve sufficiently well to move on to the next stage of their education.
42. Standards in key skills are good throughout the school. Standards are good in reading, listening and writing Welsh (and in both languages at KS2) and good features outweigh shortcomings in oral work in both Welsh and English at KS2 and in Welsh in the Foundation Phase. (English is not taught formally in the Foundation Phase). A good number of pupils, especially at KS2, are shy when speaking in public although they express their opinions clearly. Pupils in the Foundation Phase and KS2 listen well to each other and to their teachers. They read well aloud and they have a good understanding of what they read. They can gather information well. They write accurately and extensively across the subjects.
43. Standards are also good in numeracy and information and communication technology across the curriculum. They measure and count well. They can present information in electronic format well and control the movements of computing devices well. Standards in pupils' bilingual and creative skills are also good. They are good at using both Welsh and English and switching as appropriate from one to the other, in oral and reading work.
44. Pupils' appreciation of the *Cwricwlwm Cymreig* is good. Standards in creative work are good in art and music.
45. Boys and girls achieve as well as each other in class. Usually pupils, including pupils with SEN, achieve well although the older pupils in class or those who are 'more able and talented' do not always reach their full potential.
46. Foundation Stage pupils make good progress in their knowledge, understanding and new skills, whatever their social, ethnic or linguistic background. Good features outweigh shortcomings in the progress made by KS2 pupils.
47. Pupils have some awareness of their levels of achievement in subjects. At times they receive targets to improve their work although these are uneven in nature and consistency within and across subjects. Pupils have started to set their own personal targets, although this practice is not fully consistent. Their progress compares well with their potential and the targets set for them.

48. A good number of strengths are to be seen in the personal, social and creative development of children and pupils. Usually, they concentrate well, persevere and work hard. Pupils at the Foundation Stage develop a strong element of independence in their work from the early years onwards but this feature is not as evident at KS2. This is also true of the ability of KS2 pupils to co-operate effectively, solve problems and improve their own learning.
49. All pupils co-operate happily and cheerfully together and across the school they use their time effectively and take pleasure in discussing their experiences. They also socialise well.
50. The standards of children and pupils' spiritual development are outstanding throughout the school and the standards of moral, social and cultural development of Foundation Phase children are also outstanding; the standards of moral, social and cultural development of KS2 pupils are good. All pupils learn and adopt very important values that reflect the positive ethos of the school.
51. The behaviour of children and pupils in class is outstanding and this creates a very good learning environment. They show respect for each other, teachers and visitors.
52. School attendance levels across the last three full terms were approximately 95%. This compares well with the figures at national, local and similar schools levels, especially in such a small school where the absence of one child has a significant effect on statistics. Punctuality is good.
53. Children and pupils have a good awareness of equal opportunities issues and respect for people of different races, religions or linguistic background. They develop useful skills for living in their society and as preparation for the world of work, although the awareness of KS2 pupils of the world of work and entrepreneurship is not quite as 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

54. The findings of the inspection team correspond to the school's opinion in its self-evaluation report.

The quality of teaching was evaluated as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 0% | 77% | 23% | 0% | 0% |

55. These percentages are lower than the average percentages for the whole of Wales, as reported in the Annual Report of HMCI 2007-2008, which is that the quality of teaching is grade 2 or higher in 83% of lessons and grade 1 in 16% of lessons.
56. A good working relationship exists between pupils, teachers and assistants and it creates a suitable working environment throughout the school, which has a positive impact on pupils' attitudes to their tasks. Adults treat every pupil equally, whatever their race, nationality or disabilities.
57. Teachers have a good knowledge of the subjects they teach and they are familiar with recent developments in the world of education. Teachers have responded fully and effectively to the requirements when planning teaching sessions and other learning experiences for children at the Foundation Stage. At KS2, teaching methods have not been adapted sufficiently to fully meet the requirements of the 2008 revised curriculum.
58. The good features of the teaching include:
- effective use of assistants who work with pupils in class to help raise standards;
 - teachers and assistants taking advantage of every opportunity to develop the bilingual skills of pupils in a sensitive way;
 - lessons that have been planned carefully with a clear, lively presentation, tasks that correspond to the needs of pupils of different ages and abilities, together with an effective feedback session at the end;
 - flexible planning at the Foundation Stage that allows pupils to make choices and decisions and to take some responsibility for their learning;
 - effective use of praise;
 - encouraging pupils to think and discover, and solve problems for themselves;
 - effective questioning methods that ensure motivation and total commitment by pupils, and
 - good use of ICT software and of the interactive whiteboard to display, clarify and summarise.

59. In the lessons where there are shortcomings in teaching:
- expectations are not high enough for the most able pupils;
 - the teaching does not challenge pupils to think, nor does it ensure sufficient opportunity for them to discuss when solving problems;
 - the teaching methods do not ensure that pupils are aware of what they can do, what they need to do in order to improve and how to achieve this, and
 - too much direction by teachers and assistants limiting the opportunities for pupils to plan and organise their own work.
60. Good features outweigh shortcomings in the quality of assessment and recording pupils' achievements and progress throughout the school.
61. The methods for assessing the Foundation Phase children's progress and achievement are good. Staff undertake assessments continually in the six areas of learning, and summarise and record significant information in the child's personal file. Staff make effective use of the assessments when planning teaching and learning for the future. The assessment records transferred from the Foundation Stage to KS2 are clear and useful.
62. At KS2, teachers assess the achievements and progress of pupils fairly, accurately and regularly in Welsh, English, science and mathematics. The school does not assess progress and achievement in the other National Curriculum subjects in sufficient detail or often enough in order to influence the process of planning and improving progress.
63. Teachers make effective use of continuous assessments and the results of standard tests in Welsh, English and mathematics to set specific and realistic targets at whole school level. The system of setting individual targets for pupils is an aspect that is given increasing attention in school. To date, pupils do not have a sufficient role in the process of setting targets for themselves and the targets are not used to their full potential.
64. The discussions in meetings between primary schools in the catchment area and the secondary school to moderate and reconcile expectations in aspects of language strengthen teacher assessments at KS2 and KS3.
65. Teachers mark pupils' work regularly and, in some cases, constructive comments are given together with useful guidance on how to improve. The feedback provided for KS2 pupils does not encourage them to assess their own work and they do not take an active enough part in the process of planning and improving their progress.
66. Parents have an opportunity each term to discuss their children's progress. The quality of annual reports for parents is good and gives a detailed and accurate picture of pupils' achievements.

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

Grade 3: Good features outweigh shortcomings

67. The findings of the inspection team do not correspond with the school's judgement in its self-evaluation report. Although the provision for the Foundation Stage and the way the school enhances and promotes the learning experiences well through activities off site, shortcomings in the quality of planning of the teaching and learning at KS2 impair standards.
68. The school has been part of a WAG pilot scheme for presenting the Foundation Phase to children between three and seven years of age. The quality of planning for these children is good. The curricular provision is broad and balanced, providing abundant experiences in each of the six areas of learning. The progression and continuity in the curriculum ensures that each child can take advantage of the experiences and opportunities planned, both in the school building and outside. Many of the experiences provided lead naturally to the National Curriculum's programmes of study.
69. Schemes of work meet the statutory requirements and promote access and equal opportunity for all. In line with the expectations, the school is reviewing and adapting KS2 schemes gradually to correspond to the requirements of the 2008 Revised Curriculum. Revised schemes ensure effective provision for the majority of study programmes but there are clear gaps in the provision for geography and the curricular planning does not give enough consideration to ensuring progression and continuity of experiences and teaching and learning methods from the Foundation Stage to KS2.
70. Teachers throughout the school plan purposefully to develop pupils' key skills of literacy, numeracy and ICT. However, learning experiences at KS2 do not develop sufficiently important learning skills such as problem solving and working with others, creative skills and pupils' ability to improve their own learning and performance.
71. The quality of planning and the provision for promoting the bilingual development of pupils, through ensuring appropriate linguistic balance, is good. By means of a broad range of activities in the community and by studying the work of Welsh authors, poets, musicians and artists, the school succeeds well in raising pupils' awareness of the *Cwricwlwm Cymreig*.
72. Pupils' experiences are enhanced well through various activities, including provision outside of school hours and off site. A number of volunteers from the community and other visitors come to school to work with pupils and share experiences and expertise. The Football Club, Science Club and Urdd activities help to improve the standards of pupils' achievement and promote their personal and social development.
73. The school makes substantial use of local resources including a nearby marsh, Oriel Ynys Môn, the seaside, Pili Palas Centre and Caernarfon castle. Visits to these places enhance and enrich the curriculum well.

74. The school's provision for promoting the moral, social, and cultural development of pupils is good. Through a personal and social education programme that is clearly structured, pupils have valuable opportunities to discuss, ask questions and make decisions on a number of moral and social issues. The cultural development of pupils is promoted well by means of constant opportunities to study their own culture and other cultures in history, music, art and religious education, by visiting museums and art galleries, and by having visits from a theatre company.
75. The provision for the spiritual development of pupils is outstanding. Collective worship periods conform fully to the statutory requirements and provide outstanding opportunities for pupils to consider their own values and to think about spiritual and personal aspects.
76. Parents contribute well to the school's work by running after school clubs, helping to maintain the garden and supporting teachers on educational visits. The home/school agreement is effective and the school prospectus contains useful information and meets the statutory requirements.
77. The school undertakes worthwhile visits to the community and invites members of the community to all the school's social activities. '*Cyfeillion Tŷ Mawr*' (The Friends of Tŷ Mawr) is hardworking and enthusiastic, undertaking various activities and contributing financially towards buying additional resources for the school.
78. Good links have been established with other schools in the catchment area, including the secondary school to which the majority of pupils will transfer at the end of KS2. The head receives valuable support from members of '*Grŵp Ysgolion Bach Ynys Môn*' (The Anglesey Small Schools Group) and the teacher and assistant in the Foundation Stage share good practice, ideas and resources with members of the island's Foundation Phase Group.
79. The school has a number of links with local businesses but there is room for further development of this contribution to the curriculum at KS2.
80. By joining the Green Schools scheme and working towards the Bronze Award, the school has laid sound foundations for promoting sustainable development and global citizenship. The school acknowledges that there is room to develop this aspect further.
81. Although the school provides opportunities for KS2 pupils to sell goods in the School Show and to make decisions when spending money allocated to the School Council, pupils do not undertake a broad enough range of learning experiences that help them to develop skills such as problem solving and decision making.

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

Grade 2: Good features and no important shortcomings

82. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
83. The school has a congenial ethos and atmosphere, where there is an emphasis on gaining and showing respect for all. Teachers and support staff have a very good understanding of the needs of every pupil and the quality of care, support and guidance provided for pupils is good. Pupils are happy in school and feel they can turn to any member of staff for guidance or help.
84. The school works in close partnership with parents and considers their opinion at all times. Parents appreciate the regular information they are given about school activities and arrangements, and they are very willing in their support. Their contribution to school activities and everyday life helps to raise standards and improves the educational provision for pupils. In the pre-inspection meeting and in their responses to the questionnaire, all of the parents state they are pleased with the support and guidance their children receive, and with the way the school responds to their concerns.
85. The School Council, which meets regularly, operates effectively and provides valuable opportunities for pupils to discuss, express opinions and come to decisions about some aspects of their life in school.
86. Effective systems have been established to ensure that children under five settle quickly in school. These include sharing information through the school prospectus, meeting with the parents and an opportunity for children to spend a morning in school during the previous term. The positive ethos in the school together with the care and support systems that are provided ensure that pupils who transfer from other schools also settle in with ease.
87. The school's personal and social education programme, which has been carefully planned and structured, provides personal support and guidance of good quality for pupils. The school makes effective use of external agencies and specialist services to provide support and guidance as required.
88. The school monitors standards of attendance and punctuality consistently and effectively. Sound policies and procedures are in place for promoting good behaviour.
89. By being part of the Healthy Schools scheme, the school raises pupils' awareness of the principles of healthy living and consistently emphasises the promotion of fitness and health. A fruit shop is available during break times and pupils are encouraged to drink water during the day. Pupils' fitness is promoted appropriately by a range of physical activities such as the football club, Dragon Sports club, and the Urdd swimming and sports competitions.

90. The school has good procedures to ensure the safety and welfare of pupils and adults. Careful attention has been given to several health and safety issues on the site and an appropriate risk assessment is undertaken for activities and visits. The school responds quickly to any issue that raises concern.
91. The head teacher is the designated person for child protection and a member of the Governing Body also has responsibility. Arrangements meet current requirements. All members of staff have a good awareness and understanding of the procedures and the way to respond if a case were to occur.
92. The school's provision for pupils with SEN is good and conforms fully to the Code of Practice. The member of the Governing Body with responsibility for SEN has a very good awareness of the role, of the current situation in school and of the provision that is offered.
93. Through detailed and careful assessments at the Foundation Phase, the needs of individuals are identified at an early stage and the teachers act at once to provide purposeful support for them. The school makes full and effective use of the service and support of external agencies.
94. An Individual Play Plan (IPP) is prepared for children at the Foundation Phase and an Individual Education Plan (IEP) for KS2 pupils. These plans contain appropriate learning targets and detailed strategies that correspond well to individual pupil needs. Each relevant member of staff and pupils' parents participate in the process of reviewing and updating the IPP and IEP each term.
95. Pupils with SEN are given good support in terms of additional attention by teachers in class, and individual attention weekly by an assistant. Pupils with SEN integrate easily into school life and work and have full access to the curriculum.
96. The school has effective procedures for responding to troublesome behaviour. The integration assistant has had training in managing behaviour, has shared the principles with other members of staff and has implemented them. The support provided ensures that all pupils have the opportunity to learn effectively, without disruption.
97. The school recognises the diversity of pupils' backgrounds well and responds sensitively and in detail to their needs, ensuring equal opportunity for every individual. Boys and girls have the same opportunities and experiences in lessons and in activities outside of school hours.
98. As part of the moral, social and cultural development of every pupil, the school effectively promotes racial equality and good relationships between people from different racial groups.
99. The school has an appropriate Disability Equality Scheme and an appropriate action plan. Although there are no pupils with physical disability in school at the moment, staff and governors are fully aware of their responsibility to integrate disabled pupils, ensuring that they are treated no less favourably than anyone else.

Leadership and management

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

Grade 3: Good features outweigh shortcomings.

100. The findings of the inspection team do not correspond to the school's findings in its self-evaluation report. Although there are a number of strengths in the school's leadership, the roles of the subject co-ordinators and governors have not been developed sufficiently.
101. The head's high expectations as regards values have been crucial in promoting high standards in attitudes, values and behaviour. The head has also been very supportive of the development of the Foundation Stage. It is easy for pupils and parents to talk to him and is good at supporting the staff who work with him and he appreciates them.
102. The school has agreed aims and values that are reflected in the quality of school life. They ensure that pupils develop to be full members of their school community and of the wider village community. An essential aspect of this development is promoting the pupils' sense of being Welsh, in language and culture.
103. The full-time teacher understands her responsibilities and fulfils them well. Curricular responsibilities have also been allocated to two part-time teachers who cover lessons as part of the planning, preparing and assessment (PPA) scheme and to release the head teacher to fulfil his managerial role. The subject responsibilities correspond well to the teachers' expertise and interests but the school does not have a formal procedure for ensuring consistency in these responsibilities and the co-ordination of geography at KS2 has not ensured that standards are good enough.
104. All members of staff have job descriptions that are up-to-date and appropriate. Every adult is aware of the expectations of them.
105. The school day is organised effectively and efficiently. There are clear systems for PPA time, which make good use of teachers' expertise.
106. The school has a series of policies and managerial documents that provide guidance of an acceptable quality. Statutory policies are in place and are implemented. However, the system for updating those policies that define the school's vision is not adequate.
107. The school development plan (SDP) identifies school priorities and gives appropriate attention to a number of national priorities such as the Foundation Phase and bilingualism. However, the response to other priorities such as developing sustainable education and entrepreneurship is still being developed.
108. The SDP has clear targets and criteria for success, and also identifies who is responsible for achieving them.

109. Performance management procedures are effective. Targets are set for teachers in order to improve the quality of provision. Teachers attend relevant courses.
110. Although the effect of analysing pupils' assessments at the end of key stages is limited, as the pupil numbers in each school year are so small, the school does this regularly in order to try and raise standards.
111. The governing body is very supportive of the school and is eager to protect it. However, its methods of monitoring the school curriculum at first hand are very elementary. Many of the governors have expertise that could be used more clearly to the school's advantage. The body looks carefully at budgetary issues. The governors meet the statutory requirements but their process of updating school policies is slow.

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

Grade 3: Good features outweigh shortcomings

112. The findings of the inspection team do not correspond to the school's judgement in its self-evaluation report. Although there are some strengths in the self-evaluation process, it has not been formalised sufficiently, nor has it been based sufficiently on evidence arising from lesson observation, and looking at pupils' work.
113. The inspectors have awarded a lower grade than the school in five of the key questions, that is key questions one, three, five, six and seven, but they have agreed with the grades awarded by the school in its self-evaluation report in the other two questions.
114. A self-evaluation document has been prepared for the inspection, following the Estyn framework. This is an honest document and the school identifies strengths and issues for development. There is no clear link between this document and the current SDP. However, the information gathered for the usual annual self-evaluation report feeds into the SDP priorities.
115. The school has responded well to some of the key issues identified in the previous inspection. Standards in IT and physical education at KS2 have improved and aspects of the Foundation Phase (corresponding to KS1 subjects identified as ones requiring improvement in standards) have also improved. However, standards in geography at KS2 have deteriorated and there are aspects of teaching and learning that require attention this time, also.
116. The head teacher and teachers know about the quality of teaching and learning. The school is small and they are aware of the attainments and achievements of individual pupils and, following annual assessments, know their strengths and what needs to be developed. However, there is very little formal lesson observation. As numbers vary from year to year, little use is made of data to raise standards. The advice of the UA link officer provides good support and helps them monitor and evaluate work in individual subjects. The moderation meetings of primary schools in the local secondary school's catchment area also help to level work appropriately in some subjects.
117. Statutory policies are in place but the programme of reviewing policies and schemes of work at KS2 is only just starting. Some opportunities have been taken to observe good practice in other schools.
118. The way the school consults with interested parties is good. Meetings of the governing body are crucial to this; the school provides a report on progress made on each of the priorities.
119. Parents' views about the school are sought although this has not been formalised sufficiently. In the pre-inspection meeting, parents were confident that the school pays appropriate attention to their comments.

120. The School Council is an important part of the self-evaluation process and members are happy to express opinions on aspects of school life. There is an opportunity for them to make suggestions about school facilities although they have not developed their role in suggesting the content or context of what they would like to learn.
121. Self-evaluation has led to some improvements in school provision and systems. There has been an improvement in the provision and standards of ICT. There has also been improvement in the levels of English spelling and pupils' awareness of the differences between spelling in Welsh and English. However, the school has not recognised or responded sufficiently to other shortcomings identified in the previous report, and specifically, to shortcomings in geography.

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

Grade 3: Good features outweigh shortcomings

122. The findings of the inspection team do not correspond to the school's findings in its self-evaluation report as there are some defects in the school buildings, some gaps in ICT resources and the school is reliant on special grants to ensure financial viability.
123. Staffing levels in school are high for the number of pupils and there are enough qualified teachers to support two separate classes. The teaching assistant makes a good contribution to the school's success as she supports teachers and pupils. The SEN assistant also works effectively. They, together with other members of the ancillary staff, make a very valuable contribution to the school's work.
124. Teachers receive their statutory time for PPA time and make good use of that time to promote the school's curricular priorities. Workforce remodelling has taken place but as there is no deputy in this school, nor an allowance holder, no changes were needed.
125. There are appropriate procedures for staff development. As the school was a pilot school for the Foundation Phase, the teacher of this phase received considerable support from the authority and others. The school has good links with the officers of the authority as well as the local advisory team.
126. The school has sufficient resources of good quality to teach all subjects. There is a good supply of computers and of fiction and factual books in both languages and the school makes good use of local and community resources. Although there is a good supply of recent computers and supplementary equipment, there are not quite enough computers to ensure that pupils do not have to share. Not all classrooms have an interactive whiteboard.
127. Although the building is old and small, the school is maintained well and standards of cleanliness are high. A large room has been adapted well for the purposes of the Foundation Phase. In it, interesting areas have been created for activities and there is enough space for the number of pupils in the class. However, there is no easy, direct access from the room to the area outside. The area in the middle of the school, where the computers and interactive whiteboard are located, is also very small, especially for the number of pupils at KS2. Space is also limited for members of staff and for storage in the main building and there is no designated hall or refectory, apart from a classroom.
128. The KS2 class is located in a large mobile classroom. The school has no hall and therefore, it uses part of this room as a hall and for aspects of physical education. This mobile classroom has not been decorated to the same standard as the main building.

129. As school buildings are on the one level, it is possible for a disabled person in a wheelchair to gain access to the main building. Outside, the school has created a special, attractive area for the Foundation Phase. There is a pleasant garden and considerable work has taken place in developing an open air classroom but the location of the sewage tank limits this development. The school has a large, good quality playing field.
130. Managers provide detailed attention to any issue pertaining to buildings that causes concern. School buildings are maintained in a neat and effective way.
131. Governors keep a sharp eye on school expenditure and as a result, consideration has been given to curtailing staff costs. Sums raised locally and the Foundation Phase project money supplement the county allocation. Governors ensure money is available for the SDP's priorities. The school keeps within its budget and it is expected that there will be sums in reserve at the end of the financial year, which will be within the norms recommended by the Audit Commission and the WAG. However, careful decisions have had to be made on priorities for expenditure.
132. The school is expensive to run. The cost per pupil is higher than the county per capita average. The money received from the county allocation is not sufficient to make the school, as it is, viable. As it receives project money for the Foundation Phase, to date, there has been enough money to ensure the school is financially viable.
133. Within the devolved budget, and including resources raised from other sources, the school makes good use of staffing and appropriate use of the building and resources. The school provides value for money because of the general standards achieved in class, the quality of teaching, the attention given to developing the bilingual skills of pupils and the good support and leadership provided for them.

Standards achieved in subjects and areas of learning

Foundation Phase

Personal and social development, welfare and cultural diversity

Grade 1: good with outstanding features

Outstanding features

134. The progress all children at the Foundation Phase make in their personal and social development is outstanding. Every one of them contributes confidently in 'circle time' sessions, expressing and conveying different feelings and emotions freely. They appreciate friends, and praise and celebrate each other's successes. They are caring and considerate for other children, showing very good awareness and understanding of how their actions can affect the feelings of children and other people.
135. Children of all ages make outstanding progress towards becoming independent thinkers and learners. They choose play activities spontaneously and venture and experiment confidently in their environment, both inside and outside. They concentrate and persevere for increasing periods when co-operating to try and solve problems.

Good features

136. Children develop a good understanding of the school expectations with regard to behaviour, and they understand and respect class rules. They have a good understanding of what is fair and unfair, and are willing to compromise when playing.
137. They develop a positive self image and a good understanding of their own Welsh identity. They have a sound awareness of different cultures and of the beliefs of other people.
138. When working in and caring for the garden, and investigating the creatures and plants on the school land and in the local vicinity, children begin to understand the importance of the environment and how they can protect it in their everyday life.
139. Children develop a good awareness of the fact that physical exercise and hygiene, and the right kinds of food and drink, are important in order to have a healthy body.

Shortcomings

There are no important shortcomings.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

140. Children across the Foundation Phase listen intently to stories and instructions, responding appropriately and effectively by concentrating and paying increasing attention. Children who are Welsh learners make good progress in speaking, reading and writing the language. By Y1 and Y2, children recognise and can explain some variations in dialect.
141. The majority of the children speak confidently, expressing themselves clearly by organising what they say and choosing words purposefully when discussing their play activities as individuals and in groups. The eldest children ask and answer questions, and discuss their work easily when providing feedback at the end of a session.
142. Nursery and reception children show an enthusiastic interest in books and recite stories and explain events confidently when looking at pictures. They recognise some words and sentences and discuss characters, describing their feelings and emotions. By Y1 and Y2, the majority of children read simple books fluently and independently, enjoying their contents.
143. All Foundation Phase children make good progress in writing skills. Nursery and reception children enjoy experimenting in making marks, using a variety of media, and they all understand that written symbols have sound and meaning. Y1 children write words and simple sentences independently and by Y2, they write interesting and extended stories in an organised way and with increasing accuracy.

Shortcomings

There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

144. Throughout the Foundation Phase, children use and apply mathematics in a broad range of oral, practical and play activities, both inside school and outside. They make good progress in their use and understanding of mathematical language when discussing their work regularly with adults.
145. Reception age children use the names of numbers accurately, linking the symbol with the sound easily when distributing and sorting small toys into sets of different sizes. By Y1 and Y2, children can respond well to mental arithmetic questions, counting forwards and backwards, and in steps, and beginning to understand the relationship between adding and subtracting, multiplying and dividing. They investigate number patterns confidently and record their work in pictures in an organised way orally and in written form.

146. From an early age, children use and develop a good understanding of measurements by direct observation in play activities. They show a sound understanding of the work when filling and emptying containers in the sand and water tub, and comparing the length and height of different objects. By Y1 and Y2, the majority of the children make effective use of standard metric units when measuring length, temperature and time. Through relevant role play activities, children develop an increasing awareness of the value of money and the use made of it.
147. The knowledge and understanding of reception age children of the names and characteristics of familiar shapes in their environment are good. By Y1 and Y2, they begin to use their knowledge about shapes, location and movement effectively when creating a symmetrical picture of a butterfly, and when giving simple instructions to a programmable toy.
148. Throughout the Foundation Phase, children make progress in their ability to gather, represent and interpret data. Reception age children sort and distribute objects in sets according to specific criteria. By Y1 and Y2, they gather data about the weather over a period of time and about the favourite colour of children in class, and draw diagrams and simple graphs to represent and interpret the data.

Shortcomings

There are no important shortcomings.

Knowledge and understanding of the world

Grade 1: Good with outstanding features

Outstanding features

149. Children of all ages are inquisitive about the world around them and make full use of their senses when investigating, inquiring, experimenting, asking questions and endeavouring to find answers.
150. The children's observation skills are outstanding. By working regularly in the school garden and making constant use of the land around them, they are all able to name and describe the features of a broad range of animals and plants. They observe the differences between different animals and plants, understand the conditions required for growth, and recognise the effects different kinds of weather have on them.
151. The children's knowledge about the location and the features of their local area is outstanding. They can all discuss fluently and confidently their visit to a nearby marsh, describing in detail the natural features of the area, the animals living there and rules for protecting the environment. They draw and make skilful use of simple maps to show the journey from school to the marsh, and to show the location of other familiar places on Anglesey.

Good features

152. Children understand and describe in detail the similarities and differences between their own area and areas in different parts of the world. They describe in detail the way of life in Iceland and in a village in Ghana, comparing intelligently with the features of life in Wales.
153. Throughout the Foundation Phase, children make good progress in their ability to place events in sequence and to recognise changes caused by the passing of time. Following visits to Oriel Môn and Bwthyn Swtan, they know well about some differences between different periods in the past, comparing them with their lives today.
154. The children's knowledge and understanding of common materials are good. By investigating what happens as ice melts and undertaking cooking activities and playing with dough, children come to understand that some materials change shape as they are stretched, squeezed, folded, heated or cooled.

Shortcomings

There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

155. Throughout the Foundation Phase, children make widespread and consistent use of a good range of equipment for physical play both inside the school and outside. They make good progress in their ability to handle large toys, guiding, pedalling and controlling them confidently and making effective and safe use of the empty space available.
156. Children show confidence and increasing control in using pencils, paintbrushes and scissors, and when handling and controlling equipment, such as the computer 'mouse', digital camera and programmable toy.
157. Children understand the need to warm up the body before exercise and do so energetically, showing good control when walking, running, jogging, skipping and changing direction. When devising games and practising playing them, Y1 and Y2 children throw and catch a ball skilfully, making effective use of empty space and they understand and respect simple rules.
158. Children have a good awareness of the importance of health, fitness and safety. They begin to recognise and describe simply the effect physical exercise has on their bodies, and are aware of dangers and issues of safety in their environment.

Shortcomings

There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

159. Throughout the Foundation Phase, children develop their imagination and creativity continuously in a broad range of activities, both inside and outside.
160. In art, craft and design activities, they examine a variety of techniques and materials, investigating and making choices confidently. When painting a picture of a butterfly, they show good understanding of pattern, shape and form, and of how to combine and mix colours to create effect. They work confidently and independently when creating an imaginary animal, using fruit and vegetables. They plan carefully, reconsidering and adapting as necessary when designing T shirts. Every finished T shirt is of good quality, is unique and shows creativity and a lively imagination.
161. The musical skills of children develop well as they examine and experiment with a range of sources to produce and organise different kinds of sound. All the children know by heart a good number of songs, nursery rhymes and hymns, singing them melodiously with enthusiasm and enjoyment.
162. Children experiment with a good range of music and dances from Wales and from other cultures and traditions, such as Africa, China and India. They all respond enthusiastically and imaginatively to different stimuli, including stories, pictures, poems and music.

Shortcomings

There are no important shortcomings.

| |
|----------------|
| Science |
|----------------|

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

Good features

163. The knowledge and understanding of nearly all pupils about different areas of science are good. They have a good knowledge about the earth and elements of the universe. Following work on animals and plants, they have a good understanding of life processes.
164. All pupils understand the need for a fair test and they work according to that principle. The majority of pupils know how things change under the effect of heat and understand the principles of friction.
165. Pupils are skilful in planning and describing their investigations. Nearly all can investigate successfully to solve scientific problems. The ability of the majority of pupils to predict is good. They come to fair conclusions based on their findings.
166. Pupils have detailed scientific knowledge about light, electricity, life processes and the nature of materials. All the pupils know about electrical circuits and the older pupils know about more complex circuits.

Shortcomings

167. There are no important shortcomings but the older pupils do not always plan their investigations independently enough.

Information technology

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

Good features

168. The majority of pupils make good use of the Web to gather and organise information in a variety of projects and subjects across the curriculum.
169. Nearly all pupils can cut and paste material from the Web confidently to produce documents and multimedia presentations for a variety of different purposes and audiences. The great majority realise that content needs to be adapted for the audience and, by Y5 and Y6, a good number of pupils do so successfully.
170. Pupils can use simulation programs more and more confidently. When using LOGO, they predict how changing the variables would affect shapes created by the screen turtle.
171. All pupils can select and gather appropriate information and feed it into graph programs and databases; all pupils can also make complex interrogations when handling data. Older pupils can create their own database and interrogate it in detail. Pupils can use a database well for modelling.
172. A good number of Y6 pupils have a good awareness of the advantages and disadvantages that come from using computers in society.

Shortcomings

173. There are no important shortcomings but some pupils do not always present their information in the most attractive way for their audience.

Geography

Key Stage 2: Grade 4 Some good features but shortcomings in important areas

Good features

174. All pupils have a good knowledge about their local area, Anglesey and Wales. They also know about neighbouring countries in Europe.
175. They have a good idea about causes and factors pertaining to the weather, and they can create and interpret weather maps.
176. The majority of pupils handle maps confidently; they know there are different kinds of ways of showing the earth, for example by map, atlas or globe and they can name the features of these different methods.

Shortcomings

177. Pupils do not make the expected progress in knowledge, skills and understanding of geographical concepts between Y3 and Y6.
178. The majority of pupils have difficulty in recalling geographical facts, for example about a corresponding country.
179. Pupils' understanding of physical and human features is elementary.
180. Pupils' knowledge about environmental issues within geography is limited.
181. Pupils undertake very little original geographical investigation.

Physical education

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

Good features

182. KS2 pupils take part in physical activities which benefit their health, fitness and welfare. They all understand well the need to warm up the muscles before exercise and how exercise affects the body. The school's Football Club, the Dragon Sports Club and various competitions in the Urdd contribute well to the general fitness and health of pupils.
183. When taking part in adventure activities, based on problem solving, all pupils work hard physically and succeed well in overcoming challenges with a partner. They read a map and follow instructions accurately, showing a good awareness of their own safety and that of other people.
184. All pupils work enthusiastically when developing skills in throwing and catching a ball in competitive activities. They make good use of these skills in simple games and show good progress in throwing, catching and hitting the ball, and when running and throwing the ball accurately. They strive consistently to improve their performance and clear progress is seen in their physical skills during the lesson.
185. Pupils co-operate well with others, respecting the conventions of fair play.

Shortcomings

186. KS2 pupils do not appraise their own performance and the performances of others often enough in order to improve and make progress.

School's response to the inspection

As head, staff and governors of Ysgol Gynradd Tŷ Mawr, we feel we have received an inspection that is fair, thorough and very constructive in the comments and recommendations offered to us as a school.

We feel the inspection team has worked in a professional and congenial way, being supportive and constructive when observing lessons and when interviewing staff during the inspection. We feel that the inspection team has come to know the school. Attention and respect was given to the school's self-evaluation report, and it is good to note that the team has based many of the observations on the content of that report. The head as nominee had an integral role in the process, with the opportunity to provide comments and additional evidence for the team during the inspection.

We are very proud of our successes, particularly where the report reflects the commitment and hard work the school has shown in developing and piloting the Foundation Phase.

The inspection has set us a challenge as a school to maintain the standards and outstanding features identified, and to raise standards further. We shall now work on the recommendations, looking forward to responding to that challenge by developing the work we have already undertaken.

Appendix 1

Basic information about the school

| | |
|---------------------|-------------------------------------|
| Name of school | Ysgol Tŷ Mawr |
| School type | Primary |
| Age-range of pupils | 3 – 11 |
| Address of school | Capel Coch Llangefni Anglesey |
| Postcode | LL77 7UT |
| Telephone number | 01248 470 397 |

| | |
|---|--|
| Headteacher | Mr Richard Jones |
| Date of appointment | 1 st September, 2006 |
| Chair of governors/ Appropriate authority | Mr Martin Lewis/ Anglesey Unitary Authority Education Department Park Mount Glanhwfa Road Llangefni Anglesey LL77 7EY |
| Registered inspector | Gareth Wyn Roberts |
| Dates of inspection | 2 – 4 June, 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 | 0.5 | 5 | 4 | 2 | 1 | 6 | 2 | 7 | 25.5 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 2 | 2 | 2.4 |

| Staffing information | |
|--|-------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 12:1 |
| Pupil: adult (fte) ratio in nursery classes | - |
| Pupil: adult (fte) ratio in special classes | - |
| Average class size, excluding nursery and special classes | 13 |
| Teacher (fte): class ratio | 1.2:1 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--|------|------|----------------|
| Term | N | R | Rest of school |
| Spring 2009 | - | 94.4 | 94.6 |
| Autumn 2008 | - | 95.7 | 96.5 |
| Summer 2008 | 96.3 | 95.6 | 92.3 |

| | |
|--|------|
| Percentage of pupils entitled to free school meals | 11% |
| 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 | 1 |
| As the school is a Pilot School for the Foundation Phase, summary information is not included. | | |

National Curriculum Assessment Results End of key stage 2:

| | | |
|--|------------------------|---|
| National Curriculum Assessment KS2 Results 2008 | Number of pupils in Y6 | 1 |
| As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included | | |

Appendix 4

Evidence base of the inspection

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

These inspectors visited:

- 13 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;
- 7 responses to the parent questionnaire;
- a 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 question 1, 5, 6, 7, appendix, science, ICT and geography (KS2) |
| Mr Wil Owen Lay Inspector | Contribution to key questions 1, 3, 4 and 7 |
| Mrs Jean Marshall Team Inspector | Key question 2, 3, 4, Foundation Phase and physical education (KS2) |
| Mr Richard Jones School Nominee | Attendance at meetings, preparing documents and information |
| There was no peer assessor for the inspection of this school | |

Contractor: Cwmni Cynnal
Technology Unit
Bridge Street
LLANGFNI
Ynys Môn
LL77 7HL

Acknowledgements

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