



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on  
Amlwch C P School  
Pen-y-Bonc  
Amlwch  
Anglesey  
LL68 9DY**

**Date of inspection: February 2011**

**by**

**Alan Walters**

**for**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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## Context

Amlwch CP School is a natural bilingual primary school. It is situated on the outskirts of Amlwch and serves the town and local area.

Pupils attend the school from 3-11 years of age. There are 215 full time pupils on the school register including 42 part time nursery children.

English is the main language spoken at home.

Full time pupils enter the school at the start of the year following their fourth birthday. The school has pupils from a full range of ability and pupils starting school have varied levels of attainment. The local area is economically disadvantaged and part of the "Communities First" programme. 52 pupils are entitled to have free school meals. There are 49 pupils on the additional learning needs register (ALN) with 5 having statements of ALN.

The school was last inspected in February 2005. The present head teacher was appointed in April 2008.

The individual school budget per pupil for Amlwch CP School is £3,040 which compares with a maximum of £15,158 and a minimum of £2,685 for primary schools in Anglesey. The school has the 43th highest budget per pupil out of the 52 primary schools in Anglesey.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school is good because:

- the school ethos ensures that all pupils reach their potential;
- the standard of pupils` wellbeing is strong and contributes towards their social and life skills;
- teaching is good across the school;
- the care, support and guidance encourages pupils` involvement in their school and the wider community; and
- leadership and management are strong and a clear vision is shared with all the good partnerships that are involved in school life.

### Prospects for improvement

The school`s prospects for improvement are good because:

- through effective self evaluation procedures the school has clear targets for improvement;
- planning is strategic and developmental and focuses specifically on raising standards and improving provision;
- strong community partnerships help to raise standards and ensure that pupils have rich experiences; and
- there are strong leadership teams a with clear vision to ensure improvement.

## Recommendations

In order to improve, the school needs to:

- R1** continue to develop opportunities to raise pupils` literacy skills in Welsh;
- R2** maintain the good standards that are evident across the school;
- R3** continue to embed assessment for learning principles and practices across the school.

### What happens next?

The school will produce an action plan that shows how it will address the recommendations.

## Main findings

<b>Key Question 1: How good are outcomes?</b>
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<b>Good</b>
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### Standards: Good

The school has consistently been in the upper part of their FSM (Free Schools Meals) band and are just 0.2% below the 24% to 32% band. In their family of schools they have considerably higher FSM numbers than the other family members. These factors need to be taken into consideration when comparing data. When the data is less favourable there are reasonable factors that need to be considered, including pupils with additional learning needs and late comers into the education system.

The basic skills of the majority of pupils on starting school are below Local Authority levels consistently since 2005. However, they make good progress whilst in school and reach the outcomes relevant to their set targets by the end of the Foundation Phase.

In key stage 1(KS1) although the core subject indicator for 2010 was 67.7% and below the family, LA and Wales averages, 34.5% of the pupils were on the school Additional Learning Needs (ALN) register which is higher than the LA averages. Over the last three years the pupils have not performed as well in Welsh and English and better in Mathematics and Science. However, all the pupils had made good progress

against their set targets and baseline assessments. Again pupils gained Level 3 which are the higher attainment levels in science and mathematics.

In Key Stage 2 (KS2) pupils performed better in 2010 than during the previous two years in English, Welsh and Science. 90.3% of pupils attained level 4 in science whilst Mathematics showed similar levels as previous years. Higher levels (Level5) were achieved in English, mathematics and science.

When tracking pupil progress from baseline assessments most pupils show good progress as they move through the school.

The difference in performance between boys and girls does not show a consistent pattern and the factors that have an impact annually are the numbers on the ALN register for that cohort.

Most of the pupils have secure communication skills. They listen intently, speak clearly and read with confidence and generally write extensively and consistently in other subjects across the curriculum. The use of numeracy skills across the curriculum are developing appropriately for most of the pupils. Most pupils have appropriate computer and technology skills and most pupils across the school develop appropriate wider skills, especially as independent learners.

All pupils make good progress with their Welsh language skills

### **Wellbeing: Good**

All pupils have a good awareness of health matters and they achieve well in their personal, social and cultural development. Nearly all feel safe in school and know how they can keep healthy. They enjoy physically active pursuits especially in the outdoor areas.

Pupils are highly engaged and motivated and this has a positive effect on the school ethos. All pupils are courteous and respond with respect to adults.

The attendance average, around 93.5% is above the national average and all pupils are punctual. Members of the school council and the eco committee take a leading and active role in making decisions that have a positive effect on the life of the school.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The school plans successful and stimulating learning experiences that engage the interests of pupils across the school. On the whole, curriculum planning is good. The curriculum meets the needs of specific groups and individuals well.

The provision for ensuring that pupils acquire literacy, communication, numeracy and ICT skills is clear and evident in the daily life of the school. The provision for ICT skills is embedded well in pupils` experiences across the curriculum.

The school ensures that provision is effective in developing pupils` understanding of the need to care for the varied, sustainable environment and world in which they live. Collective worship is used appropriately to highlight matters relating to fairness and inequality.

The provision for developing the Welsh language and the Welsh dimension is well developed throughout the school and enable pupils to make good progress.

Enrichment opportunities are varied and there is a high take up by pupils.

### **Teaching: Good**

Teaching is good and resources are used effectively to support pupils` learning. Sensible questioning extends pupils` understanding within a positive learning environment. Teachers and other adults have good subject knowledge and they have high expectations of all pupils.

All of the teaching staff, including the support staff, are good language models and use behaviour strategies appropriately to keep nearly all pupils on task. The staff establish good working relationships that fosters learning.

Sensitive and sensible feedback from teachers enables pupils to know how well they are doing. Marking of pupils` work is less consistent and in some cases does not always show clearly what pupils need to do to improve their work.

Assessment for learning strategies play an obvious role in the school. Although feedback enables pupils to assess the performance of their peers well, it does not always develop pupils` ability to assess and improve their own performance.

Pupils` progress is tracked effectively across the school in order to meet the learning needs of pupils.

Reports to parents conform to statutory requirements with appropriate information in place. Parents and carers feel that they receive good information about their children`s achievements, wellbeing and development.

### **Care, support and guidance: Good**

The school promotes pupils` spiritual, moral, social and cultural development very successfully. The effective morning assembly supports the school values of *listening, working, caring, honesty and smiling*. Very good information about the life of the school is available for pupils and parents that include the school prospectus, regular circulars, the annual governors` report and website.

Induction arrangements for new pupils are clear and the thorough transfer arrangements to secondary education are well established. The imaginative and organised provision for wellbeing and the advantages of healthy living are clearly promoted within the curriculum. National initiatives like the Foundation Phase and the

development of healthy lifestyles are strongly encouraged and supported. Projects such as the garden that has received a national award supports pupil achievement.

The school has appropriate policies and procedures for safeguarding that fully meet safeguarding regulations. The school has effective procedures and systems for identifying pupils who need additional support with their work. Purposeful after school clubs are effective in developing pupils` social skills

There is planned provision for every pupil with additional learning needs. The support is effectively co-ordinated and there are good links with specialist external agencies.

Parents and carers are well informed and individual education plans are evaluated and updated regularly. The reporting procedures for additional learning needs meet statutory requirements.

### **Learning environment: Good**

The school ensures equal opportunities for all pupils and is a wholly inclusive community. The curriculum is highly accessible to all regardless of gender, race or religion and the school fulfils its statutory duties.

The school uses its accommodation effectively to provide a stimulating learning environment to support teaching and learning and the school buildings and grounds are very well maintained. An ample supply of good quality resources is well matched to pupils` learning needs. Full use is made of available resources within the community to support and enrich the curriculum.

<b>Key Question 3: How good are leadership and management?</b>
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<b>Good</b>
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### **Leadership: Good**

All staff share a common vision, values and purpose. The head teacher leads well and is effectively supported by an experienced management team. Leaders communicate high expectations for securing improvement and challenge staff positively to good effect.

Pupils and staff feel valued and all have specific responsibilities to develop the school as a working community. This has a good effect on the ethos of the school. The focus of the strategic planning is on improving the school by raising standards further.

Governors undertake their roles and responsibilities conscientiously and they have a strong interest in the day to day life of the school and challenge the school as a critical friend. Policies and initiatives, including those that meet local and national priorities are implemented consistently

### **Improving quality: Good**

The school has good planning for improvement based on a strong foundation of strategic planning over time. Managers and leaders have a good understanding of the school's strengths and weaknesses and this helps to ensure good standards and provision.

Performance data is consistently used to monitor progress and plan for improving standards. The school regularly seeks the views of pupils, parents/carers and the broader community.

Staff have been involved in a good range of training and development opportunities. These include working in partnership with other schools and partners. The school has a good track record of maintaining or improving standards and provision. Good progress has been made since the last inspection.

### **Partnership working: Excellent**

Partnerships with parents, the community, local business and others have an excellent effect upon educational and wellbeing standards. Transfer arrangements agreed by the feeder schools and the secondary school enable older pupils to be appropriately prepared for the next stage in their education.

Staff focus very well on joint planning and building capacity for continuous improvement.

Visits to the community and visitors from the community make a positive contribution to enriching pupils' experiences. This is a significant strength. Pupils' understanding of other cultures is developed well through international links, links with other schools and appropriate charities.

### **Resource management: Good**

Staffing and financial resources are deployed effectively to support learning improvement. Teachers have appropriate knowledge and expertise to present the curriculum effectively. Support staff are deployed well and they work purposefully alongside teachers in the classroom, in the office or on appropriate duties or tasks throughout the day. Performance managements systems have been well established.

Spending is clearly linked to priorities in the school development plan and managers monitor and manage spending in order to ensure that it remains within budget. The school provides good value for money in terms of pupil outcomes, provision and use made of the budget.

## **Appendix 1**

### **Stakeholder satisfaction report**

#### **Responses to parent questionnaires**

Twenty seven parents or carers completed the questionnaire. All expressed positive opinions about the school, especially with general satisfaction, pupil progress, leadership and that their child likes school and has settled well. Nearly all believe that teaching is good, that their child is safe and children are encouraged to be healthy and take regular exercise.

#### **Responses to learner questionnaires**

Ninety five KS2 pupils completed the questionnaire. Nearly all pupils feel safe and agree that the school deals well with any bullying. Nearly all know who to talk to if they are worried and think that they have enough books, computers and equipment in the school. Most think that their homework helps them to understand and improve their work in school. Every pupil is very positive about the way teachers and other adults help them to make progress in their learning, provide opportunities for regular exercise and teach them to keep healthy. A few express dissatisfaction with the behaviour of other pupils.

## Appendix 2

### The inspection team

Alan Walters	Reporting Inspector
Angela Lake James	Team Inspector
Dylan Jones	Lay Inspector
Clive Williams	Peer Inspector
Owen Meredydd Thomas	School Nominee

## Copies of the report

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## 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 five during the academic year. Year 1 refers to the year group of pupils who reach the age of six 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 four key stages cover the following year groups:

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