

A report on the quality of primary education

in

**Ysgol Gymuned Dwyran
Lôn Capel
Dwyran
Isle of Anglesey
LL61 6AQ**

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by

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



**INVESTORS | BUDDSODDWYR
IN PEOPLE | MEWN POBL**

This inspection was a pilot of the new inspection framework and arrangements that are to be introduced in all schools from September 2010. The types of judgements and the format of the report are different to the reports on other schools that are still being inspected under the current arrangements and inspection framework.

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
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

Context

Dwyran is a bilingual, community school serving the local village and the surrounding rural area on the Isle of Anglesey. There are 40 pupils on roll aged between 4-11 years. There are two classes, one for Reception to Year 2 pupils and the other for Year 3 to Year 6 pupils.

Forty-eight per cent of pupils come from homes where Welsh is the predominant language; this is significantly less than when the school was inspected in 2004. Two per cent of pupils are from a minority ethnic background.

The area is recognised as socially and economically disadvantaged and 23% of pupils are entitled to free school meals. This is above local and national averages. Twenty per cent of pupils are identified as having special educational needs (SEN) with one pupil having a statement of SEN.

The headteacher has been in post since 2000. He is also the headteacher at Niwbwrch, a larger school located a few miles away where he was appointed in 1996.

Summary

The school's current performance	Good
The school's prospects for improvement	Adequate

Current performance

The school is good because:

- most pupils achieve good standards;
- pupils feel safe and secure in a welcoming environment;
- teaching is good overall across the school; and
- pupils' wellbeing is actively promoted in all classes.

Prospects for improvement

Although the school's leadership has strengths, the school's prospects for improvement are adequate because:

- recommendations from the previous inspection report in relation to planning and key skills have not been addressed;
- self-evaluation does not impact enough on raising pupils' standards; and
- pupils, especially the more able, are not sufficiently challenged to achieve their potential.

Recommendations

In order to improve, the school needs to:

- R1 improve pupils' key and wider skills, especially in numeracy and in independent learning;
- R2 improve planning to provide better progression in learning and greater challenge for pupils, especially the more able;
- R3 improve self-evaluation by focusing more on raising pupils' standards;
- R4 provide better and more regular opportunities for the younger pupils to use the outdoors to enhance their learning; and
- R5 address the safeguarding concerns brought to the attention of the headteacher and governing body during the inspection.

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Progress in addressing the recommendations will be monitored by the local authority who will report their findings to Estyn.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry to school, nearly all pupils have average levels of basic skills. Most pupils attain the outcomes expected for their age by the end of the Foundation Phase.

Due to the small number of pupils at the end of both key stages, the results of teacher assessments have to be treated with care because one pupil's results can have a significant impact on the school's overall performance.

Since 2007, there has been a decline in pupils' attainment in key stage 1 (KS1) and progress in all subjects apart from mathematics in key stage 2 (KS2).

Pupils' progress does not compare favourably with similar schools in terms of the free school meals benchmarks when analysing how many pupils achieve the expected level in the core subjects of maths, science and either Welsh or English when taken in combination. The comparison is much better when compared to the family of schools. Recently, pupils' performance has generally been in the bottom quarter when compared with similar schools in KS1. In KS2, it has been in the top quarter apart from mathematics and when combining subjects.

The percentage of pupils in KS2 who achieve above the expected level for pupils of this age in English, Welsh first language, mathematics and science is variable compared to that in similar schools and when compared to local and national averages.

In 2009, the KS2 results compare favourably with national averages. Girls' results were the same as boys in every subject except mathematics. Pupils entitled to free school meals generally achieve well. However, from the evidence of pupils' work, more able and talented pupils do not achieve well enough in relation to their ability.

Most pupils make good progress during their time in the school. Their communication skills are good. They listen well, speak clearly, read, and write with confidence during their language lessons. However, very few pupils write at length in other subjects across the curriculum. The majority of pupils' numeracy skills are developing appropriately, however a minority do not demonstrate effective strategies to solve mental mathematics problems. Nearly all pupils' computer and technology skills are well developed.

Nearly all pupils' Welsh language and bilingual skills are well developed. Pupils who arrive in school with no Welsh often make rapid progress in learning the language.

Wellbeing: Good

All pupils have an appropriate awareness of health issues and attain well in their personal, social and cultural development. Most feel safe in school and know that their needs are generally dealt with appropriately.

Most pupils enjoy their lessons and are well motivated, though most lack confidence as independent learners. Even though a few parents and a minority of pupils expressed concern, behaviour is generally good and nearly all pupils are polite and respond well to adults. Attendance, at around 93%, is adequate.

Pupils who are members of the school and eco councils are actively involved in making decisions, which are impacting positively on many aspects of school life.

Key Question 2: How good is provision?	Good
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Learning experiences: Adequate

Staff provide a wide range of learning experiences that generally meet the needs of nearly all pupils well. Teachers plan lessons and activities that are broadly appropriate, but there is a lack of challenge and expectation for more able pupils. Lesson planning does not ensure that these, and a few other pupils, progress enough in their skills' development, knowledge and understanding.

The provision for ensuring that pupils acquire numeracy skills is adequate and numeracy skills are not evident enough in subjects across the curriculum. Varied opportunities are provided to develop pupils' writing skills, but these are not developed well enough in other subjects. The opportunities for pupils to develop computer and other technology skills across the curriculum are well established. The provision for wider learning skills including skills of independent learning is at an early stage of development.

The school has effective provision to develop pupils' understanding of the need to care for the environment and the diverse world they live in. Collective worship is used appropriately to highlight issues of fairness and inequality.

Provision for Welsh language development and the Welsh dimension is developed effectively throughout the school.

Teaching: Good

Where teaching is most effective, resources are used well to support pupils' learning. Skilful questioning extends pupils' understanding in a positive learning environment. In the few lessons where teaching is less effective, teachers do not challenge pupils sufficiently, do not provide opportunities for independent learning and the pace of lessons is too slow.

All teaching staff including support staff model language accurately and use behaviour strategies effectively to keep nearly all pupils on task.

Pupils benefit from their teachers talking sensitively to them about the quality of their work. This provides pupils with suggestions and encouragement for improvement. Praise is used well to encourage the less confident. Teachers' marking of pupils' work is less effective as it does not always show clearly, what they need to do to improve their work. Individual pupil target setting is in place, although not all pupils are sure of what they need to do to improve.

Pupils' progress in learning is assessed regularly and generally tracked carefully by teachers at individual and group level. Assessment for learning strategies are less apparent, but teachers generally understand the needs of their pupils and apart from the more able pupils, teachers differentiate appropriately to move them on to the next step in their learning.

Reports to parents are clear and informative. Parents and carers feel very well informed about their children's progress.

Care, support and guidance: Good

Pupils and parents have access to useful information about school life that includes the school prospectus, regular newsletters and the annual governors' report. Induction arrangements for new pupils are clear and informative, and the transfer arrangements to secondary education are well established.

The well-structured provision for wellbeing and the benefits of healthy living are clearly promoted in the curriculum. National initiatives like those on anti-bullying are often encouraged and supported.

The school has appropriate policies and procedures for safeguarding.

There is well-planned provision for nearly all pupils with additional learning needs. The school has effective procedures and systems for identifying pupils who need additional support with their work. This support is coordinated effectively and there

are good links with specialist external agencies. Parents and carers are kept well informed and the individual education plans are regularly evaluated and updated. The school's reporting procedures meet statutory requirements.

The school successfully promotes pupils' spiritual, moral, social and cultural development.

Learning environment: Good

The school ensures equality of opportunity for all pupils. The curriculum is fully accessible, regardless of gender, race or religion and the school meets its statutory duties.

The school uses its accommodation effectively and there are well-maintained school buildings, community facilities and grounds. The inspection team identified and drew to the attention of the head and governors some issues that need addressing relating to safeguarding.

The school does not make sufficient use of the outdoor environment on a regular and planned basis to make pupils' learning more exciting and purposeful.

Support staff work effectively with class teachers to deliver a broad range of interesting activities, especially for the youngest children. Resources are of good quality and these are used well to support pupils' learning needs.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher has a sound understanding of the needs of the school. All staff work well as a team to develop provision to raise standards. Pupils and staff feel valued and all have specific responsibilities to develop the school as a learning community. This impacts well on the ethos of the school.

School improvement and raising standards is the focus of strategic planning. However, teachers' planning of the curriculum and pupils' skills' development does not provide suitable challenges in raising standards or in promoting pupil progress effectively.

The school meets national and local priorities well and has plans to develop the outdoor learning environment to improve learning opportunities for pupils. The arrangements to update the curriculum in key stage 2 are developing and are beginning to be reflected in the school's schemes of work and planning.

Governors undertake their roles and responsibilities conscientiously and have a strong interest in the day-to-day life of the school. They attend suitable training and are beginning to challenge the school in their role as critical friends.

Partnership working: Good

Partnerships with parents, the community and others, including transition links between the playgroup and the school, are effective. Transition plans agreed by the cluster of schools and the local secondary schools enable older pupils to be prepared appropriately for the next stage in their education.

Visits into the community and visitors from the community make a positive contribution to enriching pupils' experiences. Pupils' understanding of other cultures is developed well through studying international links and other countries.

Improving quality: Adequate

The school plans for improvement adequately. The school's annual development plan does not target sufficiently all the issues raised within the school's self-evaluation report in order to address effectively the required improvements. Where there is a clear focus in the plan as in, raising pupils' standards in specific areas like reading, progress is good. However, the actions identified for improving other areas such as curricular planning, pupils' skills' development and targeting the independent learner are not as effective.

The staff have been involved in a good range of training and developmental opportunities. These include working in partnership with Niwbwrch, the school's federalised partner and other local schools. However, the school's use of teacher expertise with its federalised partner to develop aspects of its provision and to raise standards is underdeveloped.

Progress since the last inspection is adequate. Planning and the provision for skills' development remain as areas for improvement.

Resource management: Good

Teachers have the appropriate knowledge and expertise to deliver the curriculum effectively. Support staff are deployed well and work effectively alongside the teachers in the classroom. Performance management systems are well established.

Spending is clearly linked to priorities in the school development plan and managers monitor and control spending to ensure that it remains within budget.

The school gives value for money in terms of pupils' outcomes and in its use of funding.

Appendix 1

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2009	Number of pupils in Y6	5
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science, and either English or Welsh (first language) according to teacher assessment			
In the school	40%	In Wales	81%

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2009	Number of pupils in Y6	4
As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included.		

Stakeholder satisfaction report

Responses to parent questionnaires

Just over half of the parents or carers completed the questionnaire. Nearly all expressed positive views about the school, particularly with overall satisfaction, pupil progress, and that their child likes school and has settled in well. Nearly all think that the teaching is good, that their child is safe and receives appropriate additional support. A few think that homework does not build well on what their child learns in school, that they are not well informed about progress and that the school does not provide a good range of activities. Very few think that pupils do not behave well.

Responses to learner questionnaires

Around two thirds of KS2 pupils completed the questionnaire. All pupils feel safe in school, that they are taught to be healthy and are provided with sufficient opportunities for regular exercise. Nearly all pupils are very positive about how their teachers and other adults help them progress in their learning and help them with personal issues. A few express dissatisfaction with homework and a minority state that the school does not deal well with bullying or other pupils' behaviour.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

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.

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

Appendix 2

The inspection team

Nick Jones AI	Reporting Inspector
Bev Jenkins HMI	Team Inspector
Wil Owen	Lay Inspector
Clive Phillips	Peer Inspector
Huw Thomas	School Nominee

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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