

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

A Report on the Quality of Education in

**Ysgol Gymuned Moelfre
Moelfre
LL72 8HA**

School Number: 6602145

Dates of Inspection: 23/04/07

by

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Ysgol Gymuned Moelfre was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Gymuned Moelfre took place between 24/04/07 and 26/04/07. An independent team of inspectors, led by Jean Marshall 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

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Context

The nature of the provider

1. Ysgol Gymuned Moelfre is situated in the middle of the village of Moelfre on Anglesey. The school was built as the first community school in Wales in 1977 and at the present time the Nursery Group, Uned Eilian for pupils with additional learning needs in the catchment area, the village library, a centre for the elderly and the office of the Clerk of the Community Council are located in the same building.
2. Children are admitted into school, on a part-time basis to the nursery class, in the September following their third birthday, and full-time in the September following their fourth birthday. During the inspection, there were four part-time nursery children and 54 full-time pupils on the school register. The number of pupils has decreased substantially since the last inspection in 2001 when there were 85 pupils on the register.
3. Although only about a third of the pupils come from homes where Welsh is the main language of communication, by now about 66% of them speak Welsh to first language standard. The area is described as designated disadvantaged by the Local Education Authority. The percentage of pupils (23%) entitled to free school meals is slightly higher than the county and national percentages.
4. Eleven pupils (20%) have been identified by the school as having additional learning needs and one of these has a statement of special educational needs.
5. Pupils are taught by the head, two full-time teachers and two part-time teachers. The head was appointed in April 1988 and the school was last inspected in September 2001.
6. The school received a standard inspection this time.

School priorities and targets

7. The school's priorities and targets for 2006-2007 include:
 - Develop the use of information and communication technology within subjects, and improve pupils' skills.
 - Improve the provision and standards in music.
 - Improve bilingualism standards at key stage 1.

Summary

8. This school is a caring community where pupils feel they can turn to any member of staff for guidance or support. They are very happy in school and there is a good relationship between pupils and staff.

Table of grades awarded

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

Standards

9. The general quality of the educational provision for children under five is appropriate for their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.
10. At key stage 1 and key stage 2, standards of achievement in the lessons observed were as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	16%	74%	5%	5%	0%

11. It was deemed that standards in the subjects inspected were as follows:

Subject	Grade Key Stage 1	Grade Key Stage 2
Welsh (first language)	2	2
Science	2	2
Art	2	3
Music	1	1
Physical education	2	3
Religious education	2	3

12. Pupils with additional learning needs make good progress both educationally and socially. They achieve the targets set for them.
13. At key stage 1 and key stage 2, the standards and progress of pupils in the key skills of speaking and listening, reading and writing across the curriculum are good in Welsh and English. Pupils in both key stages make consistent and effective use of numeracy skills in different subjects.
14. There are significant shortcomings in pupils' standards of achievement in information and communication technology as a key skill. Pupils do not make sufficiently regular use of a variety of computer programs and other information and communication technology in different subjects across the curriculum.
15. Pupils in both key stages make good use of creative skills when writing in Welsh and English and when composing in music. They do not make broad enough use of their creative skills in art lessons.
16. Over a period of four years, the results of end of key stage tests are generally lower than similar schools. However, data shows that individual pupils make good progress compared to their starting point.
17. Although the great majority of pupils make consistent progress in their knowledge, understanding and skills, a significant minority of pupils in the upper part of key stage 2 do not work at the highest level of their ability, nor do they achieve their potential. Pupils' ability to work independently when solving problems is not sufficient.
18. Pupils throughout the school behave well and make good progress in their personal, social, moral and spiritual development.

Quality of education

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	59%	18%	9%	0%

20. Without exception, teachers present good quality models of language and continuously promote pupils' bilingual development.
21. In the lessons where there are outstanding features in the teaching, teachers demonstrate exceptional subject knowledge and expertise, and use teaching techniques that lead pupils to offer original ideas and suggestions and to make appropriate choices.
22. The good features of the teaching include careful planning, clear objectives and appropriate pace to lessons, clear explanations and effective questioning. In the few lessons when the interactive whiteboard was used to present work, pupils benefited substantially from the visual element in the teaching.

23. In the lessons where there are shortcomings in the teaching, objectives are less clear and the tasks set have not been differentiated to meet the needs of pupils of different ages and ability. There is too much dependence in the upper part of the school on question and answer activities.
24. Recently, the school has been reviewing ways of measuring and recording pupils' progress and the new procedures are manageable and useful. However, the systems of assessment do not have sufficiently evident influence on planning further activities. Teachers mark pupils' work consistently, but do not always provide guidance on how to improve work.
25. The school sets targets in the core subjects for every pupil and reviews them annually but these targets are not challenging enough.
26. The annual reports presented in the summer term conform fully to the statutory requirements and parents praise the comprehensive information they receive from teachers in the open evenings each term.
27. In general, the quality and range of learning experiences available to pupils are good and the school provides equal access to a broad and balanced curriculum. Educational visits are organised regularly and a good number of people come to the school to share knowledge and expertise.
28. The way teachers develop pupils' basic and key skills in language and numbers is effective throughout the school. Teachers do not place sufficient emphasis on developing pupils' skills in information and communication technology.
29. There are good links with parents and the community. The link and collaboration with Uned Eilian, which is on the school site, is an outstanding feature. Pupils from the Unit play a full part in school life, joining in collective worship sessions and some curricular activities. The school benefits greatly from the co-operation with the unit staff.
30. The quality of the school's provision for additional learning needs is good. Pupils who receive one to one attention have effective support from the assistants and the records for them show their consistent progress.
31. The school undertook alterations some time ago to improve access for disabled pupils and by now most of the building is accessible to them.

Leadership and management

32. The head, staff and governors share clearly held aims and values that promote equal opportunity and these are reflected in every aspect of school work. The head has a sound, professional relationship with the other members of staff and co-ordinates a diligent and conscientious team of teachers and assistants.
33. The governors have a good awareness of school procedures. They help to set a strategic direction by discussion and monitoring the implementation of the priorities in the development plan regularly.

34. The school prospectus provides useful information about the school. However, neither this document nor the governors' annual report for parents conform fully to the current statutory requirements.
35. The school's self-evaluation system is comprehensive and systematic but because it does not give sufficient consideration to direct evidence that comes from lesson observation, it does not succeed in identifying shortcomings in some areas.
36. Recently, a School Council has been established, which provides a valuable opportunity for pupils to express opinions and make decisions about aspects of school work. There are no formal, regular systems of gathering parents' and others' opinions on issues relating to standards and provision.
37. The opinion of the inspection team corresponds to that of the school in its self-evaluation in three of the seven key questions. A lower grade was awarded for questions 1, 2, 5 and 6 as the inspection evidence shows there are important shortcomings in aspects of these questions.
38. There are good features in the progress the school has made since the last inspection, and these outweigh the shortcomings.
39. The staffing provision is good and teachers have broad experience and appropriate qualifications for teaching every aspect of the curriculum. The support staff and volunteers undertake their work well and conscientiously.
40. Effective use is made by staff and pupils of a good supply of resources in the great majority of curricular areas. However, the information and communication technology resources available are not used consistently in every class.
41. The building, yard and playing field, which are used extensively and regularly by members of the community, are sufficient in size and in good condition. Teaching rooms are of appropriate size and are suitable for teaching all the subjects of the curriculum.
42. The head and governors regularly discuss the use made of resources, including the financial resources available to the school. The school provides good value for money.

Recommendations

In order to improve, the school needs to:

- R1 raise standards in art, physical education and religious education at key stage 2;
- R2 *raise standards in information technology as a key skill across the school;
- R3 ensure more variety in teaching techniques and get the pupils to work more independently and creatively;
- R4 continue to develop the school's assessment structure so that it leads to more differentiated work in the upper part of the school and provides an active role for pupils in the process;
- R5 further develop the role of curricular co-ordinators in the self-evaluation process;
- R6 ensure that school documents conform to all the statutory requirements.

** already identified as a priority in the school development plan*

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 intends 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

43. The findings of the inspection team do not correspond to the grade 2 award made by the school in its self-evaluation report. The shortcomings in results at the end of key stages, in pupils' standards of achievement in some subjects at key stage 2, and in information and communication technology as a key skill across the school, are important ones.

44. Standards of achievement in the lessons observed are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	16%	74%	5%	5%	0%

45. The general quality of the educational provision for children under five is appropriate for their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.

46. At key stage 1 and key stage 2, in the subjects and areas inspected, standards of achievement are as follows:

Subject	Grade Key Stage 1	Grade Key Stage 2
Welsh	2	2
Science	2	2
Art	2	3
Music	1	1
Physical education	2	3
Religious education	2	3

47. Children under five make good progress in the key skills of listening and speaking, reading and early writing, numeracy and the use of information and communication technology.

48. Pupils with additional learning needs make good progress both educationally and socially. They achieve the targets set for them.

49. At key stage 1 and key stage 2, the standards and progress of pupils in the key skills of speaking and listening, reading and writing across the curriculum are good in Welsh and English. They listen attentively to teachers' presentations and to each other's contributions. They discuss confidently in Welsh and English in a number of contexts across the curriculum. By key stage 2, they read effectively to gather information and they write in a number of different forms.

50. The bilingual skills of pupils are good. At key stage 1, learners come to speak Welsh very early and by key stage 2 they use Welsh and English with the same facility when discussing and recording their work. However, a significant number of pupils are reluctant to use Welsh in informal situations.
51. Pupils in both key stages make consistent and effective use of numeracy skills in different subjects. At key stage 1, they sort, arrange and count in different contexts. At key stage 2, pupils use different units of measurement accurately in science lessons and record findings methodically in a variety of different tables and graphs.
52. There are significant shortcomings in pupils' standards of achievement in information and communication technology as a key skill. Children under five and key stage 1 pupils make consistent use of computer programs to reinforce their language and numeracy skills. Key Stage 2 pupils use the computer as a word processor occasionally and succeed well in changing colour and font, and in adding colour, backgrounds and borders to create effects. They make effective use of an appropriate program to experiment and record their work when composing music. However, pupils do not use information and communication technology tools for gathering, handling and recording data in science, geography and history, nor do they make sufficiently regular use of computer programs to reinforce and enhance their work in other subjects across the curriculum.
53. Pupils make good progress in their knowledge and understanding of the Cwricwlwm Cymreig. They are familiar with the work of a number of musicians and artists from Wales and they have a very good awareness of the history and culture of their local area.
54. Pupils in both key stages make good use of creative skills when writing in Welsh and English and when composing in music. They do not make sufficiently wide use of their creative skills in art lessons.
55. Teacher assessment results at the end of both key stages in 2006 were lower than similar schools in terms of the percentage of pupils entitled to free school meals. Results for the last four year cycle are near to, or lower than, similar schools at key stage 1 and lower at key stage 2. However, when comparing the attainment of one group of pupils at the end of key stage 1 in 2002 and then at the end of key stage 2 in 2006, the data shows that individual pupils make good progress, taking into consideration their starting point. The difference between the performance of boys and girls varies from year to year and no definite pattern can be identified.
56. The great majority of pupils make consistent progress in their knowledge, understanding and skills. They have a general idea of their strengths and weaknesses and are aware of what they need to do to improve.
57. However, there is a significant minority of pupils in the top part of key stage 2 who do not work at their highest level of ability, and who do not achieve their potential.

58. The great majority of pupils work productively, using their time well and responding appropriately to teachers' questions. However, pupils' capability to work independently when solving problems is insufficient.
59. Pupils behave well. They show respect for adults and play together harmoniously during break times.
60. The attendance rate for the three full terms before the inspection was a little under 93%, which compares well with similar schools nationally. Standards of punctuality are good.
61. Pupils throughout the school make good progress in their personal, social, moral and spiritual development. They have a good awareness of equal opportunity issues and show respect for diversity in society. They consistently take part in community activities.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

62. The findings of the inspection team do not correspond to the grade 2 award made by the school in its self-evaluation report. Although the teaching is grade 2 or better in the majority of lessons observed, there were important shortcomings in nearly 10% of them.

63. It was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	59%	18%	9%	0%

64. Without exception, teachers use good quality models of language in their presentations and continuously promote pupils' bilingual development. There is a good working relationship between teachers and pupils throughout the school. Teachers show an evident respect for pupils and this is reflected in pupils' attitudes towards adults and towards each other.

65. The outstanding features of teaching include:

- use of teaching techniques that lead pupils to provide original ideas and suggestions, and to make appropriate choices;
- teachers show outstanding subject knowledge and expertise.

66. The good features of teaching include:

- careful planning that identifies outcomes to be achieved in lessons;
- clear, specific objectives in activities, of which pupils are aware;
- appropriate pace in sessions, which ensures that pupils accomplish a lot;
- interesting presentations, clear explanations and effective questioning;
- teachers respond well to pupils' ideas and questions;
- sound discipline and high expectations that ensure all pupils work to the best of their ability.

67. In general, the use of information and communication technology in developing teaching across the school is very limited. In the few lessons where the interactive whiteboard was used to present work, pupils benefited substantially from the visual element of the teaching.

68. The shortcomings in teaching include:

- lesson objectives are not sufficiently specific and pupils are in a passive role for too long;
- tasks are not sufficiently challenging for the most able pupils;
- limited use of different teaching techniques and of differentiating tasks to meet the needs of pupils of different ages and ability;

- at key state 2, and especially in the upper part of the school, there is too much dependence on question and answer activities and this limits pupils' opportunities to respond personally, extensively and creatively.
69. At key stage 1 and at the bottom of key stage 2, there are effective procedures for measuring and tracking pupils' progress. Recently, the school has reviewed ways of measuring pupils' progress across key stage 2 to ensure consistency and progression. The new records are manageable and useful. However, the school's assessment systems do not have a sufficiently evident influence on planning, nor do they lead to enough differentiated provision.
70. The school sets targets in the core subjects for each pupil and reviews them annually but these targets are not always sufficiently challenging.
71. Pupils' work is marked consistently throughout the school and the comments provided draw attention to the good features in the work. Comments providing guidance for pupils on how to improve their work are very limited. Language targets are set for key stage 1 and Year 3 and 4 pupils. Pupils are very aware of their individual targets and refer to them in lessons. However, pupils throughout the school do not have a sufficient understanding of the purpose of assessment and they do not take a sufficiently active part in the process of planning and improving progress.
72. Work has begun on creating portfolios of pupils' work and the portfolio for science includes examples of work that have been evaluated carefully and placed at levels accurately and in detail. It is a useful tool for moderating assessments and ensures progression and continuity in pupils' work. In other areas, the value of portfolios is limited as no comments are provided on the examples of work. The school makes little use of recent illustrative publications for levelling of work and consistency of expectation.
73. The annual reports presented in the Summer Term conform fully to the statutory requirements. Parents feel they are rather impersonal as they are produced electronically using a bank of comments. However, parents praise the comprehensive information they receive from teachers during the open evenings each term.

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

Grade 2: Good features and no important shortcomings

74. The findings of the inspection team correspond to the school's opinion in its self-evaluation report.
75. In general, the quality and range of learning experiences available for pupils are good and the school provides equal access to a broad and balanced curriculum. The quality of curricular planning is generally good and meets the statutory requirements.
76. The way teachers develop pupils' basic and key skills in language and numbers is effective throughout the school. Teachers do not place sufficient emphasis on developing pupils' skills in information and communication technology. The personal and social education of pupils is promoted well within the curriculum.
77. The bilingual skills of pupils are developed consistently and effectively. A central place is given to promoting the Cwricwlwm Cymreig in every aspect of school life and work.
78. Educational visits are organised regularly; they correspond to current class work and enhance the curriculum. A good number of people come to school to share their knowledge and expertise or to work on specific schemes and they contribute substantially to pupils' experiences and development.
79. Pupils of all ages are encouraged to undertake responsibilities in school. They show respect towards resources and the building and take effective advantage of the community use of the school, such as the library. The school provides a number of activities outside of school hours, either as part of its extra-curricular programme or through external arrangements; all of these provide valuable experiences for pupils.
80. The collective worship and 'circle time' sessions make a prominent contribution to developing pupils' understanding of spiritual, moral and social issues. The members of the School Council receive valuable experiences by providing a voice for pupils' opinions. The fruit shop established by the School Council provides some experience of enterprise education for pupils but this aspect is not given sufficient attention within the curriculum.
81. The school has gained the bronze award and is working towards the silver award of the Green Schools scheme. The activities promote effectively the knowledge and understanding of pupils of what can be done to protect the environment. Through religious education lessons, collecting money for charities and creating 'Operation Christmas Child' parcels, the school deals effectively with global citizenship.

82. There are good links with parents and they are very supportive of the school. They help with fund-raising activities and parents, together with a number of other volunteers from the community, contribute practically to promoting the school's work. A Home-School Agreement has been formulated and adopted but no copies signed by parents were seen in the school.
83. Good links have been established with other primary schools and the local secondary school. There are effective systems for transferring Year 6 pupils to the local secondary school. The school also co-operates with Coleg Menai and the University in Bangor to provide practical work experience for students.
84. The link and co-operation with Uned Eilian, which is on the school site, is an outstanding feature. Pupils from the Unit play a full part in school life, joining in collective worship sessions and some curricular activities. The school benefits greatly from the collaboration with staff from the Unit. The links promote pupils' tolerance and understanding of diversity in the community.
85. The school's links with individuals and organisations in the community are substantial. In the past, it has succeeded in attracting support from several sources. It has a number of links with local businesses but there is room to further develop the contribution of this to the curriculum.
86. A number of current school activities reflect national priorities. The use of the Raise Grant and the input through the Basic Skills Agency promotes the development of literacy, numeracy and bilingual skills of pupils.

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

Grade 2: Good features and no important shortcomings

87. The findings of the inspection team correspond to the school's opinion in its self-evaluation report.
88. Pupils are very happy in school and there is a good relationship between them and with members of staff. The school is caring community where pupils feel they can turn to any member of staff for guidance or support. The supervision during break times and at the start and end of the day is good.
89. The school's partnership with parents is good and a very positive response was received in the questionnaire sent to parents and in the pre-inspection meeting. They praise particularly the school ethos and believe that the school responds punctually to any concerns and gives fair consideration to their feelings.
90. Children under five settle quickly in school and benefit from the fact that the Nursery Group also meets on the site. The collaboration between the Group's arrangements and the school's work is an outstanding feature.
91. The personal and social skills of pupils are promoted regularly by the school through visits from visitors and professional workers, such as the school nurse, the vicar and the local police officer, and the 'circle time' sessions where pupils are encouraged to share their ideas and feelings with peers.
92. Standards of attendance and punctuality are monitored appropriately. Effective strategies are implemented for promoting good behaviour.
93. The school has established a number of appropriate schemes to promote pupils' health and welfare, such as the fruit shop, Dragon Sports and the fitness scheme '30,40,50'. Risk assessments have been prepared for several situations, although these are general at the moment. Appropriate systems are in place for child protection and all members of staff are familiar with them.
94. The quality of provision for additional learning needs is good. Individuals' needs are identified quickly and purposeful action is taken in response. There is very good co-operation between the school and different people and bodies providing support for individuals.
95. Statutory review documents are completed appropriately and punctually. The co-ordinator for this area fulfils her responsibilities conscientiously and works effectively with the teacher in the additional learning needs unit located in the school. There are good links with the governor with responsibility for the area; he has detailed knowledge about the school's work.
96. Pupils who receive one-to-one attention receive effective support from the classroom assistants and their records show consistent progress. The school ensures they are integrated as far as possible in class and school activities.

97. The school has a policy that is effectively implemented for promoting racial equality; there were no recorded examples of incidents of racial abuse. The school is very aware of its responsibility to promote equal opportunity and this is apparent in its daily life by ensuring that no pupil is excluded from activities or experiences.
98. The school undertook alterations some time ago to improve access for disabled pupils and by now all of the building, apart from the Year 5 and 6 classroom, is accessible to them. If needed, classes could be rearranged easily to meet the needs of individuals.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

99. The findings of the inspection team do not correspond to the grade 2 award made by the school in its self-evaluation report. The shortcomings with regard to statutory requirements are important ones.
100. The head, staff and governors clearly share aims and values that promote equal opportunity. These are reflected in every aspect of school work. The head has a professional relationship with other staff members and co-ordinates a diligent, conscientious team of teachers and assistants.
101. The head follows an effective system of appraisal of every member of the teaching staff. Objectives are set for them in terms of professional development or improving the quality of provision and these are reviewed systematically. However, the deputy head does not have sufficient opportunities to develop professionally by contributing to the school's leadership and management procedures.
102. Appropriate processes have been established to set targets for pupils throughout the school but these targets are not always challenging enough.
103. The school gives appropriate attention to national priorities. The school gained the Quality Mark accreditation of the Basic Skills Agency and the bronze award of the Green Schools scheme. Emphasis is placed on healthy eating by selling milk, orange juice and fruit during break times. Appropriate systems have been established to provide non-contact time for teachers to plan, prepare and assess work.
104. Governors have a good awareness of school processes. They help to set a strategic direction by discussing and monitoring the implementation of the priorities in the development plan regularly. They receive and fully discuss reports from the head on performance data and the self-evaluation system.
105. As part of the school's self-evaluation system, the governors scrutinise and express opinions on pupils' work, and some members visit school occasionally to help in classes.
106. The school prospectus provides useful information about the school. However, neither this document, nor the governors' annual report for parents, conforms fully to the current statutory requirements.

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

Grade 3: Good features outweigh shortcomings

107. The findings of the inspection team do not correspond to the grade 2 award made by the school in its self-evaluation report. The school's self-evaluation system is not yet sufficiently developed to have an effect on standards.
108. The self-evaluation system is comprehensive and systematic but as it does not give sufficient consideration to the direct evidence that comes from lesson observation, it does not succeed in identifying shortcomings in some areas. Apart from the head, the subject co-ordinators do not evaluate teaching and learning, nor do they share good practice in the areas for which they are responsible.
109. The staff and governors make effective use of data from the statutory test results of the National Curriculum for comparing the school's performance with that of similar schools, both locally and nationally. The subject co-ordinators evaluate provision and standards by scrutinising pupils' work and teachers' schemes of work, and discussing regularly in staff meetings. Appropriate use is made of the expertise of the Local Authority consultants to provide views and guidance on the educational provision in some areas. The information has been used effectively to raise standards in core subjects.
110. Recently a School Council has been established, which gives pupils a valuable opportunity to express opinions and make decisions on aspects of school work. There are no formal, regular systems for gathering parents' and others' views on issues pertaining to standards and provision.
111. The concise self-evaluation report produced by the school prior to the inspection specifies strengths and identifies some aspects that need to be developed in respect of the seven key questions in the General Inspection Framework.
112. The view of the inspection team corresponds to that of the school in its self-evaluation report in three of the seven key questions. A lower grade was awarded for questions 1, 2, 5 and 6 as the inspection evidence shows there are important shortcomings in aspects of these questions.
113. The School Development Plan is a valuable document that provides a strategic direction for the work of the school, identifying priorities and expected outcomes clearly. However, in some cases, the link between the self-evaluation system and the consequent implementation plan is not obvious.
114. The good features of the progress the school has made since the last inspection outweigh shortcomings. The school succeeded in raising standards in Welsh, English, science, design and technology and geography. However, it has not succeeded in raising standards or maintaining good standards in some areas.

115. Although the quality of teaching has improved since the last inspection, some important shortcomings remain. The school's systems for assessing pupils' achievements and progress are not developed sufficiently, and although there is progress in the quality of the self-evaluation system, there is room for further improvement.

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

Grade 2: Good features and no important shortcomings

116. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
117. The supply of staff is good and teachers have broad experience and appropriate qualifications for teaching every aspect of the curriculum. They update their skills regularly by attending a good range of in-service training courses including intensive extended training in some areas. The courses correspond well to the school's development priorities.
118. The support staff and volunteers undertake their work conscientiously and well. Their contribution adds substantially to the quality of the provision and standards of achievement of children under five as well as individuals and groups of pupils with additional learning needs in both key stages.
119. Staff and pupils make effective use of the good supply of resources in the great majority of curricular areas. However, the information and communication technology resources available are not used consistently in every class. The condition of resources is monitored regularly; the school has recognised the need to add to the number of computers available and has taken steps to eliminate the shortcoming.
120. The building, yard and playing field, which are used extensively on a regular basis by members of the community, are sufficient in size and in a good condition. The head and a member of the Governing Body have undertaken a detailed inspection of the school buildings and land and it has been arranged to undertake improvements as needed.
121. The classrooms are of appropriate size and are suitable for teaching all subjects of the curriculum. Effective use is made of a suitable music room for music lessons and collective worship sessions, and of the large hall that is used as a dining room at lunchtime and for physical education lessons and concerts. Standards of cleanliness both within and outside the building are high.
122. The head and governors regularly discuss the use made of resources, including the financial resources available to the school. Recently, the school received a grant under the Assembly Government's Raise Initiative. Efficient use is made of the funding to employ assistants to provide additional attention for target groups in order to raise standards in bilingual skills at key stage 1.
123. The school provides good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

Key stage 1 - Grade 2: Good features and no important shortcomings

Key stage 2 - Grade 2: Good features and no important shortcomings

Good features

124. At key stage 1, pupils listen attentively to the teacher's presentations and to each other's contributions. They chat confidently, showing a good grasp of the language. They can recall information from previous lessons, and large parts of a story, repeating them easily.
125. The great majority read well and by Year 2, they can decode unfamiliar words effectively. They have a good awareness of the significance of punctuation and know how to convey expression when reading aloud.
126. Key stage 1 pupils write stories with a variety of sentences and sensible sequence and development to the events. They use the concise form of the verb consistently and usually punctuate accurately.
127. At key stage 2, pupils discuss their work confidently and enthusiastically. They contribute well in lessons, asking meaningful questions, expressing opinions, discussing feelings and offering sensible ideas.
128. The great majority of key stage 2 pupils read fluently with suitable expression. They discuss the content of books and different authors confidently. They understand that some books are adaptations rather than original ones. They can explain some dialectal forms of language in books they read.
129. Key stage 2 pupils write extensively and imaginatively in a number of different forms and styles, including an imaginary story, poem, portrayal, letter and dialogue. The great majority have a good understanding of the rules of punctuation and spelling. They use comparisons and idioms effectively to enhance their work. They analyse and interpret a piece of poetry competently before composing their own simple verses.

Shortcomings

130. Pupils do not always use Welsh when discussing among themselves in lessons.

Science

Key stage 1 - Grade 2: Good features and no important shortcomings

Key stage 2 - Grade 2: Good features and no important shortcomings

Outstanding features

131. Key stage 1 pupils have a lively interest in the different creatures they see on the school field; they know their names and characteristics and appreciate the importance of returning them to exactly the same habitat after studying them.
132. At the start of key stage 2 pupils make very good use of scientific terms, often in both Welsh and English. Their knowledge about life processes also is very good. They can create extended food chains, explain how different creatures have adapted to live in different habitats, and how birds' beaks tell us what their diet is. They recall in detail similar work they have undertaken in other areas.

Good features

133. The knowledge and understanding of key stage 1 pupils about the work they have studied over a period of time are good. They can name the different parts of plants and know under what conditions plants grow.
134. They describe investigations they have undertaken with the teacher and explain the results. They record the work appropriately, including measurements and simple graphs.
135. Key stage 1 pupils use equipment such as magnifying glasses appropriately, make good observations and ask questions. They are keen to find more information about nature and the most confident readers make effective use of simple information books. They can group objects according to given criteria and their own criteria.
136. Pupils across key stage 2 have a good knowledge and understanding of the study schemes and much work has been completed across the attainment targets.
137. Key stage 2 pupils discuss the characteristics of materials confidently and explain how this affects the use made of them. They explain why some changes are reversible and others irreversible. They create and use keys ably in order to distribute living creatures or objects according to their characteristics. Their knowledge about temperature and ways of measuring temperature is sound. They have a good understanding of the difference between solids, liquids and gases and can relate this knowledge to the water cycle.

138. Pupils across key stage 2 describe in detail the investigations they complete. With encouragement, they understand well how to secure a fair test and how to control variables. They can predict, providing reasons for their ideas, often by drawing on previous knowledge; they use their results to form sensible conclusions, comparing these with the initial prediction. By the end of the key stage pupils create a variety of graphs and tables of good quality.

Shortcomings

139. Pupils, especially key stage 2 pupils, do not work sufficiently independently when planning and recording investigations.

Art

Key stage 1 - Grade 2: Good features and no important shortcomings

Key stage 2 - Grade 3: Good features outweigh shortcomings

Outstanding features

140. Under the guidance of a resident artist, key stage 2 pupils have created a striking three dimension mural in clay from the village of Moelfre. Pupils can explain clearly and confidently the steps in planning and making and their method of working, appraising the work simply in discussion. The quality of the finished product is outstanding.

Good features

141. Key stage 1 pupils use a broad range of different media and techniques to produce a variety of paintings, patterns and collage on the basis of observation, experience and imagination. The products are of good quality.

142. Pupils examine and experiment carefully when planning and making a collage on the theme of 'Seaside'. They observe in detail seaside shells and stones and then use them to make a variety of patterns. They make effective use of the visual language of art in describing shape and pattern in the objects, referring to long, short and undulating lines and to rough and smooth textures. They record their observations carefully and skilfully in a series of sketches and discuss and evaluate their work simply.

143. Key stage 1 pupils co-operate effectively in small groups to organise collections of seaside objects and place them in order according to colour and texture, from the largest to the smallest and from the lightest to the darkest. They select suitable stones and paint a detailed and delicate picture or pattern on them to create a decoration or paper weight.

144. The youngest key stage 2 pupils use their imagination effectively in creating three dimensional models of creatures from the sea. They experiment with different materials and confidently discuss shape, form and methods of working.

145. They observe features of the human face in detail when creating portraits using pastels. The most able show a good awareness of form and shape.

146. The older key stage 2 pupils examine and experiment carefully in creating an arrangement of carpentry tools and make effective use of pencils of different grades, charcoal and pastels when drawing a picture of it. The finished pictures show a good awareness of perspective, line and tone, pattern and texture.

147. Pupils describe their work intelligently and review and amend it as they proceed, providing sensible reasons for what they consider to be good or not as good.
148. Key stage 2 pupils are familiar with the work of a number of famous artists including some from Wales. They refer to the feelings and emotions present in some of the pictures and show some awareness of the terms and language of art when describing their style. They know that Kyffin Williams liked to use dark colours and they succeed well in reproducing his style when making their own pictures of part of the Moelfre coast.

Shortcomings

149. Key stage 2 pupils do not produce creative and imaginative paintings often enough.
150. Pupils in the top part of the school do not make effective use of sketch books for planning, experimenting and practising techniques.
151. Key stage 2 pupils tend to copy the work of other artists rather than studying and reproducing their style.

Music

Key stage 1- Grade 1: Good with outstanding features

Key stage 2 - Grade 1: Good with outstanding features

Outstanding features

152. Pupils throughout the school sing a good variety of songs including unison and part-songs confidently and enthusiastically. They show increasing control of breathing, pronunciation, dynamic and phrasing. The quality of singing is outstanding.
153. Key stage 1 pupils listen attentively to music, they can differentiate accurately between musical elements such as quiet and strong, and recognise musical symbols that convey the elements. They respond very well to different music, describing maturely the feelings and emotions conveyed.
154. Key stage 2 pupils have a broad knowledge and understanding of different kinds of music including pop songs, opera, hymns, cerdd dant and music from other cultures. They are familiar with the work of a good number of modern performers; they discuss and appraise performances enthusiastically, recognising and describing the main features, asking intelligent questions and providing original ideas.

Good features

155. Key stage 1 pupils experiment and choose suitable instruments to create an accompaniment for a simple song. They appraise their own compositions and performances confidently.
156. In the upper part of key stage 2 pupils understand and can follow the score of one of the Beatles' famous songs. They understand and can explain the musical pattern of the song, and recognise and clap the rhythm accurately. They listen carefully and appraise intelligently, referring appropriately to musical elements.
157. Pupils have a good knowledge of musical instruments and use them effectively to create ethos and atmosphere when composing and performing a class ensemble.

Shortcomings

158. There are no important shortcomings.

Physical education

Key stage 1 - Grade 2: Good features and no important shortcomings

Key stage 2 - Grade 3: Good features outweigh shortcomings

Good features

159. Key stage 1 and Year 3 and 4 pupils understand well how physical exercises affect their body and health. They warm up appropriately at the start of a session and relax at the end. They have a good awareness of safety and use empty space sensibly.
160. Key stage 1 pupils work energetically in a gymnastics lesson. They travel along equipment in different ways, showing good control of their bodies and increasing confidence. They respond well to the suggestions by the teacher and ancillary staff and endeavour to develop different and original movements.
161. In gymnastics lessons, Year 3 and 4 pupils make good progress in their skills. They show increasing control of their body as they develop a sequence of movements in pairs. They are very willing to show their programme to the rest of the class and then to appraise and refine their own performance after observing other pairs.
162. In the cricket lesson observed in Year 5 and 6, some of the pupils showed good batting and fielding skills.
163. Key stage 2 pupils have swimming lessons regularly and the school notes that pupils make good progress. Experiences are provided in a variety of sports for these pupils including golf and Dragon Sports activities and the school notes that the response is good.
164. A dance club is held for pupils in both key stages by an independent provider immediately after school. The pupils who attend present a show or two a year in school and this experience directly influences standards in dance lessons.

Shortcomings

165. The performance of the eldest pupils when undertaking warming up exercises is not energetic enough, nor does it show sufficient physical control. Only a minority pay due attention to health and safety issues, including dressing appropriately.
166. The attitude of a significant number of Year 5 and 6 pupils to the cricket lesson when they are not batting is indifferent. They do not watch each other to improve their own performance, nor do they develop skills and strategies for winning.

Religious education

Key stage 1 - Grade 2: Good features and no important shortcomings

Key stage 2 - Grade 3: Good features outweigh shortcomings

Good features

167. Key stage 1 pupils recall a good number of stories from the Bible and do so in detail.
168. They have a good knowledge about Christian customs such as baptism and can describe local places of worship and explain what happens in them. They write meaningful prayers, using suitable language form.
169. Their knowledge about the Jewish religion and its practices is substantial and they can name and explain the use made of a number of artefacts within that religion.
170. Key stage 1 pupils begin to discuss how they can care for the world to protect it and make it a better place in which to live.
171. Key stage 2 pupils have a good knowledge about a number of different stories from the Bible and understand whether they belong to the Old or New Testament. They know about the practices and celebrations of the main Christian festivals.
172. Pupils are very aware of the work of some charitable movements and discuss freely the life and work of their founders or people who have dedicated their life to serve others because of their faith. They respond personally to moral stories, relating them to their own lives. In a minority of lessons they ask searching questions.

Shortcomings

173. Key stage 2 pupils are uncertain when discussing the different religions they have studied.
174. Much work has been done by the eldest pupils, but the ability of a significant number to explain and discuss its content is very superficial.

School's response to the inspection

After studying the results of the inspection, the staff and governors of Ysgol Moelfre acknowledge that the report is fair and constructive.

The view of the inspectors and that of the school in its self-evaluation, were fairly similar. The inspection was broad in range and there was an opportunity to show the necessary evidence to confirm judgements on different aspects. Advantage was taken of this opportunity to show the school's qualities in order to agree on the appropriate view.

The inspection was a positive one that provides guidance on how to act upon some of the shortcomings in order to raise standards in the school in future.

Appendix 1

Basic information about the school

Name of school	Ysgol Gymuned Moelfre
School type	Nursery and Primary
Age-range of pupils	3 - 11
Address of school	Moelfre, Anglesey
Postcode	LL72 8HA
Telephone number	01248 410546

Headteacher	Thomas Arfon Jones
Date of appointment	April 1988
Chair of governors/ Appropriate authority	Sian Owen
Registered inspector	Jean Marshall
Dates of inspection	24/04/07 – 26/04/07

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2	6	5	8	9	12	4	10	56

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	2	3.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16:1
Pupil: adult (fte) ratio in nursery classes	
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	18
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006	84.1	87.7	92.85
Autumn 2006	94	97.5	94.5
Spring 2007	90.5	87.2	92.1

Percentage of pupils entitled to free school meals	23
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2006	Number of pupils in Y2	8
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 English or Welsh (first language) according to teacher assessment			
In the school	62.5	In Wales	80.6

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2006	Number of pupils in Y6	3
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

The school was inspected over a period of two and a half days by a team of three inspectors including the registered inspector, team inspector and lay inspector. During the period:

- 21 sessions were observed, attempting to share the time fairly equitably between the classes;
- discussions were held with pupils, the head and staff;
- pupils' knowledge and understanding of the work they had carried out was examined;
- the great majority of pupils were heard reading in both languages;
- samples of pupils' work were inspected;
- an analysis was carried out on school policy documents and plans, including the teachers' short and long-term planning;
- attendance registers, pupil records and teachers' assessment notes were examined;
- detailed attention was paid to the school's financial information;
- formal meetings were held with the governors before and after the inspection;
- a pre-inspection meeting with the parents was arranged, which 10 of them attended, and the 17 parent questionnaires and one letter which were received were analysed.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Jean Marshall (Registered Inspector)	Context Summary and recommendations Key questions 1, 5, 6 and 7 Welsh (first language), music and art
Rolant Wynne (Team Inspector)	Key questions 2, 3 and 4 Science, physical education and religious education
William Owen (Lay Inspector)	Contribution to key questions 1, 3, 4 and 7
Arfon Jones (Nominee)	

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Acknowledgement

The inspectors wish to thank the governors, head, staff, pupils and parents of the school for their willing cooperation during the inspection.