

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Ysgol Gynradd Amlwch
Pen-y-bonc
Amlwch
Ynys Môn
LL68 9DY**

School Number: 660/2130

Date of Inspection: 7-10 February 2005

by

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WO/67644**

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Under Estyn contract number: T/112/04/P

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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 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

| | | | | | | | |
|------|-----|-----|-----|-----|-----|------|-------|
| Year | R | Y 1 | Y 2 | Y 3 | Y 4 | Y 5 | Y 6 |
| Ages | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 |

Secondary phase:

| | | | | | | | |
|------|-------|-------|-------|-------|-------|-------|-------|
| Year | Y 7 | Y 8 | Y 9 | Y 10 | Y 11 | Y 12 | Y 13 |
| 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 |

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 |

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Context

The nature of the provider

1. Ysgol Gynradd Amlwch is a natural bilingual primary school. The school is located on the outskirts of the town of Amlwch and serves the town and surrounding areas.
2. The school admits pupils between 3-11 of age. There are 293 full-time pupils on the school register, together with 30 part-time nursery children. There has been a considerable reduction in pupil numbers during the last four years.
3. English is the main language spoken in the homes of some 70% of pupils but they are expected to be fluent Welsh speakers by the end of Key Stage 2 [KS2].
4. The children are admitted to school at the beginning of the year following their third birthday. The pupils at the school reflect the full range of ability, and their attainment levels vary greatly when they are admitted to school.
5. The area is disadvantaged and is part of the 'Communities First' support project. Some 19% of pupils are entitled to receive free school meals, a figure that is comparable to national averages. Sixteen per cent of pupils have special educational needs [SEN], a figure that is slightly below the national average, and 17 pupils have statements of SEN.
6. The school was last inspected in January 1999. Since then, the school has addressed a number of curricular issues and its monitoring and evaluation arrangements have been developed further. During the inspection there were 43 fewer pupils at the school than at the time of the previous inspection. The present headteacher was appointed in September 1996.

The school's priorities and targets

7. The school's main priorities and targets for the period 2004 – 2005 include:
 - Recreating a portfolio of pupils' work for language, science and mathematics;
 - Revise the schemes of work for art and religious education;
 - Develop Lôn Goch park in co-operation with Communities First;
 - Increase the supply and use of the interactive whiteboards.

Summary

8. The inspection team concurred with the school's judgement in its self-evaluation document in five of the seven key questions. Inspection evidence shows that the school was too conservative in awarding itself grade 2 in key questions 4 and 7. Both questions were awarded grade 1 by the inspection team.

Table of grades awarded

- 9 The inspection team judged the school's work as follows:

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

Standards

- 10 Standards of achievement in the subjects inspected are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 6% | 73% | 21% | 0% | 0% |

- 11 The standards achieved by pupils exceed the all-Wales Welsh Assembly Government [WAG] targets of 95% of lessons adjudged to be satisfactory or better and 75% good or better.
- 12 The standards of achievement of the under-fives are as follows:

| Areas of learning | Nursery | Reception |
|--|---------|-----------|
| Language, literacy and communication | Grade 3 | Grade 3 |
| Personal and social development | Grade 2 | Grade 2 |
| Mathematical development | Grade 2 | Grade 2 |
| Knowledge and understanding of the world | Grade 2 | Grade 2 |
| Creative development | Grade 2 | Grade 2 |
| Physical development | Grade 2 | Grade 2 |

- 13 In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

| Subjects | KS1 | KS2 |
|-----------------------|------------|------------|
| Welsh | Grade 2 | Grade 3 |
| Mathematics | Grade 2 | Grade 2 |
| Design and technology | Grade 1 | Grade 1 |
| History | Grade 1 | Grade 1 |
| Religious education | Grade 2 | Grade 2 |

- 14 The under-fives make good progress in the key skills of speaking and listening, reading, writing and in the use of their numeracy skills. They make outstanding progress in their use of information and communications technology (ICT).
- 15 In KS1 and KS2, pupils' standards and the progress they make in the key skills in reading Welsh and numeracy are grade 2. Writing standards are grade 2 in KS1 and are grade 3 in KS2. Standards in speaking and listening in Welsh are grade 3 in both key stages. The standard of the key skills in English in KS2 is grade 2 in all language modes. The standards achieved in ICT in both key stages are good and the work contains a number of outstanding features.
- 16 The successful development of pupils' bilingual skills is one of the main objectives of the school. The standard of pupils' bilingual competence in both key stages shows very good progress and the vast majority of pupils are able to communicate freely in both oral and written modes in Welsh and English. Bilingualism, and the development of Welsh language skills in particular, is effectively integrated into all aspects of the life of the school, including extra-curricular activities.
- 17 The success of the school in ensuring that pupils of all social and linguistic backgrounds achieve their potential is one of its outstanding features. Good support is given to pupils across the entire range of ability.
- 18 At the end of KS1, in 2004, pupils' levels of attainment in the core subjects of the National Curriculum [NC], namely Welsh, mathematics and science were slightly higher than national averages in Welsh and science. The school's results in mathematics were comparable to national averages.
- 19 In KS2, in 2004 and 2003, pupils' attainments in the core subjects of the NC, namely Welsh, English, mathematics and science were higher than the national averages and local and national benchmarks in Welsh, mathematics and science. Results in English were considerably below national averages in 2004.
- 20 The progress made by pupils with SEN towards achieving the targets set for them in their Individual Education Plans [IEPs] is good.

- 21 Pupils in both key stages make good progress in their learning and they have a good understanding of the work in question. Although the more mature pupils are able to identify what is required of them in order to improve their work, the ability of the majority of pupils to evaluate and appraise their work has not been sufficiently developed. Pupils in both key stages work hard in their lessons, and they use their time effectively.
- 22 When given opportunities, pupils in KS1 and KS2 are able to work independently, organising their own work and making decisions about the next steps to be taken in their learning.
- 23 Pupils' creative skills in both key stages are good, with some outstanding features.
- 24 Pupils of all ages exhibit good progress in their personal and social skills. Standards of behaviour throughout the school are outstanding. This responsible attitude has a positive impact on their progress.
- 25 Pupils' respect towards diversity of beliefs, attitudes and the social and cultural traditions of others, is developing appropriately. Their understanding of equal opportunities issues is good.
- 26 Average attendance for the three terms prior to the inspection was 92%. The vast majority of pupils attend school on a regular basis and they arrive punctually at the beginning of the school day.

The quality of education and training

- 27 The quality of teaching was adjudged to be as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 6% | 73% | 21% | 0% | 0% |

- 28 The quality of teaching exceeds the all-Wales WAG targets of 95% of lessons adjudged to be satisfactory or better and 75% good or better.
- 29 Teachers are well informed about the subjects they teach and about the Desirable Outcomes for Children's Learning for the under-fives. The good relationship between teachers and pupils contributes towards creating a purposeful working environment. Homework is set regularly; it is marked conscientiously and promotes the process of raising standards.
- 30 The outstanding features in the teaching include:
- Effective use of a wide range of resources, including ICT resources.
 - Stimulating experiences that sustain pupils' interest.
 - Effective class management.
 - Skilful questioning and challenging tasks.
 - Effective strategies for nurturing pupils' bilingual competence.

- 31 The good features in the teaching include:
- Use of an appropriate range of teaching strategies and resources.
 - Clear instructions and aims.
 - Effective joint planning between teachers and learning assistants.
 - The use of a range of methods of class organisation.
 - Purposeful use of resources.
 - Appropriate pace to the lessons.
- 32 The common shortcomings in the grade 3 lessons include:
- Over-long presentations that lead to pupils losing interest in their tasks.
 - Too few opportunities for pupils to work independently and to make decisions about their learning.
 - Lack of clarity in relation to the medium of teaching and learning.
- 33 The quality of assessment, recording and reporting is grade 2. Pupils' work is marked in detail and comprehensive records are kept of pupils' achievements in the core and foundation subjects. The improvement targets that are set for each pupil lead to progress during the school year and key stage. The annual reports to parents on their children's progress are of good quality.
- 34 The quality of care, support and guidance offered to learners is outstanding. The pupils are very happy at school and they have a good relationship with the teachers. All classes reflect a warm and caring ethos, the views and feelings of each individual are respected, and pupils feel strongly that they are valued.
- 35 There is a good relationship with parents and this is reflected in the positive replies received from the vast majority of parents at the pre-inspection meeting and in the pre-inspection questionnaire.
- 36 There are good links between the curricular provision and the world of work. Through their involvement with a number of initiatives, which includes pricing and selling, the older pupils increase their understanding of the world of business.
- 37 The effective arrangements for the transfer of pupils from the primary to the secondary school ensures that pupils are happy and confident when changing schools.
- 38 Regular and appropriate attention is given to pupils' personal well being and to health and safety issues. There are good arrangements for securing pupils' safety during their time at school and for monitoring attendance and punctuality.
- 39 The provision for pupils with SEN is good and it enables each pupil to receive full access to the curriculum. The support given to pupils with intensive needs within classes and in particular by the support staff, ensures that they are not treated less favourably than other pupils. There is good co-operation between

the school and parents and external agencies in order to fulfil the specific needs of pupils with SEN.

- 40 The school's provision promotes equal opportunities for all pupils. Gender equality is promoted and positive attitudes are nurtured towards people of other races. Pupils from other ethnic groups make a valuable contribution to the life and work of the school.
- 41 The strategies implemented in class for promoting good behaviour and developing pupils' self-discipline, is one of the outstanding features of the work of the school. During the inspection, no evidence of bullying, oppressive behaviour or of the harassment of other pupils was seen.

Leadership and management

- 42 The headteacher, governing body and teachers provide a clear sense of direction for the development of the school. The positive leadership of the headteacher provides highly skilled co-ordination for the work of the teaching team and gives a clear sense of purpose to their work.
- 43 Senior members of staff who undertake management and leadership roles contribute effectively to improving standards and quality and to the overall development of the school. The teaching staff undertake their teaching responsibilities in full, but they have not all been allocated curricular responsibilities.
- 44 Members of the governing body have a good understanding of their role. They know the school well and have recently begun to undertake their monitoring and evaluation responsibilities. To date, this aspect of their work has not been developed to its full potential.
- 45 The headteacher and subject co-ordinators are well informed about the school's performance. There are clear evaluative elements in each aspect of the school's self-evaluation work, and a specific focus is placed on pupils' standards of achievement and on the quality of educational provision. The reports provided to the governing body on the outcomes of the self-evaluation process are of an informal nature. Neither are there specific arrangements for gathering parents' views.
- 46 The School Development Plan (SDP) is a useful document for setting a strategic direction for the work of the school, despite a lack of detail in the methods of implementation outlined under each priority.
- 47 The teachers are well informed about the areas they teach and the learning support staff undertake their responsibilities well, making an important contribution to the quality of teaching and the standards of achievement.
- 48 The school has a good supply of resources for all ages. The effective use made of the computer room and of the interactive whiteboards in order to

develop pupils' ICT skills make a considerable contribution to the grade 1 achieved in this area.

- 49 The classrooms offer extensive space for the numbers of pupils accommodated. They include attractive displays that contribute effectively to creating an interesting teaching environment.
- 50 The school's financial management is good, and the headteacher and governing body supervise the budget carefully. Resources are used efficiently and effectively in order to support the school's priorities.
- 51 The school has made good progress since the last inspection in addressing the key issues identified in the inspectors' report. It has succeeded in maintaining the good standards in a number of subjects and good progress has also been made in raising standards of the under-fives. There has also been a significant improvement in the assessment, monitoring and evaluation procedures, and in the quality of provision for SEN. Although standards in reading and writing Welsh have improved since the last inspection, oracy in both key stages and writing in KS2 continue to be aspects that require further attention.
- 52 The school provides good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1 Continue to develop strategies for raising standards in Welsh by addressing the shortcomings that have been identified.
- R2 Continue to develop the school's self-evaluation arrangements by strengthening the monitoring and evaluation role of the subject co-ordinators and the governing body.
- R3 Aim at excellence in all subjects by building on the good standards already achieved.

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

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings.

53. The findings of the inspection team concur with the school's judgement in its self-evaluation report.

54. Standards of achievement in the lessons inspected are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 6% | 73% | 21% | 0% | 0% |

55. The standards achieved by pupils exceed the all-Wales WAG targets of 95% of lessons adjudged to be satisfactory or better and 75% good or better.

56. The standards of achievement of the under-fives are as follows:

| Areas of learning | Nursery | Reception |
|--|---------|-----------|
| Language, literacy and communication | Grade 3 | Grade 3 |
| Personal and social development | Grade 2 | Grade 2 |
| Mathematical development | Grade 2 | Grade 2 |
| Knowledge and understanding of the world | Grade 2 | Grade 2 |
| Creative development | Grade 2 | Grade 2 |
| Physical development | Grade 2 | Grade 2 |

57. In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

| Subjects | KS1 | KS2 |
|-----------------------|---------|---------|
| Welsh | Grade 2 | Grade 3 |
| Mathematics | Grade 2 | Grade 2 |
| Design and technology | Grade 1 | Grade 1 |
| History | Grade 1 | Grade 1 |
| Religious education | Grade 2 | Grade 2 |

58. Pupils in both key stages succeed in achieving the targets set for them by the school. During the last three years, assessment and statutory test results at the end of KS1 and KS2 compared well with the targets set by the school. The results in the majority of subjects either exceeded or were comparable to WAG targets.

59. The under-fives make appropriate progress in the key skills of speaking and listening, reading, writing and the use of their numeracy skills. They make outstanding progress in their use of ICT.

60. In KS1 and KS2, pupils' standards and the progress they make in the key skills in reading Welsh and numeracy are grade 2. Writing standards are

grade 2 in KS1 and are grade 3 in KS2. Standards in speaking and listening in Welsh are grade 3 in both key stages. The standard of the key skills in English in KS2 is grade 2 in all language modes. The standards achieved in ICT in both key stages are good, and the work contains a number of outstanding features.

61. The successful development of pupils' bilingual skills is one of the main objectives of the school. The standard of pupils' bilingual competence in both key stages shows very good progress, and the vast majority of pupils are able to communicate freely in both oral and written modes in Welsh and English. Bilingualism, and the development of Welsh language skills in particular, is effectively integrated into all aspects of the life of the school, including extra-curricular activities.
62. The success of the school in ensuring that pupils of all social and linguistic backgrounds achieve their potential is one of its outstanding features. Good support is given to pupils across the entire range of ability.
63. The vast majority of pupils make good progress in their knowledge, understanding and skills as they move through the school. End of key stage assessments and tests show that the majority of pupils attain the appropriate national levels.
64. At the end of KS1, in 2004, pupils' levels of attainment in the core subjects of the NC, namely Welsh, mathematics and science were slightly higher than national averages in Welsh and science. The school's results in mathematics were comparable to national averages. In relation to comparator schools in terms of the number of pupils receiving free school meals, the school's results were above the median. There are no significant differences in the performance of boys and girls.
65. In KS2, in 2004 and 2003, pupils' attainments in the core subjects of the NC, namely Welsh, English, mathematics and science were higher than the national averages and local and national benchmarks in Welsh, mathematics and science. Results in English were considerably below national averages in 2004. In relation to comparator schools in terms of the number of pupils receiving free school meals, the school's results were in the highest quartile in Welsh and science and were above the median in mathematics. Results in English were below the median. Whilst the performance of boys and girls were comparable in mathematics and science, the performance of boys was considerably below that of girls in Welsh and English.
66. The progress made by pupils with SEN towards achieving the targets set for them in their IEPs is good.
67. Pupils in both key stages make good progress in their learning. When working on tasks in class, they are happy to offer their own ideas and they learn new information and skills effectively.
68. Pupils in both key stages have a good understanding of the work in hand.

69. Although the most mature pupils in Years 5 (Y5) and Y6 are able to express opinions about their work and can note what they need to do to improve it, the ability of the majority of pupils to evaluate and appraise their work has not developed sufficiently. This is particularly so in their appraisals of their written work.
70. Pupils in both key stages work hard in their lessons and they use their time effectively. They concentrate well on their tasks, showing a high degree of motivation and they make good progress towards fulfilling their potential. They respond enthusiastically in their lessons and they display interest in their work.
71. Pupils' standards of behaviour are outstanding. They move about the school in an orderly manner, showing a great deal of self-discipline. They have a clear understanding of what is expected of them and are considerate and courteous. This responsible attitude has a positive impact on the progress they make.
72. Average attendance for the three terms prior to the inspection was 92%. The vast majority of pupils attend school on a regular basis and they arrive punctually at the beginning of the school day.
73. When given opportunities, pupils in KS1 and KS2 are able to work independently, organising their own work and making decisions about the next steps to be taken in their learning. Occasionally, the nature of the tasks provided does not offer sufficient opportunities for pupils to exercise and develop their independent working skills.
74. Pupils' creative skills in both key stages are good, with some outstanding features.
75. Pupils of all ages make good progress in their personal and social skills. They work well with a partner or with members of a group and are very happy to share resources and to discuss ideas. They are considerate of the difficulties and feelings of fellow pupils in the class.
76. Pupils' respect towards diversity of beliefs, attitudes and the social and cultural traditions of others is developing appropriately. Their understanding of equal opportunities issues is good.
77. The close co-operation between the school and the town together with the numerous educational visits make a considerable contribution to expanding pupils' understanding of their own community and of the world of work.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

78. The findings of the inspection team concur with the school's judgement in its self-evaluation report.

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 6% | 73% | 21% | 0% | 0% |

79. The quality of teaching exceeds the all-Wales WAG targets of 95% of lessons adjudged to be satisfactory or better and 75% good or better.

80. Teachers are well informed about the subjects they teach and about the Desirable Outcomes for Children's Learning for the under-fives, and their lesson planning is thorough. The good relationship between teachers and pupils contributes towards creating a purposeful working environment. Good attention is given to the needs of individuals in lessons and there is careful planning to ensure equality for all. Homework is set regularly; it is marked conscientiously and promotes the process of raising standards.

81. The outstanding features in the teaching include:

- Effective use of a wide range of resources, including various ICT resources, to generate interest, explain concepts and develop other paths of investigation.
- Stimulating experiences that sustain pupils' interest, engage their enthusiasm and develop their imagination.
- Effective class management that secures good levels of concentration by all pupils.
- Skilful questioning that enables pupils to investigate issues in increasing detail and depth.
- Challenging tasks and assignments.
- Effective strategies for nurturing pupils' bilingual competence.

82. The good features in the teaching include:

- Use of an appropriate range of teaching strategies and resources, which help to engage and sustain pupils' interest.
- Clear instructions and aims that pupils are eager to achieve.
- Effective joint planning between teachers and learning assistants.
- A range of class organisation strategies that enable teachers to ensure effective and constructive interaction between themselves and the pupils.
- Purposeful use of resources.
- Appropriate pace to the lessons that engage pupils' involvement.

83. The common shortcomings in the grade 3 lessons include:

- Over-long presentations that lead to pupils losing interest before they begin working on their tasks.
 - Too much information being fed to pupils and too few opportunities for them to work independently and to make decisions about their learning.
 - Lack of clarity in relation to the medium of teaching and learning.
84. The quality of assessment, recording and reporting is grade 2. The work is marked in detail and in the best practice, it contains comments that explain how pupils could improve it. The information is used to identify pupils who require additional support and to promote higher standards. KS2 test results are carefully analysed and used to inform the teaching for the following year.
85. Comprehensive records are kept of pupils' achievements, including baseline assessments. There is a comprehensive system for the assessment of pupils' progress in the core and foundation subjects and the use of standardised national tests in order to confirm the accuracy of teachers' assessments. A school portfolio is kept to show the levels attained by pupils in language and science and similar portfolios are now being developed in other areas.
86. The pupils understand the function of assessment and improvement targets are set for each pupil and year group, and these are discussed with the pupils concerned. Overall, good use is made of these targets to ensure that the pupils make progress during the year and key stage. Pupils themselves undertake little self-assessment.
87. The annual reports to parents on their children's progress fully satisfy the statutory requirements and they are of good quality. The comments outline the pupils' achievements and skills in each subject, but they do not set targets for improvement.

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

88. The findings of the inspection team concur with the school's judgement in its self-evaluation report.
89. The curriculum makes good provision that responds to pupils' learning needs and provides equal access to a broad and balanced curriculum. Curriculum planning is thorough for the majority of subjects, although some schemes of work require updating.
90. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. The progress they make leads them naturally to the NC programmes of study.
91. The school responds very well to pupils' learning needs. The provision reflects social inclusion in all aspects of access and equal opportunities, and is well structured in accordance with the main objectives of the school. The school provides programmes of study that reflect detailed planning and that are accessible to all pupils, regardless of ability, gender or cultural or religious background.
92. The good provision made by the school ensures that all pupils gain the necessary basic and key skills. The school has recently gained the Quality Mark of the Basic Skills Agency.
93. The quality of the provision in both languages is good. Through purposeful planning, the school ensures that the pupils' bilingual skills are developed increasingly throughout the key stages. Due prominence is given to the Cwricwlwm Cymreig in the curriculum, particularly so in the humanities subjects.
94. Pupils benefit from receiving equal opportunities to take part in a wide range of extra-curricular activities, including after school clubs. The numerous visits to places of interest and the French lessons provided for the older pupils have enhanced their experiences and contributed to raising standards of achievement in various aspects of the curriculum.
95. The school is aware of sustainability issues and global citizenship and these aspects are given due prominence in the curriculum. The school has gained 'Eco School' status and there are arrangements in place for recycling litter.
96. The learning experiences effectively promote the pupils' spiritual, moral, social and cultural development. As a result, pupils have a clear sense of ownership and responsibility towards the school and its environment. Collective worship makes an effective contribution towards developing pupils' understanding of moral and spiritual matters, and helps them to respect truth and justice.

97. Welsh culture is given due prominence, including visits by artists and authors from Wales. The school makes good provision for the pupils' personal and social development. Members of the School Council hold their discussions in a mature fashion; they play an active part in planning improvements at the school and are familiar with expressing their views during the 'circle time' sessions. Currently, membership of the School Council is restricted to Y6 pupils.
98. There are effective links with parents. Many parents are involved in the work of supporting school activities in a variety of ways. The majority of parents are highly supportive and they have a good relationship with the school. In the pre-inspection questionnaires and meeting, parents were almost unanimous in expressing great satisfaction with the standards achieved by their children and with the values promoted by the school.
99. There are effective arrangements for communicating with parents. The information provided is of good quality and is suitable for Welsh and English speakers. The Home-School Agreement is an appropriate and useful document. The Parents' Handbook conforms to statutory requirements, but there are some gaps in the Annual Report of the Governing Body to parents.
100. There are good links with the community through visits and social and curricular activities. There are good links with the local secondary school. From time to time, the school receives students from a teacher training institution.
101. There are good links between the curricular provision and the world of work. Through their involvement with a number of initiatives, which includes pricing and selling, the older pupils increase their understanding of the world of business.
102. Pupils' experiences across the curriculum enable them to develop a range of skills that are valuable in terms of lifelong learning. These include bilingualism, ICT skills, numeracy skills, and personal and social skills. Pupils also exhibit good problem solving and co-operational skills, but their ability to develop into independent learners and to manage their own learning has not achieved its full potential.

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

Grade 1: Good with outstanding features

103. The judgement of the inspection team does not correspond to the Grade 2 awarded by the school in its self-evaluation report.
104. The quality of the care, support and guidance provided for learners is outstanding. Pupils are very happy at school and they have a good relationship with their teachers. There is a warm and caring ethos in all classes, the views and feelings of all pupils are respected and pupils feel strongly that they are valued. Parents are also very grateful for the care and guidance the school provides for their children.
105. There is a good relationship with parents and this is reflected in the positive responses made by the majority of parents at the pre-inspection meeting, and in the pre-inspection questionnaires. The school has good links with the support services of the Local Education Authority (LEA), such as the Behaviour Unit, the Language Unit and the local SEN Unit.
106. The teachers and support staff perform their duties effectively. They know the pupils well and give appropriate attention to their personal and social education in all school activities.
107. The under-fives settle in quickly in their classes and they feel safe at school. There is good provision for admitting older pupils during the school year.
108. There are effective arrangements for pupil transfer to the secondary school and this ensures that pupils are happy and confident when moving school. The close co-operation between the catchment primary schools and the secondary school leads to good continuity of curricular experiences for pupils, and appropriate attention is given to the well being of individual pupils.
109. Regular and appropriate attention is given to pupils' personal well being and to health and safety issues, such as the attention given to healthy eating. Good practical steps are taken to secure pupils' safety during their time at school and to monitoring attendance and punctuality.
110. Staff are clearly very knowledgeable of the detailed guidelines that are in place in the area of child protection and the arrangements for implementing them are well established.
111. The policies for sex education, fire drills, equal opportunities and racial equality are all well established, and are known to all members of staff.
112. The school has developed highly successful systems for identifying pupils with special needs from a very early age. Standardised tests and other assessments are used and support is provided according to requirements.

113. The provision for pupils with SEN is good and the procedures satisfy the requirements of the Code of Practice. The co-ordinator performs her duties conscientiously and effectively, and the support she provides, together with the specialist teacher and the support staff, promote pupils' progress and enables them to receive full access to the curriculum. The support given to pupils with intensive needs within classes and in particular by the support staff, ensures that they are not treated less favourably than other pupils. Each pupil has a relevant IEP, their progress is reviewed on a regular basis and the provision is modified according to requirements. There is good co-operation between the school and parents and external agencies in order to fulfil the specific needs of pupils with SEN.
114. The school's provision promotes equal opportunities for all pupils. Gender equality is promoted and positive attitudes towards other races are nurtured. Pupils from other ethnic groups make a valuable contribution to the life and work of the school.
115. The strategies employed in classes to promote good behaviour and to develop self-discipline are one of the outstanding features of the work of the school. During the inspection, no evidence of bullying or of oppressive behaviour or of harassment of other pupils was seen.

Leadership and management

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

Grade 2: Good features and no important shortcomings

116. The findings of the inspection team concur with the school's judgement in its self-evaluation report.
117. The headteacher, the governing body and teachers provide a clear sense of direction for the school's development. Common values are shared in relation to learning, behaviour, inter-relationships and equal opportunities. There are appropriate aims and policies that focus on the pupils' needs and on creating the best possible conditions for each individual to develop and flourish.
118. The positive leadership of the headteacher provides skilful co-ordination for the efforts of the teaching team and gives a sense of common purpose to their work. The contribution of each member of staff is valued and they receive numerous opportunities to develop their professional skills. Their views are given careful consideration when producing policies and making key decisions.
119. The views of pupils of all ages are respected and through the School Council pupils in Y6 are given good opportunities to influence several aspects of the life of the school.
120. Senior members of staff who undertake management and leadership roles contribute effectively to improving standards and quality and to the overall development of the school. They shoulder a good measure of responsibility and provide clear leadership to their fellow-teachers. The teaching staff undertake their teaching responsibilities in full, but they have not all been allocated curricular responsibilities.
121. Good attention is given to national priorities. The school is committed to the Healthy Schools Initiative and has recently gained the Quality Mark of the Basic Skills Agency and the Green School. A scheme has been developed to promote good behaviour in KS1 and attention has been given to methods of learning. The development of ICT is given particular attention in all classes and effective use is made of the interactive whiteboard. The school works well with several partners, including the University of Wales, the LEA and other catchment primary schools.
122. There are effective processes in place for setting targets for pupils at the end of both key stages. The targets are based on the expected performance of each pupil, and, overall, the targets set are challenging and achievable.
123. The Performance Management system is operated effectively. The objectives agreed for each pupil include personal objectives in addition to those emanating from the SDP. Teachers are given extensive opportunities to address their Continuing Professional Development [CPD].

124. Members of the governing body have a good understanding of their role and of their contribution to the school's strategic planning. They are keenly interested in their work and they perform their duties effectively. They know the school well and have recently begun to undertake their monitoring and evaluation responsibilities. To date, this aspect of their work has not been developed to its full potential.

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

Grade 2: Good features and no important shortcomings

125. The findings of the inspection team concur with the school's judgement in its self-evaluation report.
126. The headteacher and subject co-ordinators are well informed about the school's performance in the areas for which they are responsible and they make effective use of the information obtained in order to raise standards and make improvements. The inspection team concurred with the school's judgement in its self-evaluation document in five of the seven key questions. Inspection evidence shows that the school was too conservative in awarding itself grade 2 in key questions 4 and 7. Both questions were awarded grade 1 by the inspection team.
127. There are clear evaluative elements in all aspects of the school's self-evaluation work, focussing specifically on pupils' standards of achievement and the quality of the educational provision. A number of strategies are employed to gather evidence, including lesson observation, scrutinising pupils' work, analyses of test and assessment results, and receiving the advice of education advisers.
128. Appropriate use is made of catchment, local and national benchmarking information in order to compare the school's performance with that of other similar schools in terms of size, free school meals and linguistic background. Little use is made of the national quartiles.
129. The reports submitted to the governing body on the outcomes of the self-evaluations are merely informal. Neither are there firm arrangements for gathering parents' views.
130. The concise self-evaluation report produced by the school prior to the report is clear and readable. It is of good quality. It shows that a culture of self-criticism is well established at the school and that the arrangements continue to evolve as staff become more experienced and confident in this aspect of their work.
131. There are clear links between the outcomes of the self-evaluation process and the priorities identified in the SDP. The SDP is a useful document for providing strategic direction for the work of the school. The expected outcomes together with the proposed monitoring methods are identified, implementation responsibilities are allocated to individuals and resources are earmarked for particular developments. The implementation of the SDP together with the impact of developments at the school are monitored and evaluated at the end of the year.
132. The school has made good progress since the last inspection in addressing the key issues that were identified. It has succeeded in maintaining the good standards in mathematics, history and religious education and in raising

standards in design and technology from satisfactory to grade 1. Good progress has also been made in raising standards of the under-fives. There has been a significant improvement in the assessment, monitoring and evaluation procedures and in the quality of provision for SEN. Although standards in reading and writing Welsh have improved since the last inspection, oracy in both key stages and writing in KS2 continue to be aspects that require further attention.

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

Grade 1: Good with outstanding features

133. The judgement of the inspection team does not correspond to the Grade 2 awarded by the school in its self-evaluation report.
134. The number of teaching staff is adequate and provides a favourable pupil:teacher ratio of 23:1. The teachers are knowledgeable in the areas they teach and the learning support staff perform their responsibilities well, making an important contribution to the quality of the teaching and the standards of achievement. The teachers are appropriately located in the school and efficient use is made of their expertise through the process of exchanging learning groups to teach certain subjects.
135. The teachers regularly update their curricular knowledge and teaching skills by following a training programme and by receiving support visits by LEA advisers. The programme reflects the priorities outlined in the SDP together with the personal performance management objectives of individual teachers.
136. The school has a good supply of resources for all ages, including the under-fives. They are of good quality and are easily accessible for all pupils. The effective use made of the computer room and of the interactive whiteboards in order to develop pupils' ICT skills and invigorate the teaching, makes a considerable contribution to the grade 1 achieved in this area. External facilities, such as the local library and gymnasium, are valuable learning and teaching resources for the school.
137. The classrooms offer extensive space for the numbers of children accommodated. They include attractive displays that contribute effectively to creating an interesting teaching environment. School buildings and grounds are well maintained and are used effectively and efficiently.
138. The school's financial management is good, and the headteacher and governing body supervise the budget carefully. Resources are used efficiently and effectively in order to support the school's priorities, as outlined in the SDP. It is foreseen that there will be budgetary reductions in the next financial year, and the school has begun to plan for this. The headteacher and subject co-ordinators review and evaluate the school's requirements and its use of resources on a regular basis in order to secure value for money.
139. The school provides good value for money.

Standards achieved in subjects and areas of learning

The under-fives

Grade 2: Good features and no important shortcomings

140. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

Good and outstanding features

Development of language, literacy and communication skills: Grade 3

141. The nursery children listen well to their teacher and they begin to learn everyday words in Welsh. They are very happy to repeat familiar rhymes and to count and sing with the teacher and assistant. They recognise some letters, forming them in different ways and they enjoy listening to stories.
142. By the reception class, the children develop their understanding of Welsh and they speak more confidently. A small number of children, who speak Welsh as a first language, speak clearly, discussing their activities and repeating a story effectively. All the children appreciate books and they discuss them enthusiastically. The vast majority recognise numerous letters and they write their names independently and copy simple sentences.

Mathematical development: Grade 2

143. The nursery children recount numbers correctly up to 20 and they are familiar with several relevant rhymes. They are able to classify 'small', 'medium' and 'large' objects, and their mathematical concepts such as 'more' and 'fewer' are developing well.
144. The reception children use different resources to create patterns of colour and shape. They are able to discuss these patterns, explaining how they arrived at their decisions. They match, name and discuss the features of two-dimensional (2D) and 3D shapes, explaining the differences between them and understanding which are solid. They are able to sort, match and place numbers in order and can recognise numerals.

Knowledge and understanding of the World: Grade 2

145. Through their use of various computer programmes, the nursery children become familiar with using the mouse to move pictures about the screen. They do so skilfully. They are able to recount the days of the week and they experiment with and discuss what they do as they play in the sand tub and water tub.
146. Through a number of different interesting activities and experiences, the knowledge and understanding of the world of the reception children are developing well. They use the computer confidently to play educational games and to create pictures of animals in the jungle. They can explain what

happens during the day and night, they can discuss the order of the day and are able to compare methods of lighting, past and present.

Creative development: Grade 2

147. The nursery children use a range of materials, including clay, to create little pigs, waste materials and different types of paint. They sing a variety of appropriate rhymes, clapping as accompaniment. Following suitable stories, they dress up as the characters of the story and engage in role-play at Tŷ Cnoc Cnoc.
148. The reception children are able to discuss their favourite colours and they create jungle animals using a range of different media. After observing a piece of fruit they have created a detailed still life picture, paying attention to shape and colour. They clap to taped music, creating movements to accompany a specific song, and they sing nursery rhymes and other suitable songs. They make effective use of puppet theatre in class for role-play and to recount the story.

Physical development: Grade 2

149. The nursery children are able to name parts of the body and they understand that they grow. Their skills in handling small items of equipment are developed appropriately and they move confidently on the climbing frame and slide located in the classroom.
150. The reception children make appropriate use of scissors, paintbrushes, pencils and glue. In physical education sessions the children dress appropriately, they are aware of the need to warm up before their exercises, they are beginning to develop an awareness of space and the majority follow their teacher's instructions well. They are able to jump, run, walk, skip and create different shapes with some control.

Personal and social development: Grade 2

151. The nursery children learn to become friends and to give consideration to the needs of others. They give thanks on a regular basis and begin to understand that they must wait for their turn and share toys. They are eager to help each other.
152. The reception children make clear progress in their personal and social development. Almost without exception, they respond appropriately to the chosen way of working, understanding that they must wait for their turn and play together. They have formed good inter-relationships with each other and with adults, and they ask for support when it is required. They concentrate for periods of time and are able to perform their activities with a fair degree of independence.

Shortcomings

153. The vocabulary of a significant number of nursery and reception children is limited and they need encouragement and support to respond in a more extended manner.

154. Although a large number of reception children recognise letters, rarely do they write words and sentences independently.

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|--------------|
| Welsh |
|--------------|

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

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Grade 2 was awarded for reading and writing in KS1 and grade 3 for oracy.
Grade 2 was awarded for reading in KS2 and Grade 3 for oracy and writing.

Good and outstanding features

155. Pupils in KS1 listen well to presentations and stories and the majority are eager to respond and to take part in discussions. Although a large number of pupils are from non-Welsh speaking homes, their confidence and ability to speak in different situations has clearly developed by Y2. The most confident children engage in extended discussions, offering sensible responses to questions and showing a willingness to converse.
156. Pupils undertake a good range of reading activities, including taking books home. They recognise many common words and they use an appropriate number of suitable strategies to facilitate their reading. The best readers read fluently with appropriate expression. They have an awareness of the difference between works of fiction and non-fiction, and are able to recognise rhyming patterns. Less confident readers are able to disaggregate words and convey meaning.
157. Pupils' writing skills develop increasingly throughout KS1. They copy carefully and use pre-prepared vocabulary and writing frames to produce a number of different pieces. They use a range of sentence patterns and they have an appropriate understanding of basic punctuation. By Y2 many pupils are able to write independently and in an extended manner, on a range of factual and creative subjects.
158. Pupils in KS2 listen courteously to each other and in class presentations. Their oral expression improves as they use the language in a variety of contexts. With guidance and encouragement, they are able to offer a more extended discourse. A small group of pupils at the upper end of the school express themselves well orally, speaking freely, using suitable vocabulary and contributing effectively to class discussions.
159. Pupils across the key stage read well. The vast majority read texts that correspond to their ability and they develop into confident readers who are able to answer questions about the characteristics and content of books. The most able pupils read fluently and meaningfully, discussing the plot and characters of the story, expressing their opinions about the books they read and discussing their favourite authors. The pupils of middle and lesser ability can interpret texts that are simpler in terms of content and expression. The weekly visits to the town library by the older pupils and the practice of reading

in groups, promote their skills and interest. Pupils' ability to gather information from a range of sources, including the Internet, is good.

160. Pupils in KS2 produce a range of factual and creative written work. They are aware that using the compact form of the verb, idioms and similes improves their written work, and they make regular use of these features to add colour and expression to their writing. They write confidently using clear models and guidelines. By Y5 and Y6, a small number of pupils have developed a good mastery of register, syntax and language conventions.

Shortcomings

161. In both key stages, very many pupils lack confidence when speaking Welsh. Their expression is restricted, they have difficulty in expressing themselves in sentences and they do not possess the necessary vocabulary to speak at any length in various situations.
162. In KS2, pupils' planning skills, including drafting, re-drafting and reviewing their work independently have not been sufficiently developed. Few pupils produce extended pieces of work independently.
163. Mutation and spelling errors are commonplace in the written work of a considerable number of pupils in KS2.

Mathematics

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

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

Good and outstanding features

164. Pupils in KS1 have a sound understanding of place value and they read, write and arrange numbers with increasing accuracy. They remember well a good range of previous work, they understand key concepts and are able to recall key facts quickly and accurately. By Y2, pupils are able to explain their work logically, count orally in steps of varying sizes and recognise simple number patterns. They have a sound understanding of money and can use simple fractions such as halves and quarters.
165. Their understanding of the characteristics of 2D and 3D shapes is sound. They recognise shapes according to their mathematical names and can accurately describe their main characteristics. By Y2, they use standard units correctly to measure length, mass and volume and their understanding of time is developing appropriately.
166. Pupils in KS2 are confident users of mathematical procedures. They have a sound understanding of the place value of five digit numbers and can quickly recall and use multiplication and division facts. They use the four rules with increasing certainty, are able to offer reasonable, estimated answers to

number problems and they work accurately on their paper and mental calculations. By Y5, they handle decimals confidently and they have a sound understanding of fractions, percentages and negative numbers.

167. Pupils make effective use of diagrams, graphs and mathematical notation to convey their findings and ideas clearly to others. They are highly skilled in questioning and re-arranging the data.
168. Pupils are able to measure and name angles correctly and can note the co-ordinates in 2D and 3D shapes. They select the most appropriate equipment and unit of measurement to discover the length, perimeter, area and mass of objects. They have an appropriate understanding of capacity and volume.

Shortcomings

169. In both key stages, the range of mental calculation strategies used by pupils of middle and lower ability is limited.

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| Design and technology |
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Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Good and outstanding features

170. Pupils in KS1 work very successfully on assignments involving designing and making a range of products. They develop their own ideas by making a number of freehand drawings before selecting the most appropriate idea for the task in question. The standards they achieve when investigating the products is one of the outstanding features of the school's work in this subject area. Pupils look in detail at familiar objects such as picture frames, before moving on to design and make their own objects.
171. They assemble, join and combine a wide range of materials and components, keeping a close eye on the finish of their products. They use simple mechanisms and axles skilfully in their products. They are able to identify the main strengths of their work, as well as noting how further improvements could be made.
172. Pupils in KS2 conduct detailed investigations into the manufacture of familiar objects such as tablemats and pencil cases, and they use their observations when producing similar objects of their own.
173. Their designs show a good awareness of the characteristics of materials, such as strength and flexibility, and they are able to select the most suitable material and medium for the task in hand. They have a clear understanding of the requirements of a task and they make a number of rough designs before selecting the most appropriate one for the work in question. They produce imaginative ideas and use a wide range of materials and components to create objects and models.

174. When creating a fairground wheel, pupils exhibit a good awareness of what impacts upon the strength of structures and buildings. They make effective use of electrical components to create particular effects in their products.
175. The ability of pupils in KS2 to use ICT software in order to control the movement of objects is one of the outstanding features of their work in this area.
176. They evaluate their finished articles intelligently, making a number of modifications in order to improve their effectiveness.

Shortcomings

177. There are no significant shortcomings.

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| History |
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Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Good and outstanding features

178. The standards achieved by pupils in KS1 and KS2 when working on a local historical investigation is one of the outstanding features of the school's work in this subject area. The visits to places of historical interest, the visits made by local experts to school and the attractive displays make a significant contribution to pupils' historical experiences and investigative skills.
179. In KS1, historical vocabulary is developed effectively, and many of the older pupils use phrases such as "in the past" and "oldest", thus displaying their awareness of the passage of time. At the upper end of KS1, outstanding use is made of a classroom museum, with pupils being able to discuss historical artefacts intelligently. By drawing on their experiences, they can place the objects in chronological order and offer relevant explanations.
180. By KS2, pupils are able to conduct their own investigations into historical subjects and objects. They have a good awareness of the chronology of historical periods and they use timelines intelligently.
181. Pupils in KS2 are aware of the features of a local industrial community in the 19th century and are able to transfer their knowledge to offer a reasonable interpretation of industrial communities in a wider context. By comparing photographs and pictures of mining works on Mynydd Parys, they become aware of the value of evidence for interpreting the past.
182. The methods of presenting and recording their work used by pupils encompass a wide range of key skills. Through role-play, drama and song pupils in KS2 experience different historical periods, showing empathy towards the living conditions of children in those periods.

183. The use of the local area and its resources in order to enhance the curriculum is an outstanding feature of the work of the school, and this enhances pupils' understanding in both key stages.

Shortcomings

184. There are no significant shortcomings.

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|----------------------------|
| Religious education |
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Key Stage 1 - Grade 2: Good features and no important shortcomings

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

Good and outstanding features

185. In KS1, pupils know a good number of stories from the Bible and are able to accurately recount them orally. They know of the Christian festivals and are able to discuss some of the main events associated with them.
186. They have a good awareness of the features and practices of places of worship and can accurately describe rituals such as baptism. The visit to the local church to take part in a baptism ceremony with the vicar has assisted them in developing their understanding and to understand the significance of the artefacts to be found there.
187. Their awareness of values such as friendship and kindness to others is developing well. They appreciate the importance of gratitude and they have produced their own simple prayers.
188. They understand the importance of the Bible to Christians and the Torah to Jews. They are able to compare artefacts in a synagogue and church and their knowledge and understanding of the Jewish faith are good.
189. In KS2, pupils' knowledge of the Bible is developed further and they are able to recount and write stories from the Bible. When discussing a number of the miracles performed by Jesus Christ, they can explain their significance to us today with great maturity.
190. Pupils are able to talk in an extended fashion about the main Christian festivals. They know that the Bible is a sacred book for Christians and can talk about many of the characters described in the New Testament and the Old Testament.
191. Following their work on the Ten Commandments, pupils expressed their opinions about respecting contemporary rules, and they produced an appropriate list of class rules. They are aware of the function of prayer and by Y5 and Y6, pupils have a clear view on spiritual and moral issues, and are able to discuss them confidently.

192. They are aware that religions other than Christianity are practised throughout the world. They have a good awareness of the key tenets of Islam and the Jewish faith, they are able to discuss their artefacts and practices, the importance of the Qur'an to Muslims and the Torah to Jews, and they compare their methods of worship with the Christian tradition.

Shortcomings

193. Pupils have little awareness of leaders and key personnel who reflect the teachings of Jesus.

School's response to the inspection

Staff and governors have considered the findings of the inspection and are of the view that they are a fair reflection of the work of the school. The findings and observations of the inspection team correspond in large measure to the school's own judgements.

The inspection was wide ranging and was characterised by the team's professional approach. Care was taken to arrive at a balanced and agreed view, spending time to seek further evidence, and to confirm opinions where required.

The inspection acknowledges positive elements in terms of attitudes, behaviour and pupils' participation in their learning. Reference is also made to the care and support systems that underlie our curricular provision. The skills and commitment of our teachers and the skills of our support staff are given due recognition.

There is a clear focus on standards and achievement in areas of current strength and where further attention is required. Amongst some of the aspects highlighted are key skills, greater use of benchmarking data and the tightening of certain procedures, and these are all issues which we are confident can be effectively addressed. We were glad to see that the inspectors have identified a number of elements and procedures at the school that will assist us in addressing some of the shortcomings by greater sharing of good practice.

The staff and governors will ensure that we shall wherever possible address the recommendations made within the current academic year. The challenge is wide ranging: for subject leaders, senior management, whole-school participation and the staff who work closely with the governors.

At Ysgol Amlwch, we are proud of our children and are proud of what we are able to achieve in many areas. We recognise that only through regular review and reflection can we hope to achieve challenging targets, and safeguard what is best for our pupils. Through self-evaluation, we have sought to produce an objective picture of our school. The inspection has made a considerable contribution to identifying our strengths and highlighting clear areas for improvement and further development.

Appendix A

Basic information about the school

| | |
|--|----------------------------------|
| Name of school | Amlwch |
| School type | Community, natural bilingual |
| Age-range of pupils | 3-11 years |
| Address of school | Pen-y-bonc Amlwch Ynys Môn |
| Post-code | LL68 9DY |
| Telephone number | (01407) 830414 |
| Headteacher | Mr Peter Thomas |
| Date of appointment | September 1996 |
| Chair of governors/ Appropriate authority | Mrs Diane Prince |
| Reporting inspector | Wil Williams |
| Dates of inspection | 7-10 February 2005 |

Appendix B

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 | 15 | 32 | 38 | 47 | 37 | 42 | 48 | 47 | 306 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 14 | 2 | 14.2 |

| Staffing information | | |
|--|--|-------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | | 23:1 |
| Pupil: adult (fte) ratio in nursery classes | | 8:1 |
| Pupil: adult (fte) ratio in special classes | | 10:1 |
| Average class size, excluding nursery and special classes | | 23 |
| Teacher (fte): class ratio | | 1.1:1 |

| Percentage attendance for three complete terms prior to inspection | | | | |
|--|-------|--------|--------|--------------|
| Term | R | KS1 | KS2 | Whole School |
| Spring 2004 | 92% | 94.3% | 91.85% | 92.1% |
| Summer 2004 | 92.8% | 91.75% | 92.25% | 91.6% |
| Autumn 2004 | 91.4% | 93.65% | 93.35% | 92.5% |

| | |
|--|-----|
| Percentage of pupils entitled to free school meals | 19% |
| Number of pupils excluded during 12 months prior to inspection | 0 |

Appendix C

National Curriculum Assessment Results: End of Key Stage 1

| National Curriculum Assessment KS 1 Results 2004 | | | Number of pupils in Y2: | | 37 | | | |
|--|--------------------|----------|-------------------------|-----|------|------|------|---|
| Percentage of pupils at each level | | | | | | | | |
| | | | D | W | 1 | 2 | 3 | 4 |
| Welsh | Teacher Assessment | School | | | 10.8 | 83.8 | 5.4 | |
| | | National | 0.5 | 1.5 | 10 | 63.4 | 24.5 | |
| Mathematics | Teacher Assessment | School | | | 13.5 | 73 | 13.5 | |
| | | National | 0.3 | 2.2 | 10.5 | 62.5 | 24.4 | |
| Science | Teacher Assessment | School | | | 8.1 | 62.2 | 29.7 | |
| | | National | 0.3 | 1.6 | 9.5 | 65.2 | 23.4 | |

| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment | | | |
|---|-------|----------|-------|
| In the school | 78.4% | In Wales | 80.1% |

National Curriculum Assessment Results: End of Key Stage 2

| National Curriculum Assessment KS2 Results 2004 | | | Number of pupils in Y6 | | 30 | | | | | | | |
|---|--------------------|----------|------------------------|---|-----|---|---|-----|------|------|------|---|
| Percentage of pupils at each level | | | | | | | | | | | | |
| | | | D | A | F | W | 1 | 2 | 3 | 4 | 5 | 6 |
| English | Teacher assessment | School | 6.4 | | 4.3 | | | 4.3 | 31.9 | 31.9 | 27.7 | |
| | | National | | | | | 1 | 6 | 17 | 46 | 30 | |
| | Test/Task | School | 6.4 | | 4.3 | | | 4.3 | 31.9 | 31.9 | 27.7 | |
| | | National | | 2 | 1 | | | 5 | 12 | 41 | 38 | |
| Welsh | Teacher assessment | School | 6.4 | 2 | | | | | 4.3 | 82.6 | 13 | |
| | | National | 1 | | | | 1 | 4 | 19 | 50 | 23 | |
| | Test/Task | School | 6.4 | 2 | | | | | 4.3 | 82.6 | 13 | |
| | | National | 1 | 2 | | 1 | | 3 | 18 | 51 | 24 | |
| Mathematics | Teacher assessment | School | 6.4 | | | | | | 21.3 | 46.8 | 31.9 | |
| | | National | | | | | 1 | 4 | 19 | 47 | 28 | |
| | Test/Task | School | 6.4 | | | | | | 21.3 | 46.8 | 31.9 | |
| | | National | | 5 | 1 | 1 | | 4 | 19 | 43 | 30 | |
| Science | Teacher assessment | School | 6.4 | | | | | | 6.4 | 68.1 | 25.5 | |
| | | National | | | | | | 2 | 13 | 50 | 33 | |
| | Test/Task | School | 6.4 | | | | | | 6.4 | 68.1 | 25.5 | |
| | | National | | 2 | | | | 1 | 10 | 47 | 38 | |

| Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) | | | |
|---|-----|---------------|-------|
| by Teacher Assessment | | by Test | |
| In the school | 60% | In the school | 77.1% |
| In Wales | 70% | In Wales | 71% |

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

- The team of four inspectors inspected work in all classes. Between them they spent twelve full days at the school;
- pre-inspection meetings were held with governors, staff and parents;
- a range of documentation produced by the school was examined, including examples of work by the pupils across the curriculum in the early years and the two key stages;
- thirty eight lessons or sessions were observed;
- morning assemblies were attended;
- pupils were listened to reading and were questioned about their knowledge and understanding of the curriculum;
- school registers were inspected;
- discussions were held with the headteacher and school staff relating to curricular and management matters;
- minutes of governors' and staff meetings were examined as well as documents relating to the school's financial matters;
- pupils were observed as they arrived and departed from school, and during breaks;
- eleven parents were present at the pre-inspection meeting and 61 questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

Appendix E

Composition and responsibilities of the inspection team

| Inspector | Type | Aspects | Subjects/areas of learning |
|------------------|------|--|---|
| Wil Williams | Rgl | Context; Summary and Recommendations; Key questions 1; 5 and 6 | Mathematics; design and technology |
| Gwennan Williams | Team | Key questions 2; 3 and 4. | Under fives; Welsh; religious education |
| Gwyn Roberts | Team | Key question 7 | History |
| Wil Owen | Lay | Contributions to key questions 1; 3; 4 and 7 | |

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Acknowledgement

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.

SUMMARY REPORT ON THE INSPECTION OF YSGOL GYNRADD AMLWCH

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Ysgol Amlwch was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Ysgol Amlwch took place between 7-10 February 2005. An independent team of three inspectors, led by Mr Wil Williams 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 |

The inspection team concurred with the school's judgement in its self-evaluation document in five of the seven key questions. Inspection evidence shows that the school was too conservative in awarding itself grade 2 in key questions 4 and 7. Both questions were awarded grade 1 by the inspection team.

Table of grades awarded

The inspection team judged the school's work as follows:

| Key question | Inspection grade |
|--|-------------------------|
| How well do learners achieve? | 2 |
| How effective are teaching, training and assessment? | 2 |
| How well do the learning experiences meet the needs and interests of learners and the wider community? | 2 |
| How well are learners cared for, guided and supported? | 1 |
| How effective are leadership and strategic management? | 2 |
| How well do leaders and managers evaluate and improve quality and standards? | 2 |
| How efficient are leaders and managers in using resources? | 1 |

Standards

Standards of achievement in the subjects inspected are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 6% | 73% | 21% | 0% | 0% |

The standards achieved by pupils exceed the all-Wales Welsh Assembly Government [WAG] targets of 95% of lessons adjudged to be satisfactory or better and 75% good or better.

The standards of achievement of the under-fives are as follows:

| Areas of learning | Nursery | Reception |
|--|----------------|------------------|
| Language, literacy and communication | Grade 3 | Grade 3 |
| Personal and social development | Grade 2 | Grade 2 |
| Mathematical development | Grade 2 | Grade 2 |
| Knowledge and understanding of the world | Grade 2 | Grade 2 |
| Creative development | Grade 2 | Grade 2 |
| Physical development | Grade 2 | Grade 2 |

In Key Stage 1 (KS1) and KS2, in the subjects inspected, the standards of achievement are as follows:

| Subjects | KS1 | KS2 |
|-----------------------|------------|------------|
| Welsh | Grade 2 | Grade 3 |
| Mathematics | Grade 2 | Grade 2 |
| Design and technology | Grade 1 | Grade 1 |
| History | Grade 1 | Grade 1 |
| Religious education | Grade 2 | Grade 2 |

The under-fives make good progress in the key skills of speaking and listening, reading, writing and in the use of their numeracy skills. They make outstanding progress in their use of information and communications technology (ICT).

In KS1 and KS2, pupils' standards and the progress they make in the key skills in reading Welsh and numeracy are grade 2. Writing standards are grade 2 in KS1 and are grade 3 in KS2. Standards in speaking and listening in Welsh are grade 3 in both key stages. The standard of the key skills in English in KS2 is grade 2 in all language modes. The standards achieved in ICT in both key stages are good and the work contains a number of outstanding features.

The successful development of pupils' bilingual skills is one of the main objectives of the school. The standard of pupils' bilingual competence in both key stages shows very good progress and the vast majority of pupils are able to communicate freely in both oral and written modes in Welsh and English. Bilingualism, and the development of Welsh language skills in particular, is effectively integrated into all aspects of the life of the school, including extra-curricular activities.

The success of the school in ensuring that pupils of all social and linguistic backgrounds achieve their potential is one of its outstanding features. Good support is given to pupils across the entire range of ability.

At the end of KS1, in 2004, pupils' levels of attainment in the core subjects of the National Curriculum [NC], namely Welsh, mathematics and science were slightly higher than national averages in Welsh and science. The school's results in mathematics were comparable to national averages.

In KS2, in 2004 and 2003, pupils' attainments in the core subjects of the NC, namely Welsh, English, mathematics and science were higher than the national averages and local and national benchmarks in Welsh, mathematics and science. Results in English were considerably below national averages in 2004.

The progress made by pupils with special educational needs (SEN) towards achieving the targets set for them in their Individual Education Plans [IEPs] is good.

Pupils in both key stages make good progress in their learning and they have a good understanding of the work in question. Although the more mature pupils are able to identify what is required of them in order to improve their work, the ability of the majority of pupils to evaluate and appraise their work has not been sufficiently developed. Pupils in both key stages work hard in their lessons, and they use their time effectively.

When given opportunities, pupils in KS1 and KS2 are able to work independently, organising their own work and making decisions about the next steps to be taken in their learning.

Pupils' creative skills in both key stages are good, with some outstanding features.

Pupils of all ages exhibit good progress in their personal and social skills. Standards of behaviour throughout the school are outstanding. This responsible attitude has a positive impact on their progress.

Pupils' respect towards diversity of beliefs, attitudes and the social and cultural traditions of others, is developing appropriately. Their understanding of equal opportunities issues is good.

Average attendance for the three terms prior to the inspection was 92%. The vast majority of pupils attend school on a regular basis and they arrive punctually at the beginning of the school day.

The quality of education and training

The quality of teaching was adjudged to be as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 6% | 73% | 21% | 0% | 0% |

The quality of teaching exceeds the all-Wales WAG targets of 95% of lessons adjudged to be satisfactory or better and 75% good or better.

Teachers are well informed about the subjects they teach and about the Desirable Outcomes for Children's Learning for the under-fives. The good relationship between teachers and pupils contributes towards creating a purposeful working environment. Homework is set regularly; it is marked conscientiously and promotes the process of raising standards.

The outstanding features in the teaching include:

- Effective use of a wide range of resources, including ICT resources.
- Stimulating experiences that sustain pupils' interest.
- Effective class management.
- Skilful questioning and challenging tasks.
- Effective strategies for nurturing pupils' bilingual competence.

The good features in the teaching include:

- Use of an appropriate range of teaching strategies and resources.
- Clear instructions and aims.
- Effective joint planning between teachers and learning assistants.
- The use of a range of methods of class organisation.
- Purposeful use of resources.
- Appropriate pace to the lessons.

The common shortcomings in the grade 3 lessons include:

- Over-long presentations that lead to pupils losing interest in their tasks.
- Too few opportunities for pupils to work independently and to make decisions about their learning.
- Lack of clarity in relation to the medium of teaching and learning.

The quality of assessment, recording and reporting is grade 2. Pupils' work is marked in detail and comprehensive records are kept of pupils' achievements in the core and foundation subjects. The improvement targets that are set for each pupil lead to progress during the school year and key stage. The annual reports to parents on their children's progress are of good quality.

The quality of care, support and guidance offered to learners is outstanding. The pupils are very happy at school and they have a good relationship with the teachers. All classes reflect a warm and caring ethos, the views and feelings of each individual are respected, and pupils feel strongly that they are valued.

There is a good relationship with parents and this is reflected in the positive replies received from the vast majority of parents at the pre-inspection meeting and in the pre-inspection questionnaire.

There are good links between the curricular provision and the world of work. Through their involvement with a number of initiatives, which includes pricing and selling, the older pupils increase their understanding of the world of business.

The effective arrangements for the transfer of pupils from the primary to the secondary school ensures that pupils are happy and confident when changing schools.

Regular and appropriate attention is given to pupils' personal well being and to health and safety issues. There are good arrangements for securing pupils' safety during their time at school and for monitoring attendance and punctuality.

The provision for pupils with SEN is good and it enables each pupil to receive full access to the curriculum. The support given to pupils with intensive needs within classes and in particular by the support staff, ensures that they are not treated less favourably than other pupils. There is good co-operation between the school and parents and external agencies in order to fulfil the specific needs of pupils with SEN.

The school's provision promotes equal opportunities for all pupils. Gender equality is promoted and positive attitudes are nurtured towards people of other races. Pupils from other ethnic groups make a valuable contribution to the life and work of the school.

The strategies implemented in class for promoting good behaviour and developing pupils' self-discipline, is one of the outstanding features of the work of the school. During the inspection, no evidence of bullying, oppressive behaviour or of the harassment of other pupils was seen.

Leadership and management

The headteacher, governing body and teachers provide a clear sense of direction for the development of the school. The positive leadership of the headteacher provides highly skilled co-ordination for the work of the teaching team and gives a clear sense of purpose to their work.

Senior members of staff who undertake management and leadership roles contribute effectively to improving standards and quality and to the overall development of the school. The teaching staff undertake their teaching responsibilities in full, but they have not all been allocated curricular responsibilities.

Members of the governing body have a good understanding of their role. They know the school well and have recently begun to undertake their monitoring and evaluation responsibilities. To date, this aspect of their work has not been developed to its full potential.

The headteacher and subject co-ordinators are well informed about the school's performance. There are clear evaluative elements in each aspect of the school's self-evaluation work, and a specific focus is placed on pupils' standards of achievement and on the quality of educational provision. The reports provided to the governing body on the outcomes of the self-evaluation process are of an informal nature. Neither are there specific arrangements for gathering parents' views.

The School Development Plan (SDP) is a useful document for setting a strategic direction for the work of the school, despite a lack of detail in the methods of implementation outlined under each priority.

The teachers are well informed about the areas they teach and the learning support staff undertake their responsibilities well, making an important contribution to the quality of teaching and the standards of achievement.

The school has a good supply of resources for all ages. The effective use made of the computer room and of the interactive whiteboards in order to develop pupils' ICT skills make a considerable contribution to the grade 1 achieved in this area.

The classrooms offer extensive space for the numbers of pupils accommodated. They include attractive displays that contribute effectively to creating an interesting teaching environment.

The school's financial management is good, and the headteacher and governing body supervise the budget carefully. Resources are used efficiently and effectively in order to support the school's priorities.

The school has made good progress since the last inspection in addressing the key issues identified in the inspectors' report. It has succeeded in maintaining the good standards in a number of subjects and good progress has also been made in raising standards of the under-fives. There has also been a significant improvement in the assessment, monitoring and evaluation procedures, and in the quality of provision for SEN. Although standards in reading and writing Welsh have improved since the last inspection, oracy in both key stages and writing in KS2 continue to be aspects that require further attention.

The school provides good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1 Continue to develop strategies for raising standards in Welsh by addressing the shortcomings that have been identified.
- R2 Continue to develop the school's self-evaluation arrangements by strengthening the monitoring and evaluation role of the subject co-ordinators and the governing body.
- R3 Aim at excellence in all subjects by building on the good standards already achieved.

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

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.