

A report on the quality of primary education

in

**Ysgol Niwbwrch
Niwbwrch
Llanfairpwll
Anglesey
LL61 6TE**

Date of inspection: 6-7 October 2009

School number: 660/2172

Publication date: 7 December 2009

by

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



INVESTORS | BUDDSODDWYR
IN PEOPLE | MEWN POBL

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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

Context

Niwbwrch is a bilingual primary school serving a large village and the surrounding rural area on the Isle of Anglesey. Currently, 56 full-time pupils aged between 4-11 years attend the school while 13 three-year-olds attend each afternoon. There are three classes, Nursery and Y1, Y2, Y3 and Y4 and Y5 and Y6. Forty-three per cent of pupils come from homes where Welsh is the predominant language; this is significantly less than when the school was last inspected in 2003. There are no pupils from a minority ethnic background.

The area has high levels of unemployment and as a result is one of significant socio-economic disadvantage where 33% of pupils are entitled to free school meals (FSM); this is well above the local and national averages. Just under 25% of pupils are identified as having special needs (SEN), and five pupils have statements of SEN.

The headteacher has been in post since 1996. Since 2000 he has also been head of Ysgol Dwyran, a small primary school a few miles away. This arrangement also involves sharing teachers and support staff expertise.

Summary

Overall judgement on the school	Good
Prospects for improvement	Good

Overall judgement

The school is good because:

- pupils achieve good standards;
- teaching is generally of at least good quality;
- the school provides good learning experiences for all pupils; and
- most pupils enjoy school and feel valued and supported.

Prospects for improvement

- Significant progress has been made on the issues for attention identified in the previous inspection report.
- There has been an improvement over the last two years in the attainment of key stage 2 pupils in the core subjects of Welsh, English, mathematics and science.
- The school is led effectively and has a clear and shared sense of purpose and direction. As a result, the inspection team is confident that the school will be able to make further improvements.

Recommendations

Inspectors have agreed with the school the following recommendations for improvement:

- R1 improve standards of pupils' written work, especially in key stage 2;
- R2 do more to share good and excellent practice in teaching;
- R3 make more effective use of data on attainment and self-evaluation in order to set targets for improvement; and
- R4 strengthen pupils' self-evaluation and teacher feedback to pupils on their work.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Over the last three years, pupils' performance at seven and 11 years of age as measured by annual teacher assessment in the subjects of Welsh, English, mathematics and science has improved. Results are now good overall.

Pupils' results in 2009 show the school to be in the top 25% of schools with the same kind of free school meal entitlement. Results in key stage 1 (KS1) for pupils at seven years of age and in key stage 2 (KS2) for pupils at 11 years of age are also above the national averages for all schools. Over 60% of KS2 pupils gained level 5, the highest level available for 11-year-olds, in English, mathematics and science. Results are not as good in Welsh as they are in the other core subjects but have improved in KS2 in 2008-2009. There is no consistent pattern in the performance of boys in relation to girls. Overall, many pupils make good progress.

Pupils also make generally good progress in all subjects across the curriculum and they make very good progress in art and history. Pupils progress well in their skill development and achieve good standards in speaking, listening and reading in their work across the curriculum. They also achieve good standards in numeracy and information and communications technology (ICT). In these two areas, a majority of middle-ability and lower-ability pupils achieve excellent standards. Pupils' Welsh language skills are good. Almost all leave the school fluent and confident speakers of both Welsh and English. Pupils achieve adequate standards in writing and do not make the same progress as they do in their other skills. The main weakness in their

writing includes using a narrow range of vocabulary and expression, and not being confident enough in writing independently at length with fluency and accuracy for a wide range of audiences. A minority do not have good spelling and grammar skills. The presentation of work is too often untidy and careless, especially in key stage 2.

Pupils make wide use of their numeracy and ICT skills across the curriculum with some very good applications of both in, for example, design technology, science and geography.

Wellbeing: Good

Most pupils enjoy school and feel valued and supported. In general, pupils work hard contribute well in lessons and do their best. Many younger pupils work well independently and have good opportunities to contribute to what and how they learn. This is especially the case in the Foundation Phase. A minority of older pupils do not show these same levels of confidence and independence. Pupils' behaviour is good and attendance rates are well above average for similar schools; they have not fallen below 93% in the last three terms. Many pupils feel safe in school and say that very little bullying or harassment occurs. Where such instances do arise, pupils consider that the school generally deals well with them.

The school council is well established and members have a very strong grasp of their roles and a firm understanding of the electoral processes involved in their election. The council has been proactive in promoting improvements in the school and in the local community, through campaigns on issues such as healthy eating, protecting the environment, and public health and safety. Pupils have a very strong awareness of what makes a healthy lifestyle. They eat healthily in school and most take part in a good range of physical exercise activities.

Pupils show respect, care and concern for each other and relate very well to their teachers and other staff.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

The school provides a good range of enriching learning experiences for pupils. Teachers' planning includes clearly defined plans for the development of communication, numeracy and ICT, and much of the learning is developed around clear aims and objectives. Learning activities are further enhanced through a wide range of activities including extra-curricular activities that include games, craftwork and dance.

A combination of curriculum development, staff development and imaginative initiatives result in excellent work in sustainable development, global citizenship and Y Cwricwlwm Cymreig, for each of which the school has gained a number of awards. Very effective use is made of the local area and its people to provide rich learning experiences and activities that enable pupils to gain good knowledge and understanding of the landscape and environment, the history and the folklore of their locality and the island of Anglesey.

Teaching: Good

The overall quality of teaching is good and includes some examples of excellent teaching. Overall, teachers make imaginative use of a wide range of teaching strategies. Classroom relationships are very good. The shortcomings in teaching in a minority of lessons arise from not planning learning activities in enough detail.

The quality of assessment is adequate. While pupils receive good oral feedback during lessons, teachers' written comments are not always clear enough to enable pupils to improve their work. Some pupil self-evaluation and target-setting take place but these are not developed consistently throughout the school. Overall, pupils are not involved enough in setting their own targets and in identifying the next steps in improving their learning.

Assessment is undertaken regularly but the data collected is not used well enough to track pupils' progress. Portfolios of work in subjects to show what standards are expected of pupils at different levels are at an early stage of development and, as yet, have not had a strong impact on target setting. Parents are satisfied with the way the school provides them with clear, concise guidance and information via the detailed school prospectus, newsletters and the school's web-site. Also, regular meetings are held in school at appropriate intervals during the year to inform parents of their children's progress.

Care, support and guidance: Good

The school functions as a well-ordered and caring community with clearly understood expectations, rules and procedures.

There is good provision for pupils' health and wellbeing. The school promotes effectively the benefits of healthy living, including the importance of healthy eating and regular exercise.

School rules and procedures emphasise a safe, caring and respectful environment. The school also fully meets safeguarding requirements. It responds quickly and effectively to any queries or concerns regarding pupils' wellbeing.

Provision for pupils with additional learning needs is good. Pupils' learning needs are identified quickly by the teachers and the special needs co-ordinator (SENCO). Progress is assessed regularly and targets for improvement are met. Parents are kept well informed and fully involved in these instances.

Pupils' spiritual development is good. The wide range of learning experiences gives pupils many good opportunities to reflect, enquire and wonder. Morning worship sessions are held in an appropriate atmosphere of reverence and respect and are effective in helping to develop pupils' spiritual, moral and social attitudes. The excellent work the school does in developing pupils' knowledge and understanding of their locality, Wales and the wider world, alongside a rich range of creative learning activities, provides very good cultural development.

Learning environment: Good

The school promotes equal opportunities well and emphasises this and the importance of valuing diversity in its daily life and work. Many pupils responded positively when asked if they were encouraged to take on responsibilities and whether they felt they were treated fairly and with respect.

The school has sufficient suitably qualified staff and deploys them effectively in providing pupils with a broad and balanced curriculum. All classes have ample and good quality learning materials which are well matched to pupils' needs. The school is an attractive and stimulating learning environment. The school building and grounds are well maintained and used effectively to deliver good quality teaching and learning.

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

Leadership: Good

The headteacher provides effective leadership and has developed a very strong sense of teamwork. Staff share a common sense of purpose and direction and a conviction that they can get pupils to achieve their potential. The role of co-ordinators has developed well over the years through effective use of performance management objectives.

The school contributes well to national and local priorities. It has very successfully introduced the Foundation Phase, and provides excellent work in aspects such as sustainability and global citizenship across the school. The headteacher has maximised effectively the support available to the school by sharing teacher and support staff expertise and curriculum co-ordination duties with another small school nearby where he is also the headteacher.

The governing body (GB) is supportive of the school and well informed about its life and work. Governors are regarded as the school's critical friends and challenge staff to look for further improvements. Governors deal very effectively with any concerns and complaints.

Partnership working: Good

Overall, the school has an appropriate range of good partnerships. It has efficient admissions procedures and good induction arrangements. It has good links with the secondary school to which almost all pupils transfer. This includes regular exchanges about pupils' progress and attainment.

However, there are no formal means, such as a parent-teacher association, for parents to contribute more to the life and work of the school. This is an issue that governors are currently considering.

Quality improvement: Good

A well-planned self-evaluation programme involves clearly defined procedures and roles. Curriculum co-ordinators evaluate progress and report at the end the year.

Pupils and parents are also increasingly involved in the process. However, the school does not make the most effective use of the information obtained on its strength and weaknesses to inform strategic planning. For example, teachers do not do enough to share some of the very good practice or to develop expertise in making accurate judgements on pupils' levels of attainment across the primary age range.

Staff are given good opportunities for professional development in line with their specified responsibilities and also their objectives linked to performance management. The headteacher and deputy headteacher regularly contribute to local, regional and national networks concerned with primary education and discuss related professional issues with staff regularly.

Resource management: Good

The school is well resourced. Resources are managed well. Managers have responded appropriately to the conditions in the national agreement on 'Raising Standards and Tackling Workload'. The school delivers a good quality education in which many pupils achieve their potential. It provides good value for money.

Appendix 1

National Curriculum assessment results

End of key stage 1

National Curriculum assessment results 2009		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 Welsh according to teacher assessment			
In the school	88%	In Wales	81%

National Curriculum assessment results

End of key stage 2

National Curriculum assessment results 2009		Number of pupils in Y6	5
As the number of pupils eligible for assessment at the end of key stage 2 was greater than four but fewer than 10, overall performance indicators only are included.			
Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	80%	In Wales	77%

Stakeholder satisfaction report:

Responses to parent questionnaires

Many parents completed the questionnaire. Overall, they expressed positive views about the school. Most are satisfied with the school and say their children like being there and many feel confident that their children are safe at school. Very few feel that either their children are not making good progress or that the teaching is not good. Many parents think the school is well run and find staff approachable if they have any questions or concerns. Many feel they are kept well informed about their children's progress. A few parents feel pupils do not behave well but many do not share this view.

Responses to learner questionnaires

Many learners completed the questionnaire. Most feel they have good teaching and are well-supported in school. They think there are enough resources to enable them to learn well and that they are doing well at school. Many pupils feel safe and that they are encouraged to take on responsibilities. Most feel the school helps them be ready for the next stage of education. Many feel they are able to learn well about their locality, Wales and the wider world and to understand and value diversity. There is widespread agreement that the school helps pupils to live healthy lifestyles.

A majority do not think pupils always behave well, especially in the play and lunch intervals. Around half also think that other pupils' behaviour sometimes prevents them from getting their work done as well as they could.

Copies of the report

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

Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The 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

Appendix 2

The inspection team

Alun Morgan	Reporting Inspector
Peter Roach	Team Inspector
William Owen	Lay Inspector
Sarah Edmunds	Peer Inspector
Huw Thomas	Provider nominee

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

Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gsi.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2009: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.