



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Gymuned Moelfre
Moelfre
Anglesey
LL72 8NA**

Date of inspection: April 2013

by

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



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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

Judgement	What the judgement means
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

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

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Context

Ysgol Gymuned Moelfre is situated in Moelfre on Anglesey. The school was built as the first community school in Wales in 1977 and now the Nursery Group, Uned Eilian for pupils who have additional learning needs in the catchment area, a language unit for latecomers, the village library, a centre for the elderly and the office of the clerk to the Community Council are situated in the same building.

It is a Welsh-medium school. Numbers have varied over the last five years. There are 63 pupils on roll, including nursery children. Pupils are admitted to the school on a part-time basis in the September following their third birthday, and full-time in the September following their fourth birthday. Seventeen per cent of pupils come from homes where Welsh is spoken. There are a very few pupils from an ethnic minority background at the school at present.

Thirteen per cent of pupils are entitled to free school meals, which is lower than county and national percentages. Eighteen per cent of pupils receive support for additional educational needs.

The headteacher was appointed to her post in September 2012.

The individual school budget per pupil for Ysgol Gymuned Moelfre in 2012-2013 is £6,509. The maximum in terms of individual budget per pupil in primary schools on Anglesey is £10,188 and the minimum is £2,842. Ysgol Gymuned Moelfre is in fourth position of the 48 primary schools on Anglesey in terms of the budget per pupil.

Summary

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

Current performance

Ysgol Moelfre's current situation is adequate because:

- the school's performance at the end of key stage 2 compares favourably with averages for other schools over the last two years;
- most pupils in the Foundation Phase make good progress in their reading;
- most pupils' behaviour across the school is very good; and
- attendance rates are good.

However:

- there is not enough progress in Year 4, 5 and 6 pupils' written work in terms of range and quality;
- over-direction prevents the school's oldest pupils from taking a more active role in their learning;
- there are not enough opportunities for pupils to develop numeracy skills across the range of subjects; and
- the school does not use assessment findings effectively enough to set targets.

Prospects for improvement

Prospects for improvement are adequate because:

- the headteacher has a clear and firm vision for the school;
- the headteacher leads and co-operates successfully with staff to develop an industrious and caring community, which has a positive influence on pupils' achievement;
- all members of staff are aware of their roles and responsibilities; and
- the school development plan outlines appropriate priorities, which focus on raising standards.

However:

- the management team's role has not been developed fully in order to have a positive effect on the leadership of the school;
- the governing body does not challenge the school and hold it to account for its performance;
- the school's self-evaluation report is not evaluative or analytical enough in places; and
- there is not a clear enough link between the school's self-evaluation and the school development plan in order to set a strategic direction.

Recommendations

- R1 Raise standards of extended writing across the curriculum in key stage 2
- R2 Ensure that schemes of work show skills development clearly
- R3 Improve the quality of teaching in key stage 2 and provide more opportunities for the oldest pupils at the school to develop into independent learners and take responsibility for their own learning
- R4 Improve assessment arrangements and make better use of assessments in order to respond effectively to all pupils' needs
- R5 Strengthen the role of the school management team in order to influence standards more specifically
- R6 Refine the school's self-evaluation arrangements and ensure that the priorities of the development plan have been based more specifically on findings

What happens next?

Ysgol Gymuned Moelfre will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

In general across the school, most pupils at Ysgol Gymuned Moelfre listen attentively, and contribute enthusiastically to class activities. Early in the Foundation Phase, most pupils develop into confident learners and make good progress in line with their ability. This is developed further in key stage 2.

Pupils who have additional learning needs make suitable progress against their targets.

In the Foundation Phase and in Year 3, pupils follow instructions confidently, communicate fluently in Welsh and show a good grasp of syntax. However, a few of the school's oldest pupils are not as confident when using oral Welsh. Lack of vocabulary and confidence hinders these pupils' free conversation. The majority of key stage 2 pupils are far more confident when conversing in English. Most pupils can converse intelligently in a variety of situations and use extended vocabulary. By the end of the key stage, the majority of pupils' translanguaging skills are developing appropriately.

In the Foundation Phase, most make good progress in their reading and read books meaningfully and fluently. By the end of the key stage, they are able to speak about their favourite books, and refer to events in them. Most pupils make good progress in their writing and, by the end of the key stage, they are able to write for various purposes and punctuate their work consistently. Many pupils use similes successfully to enrich their writing. The best pupils write independently across the learning areas and use more extended vocabulary to create an effect.

The majority of key stage 2 pupils make appropriate progress in their reading skills in Welsh. A few of the oldest pupils at the school read mechanically and a lack of fluency and confidence is an obvious feature of their reading. They do not pay enough attention to punctuation. This impairs their enjoyment and understanding of what they are reading. Most pupils' standards of reading in English at the top end of the school are developing well. The best pupils are able to discuss content and events within the text and predict meaningfully on the basis of what they have read.

Overall, the majority of key stage 2 pupils write suitably in a range of written forms and show an awareness of the features of the various forms, in both languages. However, there is not enough progress in the written work of pupils in Years 4, 5 and 6 in terms of range and quality. The Welsh syntax of a few pupils is unclear. Most pupils have a better grasp of syntax in English. They write more imaginatively in English and use a range of punctuation more consistently. However, overuse of work sheets impairs progress and hinders pupils' free and extended writing. Many pupils across the school have neat handwriting and presentation.

As a comparatively small number of pupils are assessed at the end of a key stage, performance data should be treated with care, as the results for one pupil accounts for a high percentage of the cohort in every year.

At the end of the Foundation Phase in 2012, achievements at the expected outcome (outcome 5) have placed the school in the top 50% in Welsh language and mathematical development and in the lower 50% in personal and social development, wellbeing and cultural diversity, in comparison with similar schools in terms of entitlement to free school meals. Achievements at the higher outcome (outcome 6) do not compare as well, and in general place the school in the bottom 25% to 50% in comparison with those schools.

The school's performance at the end of key stage 2 at the expected level in all core subjects (Welsh, English, mathematics and science) has varied over the last five years, but it compares favourably with the averages for schools in the family and Wales. Pupils' achievement has placed the school consistently in the top 50% in comparison with similar schools in terms of entitlement to free school meals over the last two years.

In general, pupils' achievement at the higher level (level 5+) has been lower than the family of schools and Wales averages. However, there is obvious improvement in the school's performance in Welsh over the last two years.

In general, there is no significant gap between boys' and girls' achievements at the end of the Foundation Phase or at the end of key stage 2. The number of pupils who are entitled to free school meals is too small to compare their performance meaningfully with the remainder.

Wellbeing: Adequate

Ysgol Moelfre is a happy school in which all pupils state that they feel completely safe at school. They are aware of the relevant steps to be taken and to whom to speak if they feel anxious.

Most pupils have a strong awareness of how to live healthily and they understand the importance of eating healthily and regular exercise. This is reinforced by physical activities on the school timetable, in addition to extra-curricular activities.

Nearly all pupils show a positive attitude to their learning. Most of them are aware of their targets and many of the older pupils at the school take an active part in setting them. Across the school, most pupils' behaviour is very good. They are courteous and considerate towards their peers and adults.

The school council is active, and although there is no regular activity at present, members are beginning to show an awareness of the importance of helping others by collecting money for good causes. The role of the school council has not been developed fully and it does not take an active enough role in the life and work of the school.

The attendance rate is good and compares favourably with the averages for schools in the area and Wales. It has placed the school consistently in the top 25 of similar schools in terms of the proportion of pupils entitled to free school meals.

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

The school provides an appropriate range of learning experiences for pupils. It also enriches experiences further by arranging local visits such as recent examples to Moelfre Lifeboat Station and Wylfa. Authors and artists are invited to the school occasionally and pupils have an opportunity to take part in Community Arts activities. This develops pupils' understanding of their local area.

The school has appropriate schemes of work in place that respond to the requirements of the Foundation Phase and the National Curriculum. Recently, the school has begun to adapt current schemes of work in order to ensure skills development. However, it is too early to measure the effect of this development on pupils' outcomes.

The school has adopted the principles of the Foundation Phase robustly and the youngest pupils take a prominent role in their learning and develop to be independent learners. However, this is not consistent across classes.

Provision for developing and applying numeracy and information and communication technology (ICT) skills is developing appropriately. However, there are not enough opportunities for pupils to develop numeracy skills across the range of subjects.

The Welsh dimension permeates the life and work of the school successfully, through activities such as studying the work of local artists and Welsh literary figures, and celebrating St David's Day.

Through activities that are similar to those that are based on Botswana, pupils' awareness of their role as global citizens is developing appropriately. However, there are few opportunities to develop this aspect further. There are opportunities for pupils to recycle materials in school and, through opportunities to attend workshops that involve sustainable development in the Wylfa nuclear power station, their understanding of sustainability is developing appropriately.

Teaching: Adequate

Teachers have good subject knowledge and they plan lessons that stimulate pupils' interest effectively. When teaching is at its best, lessons have a good pace and effective and challenging questioning respond to individuals' needs. Where teaching is not as good, introductions are too long and activities have not always been differentiated suitably in order to respond to the needs of every pupil. Over-direction hinders the oldest pupils at the school in taking a more active role in their learning.

Across the school, good use is made of resources and there is very successful co-operation between teachers and learning assistants in order to give support to individuals and specific groups.

Teachers share individual educational goals regularly with pupils, and the oldest pupils at the school are beginning to set their own success criteria. Staff mark pupils' work regularly, and offer comments at the end of the work. However, comments are not always specific enough and they do not give enough guidance to pupils to understand how to improve their work.

Assessment for learning strategies are developing appropriately but they are not consistent across the school. On the whole, the quality of assessment is suitable. The school is beginning to track pupils' progress, but this has not been established firmly and the findings of assessments are not used effectively enough to set targets.

Reports to parents comply with statutory requirements and provide clear information about their children's progress.

Care, support and guidance: Adequate

The school is a homely, caring and inclusive community. There are effective arrangements to promote health, the importance of keeping fit and personal safety. This is achieved successfully in lessons and in extra-curricular, community-based activities.

Pupils' moral, spiritual and cultural awareness is being developed successfully in collective worship sessions and during lessons.

Attendance at the school is consistently good and it has robust procedures in place to ensure that pupils and parents are aware of its expectations.

The school's arrangements for safeguarding meet statutory requirements and are not a cause for concern.

The school identifies pupils who have additional learning needs quickly and provides appropriate individual education plans for them. Full use is made of specialist agencies and individuals in order to support and guide pupils and staff. The school arranges regular review meetings and recommendations are acted upon effectively. Parents and carers are included in all processes.

Learning environment: Good

Children are central to school life and they enjoy being at school. They are caring towards each other and show respect for their fellow pupils and for adults. Everyone has full access to all aspects of the life and work of the school and difference and diversity are celebrated successfully. These arrangements are supported by documentation and policies that have been adopted and reviewed by governors.

The school is on a pleasant, spacious site and appropriate use is made of the building and the surrounding grounds. However, the outdoor area has not been

developed fully to date. The school's rooms and corridors contain colourful and stimulating displays, which present information in order to assist learning and teaching. The school benefits from a suitable hall and an appropriate music room, and the community library is used regularly by pupils. Full use is made of the football pitch by pupils and the local community team. There is a latecomers' unit on the school site, in addition to the Eilian unit for moderate learning difficulties, which gives valuable support to Ysgol Moelfre's pupils as necessary.

The toilets are acceptable and the school's building and grounds are maintained well and in a polished way.

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

The headteacher has a clear and firm vision for the school and, since her recent appointment, she has promoted a number of whole-school procedures and strategies, which are already having an effect on the standards of the Foundation Phase and standards of reading.

The headteacher leads and co-operates successfully with staff to develop an industrious and caring community that has a positive influence on pupils' achievement. The school is aware of aspects that need to be developed further and a number of strategies are in place. Under the headteacher's guidance, teachers' understanding of the school's performance is developing appropriately.

All members of staff are aware of their roles and responsibilities; however, the role of the management team has not developed sufficiently to have a positive effect on standards at the school.

The governing body are very supportive of school life. They receive reports on the school's performance, and their understanding is developing appropriately. However, they do not challenge the school appropriately or hold it to account for its performance.

The school pays attention to local and national priorities by planning suitably for developing literacy and numeracy and promoting bilingualism effectively. The Foundation Phase has been established appropriately.

Improving quality: Adequate

The school's recent self-evaluation report reflects the current situation appropriately, and in a short time the headteacher has come to know the school well. Arrangements now give appropriate consideration to the opinions of staff, governors and pupils. However, the report is not evaluative or analytical enough in parts.

The school makes effective use of the local authority's monitoring reports, subject reports, lesson observations and samples of pupils' work when evaluating the school's performance. This is a recent development, and there is not enough

evidence to evaluate to what extent the process influences the school's priorities for improvement.

The school development plan outlines appropriate priorities, which focus on raising standards, but there is not enough of a link between it and the self-evaluation report. The plan identifies the person who has responsibility in addition to the implementation period, but they have not been costed in enough detail. In general, targets are not specific or quantitative enough. As a result, it is not easy for governors to review progress and measure the effectiveness of the plan in order to set a strategic direction for the school. The school has effective arrangements for developing its staff professionally. A number of them take advantage of attending training in addition to co-operating with other schools in order to discuss planning, raise standards of literacy and standardise pupils' work. This has a positive effect on standards.

Partnership working: Adequate

The school works effectively with a range of partners. This has a positive effect on pupils' wellbeing and attainment. The partnership with parents is developing appropriately and they are very supportive of the school's life and work.

Numerous links with the local and wider community have a positive influence on learning experiences such as visits to places of worship, sports clubs and the Wylfa Nuclear Power Station.

There is a very good relationship between the school and the nursery group, which promotes good and successful transition arrangements for pupils.

Effective links with a variety of agencies promote wellbeing and meet pupils' specific needs. The school co-operates appropriately with a cluster of schools in the catchment area, in addition to schools in the family, to moderate teachers' assessments. This work also focuses effectively on literacy and numeracy strategies and on sharing good practice. Standardising and moderating activities between schools have been successful and have helped teachers to understand better the expected standards at the end of the key stages. The school makes effective use of local authority services to develop and support staff in order to raise standards further.

A strong partnership exists with the local secondary schools and transition arrangements are effective to ensure a smooth transfer to the next stage in pupils' education.

Resource management: Adequate

The school has an appropriate level of staff and effective use is made of their expertise to enrich teaching and learning. Assistants co-operate effectively and give appropriate support to pupils. The school has an appropriate range of learning resources, and it takes advantage of every opportunity to enrich provision.

Appropriate performance management arrangements are in place for teachers. The staff all benefit from suitable training that is arranged on the basis of the needs of individuals and the school's priorities. The school meets statutory requirements relating to teachers' workload.

The school is in debt at present. However, it is co-operating successfully with the authority by operating an appropriate recovery scheme to deal with the deficit in the budget.

Considering pupils' outcomes, the school provides adequate value for money.

Appendix 1

Commentary on performance data

As a comparatively small number of pupils are assessed at the end of a key stage, performance data should be treated with care as the results for one pupil account for a high percentage of the cohort in each year.

At the end of the Foundation Phase in 2012, achievements at the expected outcome (outcome 5) were a little lower than the averages for schools in the family in all learning areas. The school's performance placed it in the top 50% in comparison with similar schools in terms of entitlement to free school meals in language and communication in Welsh and mathematical development, and in the bottom 50% to 25% in personal and social development, wellbeing and cultural and personal diversity.

The school's performance at the end of key stage 2 at the expected level in each core subject (Welsh, English, mathematics and science) has varied over the last five years, but decreased a little in 2012. However, pupils' achievement has placed the school in the top 25% in comparison with similar schools in terms of entitlement to free school meals for a large part of the time.

Performance at the expected level (level 4+) In English, mathematics and science has been lower than the averages for schools in the family and Wales for two of the last three years. The picture is the same at higher levels (level 5) and in general has been lower than the family of schools and Wales averages. However, the percentage of pupils who attained a higher level in Welsh has risen over the last two years.

In general, there is no significant gap between boys' and girls' achievements at the end of the Foundation Phase. Over time, boys at the end of key stage 2 have achieved better than girls at higher levels (level 5+) in mathematics.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Twenty-four responses were received from key stage 2 pupils. Responses give a positive picture that is close to or higher than national averages for primary schools for almost every aspect.

Twenty-four responses were received from pupils

All pupils feel safe at school and feel that the school deals well with any bullying. All pupils know to whom to speak if they are worried. All pupils also indicate that they are doing well at school and that teachers and other adults at the school help them to learn and make progress. They know what to do, and to whom to turn, if they find work difficult. Nearly all of them believe that there are many opportunities in the school to take regular physical exercise and that the school teaches them how to stay healthy. Many believe that other children behave well and that they can do their work. All pupils feel that children behave well at play time and lunch time.

Responses to parent questionnaires

Fourteen responses were received from parents

Parents' responses are very positive and, in general, they compare favourably with national averages. All parents agree or agree strongly that their child likes school and feels safe there. All parents are satisfied with the school in general, and feel that their child is making good progress. They also agree that teaching is good and that staff expect their child to work hard and to do his/her best. All indicate that their child receives additional support in relation to any specific individual needs and agree that they receive regular information about their child's progress. All parents feel safe in asking a question at school, making suggestions or identifying a problem. Many of them are aware of the school's system for dealing with complaints, which is lower than national averages. All parents feel that their child is encouraged to be healthy and to take regular physical exercise.

All parents feel that the school is well run.

Appendix 3

The inspection team

Anwen Griffith	Reporting Inspector
Hazel Hughes	Team Inspector
Glenda Jones	Lay Inspector
Sarah Evans	Peer Inspector
Bethan Wyn Jones	School Nominee

Copies of the report

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

Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, 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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.