



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 Bodorgan
Bodorgan
Anglesey
LL62 5AB**

Date of inspection: February 2011

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 Bodorgan is a small rural school that provides bilingual education for 4-11 year old pupils from the villages of Malltraeth, Hermon and Bethel.

There are 32 full time pupils on the school register, the majority of whom are in key stage 2. The number of pupils has remained fairly consistent over the last few years.

Welsh is the main language spoken at home by approximately 75% of the pupils, but all pupils are expected to speak Welsh and English fluently by the end of key stage 2.

Children are admitted to school on a full time basis from the September following their fourth birthday. The school has pupils from the full range of ability and their attainment when they are admitted to the school varies. The school's area is not particularly prosperous. Twenty-five percent of pupils are entitled to receive free school meals, which is higher than the national average. Twenty-one percent of pupils have additional learning needs, and one pupil has a statement of special educational needs.

The school was last inspected in May 2005. The current headteacher was appointed in September 1994.

The individual school budget per head in 2010-2011 for Ysgol Bodorgan is £5,743, compared to a maximum of £15,158 and a minimum of £2,685 for primary schools in Anglesey. The school's budget per pupil is the fifth of 52 primary schools in the county, when listed by size, starting with the highest.

Summary

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

Current performance

The school's current performance is adequate because:

- almost all pupils make appropriate progress during their time at school;
- pupils throughout the school show interest in their work and their behaviour and attitudes towards learning are good; and
- teachers provide a range of learning experiences that generally meet pupils' needs.

However:

- there are not enough differentiated activities for pupils to ensure a suitable level of challenge; and
- the pupils' writing skills are not sufficiently developed by the end of their time at the school.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the school operates as an orderly community that provides a supportive environment to promote pupils' wellbeing and progress;
- appropriate arrangements are in place with regard to managing staff performance; and
- the partnership with parents is good.

However:

- there is not a sufficient link between the school's self-evaluation systems and the aims of the school development plan; and
- not enough progress has been made based on some of the recommendations from the previous inspection.

Recommendations

In order to improve, the school needs to:

- R1 raise standards in writing, particularly in key stage 2;
- R2 strengthen the arrangements for identifying individual pupils' needs and tracking their progress;
- R3 strengthen the differentiated elements in the teaching to better satisfy the needs of each pupil;
- R4 ensure that priorities for improvement derive from a thorough self-evaluation of the school's work;
- R5 ensure that oral feedback and marking enable pupils to know how well they are doing and what they need to do to improve; and
- R6 ensure that pupils develop further as independent learners.

What happens next?

The school will produce an action plan to show how it will address these recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Teachers' assessments at the end of Year 2 in key stage 1, and at the end of Year 6 in key stage 2, must be treated with care as the small number of children in a year can have a significant effect on the school's performance year on year.

In key stage 1, achievement of the core subject indicator (CSI) has been at 100% for the past four years. The CSI represents the percentage of children who achieve the expected level in Welsh, mathematics and science combined. During the same period, each pupil reached the expected level, namely level 2, in each subject. The percentage that achieved higher levels varies in comparison to achievement levels of other schools in the family.

In key stage 2, achievement of the CSI has generally placed the school in the top 50% of similar schools, and in 2007 and 2008 the school was in the top 25%. In 2010, the percentage of pupils achieving the CSI was similar to the average for the family of schools and, during the previous three years, achievement levels were higher than the average. However, apart from in English in 2009, the results in the individual subjects in key stage 2 in 2009 and 2010 placed the school in the bottom 50% of similar schools. In 2010, performance in each subject was slightly lower than the family's average and varied during the previous three years. Attainment at a higher level than expected is very sporadic.

Almost all pupils make appropriate progress during their time at the school. Cohorts are small in size and the ratio of boys to girls varies. As a result, it is not easy to identify specific trends when comparing the performance of boys and girls. Children with additional learning needs achieve appropriately according to their ability, previous attainment and special educational needs.

In key stage 1, pupils use spoken Welsh confidently in a range of situations. They listen well and contribute to discussion enthusiastically using complete sentences. They have a very good grasp of vocabulary and terminology, such as when sorting and describing objects, and they make good progress in Welsh reading and writing skills.

In key stage 2, pupils make oral comments spontaneously, although the ability to give a more extended response does not develop sufficiently by the end of the key stage. Oral expression is of a good quality. Pupils can read aloud meaningfully and with appropriate intonation in Welsh and English. In general, pupils do not make enough progress in their ability to write extensively for an increasing range of purposes in relation to their work across the curriculum. Pupils without a previous grasp of Welsh make good progress in their ability to use the language and to cope with the work.

Wellbeing: Good

Pupils are aware of the need to eat healthily and the benefits of doing so. A number of them take part in physical activities and benefit from the close links that have been developed with local sports clubs, such as gymnastics, swimming and football. Their understanding has developed as they work towards phase 3 of the Healthy Schools programme. The majority of the pupils speak with adults confidently and comfortably.

All pupils enjoy learning and the school's attendance rate has been above 95% for the past three years. Compared to similar schools, the school is consistently in the top 25% in terms of attendance. The children behave well and participate fully in learning. The good relationship that they have with each other, and with adults, contributes effectively to the quality of their work. All pupils feel safe in the school and know how to get support if they are unhappy.

Pupils across the school show interest in their work and their behaviour and attitudes towards learning are good. The majority contribute well to oral activities and group discussions, but there is room to develop this further in key stage 2. Meetings of the School Council are held regularly and most of the pupils show some understanding of their role and responsibilities. The pupils' active role in the election process and taking responsibility, and in making decisions in order to develop leading, organising, decision-making and liaising skills, have not been sufficiently developed.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

Teachers provide a range of learning experiences that meet the pupils' needs overall. The school meets the requirements of the National Curriculum and religious education, and the school's plans for extending the Foundation Phase are developing appropriately. Suitable areas have been established for the Foundation Phase in the classroom. However, the school has not yet succeeded in fulfilling its plans to develop the outdoor area.

Pupils are given good opportunities to develop their speaking and listening skills throughout the school. However, the lack of sufficient opportunities to write extensively in a variety of formats and in a variety of situations hinders the development of the pupils' relevant skills by the end of their time at the school. Overall, skills planning is not specific enough about which skills should be developed over a period of time. The dedicated computer room contributes effectively to developing the pupils' information and communication technology skills. The range of visitors, along with visits arranged for the pupils, support and enhance their experiences.

The provision for Welsh is appropriate and, in general, succeeds in setting firm foundations for developing the pupils' language skills. The Welsh dimension is a strong feature of the school's life and work. Experiences such as the study of Llangadwaladr Church foster the pupils' awareness of the local area in the past and

present and of Welsh mythology, culture and religion. Pupils also learn about the work of Welsh composers such as Karl Jenkins, Grace Williams and Gareth Glyn.

The school's provision for sustainable development and global citizenship has not been developed sufficiently throughout the school.

Teaching: Adequate

Teachers and other adults show suitable subject knowledge and they forge good relationships with all pupils. Teachers and assistants work well together and behaviour is managed effectively. Staff use good language models that promote the pupils' communication skills. The school's planning identifies opportunities for differentiation. However, there is not always a sufficient variety of differentiated activities for pupils, including those with additional learning needs and more able and talented pupils, to ensure a suitable challenge. There is also a tendency for a number of the pupils' activities to be over-reliant on instructions by adults, which hinders the children from developing to become independent learners.

The school's procedures for marking and providing pupils with oral and written feedback are inconsistent throughout the school. Overall, the arrangements do not provide adequate support to enable pupils to know what they need to do to improve their work. Improvement targets are set for individual pupils; however, they are not specific enough to enable pupils to measure their progress over time. The school's procedure for reaching a judgement on attainment levels at the end of key stages is good and the arrangements for moderating teacher assessments at the end of Year 6, by working closely with the secondary school, are effective. Some use is made of standardised assessments to assess pupils' reading development. However, the school's assessment arrangements do not provide sufficient information to track pupils' progress over time or to identify pupils' needs across the range of ability in order to target them effectively.

The quality of reports for parents and carers on the progress of their children is good and they are given appropriate opportunities to respond to them.

Care, support and guidance: Good

The school's practical arrangements for supporting pupils' health and wellbeing are good. A healthy choice of food is provided daily and pupils are encouraged to include healthy options in their daily snacks. A good range of opportunities are provided for the children to exercise and the school's commitment to initiatives, such as Dragon Sports and the Healthy Schools programme, enhance the provision.

The effective partnership with the community police service ensures that information about personal safety, including internet safety, is shared appropriately with the children. Risk assessments are carried out for relevant aspects of the school's work and the school reacts on the first day of any absence when it is not aware of the reason. Pupils contribute well to their local community through activities such as services, supporting eisteddfodau and visiting old people's homes.

The school has an appropriate child protection policy and suitable safeguarding procedures.

The school identifies pupils with additional learning needs early through staff discussions. Close contact is maintained with parents to devise and evaluate targets for improvement in the individual education plans, and guidance is shared with them on how they can support their child. Good use is made of learning assistants to support groups of children.

Learning environment: Good

The school promotes an inclusive ethos and an appropriate range of policies and procedures are in place to promote equality and equal access to the curriculum. Pupils' backgrounds are appreciated and procedures to prevent oppressive behaviour, such as bullying, are extremely effective.

The vast majority of the buildings are now over a hundred years old. Despite this, their general condition is good and the recent work to provide new toilets has significantly improved the provision. The site contains a yard and a substantial playing field. The school's internal space is used effectively and the learning areas are stimulating and colourful. The hall is used fairly frequently to enrich the quality of the provision in areas such as physical education and music, and pupils benefit from the information and communication technology equipment in the computer unit.

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

The school operates as an orderly community that provides a supportive environment to promote pupils' wellbeing and progress.

Appropriate arrangements are in place in relation to managing staff performance, which includes the classroom assistants. A brief list of objectives has been drawn up regarding the school's development. This includes appropriate goals to improve aspects of literacy standards. The school uses data analyses to measure its performance, although comparisons with similar schools are not used sufficiently to identify areas for improvement. The headteacher has a heavy load of curricular responsibilities throughout the school. As a result, there has not been sufficient impact on improving some aspects of pupils' achievements throughout the school to date.

The governing body meets regularly and is supportive of the school. Members of the governing body have visited the school during the day on a number of occasions and have had opportunities to observe classes. However, the governing body does not have sufficient understanding of areas in which the school needs to improve in order to operate properly as a critical friend. Specifically, the governing body does not know enough about how the school's performance compares with that of similar schools.

Initial work has been completed in relation to aspects such as introducing the Foundation Phase and assessment for learning. As yet, this not had enough of an impact on the quality of the provision and pupils' experiences.

Improving quality: Adequate

An appropriate three year plan has been produced for evaluating a wide range of whole school aspects and subjects. Appropriate arrangements are in place for observing lessons, which include keeping a formal record of the main points. Although the comments are evaluative, they do not do enough to detail the areas for improvement, particularly in relation to pupils' achievements. The monitoring arrangements do not give sufficient attention to the range of learning experiences to ensure progress throughout the school, particularly in relation to skills. There are appropriate arrangements for pupils and parents to voice their opinions.

The school development plan for the three years from 2010-2013 is a concise document that identifies objectives and appropriate actions for the current year. Clear deadlines have been set, along with some quantitative indicators to facilitate measuring impact. However, there is not a sufficient link between the school's self-evaluation systems and the objectives of the school development plan.

The school's latest self-evaluation report evaluates a wide range of aspects. However, the self-evaluation does not identify areas for improvement. In places, the self-evaluation's findings tend to be generous and are not sufficiently based on specific evidence.

Although there have been some beneficial developments, there has not been sufficient progress based on some of the recommendations of the previous inspection. This is particularly relevant to improving writing standards. On the whole, progress in terms of developing the school's self-evaluation arrangements has been slow.

Links with other local schools have led to developing aspects of the provision and management. This includes visits by the headteacher to observe classes in Ysgol Uwchradd Llangefni. The extensive links with Ysgol Aberffraw have included assisting with self-evaluation arrangements and managing the school's performance.

Partnership working: Good

A good relationship has been established between the school and parents. Parents support the school well. Regular questionnaires are issued to seek parents' views on the school's life and work, with a willingness to act on any matters that arise. Parents and friends are used extensively to assist with events such as celebrating the school's centenary, reading and breakfast clubs, along with art projects.

The school has collaborated with others in the catchment area and Ysgol Uwchradd Llangefni to level examples of pupils' work. The headteacher has taken advantage of opportunities to visit classes in several subjects at Ysgol Uwchradd Llangefni. The strong partnership between the school and the nearby school in Aberffraw promotes priorities for improvement.

The school works well with agencies such as the police to promote pupils' wellbeing and safety.

Resource management: Good

In general, teachers' and assistants' time and experience are used appropriately. The school is properly staffed to teach the curriculum, and the contribution of the learning assistants in both classes, and to provide specialist elements such as music, is effective. Performance management arrangements identify the staff's development needs, and the provision for planning, preparation and assessment time is suitable. The school's buildings are maintained to a high standard and the range and quality of learning resources are good. Financial resources are allocated appropriately against the priorities that have been identified by the school.

In the context of the outcomes that the school ensures for pupils, the school provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Fourteen questionnaires were returned and each one was satisfied or very satisfied with the school in general. Parents say that their children feel safe at the school. Every one also believes that the pupils behave well, that they are respected and treated fairly and that they develop to be more mature and to accept responsibility. Every parent feels that the teaching in the classrooms and the children's behaviour is good and feel that their children make good progress at school. Also, every parent says that their child likes school. Every parent is of the opinion that the school is run well or very well.

Responses to learner questionnaires

Every learner in key stage 2 completed the questionnaire and the team spoke with pupils throughout the school during the inspection. Each one says that they feel safe at school and that the school deals with bullying well. Every pupil knows to whom they can talk if they are worried or if they find their work difficult. Each one of them also believes that the teachers and other adults help them to learn and make progress and feel that they do well at school. Each pupil feels that their homework helps them to understand and improve their work at school.

Appendix 2

The inspection team

Iwan Roberts	Reporting Inspector
Iolo Dafydd	Team Inspector
Dylan Jones	Lay Inspector
Delyth Jones	Peer Inspector
Robin Griffith	School Nominee

Copies of the report

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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 of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

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

Primary phase:

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

Secondary phase:

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

The four key stages cover the following year groups:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11