



*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 Rhosybol  
Rhosybol  
Amlwch  
Anglesey  
LL68 9AP**

**Date of inspection: November 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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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 Rhosybol is a naturally bilingual community primary school in the charge of Anglesey local authority (LA). It is situated in the small village of Rhosybol, two miles outside the town of Amlwch on Anglesey. The school is attended by 51 full-time pupils between four and 11 years old, and six part-time nursery children. Children are admitted full-time to the school at the beginning of the September following their fourth birthday. Pupils are taught by two full-time members of staff and one part-time teacher.

Twenty-three point five per cent (23.5%) of pupils are entitled to receive free school meals, which is higher than the previous year's percentage and a little lower than the county and national averages. Six (namely, 12.5%) pupils have additional learning needs (ALN) and two pupils have a statement of special educational needs (SEN). All of the children are of a white ethnic background. No pupils are learning English as an additional language and one pupil is in the care of the local authority.

Thirty-four pupils (about 60%) come from Welsh-speaking homes. Thirty-seven per cent (37%) of pupils do not speak Welsh at home but they speak Welsh, though not fluently. Two pupils (about 3%) come from non Welsh-speaking homes and cannot speak Welsh. All pupils are following a Welsh first language course. Welsh is used as a teaching medium up to Year 2, and following this Welsh and English are used as teaching media.

The school was last inspected in December 2006. The present headteacher was appointed to her post in January 2011 and the Foundation Phase teacher in September 2011.

In 2010-2011, the school budget per pupil for Rhosybol is £3,573, compared with a maximum of £15,158 and a minimum of £2,685 for primary schools in Anglesey. This school has the 21st highest budget per pupil of the 52 primary schools in Anglesey.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- the standards of attainment of most pupils are good;
- nearly all pupils make good progress during their time at the school;
- the quality of teaching is robustly good across the school;
- the quality of wellbeing, including behaviour, of nearly all pupils is good;
- equal opportunities are provided for almost all pupils, in an inclusive school; and
- the headteacher and staff work effectively as a team to raise standards.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher's expectations are high in prioritising and taking steps to improve;
- the headteacher has ensured good progress in important areas during the last year;
- the staff work effectively as a team; and
- the school's ethos stimulates positive attitudes to learning.

## **Recommendations**

In order to improve, the school needs to:

R1 maintain and further improve the standards of pupils of every age and ability;

R2 set a detailed strategic direction for long-term development;

R3 ensure that the governing body performs its statutory role; and

R4 improve the quality of assessment for learning across the school.

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations. The local authority will monitor the school's progress and report to Estyn.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Over the last three years, pupils' performance at seven years of age, at the end of key stage 1, has been good and has compared consistently well with that of pupils in similar schools. The results are at a higher level than expected (level 3), good in Welsh and mathematics, but lower than the results of pupils in similar schools in science.

In key stage 2, the school's performance is more uneven. Results have varied from being among the upper 50% of those for similar schools to being among the bottom 25% over the past three years. The results of pupils at 11 years of age at the higher than expected level (namely level 5) have been lower than the national average and the average for similar schools.

Nearly all pupils make consistently good progress during their time at the school. There is no pattern of difference in standards between boys and girls. Pupils who have additional learning needs achieve appropriately in line with their ability and their attainment.

In key stage 1, most pupils are confident orally in a wide range of situations. They listen well and contribute enthusiastically to discussions using complete sentences. They have a good grasp of vocabulary and terms and they make good progress in reading and writing skills in Welsh.

In key stage 2, pupils offer oral comments spontaneously in Welsh and English. Most pupils speak polished Welsh and they use the language confidently across the curriculum. Many pupils can read aloud meaningfully and with appropriate intonation. More able readers discuss authors' content, style and expression intelligently. Pupils express preference for specific authors, offering valid reasons. Younger pupils use dictionaries effectively and the oldest ones are confident in skim reading and scanning in order to find information. Pupils without a previous grasp of Welsh make good progress in their ability to use the language. In general, many pupils write well and the more able pupils achieve work of very good quality.

#### Wellbeing: Good

Pupils are aware of the need to eat healthily and to keep fit and the advantages of doing that. They grow plants and vegetables in the school garden and they are developing their understanding of the importance of conservation and their responsibility to look after their environment well.

Behaviour is good and pupils enjoy being at school and are eager to learn. The relationship is good among themselves, and with adults, and this contributes effectively to the quality of their work. All pupils state that they feel safe at school and that they know how to get support if they are not happy.

Meetings of the school council are held regularly and its role is developing effectively. Many pupils are becoming more independent learners, and beginning to make more decisions for themselves. This makes a positive difference to the quality of life at the school.

Over the last three years, the attendance rate has been 93.8%, which is the same as local figures and higher than the national figures (93.1%). Punctuality is good.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The school provides a good range of learning experiences in order to meet the needs of pupils of all ages, abilities and interest.

Planning shows clear objectives for developing literacy and numeracy and information and communication technology. The provision for developing creative skills, problem solving and thinking skills across the curriculum is positive.

The school provides good opportunities for developing bilingualism and it promotes the Cwricwlwm Cymreig successfully in the life and work of the school. Good attention is paid to studying the area's environment, history and folklore.

By growing vegetables in the school's garden and taking part in the 'Green School' and Eco-school schemes, pupils' awareness of sustainability is developing appropriately. They are prepared well to become responsible members of the community and they benefit from global citizenship experiences.

### **Teaching: Good**

The quality of education is generally good across the school. Teachers have a close relationship with pupils. Their knowledge of them enables them to offer a very effective level of support and challenge to promote their development.

Teachers' subject knowledge is thorough and current. Their plans comply fully with the requirements of Curriculum 2008. They work together well amongst one another and with specialist teachers who support specific pupils.

All of the lessons are planned effectively in order to build on previous experiences and learning. The content is interesting and the pace is appropriate in order to allow pupils of all abilities to achieve well. The provision in the Foundation Phase is good on the whole, with occasional examples that are adequate.

Teachers model language very well in order to raise standards of oracy. Their use of terminology across the curriculum enriches pupils' language and understanding very well. Behaviour is managed effectively.

The school's processes for assessing pupils have a good impact on raising standards. The use of standard tests and performance tracking systems is very

effective. This leads to specific support and resources to support pupils according to their need. It promotes the progress of pupils of every age and ability well.

Many of the older pupils have personal targets to work towards. Teachers use them effectively to inform their work.

The Assessment for Learning (AfL) strategies are developing well. Teachers work with the pupils to identify clear learning outcomes. They offer regular oral (and sometimes written) feedback to direct pupils to identify their next steps. The quality of the opportunities for pupils to improve their own work and to reflect on their progress is uneven. The features of AfL are not yet rooted deeply enough in order to have a full impact on standards.

The information for parents/carers on pupils' performance and progress is very good. The end of year reports include an opportunity for the parent/carer and the pupil contribute to it, which is an effective tool for promoting co-operation. It is a very good tool to assist parents in co-operating with the school to support their children's progress.

The school moderates work in partnership with other primary schools and the local secondary school. This facilitates the transfer of pupils to the next stage of their education.

### **Care, support and guidance: Good**

The school is a happy, well-organised community and almost all of the pupils say that they are happy and feel safe in it.

The provision for pupils' moral, social and cultural development is good. Values such as care, fairness and respect are fostered consistently in the everyday life of the school. They provide good opportunities for reflection and wonder during joint worship, and for the study of the work of famous authors, poets, artists and musicians across the curriculum.

The school promotes the health, hygiene and wellbeing of pupils well by providing a Breakfast Club, encourages healthy eating and provides regular physical exercise.

The school has an appropriate policy and has procedures for safeguarding.

The provision for pupils with additional learning needs is good. The needs are identified quickly and appropriate steps are followed. The individual education plans are reviewed and parents have an active role in all of the processes. The school makes good use of specialist services in order to identify and support pupils' needs.

### **Learning environment: Good**

The school has a homely ethos and it puts a good emphasis on ensuring equal opportunities and social inclusion. All pupils have full access to the curriculum. The school promotes respect towards diversity and racial equality well through its links with the village of Sankwia in the Gambia, and its studies of various countries.



Resources are good and they are used effectively to support pupils' learning needs. Every classroom, including the special extension for the Foundation Phase, offers an attractive and stimulating environment. The hall and playing field are of a good size and they are used effectively to support teaching and learning. The school building and the surrounding grounds are well maintained.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Adequate**

The headteacher's thoughtful and appropriate leadership has a positive impact on the pupils' standards and the quality of provision for them. The team shares the vision for the future direction of the school. All members of staff are aware of their roles and of their cross-school responsibilities.

The leadership includes everyone in the discussion in order to ensure effective implementation.

The governing body receives regular reports from the headteacher. It is very supportive of work of the school but it does not operate in a challenging enough way as a 'critical friend'. Its statutory role has not been developed well enough as not all the necessary documents and policies are in place. Overall, this is unsatisfactory.

The school gives appropriate attention to national and local priorities. The principles of the School Effectiveness Framework are a developing element of the work. The Foundation Phase provision was established effectively with some suitable and stimulating resources. Links are being developed with other local schools in order to share good practice. The headteacher monitors the quality of teaching regularly and there are effective arrangements in place to identify and meet teachers' professional needs.

### **Improving quality: Good**

Self-evaluation and planning for improvement activities are developing well in the school. The headteacher, mainly, delivers a good range of monitoring activities. All of the staff and members of the governing body have the opportunity to contribute to the self-evaluation process. The school appreciates parents' and pupils' comments and develops procedures for strengthening their contribution.

The school interprets a range of data effectively in order to create a clear picture of pupils' progress. It makes good use of the support of education advisers for the self-evaluation process. The self-evaluation report offers an accurate picture of the school and it is a comprehensive and useful document.

There is a strong link between the self-evaluation process and planning for improvement. The information that is collected is used effectively to produce a plan for developing the school for the coming year. The current document does not set a strategic direction for long-term development.

There are good procedures for supporting the professional development of members of staff and the school benefits from effective co-operation with the other schools within the local cluster.

**Partnership working: Good**

There are good partnerships with parents and carers. Arrangements for transferring from the nursery are good and include opportunities for the children to visit the school beforehand. There are good links and appropriate transition arrangements between the school and the secondary school. There is constructive co-operation with other primary schools in the catchment area, which has a good effect on the quality of provision for the pupils.

The school has developed good links with the community. The partnership with the local authority's education services ensures good progress in the provision. The school's staff and pupils benefit from the links with the local further education college, and its students receive training in the school.

**Resource management: Good**

The school makes appropriate use of its budget to promote effective education.

Staff create an attractive and stimulating environment and there is a good range of suitable resources in the classrooms. Recently, the school has invested significantly in new information technology equipment and Welsh and English reading books. This has had a very positive effect on pupils' achievement in these areas.

The governing body keeps a careful eye on the budget and expenditure in line with the priorities of the development plans.

Pupils' standards and the quality of provision and teaching are good, and therefore the school offers good value for money.

## Appendix 1

### Comments on performance data

The information on 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 carefully. Small numbers of children in a year can have a significant effect on the school's performance statistics from one year to the next.

Over the past three years, the performance of seven-year-old pupils at the end of key stage 1 has been good. The results have compared consistently well with those of pupils in similar schools in Welsh, mathematics and science over three years. In general, the results on the higher than expected level (level 3) are good in Welsh and mathematics, but lower than the results of pupils in similar schools in science.

In key stage 2, the school's performance is more uneven. The proportion of pupils achieving the core subject indicator (the expected performance in Welsh or English, science and mathematics combined) has varied from being in the top 50% of achievement levels for similar schools to the bottom 25% over the last three years. The results of 11-year-old pupils at the higher than expected level (level 5) have been lower than the national average and of the average for similar schools.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to pupils' questionnaires

Twenty-six pupils in key stage 2 completed the questionnaire. Nearly all say that they feel safe in school and that the school deals well with any bullying. Many know with whom to speak if they are concerned or worried. Most say that the school teaches them how to keep healthy and that there are many opportunities in the school for them to take physical exercise regularly. Nearly all of them say that their children are doing well at school.

Nearly all say teachers and other adults help them to learn and make progress. Nearly all say that they know what to do and with whom to speak if they find their work difficult. Nearly all of them say that they have enough books and computers to do their work. Nearly all of them say that their homework helps them to understand and improve their work at school. Most say that other children behave well and that they can, therefore, do their work.

#### Responses to parents' questionnaires

Sixteen parents/carers completed the questionnaire. All parents/carers are satisfied with the school, in general. Nearly all say that their children like school and that they are safe there. Most say that the pupils behave well. They all say that the school treats every child fairly and with respect and most say that they have consistent information on their children's progress. Most say that their children receive appropriate additional support. Nearly all say that the school encourages their children to be healthy and to take regular physical exercise. Most are of the opinion that the school provides a good variety of activities, including trips or visits. Most of them, almost all, say that the homework that is given builds well on what their children learn at school. Nearly all parents say that they feel comfortable in asking the school a question, making suggestions or identifying a problem, and that they understand the school's procedure for dealing with complaints.

Nearly all say that the school prepares their children well for moving on to the next school. In addition, nearly all parents say that the school is well run.

## Appendix 3

### The inspection team

Prydwen Elfed-Owen	Reporting Inspector
Carolyn Thomas	Team Inspector
Dylan Jones	Lay Inspector
Garem Jackson	Peer Inspector
Iola Hughes (Headteacher)	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