



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 Gynradd Cemaes
Cemaes
Anglesey
LL67 0LB**

Date of inspection: October 2012

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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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW

or by email to publications@estyn.gov.uk

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Context

Ysgol Cemaes is a rural primary school that is situated in the small village of Cemaes on the northern coast of Anglesey. It serves the village itself and the surrounding area, which is described as being economically disadvantaged. There are 62 pupils on roll, which is an increase over the last two years.

Welsh is the school's main language medium and the aim is to ensure that pupils are completely bilingual by the time they transfer to the secondary sector. Welsh Government statistics indicate that 53% of pupils speak Welsh at home. However, the school says that 4% come from Welsh-speaking homes.

Twenty-five per cent of pupils are entitled to free school meals, which is higher than county and national averages. Thirty-one per cent of pupils receive additional educational needs support, which is higher than the national figure (21.2%). A small number of statemented pupils are at the school at present.

The current headteacher has been in post since January 2010.

The budget per pupil for Ysgol Gynradd Cemaes in 2012-2013 is £6,837. The maximum in terms of school budget per pupil in primary schools in Anglesey is £10,188 and the minimum is £2,842. Ysgol Gynradd Cemaes is third out of the 48 primary schools in Anglesey in terms of its budget per pupil.

Summary

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

Current performance

Ysgol Cemaes's current performance is adequate because:

- the oral skills of pupils who come from non-Welsh speaking homes are developing quickly;
- the school is a happy and caring community;
- the school arranges effective provision to help individual pupils and groups that need additional support; and
- appropriate use is made of annual standard assessments to measure pupils' progress.

However:

- the outcomes of assessments at the end of key stage 2 in Welsh are lower than the average for the family of similar schools, and the average for Wales over a period of five years;
- the majority of pupils across the school are not making sufficient progress in oracy and reading in Welsh;
- the provision of the principles of the Foundation Phase has not been developed fully; and
- the school does not plan purposefully enough for developing skills across the curriculum.

Prospects for improvement

Ysgol Cemaes's prospects for improvement are adequate because:

- the headteacher has a clear vision, which is shared successfully with staff, governors, parents and children;
- the governing body is very supportive of the life and work of the school and is aware of its responsibilities; and
- there are very strong partnerships with parents and the community, which contribute successfully to learning experiences and outcomes.

However:

- the role of the governors has not yet been developed in full to challenge the school about its performance;
- the school's leaders do not use data effectively enough to set challenging and quantitative targets in order to raise standards; and
- the school's leadership does not monitor the provision of the Foundation Phase effectively enough.

Recommendations

- R1 Raise standards in oral and reading skills in Welsh.
- R2 Plan more purposefully to ensure the development of literacy and numeracy skills across the curriculum.
- R3 Implement the Foundation Phase in full.
- R4 Strengthen the role of school leaders to use data more effectively in order to raise standards.
- R5 Develop further the role of the governing body as critical friends.

What happens next?

The school 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

Most pupils across the school listen well to their teachers and are very willing to offer answers or comments when talking about their work. The majority of pupils across the school recall previous learning well and use the information effectively in order to develop new skills.

The majority of pupils in the Foundation Phase make appropriate progress in their use of the Welsh language from the time they start at the school. Considering their linguistic background, their oral skills develop quickly. The majority contribute enthusiastically in class discussions using suitable vocabulary in a specific context. By the end of key stage 2, most pupils communicate effectively in Welsh and English.

The majority of pupils across the school are making appropriate progress in their reading skills. By the end of the Foundation Phase, the majority can read confidently aloud books that are appropriate to their age and ability. However, they do not have a sound understanding of what they are reading, especially in Welsh.

By the end of key stage 2, most pupils develop to be independent readers in both languages. They use factual books effectively to glean and present information when researching a specific topic. However, the majority of pupils are not making the same progress in Welsh. The lack of confidence and understanding of the topic affects the enjoyment and fluency of reading.

Pupils who have additional learning needs are making appropriate progress in their reading in English against their targets. However, the same development is not seen in Welsh.

The majority of pupils in the Foundation Phase are making appropriate progress in their writing in Welsh. The best ones use a robust syntax and appropriate vocabulary that is associated with the task. However, the overuse of worksheets hinders free writing across learning areas.

By the end of key stage 2, most pupils are writing intelligently in a wide range of forms in both languages. In English, they show an appropriate standard in terms of language accuracy and arrange their work into paragraphs. There is a lack of vocabulary and use of basic and awkward syntax in the work of a minority of pupils in Welsh. Across the school, most pupils' presentation of work is tidy.

As there is a comparatively small number of pupils at the school, data must be treated carefully because the outcomes for one child account for a high percentage of the cohort in each year.

At the end of the Foundation Phase, achievements at the expected outcome (Outcome 5) compare favourably with the averages for the schools for the family, the

authority and Wales. The school's performance at Outcome 6 places it in the top 25% and the top 50% to 25% in every learning area in comparison with similar schools in terms of entitlement to free school meals.

The percentage of pupils who achieve the expected level (level 4) in Welsh or English, mathematics and science in combination (the core subject indicator) has been consistently lower than the average for the family of similar schools during the last five years. Pupils' achievement in Welsh oral and reading skills has been considerably lower than the average figures for the family and Wales over time and has declined during the last two years.

In general, there is no significant gap between the achievements of boys and girls, except at Outcome 6 in the Foundation Phase and at the higher levels in English in key stage 2.

The achievement of pupils who are entitled to free school meals compares favourably with the achievements of the remainder of pupils.

Wellbeing: Good

Most pupils across the school show an interest in their work and the attitude of most of them towards their learning is good. They show motivation to contribute to activities through oral responses and group work. Most pupils' behaviour is good in classes and during break times and lunchtimes. Nearly all feel safe at school.

Most pupils' social skills are developing appropriately. They co-operate responsibly in various learning groups for an appropriate period of time. By the end of key stage 2, most pupils work independently and can make decisions about what they are learning. However, this has not been developed in full across the school.

Through the work of the school council and the eco council, the majority of pupils show an appropriate understanding of their roles and responsibilities, and through questionnaires they are beginning to contribute effectively to the life and work of the school.

They have a sound understanding of the importance of eating healthily and keeping fit, which is fostered appropriately through theme work and school fitness clubs.

Many of the school's pupils are developing their awareness of society and social skills well and benefit from links with the community. An example of this is the regular link between the school and Wylfa.

Attendance at the school is good and places the school consistently in the top 25% to 50% in comparison with similar schools in terms of entitlement to free school meals.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school provides a wide and balanced curriculum in key stage 2 and plans stimulating activities that capture pupils' interest. Individual lessons are planned

appropriately, but the plans do not show progression and continuity in skills specifically enough. Planning for developing literacy and numeracy skills is inconsistent. This hinders pupils' ability to use them across a range of subjects. A number of appropriate opportunities are provided across the curriculum in order to develop pupils' information and communication technology skills and they are used effectively across the subjects.

Teachers and assistants in the Foundation Phase have started the process of joint planning, but this has not been developed in full. As a result, the school's plans for the requirements of the Foundation Phase are not fully operational yet. Provision does not promote pupils' independence sufficiently.

The school provides a variety of experiences that promote the Welsh dimension through visits by poets, local visits and theme work.

The school pays appropriate attention to aspects of sustainability and the environment through a variety of activities. The school has a vegetable garden, and staff and pupils compost green waste to be used as fertiliser in the garden. Through recycling and monitoring the use of water and energy, pupils' understanding of sustainability is good.

Pupils' understanding of other cultures is developed appropriately in some classes through studies and links with other countries. However, this aspect has not been planned purposefully enough across the school.

Teaching: Adequate

There is a good, appropriate working relationship between teachers and most pupils, which promotes confidence and self-respect well. Teachers make appropriate use of assistants to give additional support to specific groups and individuals.

In half of the lessons that were observed, where teaching is at its best, teachers show good subject knowledge and planning builds appropriately on previous experiences. The aims of the lesson are referred to regularly in order to ensure pupils' understanding. Presentations are concise and clear and effective use is made of questioning in order to challenge more able pupils.

In the remaining half of the lessons where teaching is not as good, there is over-direction and activities do not encourage pupils to think for themselves. Tasks are not always differentiated sufficiently in order to respond to the whole range of ability.

Assessment for learning strategies are developing appropriately, but this is not consistent across the school. Pupils' work is marked regularly and, in places, constructive comments refer to how to improve work. However, this is not consistent and pupils do not have an opportunity to respond to comments. Appropriate use is made of annual standard assessments to measure pupils' progress. The process of tracking pupils' progress through the school has been established firmly and the school uses the information effectively to identify the needs of specific pupils. Annual reports for parents give a clear picture of pupils' attainment and progress.

Care, support and guidance: Good

The school is a caring community that promotes and supports pupils' wellbeing and health appropriately. There is a close link between the community and the school that strengthens the feeling of belonging. Nearly all pupils feel safe at school.

Provision for personal and social education is good and pupils' spiritual, moral, social and cultural development is promoted successfully.

A successful breakfast club and after-school clubs support pupils' wellbeing and the work of the school on a daily basis.

The school arranges effective provision to help individual pupils and groups that need additional support. These procedures meet statutory requirements in full. Effective use is made of external agencies and specialist, social and welfare services in order to support individuals. Individual educational plans identify targets clearly and individual education plans are revised regularly in order to identify progress and indicate the next steps in their learning. Effective use is made of standard and diagnostic tests to identify at an early stage pupils that have needs or those who are more able and talented.

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

Learning environment: Good

The school is a close, caring and welcoming community and there is a warm atmosphere among staff and pupils. The school's policies promote equal opportunities appropriately and all pupils have opportunities to be part of sports teams and to attend numerous after-school clubs.

The school makes good use of the building and resources. It provides a colourful and stimulating learning environment that enriches pupils' learning experiences well. All classes are attractive and displays show pupils' current work. Pupils show respect for their learning environment and for resources.

The building and the site are maintained to a good standard.

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

The headteacher has a clear vision, which is shared successfully with staff, governors, parents and children. The headteacher has implemented a number of procedures, including raising the profile of the Welsh language, monitoring teaching and learning standards and establishing an effective system to track pupils' progress throughout the school. However, these processes have not yet been developed in full in order to see their effect on pupils' achievement.

All members of staff have appropriate job descriptions and their responsibilities have been defined clearly. By sharing information about pupils' achievement, the school is

beginning to make appropriate use of data in order to implement priorities for improvement.

The governing body is very supportive of the life and work of the school and is aware of its responsibilities. Governors have good knowledge of the life of the school and a number of them visit the school regularly. This develops their understanding of the school's needs. The governors are beginning to use the school's data to discuss its performance. However, their understanding of data and of the school's standards has not been developed sufficiently to enable them to challenge the school about its performance.

The school responds positively to a number of national priorities by addressing raising standards of literacy and developing pupils' thinking skills and assessment for learning systems. The school has not addressed in full the principles of the Foundation Phase.

Improving quality: Adequate

The self-evaluation report offers an appropriate picture of the life and work of the school. The school also has appropriate arrangements for seeking the views of parents and children through questionnaires and these are used appropriately in the quality improvement process. Staff are aware of its purpose and the effect on the life of the school. However, the school has not identified shortcomings in provision in the Foundation Phase clearly enough.

The school has effective arrangements for improving quality, which include considering the comments and opinions of staff, parents, governors and pupils. Appropriate attention is paid to evidence of the quality of teaching and learning through classroom observations, and appropriate use is made of the authority's monitoring reports.

There is a close link between the current development plan and the self-evaluation report. The development plan identifies appropriate objectives with suitable time limits, and responsibilities have been allocated appropriately to various members of staff. However, the objectives of the development plan have not been prioritised clearly enough. The school's performance data is not being used in sufficient detail by school leaders to set clear, measurable priorities.

Staff have started to work with other schools in the cluster in order to raise standards of reading in English. This is beginning to have an effect on pupils' achievement.

Partnership working: Good

Partnerships with parents and the community are effective and contribute successfully to learning experiences. A good example of this is the use that is made of volunteers, who visit the school regularly in order to listen to pupils reading.

The prominent part that the school took in the 'Cemaes in bloom' initiative is a sign of the strong link between the school and the community. There is also a strong link between the school and Wylfa, which supports and enriches pupils' experiences regarding sustainability.

The school works effectively with nearby schools to moderate pupils' work in order to ensure consistency in their assessments and plan for the future. Effective transfer arrangements exist between the school and the secondary school, which prepare older pupils appropriately for the next phase in their education. The school has created an effective partnership with Bangor University by co-operating on curricular projects.

Resource management: Adequate

The school has a sufficient number of staff to teach the curriculum effectively. Teachers are supported suitably by classroom assistants, who generally give appropriate support to individuals or groups of pupils in lessons.

The school meets national requirements when ensuring teachers' arrangements for planning, preparation and assessment, and these are used effectively.

There are appropriate arrangements in place for managing teachers' performance. Training opportunities are provided for professional development in line with the school's priorities.

The school has a good range of resources, which are used suitably to promote and enrich learning. However, full use is not made of the outside area to enrich experiences and to respond in full to the principles of the Foundation Phase.

The governing body manages the school's annual budget and monitors it effectively in order to ensure a sufficient supply of resources to respond to the school's needs.

When considering pupils' outcomes over time, the school provides adequate value for money.

Appendix 1

Commentary on performance data

The school's performance at Outcome 5 at the end of the Foundation Phase in language, literacy and communication skills in Welsh and personal and social development, wellbeing and cultural diversity compares favourably with family of schools, local authority and all-Wales averages. It places the school in the top 25% in comparison with schools with similar percentages of pupils entitled to free school meals.

Although the school's performance in mathematical development at Outcome 5 does not compare as well with family, local authority and all-Wales averages, 43% of pupils attained the highest outcome (Outcome 6). The school's performance at Outcome 6 places the school in the top 25% or the top 50% to 25% in every learning area in comparison with schools with similar percentages of pupils entitled to free school meals.

In general, over a period of time, the school's performance in Welsh, English, mathematics and science has been lower than the averages for the family, the local authority and Wales over the last five years. It places the school amongst the bottom 25% in comparison with similar schools. Performance levels in Welsh oracy and reading have been considerably lower than the average figures for the family and Wales for the last five years a period of time and have declined during the last two years.

In general, pupils' achievement at level 5 or higher in the core subjects has compared favourably with that of other schools in the family during the last five years. The percentage of pupils attaining level 5 in English has declined during the last three years.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Twenty-seven responses were received from key stage 2 pupils.

All pupils indicate that:

- the school deals well with any bullying and they know with whom to speak if they are worried or anxious; and
- teachers and the other adults at the school help them to learn and make progress and they know what to do and to whom to talk if they find their work difficult.

Almost all indicate that:

- there are many opportunities at school to take regular physical exercise and the school teaches them how to stay healthy;
- homework helps them to understand and improve their work at school; and
- they feel safe at school.

A few indicate that:

- almost all children behave well at playtimes and lunchtimes. This is much lower than the national figure of 77% for primary schools in Wales.

Responses to parent questionnaires

Twenty-one responses from parents/carers were received.

All agree that:

- staff expect their child to do his/her best and they have regular information about their child's progress;
- their child is encouraged to be healthy and to do physical exercise;
- their child is safe at school and staff treat every child with respect;
- they understand the school's arrangements for dealing with complaints; and
- the school helps children to become more mature and to shoulder responsibility.

Nearly all agree that:

- the education is good.

Most agree that:

- the school is well run, and believe that their child is making good progress;
- they are satisfied with the school and homework builds on what is learnt at school;

- pupils behave appropriately and their children like school;
- their child had support to settle in at the school and there is a good variety of activities, including trips or visits; and
- they feel comfortable in asking the school a question, making suggestions or identifying a problem.

Many believe that:

- their child is prepared well for moving on to the next school; and
- their child receives appropriate additional support relating to any specific individual needs.

Appendix 3

The inspection team

Anwen Griffith	Reporting Inspector
Prydwen Elfed-Owens	Team Inspector
Jeremy Turner	Lay Inspector
Delyth Jones	Peer Inspector
Richard Holland	School Nominee

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority. If it is available, the data report can be seen on our website alongside this 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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FPYear 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	FPR	FPY1	FPY2	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:

Foundation Phase	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

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.