

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

**YSGOL PARC Y BONT
LLANDDANIEL FAB
YNYS MÔN
LL60 6E5**

SCHOOL NUMBER: 660/3034

DATE OF INSPECTION: 7-9 OCTOBER 2002

BY

MR MEURIG THOMAS

REGISTERED INSPECTOR: W09317639

DATE: 9 DECEMBER 2002

UNDER ESTYN CONTRACT NUMBER: C/T/18/02P

© Crown Copyright 2002

This Report may be reproduced in whole or in part for non-commercial educational purposes provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
AT	-	Attainment Target
CoP	-	Code of Practice
CSI	-	Core Subject Indicator
GB-		Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NC	-	National Curriculum
SDP	-	School Development Plan
SEN	-	Special Educational Needs
Y	-	Year

CONTENTS

1. CONTEXT.....	1
THE SCHOOL AND ITS PRIORITIES.....	1
2. MAIN FINDINGS.....	1
THE MAIN FINDINGS OF THE REPORT.....	1
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS.....	4
3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING.....	4
3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM.....	5
4. ETHOS OF THE SCHOOL.....	6
4.1 PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT.....	6
4.2 BEHAVIOUR AND ATTITUDES.....	7
4.3 ATTENDANCE.....	7
5. QUALITY OF EDUCATION.....	8
5.1 TEACHING.....	8
5.2 ASSESSMENT, RECORDING AND REPORTING.....	8
5.3 CURRICULUM.....	9
5.4 SUPPORT, GUIDANCE AND PUPILS' WELFARE.....	10
5.5 PROVISION FOR PUPILS WITH SEN.....	11
5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS.....	11
5.7 PARTNERSHIP WITH INDUSTRY.....	12
6. MANAGEMENT.....	12
6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT.....	12
6.2 LEADERSHIP AND EFFICIENCY.....	13
6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES.....	14
7. SUBJECTS AND AREAS OF LEARNING.....	15
STANDARDS ACHIEVED BY PUPILS.....	15
PROVISION FOR THE UNDER-FIVES.....	15
WELSH.....	18
ENGLISH.....	19
MATHEMATICS.....	20
SCIENCE.....	21
DESIGN AND TECHNOLOGY.....	22
INFORMATION TECHNOLOGY.....	22
HISTORY.....	23
GEOGRAPHY.....	24
ART.....	24
MUSIC.....	25
PHYSICAL EDUCATION.....	25
RELIGIOUS EDUCATION.....	26
8. SCHOOL IMPROVEMENT.....	27
8.1 PROGRESS SINCE THE LAST INSPECTION.....	27
8.2 KEY ISSUES FOR ACTION.....	28
APPENDIX.....	29
A. BASIC INFORMATION ABOUT THE SCHOOL.....	29
B. SCHOOL DATA AND INDICATORS.....	29
C. RESULTS OF NATIONAL CURRICULUM ASSESSMENTS AND PUBLIC EXAMINATIONS.....	30
D. THE EVIDENCE BASE OF THE INSPECTION.....	31
E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM.....	32

PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Ysgol Parc y Bont is located in the village of Llanddaniel Fab, not far from the southern coastline of Anglesey. The school serves the local rural community, an area described by the school as one that is neither prosperous nor subject to economic disadvantage, with 8% of pupils receiving free school meals. A number of significant changes have been implemented in the school recently, including changing the age of entry to three years old following the opening of new premises in April 2001. Approximately 56% of pupils come from homes where Welsh is spoken as a first language. Currently two pupils have a statement of SEN according to the new CoP of 2002, with 14 further pupils appearing on the school SEN register.

During the inspection, two out of the three classes are being taught by supply teachers.

The school was last inspected in January 1997 and describes its main priorities as follows:

- To maintain and raise pupils' standards of achievement in every curriculum area, according the requirements of the NC and religious education;
- To foster a civilised society which places emphasis on moral and humanitarian values, developing self-respect and tolerance towards others;
- In accordance with the language policy of the LEA, to develop pupils' ability to be confidently bilingual, in order that they may play a full role in the bilingual society that they are a part of.

The current main target of the school is that 69% of pupils in Y6 achieve the CSI in the NC tests in 2003; this represents 85.7% of girls and 55.5% of boys.

2. MAIN FINDINGS

The main findings of the report

Ysgol Parc y Bont is a good school that has made substantial progress since the last inspection and the appointment of the current head. Standards are good in the vast majority of NC subjects and religious education, and there are several good features to the ethos of the school, including outstanding emphasis upon the Welsh dimension. The school is a happy community of hardworking teachers and pupils, who take great pride in the new building provided in April 2001. Although the results of the NC tests are substantially lower than national and local norms, consistent progress has been seen over the last few years, and in 2002 the school succeeded in achieving or exceeding all targets set for Y6.

- There are some weaknesses in the education provision for children under five, but there is evidence that these can soon be put right. Standards are as follows:

Nursery

Language, Literacy and Communication Skills	Satisfactory
Personal and Social Development	Good
Mathematical Development	Good
Knowledge and Understanding of the World	Good
Physical Development	Satisfactory
Creative Development	Satisfactory

Reception

Language, Literacy and Communication Skills	Satisfactory
Personal and Social Development	Good
Mathematical Development	Good
Knowledge and Understanding of the World	Good
Physical Development	Satisfactory
Creative Development	Satisfactory

- During the inspection standards of achievement are satisfactory or better in 96% of sessions, including 75% where they are good; in one lesson (4% only), standards are unsatisfactory. In KS1 standards are good in 60% of sessions and satisfactory in a further 30%; they are unsatisfactory in 10%. In KS2 standards are good in 85% of sessions and satisfactory in the 15% remaining. Standards in individual subjects are as follows:

	KS1	KS2
Welsh	Good	Good
English	Good	Good
Mathematics	Good	Good
Science	Satisfactory	Good
Design and Technology	Good	Good
Information Technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Satisfactory	Satisfactory
Physical Education	Good	Good
Religious Education	Good	Good

- In key skills, standards are good in listening, reading, writing and numeracy; standards are satisfactory in oracy and ICT.
- During the inspection, standards of teaching are satisfactory or better in 96% of sessions, including 60% where teaching is good; in one lesson only (4%), teaching is unsatisfactory. In KS1, teaching is good in 34% of sessions and satisfactory in a further 58%; it is unsatisfactory in 8%. In KS2, teaching is good in 85% of sessions and satisfactory in the 15% remaining. The expectations of the head are consistently high, but there is some inconsistency amongst remaining staff in this respect.

- The quality of the curriculum is good, and substantial progress has been made to develop breadth and balance since the last inspection. Medium and long-term planning is detailed, both within schemes of work and the topic cycle. The contribution of extra-curricular activities, including sports clubs, also make a positive contribution to provision and standards.
- Policy documents are in place for each NC subject and religious education and these are of sufficient quality to manage the implementation of each subject. However, a number have not been revised for four years; as a result they are not fully related to the demands of Curriculum 2000 and there is scope to place more emphasis on aspects such as Cwricwlwm Cymreig and key skills in this part of the documentation. However, there is clear evidence that these elements are given due emphasis within day-to-day provision.
- Arrangements for assessing, recording and reporting is good, and has also improved substantially as a result of the post-inspection action plan. The educational provision for children with SEN is good, and these pupils make sound progress according to their age and ability.
- The head is clearly aware that self-evaluation is key to the success and development of the school, and gives sound leadership in this respect. Pupils are carefully targeted with due attention to achievement based on knowledge of the individual and previous performance; current targets set realistic challenge, extend the most able and are achievable. Over the last two years, the school has succeeded in achieving or exceeding all targets set.
- The school has a concise SDP to lead developments in standards and organisation. A number of good features characterise the plan, including priorities that meet the needs of the school, and the manner in which INSET is highlighted in order to ensure that outcomes are realised. Responsibilities and costs are consistently noted for all priorities, and a good number of measurable criteria have been noted clearly; however, some of these remain too general and desirable, rather than specific and measurable. There are appropriate monitoring arrangements for all priorities.
- The head has a sound sense of vision for the school and has achieved much in the four years since her appointment. She has succeeded to a considerable extent in maintaining a clear sense of direction and development in standards through a period of considerable instability in staffing over the last year. She gives sound leadership to all aspects of school life and the respect of staff and pupils towards her is obvious.
- The GB plays an evident part in the management of the school, and is enthusiastic and sincere in the manner in which it goes about its statutory duties. A number of sub-committees ensure that the work is equitably distributed, but it has been decided not to form a finance sub-committee to ensure that every member partakes in discussion of this key feature of management. A detailed annual report was presented to parents, but it does not contain a full financial statement as is statutory.
- The GB has not adopted an equal opportunities policy for pupils, neither is there a policy for promoting racial equality, as is statutory. The GB is in the process of developing a policy in matters relating to disability, and this should be completed as soon as possible.

- Financial management is tight, with the minutes of the GB showing an intelligent and regular discussion of the budget in the light of significant shortfalls for the current year. The practice of substantial underspending over the last few years means that the school is still able to operate within its budget, despite the fact that a reduction in pupil numbers has made staff cuts unavoidable. The current underspend is sensible, with expenditure plans and an emergency fund having been prioritised and accepted by the LEA.
- There is evidence of valuable monitoring work by the head over the last two years, some of which has been moderated by county advisers. Successes are positively praised, and aspects which need further attention are clearly noted; however, there has not been opportunity in every case to develop these because of consistent changes in staffing. Few opportunities are available for some teachers teaching over the period of the inspection to develop curriculum leadership skills, but the head has taken specific steps to begin to develop their efficiency in this area of management.
- The school gives good value for money.
- Within classes, there is a collection of resources that is sufficient to answer the needs of all curriculum areas, including religious education. Accessibility is good, but pupils are not always encouraged to arrange resources for themselves and develop independence in this respect.
- There are several good features to the ethos of the school. Pupils' behaviour is courteous and friendly and standards are good; attendance is also consistently good. Pupils' spiritual and moral development is good; their social and cultural development is very good. The quality of the school partnerships are also good.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

During the inspection standards of achievement are satisfactory or better in 96% of sessions, including 75% where standards were good; in one lesson (4%) only, standards are unsatisfactory. In KS1 standards are good in 60% of the sessions and satisfactory in a further 30%. In KS2 standards are good in 85% of sessions and satisfactory in the 15% remaining.

- In core subjects, standards are good in Welsh and English in both key stages, across the range of work in oracy, reading and writing. Standards in mathematics are also good in both key stages. In science standards are good in KS2 but satisfactory in KS1, where there is insufficient emphasis on practical experimentation and aspects of AT1.
- In foundation subjects standards are good in design and technology, information technology, history, geography and art in both key stages. Standards in music are satisfactory, with quality of singing especially in need of attention.
- During the inspection only one sports lesson (KS1) and one dance lesson (KS2) were inspected in physical education; standards are good in both lessons. Pupils in Y5 and Y6 also had a swimming lesson during the period of inspection. It is clear from school documentation that the school delivers a full physical education curriculum.

- Standards in religious education are good in both key stages.
- In KS1 teacher assessments for 2002 show that the majority of pupils achieve national expectations (level two) in Welsh, mathematics and science. In Welsh 50% achieve level two and 60% in science. In mathematics 40% reach level two and 10% level three. Statistics are substantially lower than local and county norms. 50% of pupils achieve the CSI in the school, compared to 71% locally and 74% in the county.
- In KS2 pupils' achievement in the tests of the NC in 2002 show that the majority achieve national expectations (level four) in Welsh, English, mathematics and science. 42% achieve level two in Welsh and a further 17% level five, the figures are the same for mathematics. In English 25% achieve level four and 58% level five, whilst in science 67% achieve level four. In all subjects apart from English, percentages are substantially lower than local and county norms. 58% of pupils achieved the CSI, compared to 78% locally and 70% in the county.
- Although results are lower than county and local norms, the school has achieved or exceeded all targets set across the age ranges and subjects. These targets are challenging and achievable for pupils and based on knowledge of individual and previous performance. A considerable number of pupils assessed in 2002 appeared on the school SEN register, and this to a great extent also explains the differences between the achievement of boys and girls, although the small number of pupils makes this comparison a difficult one.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards are good in listening, reading, writing and numeracy. They are satisfactory in oracy and ICT.

- Progress and achievement of children under five in the key skills across the six areas of learning is good.
- Pupils in both key stages make good progress and exhibit satisfactory standards in communication in both languages and good standards in their first language. They adopt and develop a purposeful vocabulary for all subjects, and choose words or descriptions correctly where they have a choice. However, they do not succeed in extending discussion and argument as a group or class without changing to their mother tongue at times, and this has a detrimental effect on the quality of Welsh oracy.
- Pupils listen intently to their teachers and peers, and respond sensitively to all presentations. They respect opinions and offer different ideas in a sensible fashion, showing clearly that they have listened attentively. In group or whole class situations such as assemblies, they also listen carefully. Pupils across the school understand instructions well.
- Standards of achievement in reading across the curriculum in both languages is good; pupils collect information well from the variety of interesting sources that are provided for them to develop and enrich their learning across the curriculum.

- In both key stages standards in writing are good across the curriculum; pupils make good use of the supportive resources prepared for them, although more use could be made of dictionaries and individual word books in some classes.
- Pupils use numeracy in a variety of contexts across the curriculum, and every opportunity is taken to promote these skills. Pupils' mathematical language is appropriately broad and is used regularly and correctly. Number skills are used in relation to historical dates and they measure the weather correctly, including negative numbers in this respect. They interpret an appropriate range of data in a variety of graph formats, choosing the most appropriate format for the task.
- Appropriate use is made of ICT in several areas across the curriculum. Pupils read well from screen, and word processing skills support their writing work positively. Good work is seen as pupils develop art skills on the computer, and mapping skills are also developed well by this means. However, pupils have barely started to design on the computer in design and technology work and there is insufficient evidence that musical skills are being developed by this means, although good use is made of keyboards in composing sessions.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' spiritual and moral development is good, whilst their social and cultural development is very good. The nature of the school as a church school has a strong influence on these standards. The inspection team was not responsible for the inspection of collective worship.

- Teachers give sound leadership and good moral examples to pupils. They have a good appreciation of the difference between right and wrong, and parents praise their behaviour and values unanimously. They respect other opinions, and individual pupils are encouraged to lead the school is short, improvised prayers and do so with feeling. Simple moral messages are introduced to pupils in an effective manner and variety of contexts, and these are understood by all pupils.
- Pupils take great delight in all opportunities to work with the arts. Their art work is of good standard and they emulate the work of an appropriate range of masters, discussing their styles with understanding. They take evident pleasure in listening to a broad range of music and do so sensitively and sincerely, discussing the effect which the music has upon them. Their regard towards the school environment is also evident, with great pride reflected in the new building which has been provided for them.
- The church has a great influence on pupils' social development, and this further promotes their appreciation of their place in the local and wider society. They co-operate well as a group and in pairs as well as a whole class, and respond sensitively to responsibilities that are entrusted to them within the daily life of the school. They support a number of charities with enthusiasm, and have a very good appreciation of the purpose of this humanitarian work. Schemes of work and plans for PSE are integrated into the rest of the curriculum effectively. Pupils have frequent opportunities to express their own opinions

on a variety of subjects relating to their society, such as an opinions relating to a period of strike in the local quarry.

- There is special emphasis on the Welsh dimension within the curriculum and the quality of the Cwricwlwm Cymreig is often very good. Pupils compare different faiths from countries across the world in relation to subjects such as the creation, and are regularly encouraged to empathise with the feelings of people in their historical and geographical studies. They study ways of life in more than one overseas country, comparing the lives of children there with their own, and the various influences that affect them. During the inspection, teachers give sound leadership to aid pupils to respect differences in religion, race and language, but there is as yet no official policy to prevent racism as is statutory.

4.2 Behaviour and Attitudes

The quality of behaviour and attitudes is good.

- The GB has adopted a comprehensive behaviour policy, which links good standards to the ethos of the school in a purposeful manner. There are sound guidelines for discipline and all teachers are aware of these, implementing them equitably.
- The school policy on the prevention of bullying has also been related well to the aims and objectives pertaining to a successful ethos. The policy takes into consideration paragraph 4.22 of circular 3/99 on pupil support and social inclusion. During the inspection no evidence of bullying was seen and the vast majority of parents are supportive and content with the school's efforts to prevent bullying.
- Parents who expressed a viewpoint praised the quality of behaviour unanimously, adding that teachers promote values and sound attitudes amongst pupils.
- During the last educational year one child was suspended temporarily from the school, and statutory guidelines were followed correctly in all aspects of this process.

4.3 Attendance

The quality of attendance is good.

- Over the last educational year, attendance statistics show 95.3% on average.
- Registers are kept punctually, correctly and neatly by all teachers.
- Attendance statistics are made available to parents by means of the annual report of the GB.
- The day-to-day programme is smooth and uninterrupted under the leadership of the head.

5. QUALITY OF EDUCATION

5.1 Teaching

During the inspection, quality of teaching is satisfactory or better in 96% of sessions, including 60% where teaching is good. In only one lesson (4%) teaching is unsatisfactory. In KS1 teaching is good in 34% of sessions and satisfactory in a further 58%; it is unsatisfactory in 8%. In KS2 teaching is good in 85% of sessions and satisfactory in the 15% remaining.

Good features

- Teachers' questioning skills are often good, and purposefully differentiated so that every pupil is able to take part in discussions.
- Teachers all cope well with the interactive whiteboard and used it with increasing confidence as a means of enriching introductions, promoting pace and maintaining pupil interest.
- Teachers vary teaching strategies regularly, including making good use of whole-class teaching in literacy and numeracy, group work for more practical situations, and individual work where appropriate. Good use is often made of paired strategies, for instance in physical education and also in reading and numeracy situations.
- All teachers pay good attention to differentiated tasks for pupils, who are all in mixed-age classes.
- Good use is made of support assistants throughout.
- Lessons are well resourced, with consistent use of ICT a clear feature.
- Often there is good emphasis on subject concepts, such as the elements in music and art; this is a means of raising standards in these subjects.

Shortcomings

- Learning outcomes in some lessons are insufficiently honed, and as a result the learning focus in these lessons is not completely clear to pupils.
- The expectations of the head are consistently high, but there is some inconsistency amongst remaining staff in this respect.
- From time to time introductions to lessons are too long, and this has a detrimental affect on the pace.

5.2 Assessment, Recording and Reporting

The quality of organisations for assessment, recording and reporting is good, and used as a valuable tool to raise standards.

- Effective arrangements are in place for assessment, with some opportunities arising naturally from teaching plans and programmes of study, and others from specific aspects of the work, such as spelling.
- During the second half term for children in reception class, baseline assessments are held, which are a means of early recognition for SEN. The information that is collected is used as a starting point for noting progress for the future.
- Assessments are studied and interpreted approximately halfway through the first term of the school year, and targets set for individual pupils. Pupils discuss these targets with teachers, and help to set them. Their success in achieving the targets is assessed during the summer term.
- Teaching aims are noted clearly in schemes of work and tasks are differentiated according to the needs of the individual and groups, with respect to age, ability and achievement. The curriculum is presented in a thematic cycle and every individual theme is analysed and assessed once completed with targets then set for the next topic.
- In summer, the work of the pupils is assessed in every subject and levels of achievement are noted in pupils' individual profiles. These are accurate and helpful.
- The information that is collected is used as a basis for the written reports to parents at the end of the school year. The quality of comment is useful for pupils and parents, and notes the next step for progress clearly. Opportunity is provided to discuss the content of the reports with teachers and two other formal meetings are held during the year.
- Tests are set for Y1-Y5 in core subjects at the end of the school year, as well as the official NC tests in Y6. The school analyses the results of the NC tests carefully in order to recognise room for further improvement in provision.

5.3 Curriculum

The quality of the curriculum is good.

- There are some deficiencies in the educational provision for children under five, but evidence that these can soon be put right.
- A rich curriculum is prepared for all pupils, and the school has made considerable progress in this respect since the last inspection.
- Policy documents are in place for all NC subjects and religious education, which are of sufficient quality to manage the implementation of each subject. However, a number have not been revised for four years, and as a result do not fully relate to the requirements of Curriculum 2000. There remains scope to place more emphasis on aspects such as Cwricwlwm Cymreig and key skills within this part of the documentation. However, there is sound evidence that these features are given appropriate attention in day-to-day provision.

- There is a comprehensive scheme of work for every subject. As a collection, they outline a curriculum that is broad and balanced, although not every document is in a finished format as yet. The school's thematic cycle has been planned in detail and is well related to the schemes of work. In the best examples of long and medium-term planning, progression and continuity of the learning is clear, but there is not full consistency in this respect.
- There is evident emphasis on the local community and the Welsh dimension within provision.
- Purposeful steps have been taken to include recommendations for PSE which have already been collected into a comprehensive scheme of work. Regular lessons are arranged for every class in this field, and these new arrangements are working well.
- The homework policy of the school is implemented well. Differentiated books for pupils and parents have been prepared and weekly tasks are set for pupils. This work is always marked carefully.
- A good number of extra-curricular activities support and enrich the curriculum, including the opportunity to compete in eisteddfodau, educational visits, sports club and activities, and teaching in road safety.

5.4 Support, Guidance and Pupils' Welfare

The quality of support and guidance for pupils is good.

- A purposeful number of policies are implemented and adopted by the GB to support the worthy efforts of the teachers in this respect. These include arrangements for supervision, child protection and health and safety.
- Policies relating to alcohol, drugs and smoking education are all implemented.
- School arrangements for fire emergencies are clearly noted, and there are regular fire drills under the leadership of the head. All staff have received appropriate training in the use of extinguishers. Other links, such as with the police and the nurse, also have a beneficial influence on pupils' support.
- The GB has decided that sex education be taught formally to older pupils. The nurse is closely allied with these arrangements, and an invitation is extended to parents to view the resources that are used beforehand. This policy is clearly noted in documentation, such as the school handbook, but a significant number of parents are not aware of this.
- The GB has not adopted an equal opportunities for pupils, and it would be of benefit for it to do so as an urgent priority.

5.5 Provision for Pupils with SEN

The quality of provision for pupils with SEN is good.

- Appropriate pupils reach good standards according to their age and ability. Provision is in accordance with the most recent requirements, published in April 2002 and a sound means of meeting the needs of pupils which appear on the school SEN register.
- Two pupils currently have a statement of SEN and arrangements reflect a close partnership between the school and the educational psychologist. Full time additional support is prepared where required, in addition to part time support of one hour from the county special unit and a further two hours by the dyslexia unit.
- The school works in partnership with the educational psychologist on behalf of four other pupils, and with parents who are themselves in close contact with the family doctor. All such links benefit the overall provision well.
- The school finances a support assistant for five hours a week to provide additional in class and withdrawal support. The quality of this provision is consistently good and promotes overall standards well.
- Pupils make consistent progress within their individual IEPs, as a result of the additional support they receive, and attain good standards according to their age and ability.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The quality of school partnerships is good.

- A positive meeting was held with parents as part of the pre-inspection process and eighteen individuals attended. Complete satisfaction was expressed with the open door policy of the school, with parents unanimous that teachers make every effort to ensure that they are well informed as to what happens in school from day to day. There is a flourishing parents association, which is a useful means of raising substantial sums of money for the purchase of additional resources; this expenditure is a matter of discussion between parents and teachers. The vast majority of parents are also tremendously supportive of the school during the recent crisis in staffing, and reflect confidence that the school has continued in the best possible fashion under the circumstances. The policy document for links with parents is a sound basis for this partnership. There are however, a few matters that require further attention in the parents' handbook.
- The local rural community is well represented on the GB, thus providing a sound foundation for this partnership; the links with the church are also an effective medium in this respect. A number of local institutions make good use of school buildings whilst the field is a valuable resource that belongs to the whole village. The activities of the Urdd by mean of the Adran Bentref also play a leading role in provision, with one of the governors leading this group.

- Good transferral arrangements with the local secondary school have been established, with Y6 pupils visiting for a day during the summer term with regular meetings to ease arrangements. Ysgol Parc y Bont receives Y7 reports and make good use of these for further curriculum planning. There has been a link project in English between Y6 and Y7. The head also has opportunity to discuss in detail in which stream pupils should start their Y7 career. The GB praises the nature of this partnership and the support that is received by the LEA.

5.7 Partnership with Industry

Partnership with industry is good.

- The GB has adopted a comprehensive policy to benefit from the additional benefits which a partnership with industry offers to pupils.
- The head has been on a leadership course for five days and has formed a management of business partnership with the BBC; this has been a means to develop her leadership skills profitably. Permanent staff at the school have also attended individual days with local business and all these events have had an evident influence on the subjects which they lead within the curriculum.
- Sponsorship has been received from a local bank to buy a digital camera for the school.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is good.

- The head is aware that self-evaluation is key to the success and development of the school and gives clear leadership in this aspect of the work.
- Pupils are carefully targeted with due attention to achievement based on knowledge of the individual and previous performance; current targets set realistic challenge, extend the most able and are achievable. The school attempts to plan for forward targeting immediately the baseline assessment has been completed, and all targets for every individual are reviewed annually, based on new information and assessments that have been completed.
- The school is supported closely by advisors in this respect, and over the last two years the school has succeeded in achieving or surpassing all targets set.
- Detailed judgements have been documented regarding strengths and weaknesses in each subject, as well as the thematic cycle. This enables the teaching team to frequently revise planning and to set new, more appropriate targets.
- The school has a concise SDP to lead developments in standards and organisation. A number of good features characterise the plan, including priorities that meet the needs of

the school, and the manner in which INSET is highlighted in order to ensure that outcomes are realised. Responsibilities and costs are consistently noted for all priorities, and a good number of measurable criteria have been noted clearly; however, some of these remain too general and desirable, rather than specific and measurable. There are appropriate monitoring arrangements for all priorities.

6.2 Leadership and Efficiency

The quality of leadership and efficiency is good.

- The GB has adopted a number of purposeful aims and objectives for the school; these are prominent within documentation and serve as an introduction to the SDP.
- The head has a strong sense of vision for the school and has achieved much in the four years since her appointment. She has succeeded to a considerable extent to maintain the direction and developmental standards through a period of considerable instability in the staffing during the last year. She gives sound leadership in all aspects of school life, and the respect of staff and pupils towards her is evident.
- The GB plays an evident part in the management of the school, and is enthusiastic and sincere in the manner in which it goes about its statutory duties. A number of sub-committees ensure that the work is equitably distributed, but it has been decided not to form a finance sub-committee to ensure that every member partakes in discussion of this key feature of management. When unusual circumstances such as an exclusion occurs, it is evident that the appointed panel has detailed knowledge of appropriate systems, and these are implemented equitably and correctly. A detailed annual report was presented to parents, but it does not contain a full financial statement as is statutory.
- The GB has not adopted an equal opportunities policy for pupils, neither is there a policy for promoting racial equality, as is statutory. The GB is in the process of developing a policy in all matters relating to disability, and this should be completed as soon as possible.
- Financial management is tight, with the minutes of the GB showing an intelligent and consistent discussion regarding the budget. In the light of a significant deficiency for the current year, the practice of substantial underspending over the last years means that the school is still operating within its budget, although the reduction in pupil numbers has made staff cuts inevitable. The current underspend is carefully accounted, with expenditure plans and an emergency fund having been set aside, and accepted by the LEA. As a percentage of the budget, the expenditure on staff remains consistent, but there has been a reduction in the percentage of the budget that has been allocated towards learning resources. However, the expenditure matches the aim of the school in prioritising human resources as far as is possible.
- There is evidence of valuable monitoring work by the head over the last two years, some of which has been moderated by county advisers. Successes are positively praised, and aspects which need further attention are clearly noted; however, there has not been opportunity in every case to develop these because of consistent changes in staffing. Few opportunities are available for some teachers teaching over the period of the inspection to

develop curriculum leadership skills, but the head has taken specific steps to begin to develop their efficiency in this area of management.

6.3 Staffing, Accommodation and Learning Resources

Because of circumstances beyond the control of the school, the staffing situation has been seriously affected over a period of a year, with a number of supply teachers being employed. The reduction in pupil numbers has also meant a reduction in the number of staff. However the head has succeeded in maintaining sound direction and standards for the school through this difficult period and there are signs that the original staffing should be re-established in the short term.

- There are three full-time teachers and one part-time (0.5). The head and the 0.5 teacher share responsibility for Y5 and Y6, but the nursery, reception and Y1 and Y2 are all within one class. The KS1 teacher is supported by a nursery nurse whilst the nursery pupils are in school. During the inspection two of the classes are being taught by supply teachers.
- The nursery nurse is employed for a further five hours for support for SEN. One pupil receives full-time, one-to-one support from a further support assistant and use of support staff is always good.
- Two visiting music teachers come to the school to give lessons in brass instruments and the violin, and the appropriate pupils make good progress in these skills and are afforded opportunities to use them further within music lessons and concerts.
- A clerk is employed for three hours a week to administer dinner money.
- The school building is only one year old and in very good condition. There is ample space for the present number of pupils which is used efficiently by both staff and pupils.
- The boundaries of the school are safe, with a substantial playground and field for pupils. Good use is made of these resources.
- Within classes, there is an appropriate collection of resources, sufficient to meet the requirements of all NC subjects, including religious education. Accessibility of resources is good, but pupils are not always encouraged to arrange them on their own and develop independence in this respect.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

There are some deficiencies in the educational provision for children under five, but evidence that these may soon be put right.

Children aged three to four years old attend school for half a day each morning, and are taught mainly by the nursery nurse within a small room alongside the reception class. Children aged four to five years share a large room with pupils in Y1 and Y2. Both groups of children under five are united once a week for physical education and use of large equipment in the school hall as well as for art work, registration and worship.

Schemes of work for children under five are appropriate and reflect the requirements of the Desirable Outcomes and include all six areas of learning.

Children aged three to four years old have been in school for less than fifteen full days by the period of the inspection and achieve satisfactory standards in language, literacy and communication, physical development and creative development and good standards in personal and social development, mathematical development and knowledge and understanding of the world.

Children aged four to five years old achieve satisfactory standards in language, literacy and communication, creative development and physical development and good standards in mathematical development, knowledge and understanding of the world and personal and social development.

Language, literacy and communication skills

Good features

- Pupils in the nursery class come from Welsh and English medium families and reflect their needs by effective oral response to the teacher in their mother tongue. They listen well in both languages. They follow the teacher's instructions well in both languages and communicate successfully as they play together. They enjoy listening to a story by following colourful pictures and clearly respect books.
- Children aged four to five years old listen well over periods of time appropriate to their age; under the same circumstances they listen well to their peers. Their vocabulary in both languages is developing well and they understand a story or presentation, answering specific questions correctly. They voice opinions and talk at length in a confident and interesting manner in their mother tongue. They recognise letters well and follow a story through pictures with increasing confidence. They also form letters, overwrite, underwrite or copy words, labels and simple sentences to record effectively according to the language of the lesson. A number write brief, original pieces.

Shortcomings

- Although children develop ability to answer specific questions in a simple fashion, they do not develop sufficient confidence in extended discussion, especially in Welsh. Children aged four to five are not able to concentrate for lengthy introductions primarily aimed at KS1 and develop insufficient oral skills within instructive play sessions under the leadership of the teacher.

Personal and social development

Good features

- Children aged three to four have settled well in school and are familiar with the hall and the teaching room for reception and KS1. They share toys and other resources fairly and in a friendly fashion and begin to discuss with each other as they play. Although they take a long time to dress and undress themselves, they are all gradually nurturing independence in this respect. They take responsibility for their own hygiene in an increasingly independent fashion.
- Children aged four to five behave confidently within the mixed-age class, and nurture co-operative skills within paired situations, sharing ideas with the rest of the class. They are responsible for their own hygiene and dress and undress themselves independently. They understand that they are responsible for putting away resources at the end of a lesson, and do so carefully. Their attitude towards learning a new language is positive. They reflect respect towards their peers, behave in a polite fashion towards adults, and are always ready to help each other, as required. They voice sound opinions as to what makes a good friend.

Mathematical development

- Children aged three to four develop mathematical language such as large and small, long and short and more or less, as they discuss everyday objects. They understand and name numbers up to five, organising sets and matching objects to consolidate this. They enjoy singing number rhymes with children in the reception class when they are together.
- Children aged four to five years old count at least to ten and solve simple addition problems. They use mathematical language correctly as they describe or compare, and know the properties of two-dimensional shapes, naming them confidently. They count on orally by adding one and the most able count up to thirty. They use non-standard measurements and some of their work shows that they measure in centimetres.

Knowledge and understanding of the world

Good features

- Children aged three to four years speak confidently with adults about their families and their various day-to-day experiences and begin to question and to voice opinion on subjects such as the weather. They recognise colours and choose crayons purposefully as they draw pictures. They understand the passage of time during the school day and note that changes occur over a period of time in their own lives.

- Children aged four to five develop their understanding of today and yesterday well through investigating and comparing a large collection of toys; they use their senses and their own language to describe the features of these artefacts. They develop well in their management of the computer mouse and change colour as they use a painting program. They name the external parts of the body correctly. They understand that they live in a village which contains a variety of buildings within it.

Physical development

Good features

- Children aged three to four year move confidently and carefully across the classroom, managing their movements well and considering the needs of others. They display increasing control as they use pencils, crayons and small equipment, concentrating well on their task. They sit quietly and contentedly at the table with their support teacher, when necessary, for an extended period of time.
- Children aged four to five years show good control as they use small equipment such as pencils, crayons, paintbrushes and scissors, and they concentrate carefully on their task. They develop good control over their movements within the classroom, and respect the needs and space of other children. Their climbing skills and the sense of balance on large climbing equipment in the hall is careful and sensitive, and they manage large wheeled toys satisfactorily. Some show originality and imagination in extending this aspect by playing naturally with a partner.

Shortcomings

- Children aged three to four year old find it difficult to respond to general instructions in those sessions which they share with reception children in the hall. The hurly burly of activities creates some insecurity and they do not cope with a number of activities, such as catching and throwing a large ball, or riding scooters which are too big for them. Many remain unsure of the space in which they are working.
- Children aged four to five do not know how to improve their performance and use of moveable equipment, such as catching a ball, the position of the foot on a scooter and the importance of controlling direction as they drive wheeled toys.
- There are insufficient opportunities for children under five to play outside and there is no designated area for this.

Creative development

Good features

- Children aged three to four enjoy singing songs and simple rhymes, performing actions as they do so. They begin to experiment with paints, making simple shapes and prints with a variety of equipment and body parts.
- Children aged four to five use a variety of techniques in their art work. They choose and select colours, working carefully to create an attractive picture, which often shows

originality in content. They sing a range of songs and hymns with evident pleasure and keep a steady beat as they clap to music.

Shortcomings

- Pupils do not make sufficient use of imagination in play situations under the leadership and support of a teacher.

Welsh

Standards are good in both key stages.

Good features

- In KS1 pupils are keen to contribute orally in Welsh lessons and also across the curriculum. They use and develop an appropriate range of vocabulary, internalising this and adopting very good language and syntax patterns. They are ready and confident to ask questions as part of their learning, and often develop their language work in paired situations.
- The standard of listening in KS1 is very good for an appropriate amount of time, and pupils remember and recall facts, structure and details of a story well in their own words. At times, some pupils turn to English as they respond in extended fashion, but this reflects good standards of listening and understanding of the text. They listen in similar fashion to their peers as they do to their teachers or adults.
- In KS1 pupils learn and use a good variety of strategies to help them read, noting pictures in detail to help with events and characters in a story. Through this they develop confidence in accuracy as they interpret text. They discuss their favourite fiction and factual books, and justify their interest in favourite texts.
- Across KS2 pupils make good progress in their ability to communicate orally in Welsh. Pupils in Y5 and Y6 who speak Welsh as a first language discuss fluently and extendedly across the curriculum, while pupils who are less confident discuss correctly and develop some confidence, especially within specific language lessons. They all enunciate well and speak clearly, using a variety of standard sentence and syntax patterns.
- Standards of listening are good and occasionally very good, showing progress across KS2; pupils concentrate well on teacher presentations and on their peers. They show good understanding of the lesson context according to their age and ability, recalling detail well
- Reading standards are good in KS2; most pupils read correctly and fluently. Good and consistent use is made of books and pamphlets for research, and pupils reflect tremendous pleasure as they indulge their fictional books during periods of quiet reading.
- Good use is made of interesting topics across the curriculum as a starting point for writing in KS2 and pupils are aware of their audience and the purpose of their written work. They understand the various patterns of recording their work and adapt the most appropriate format for the task. They understand the conventions of writing successfully

and on the whole the quality of spelling is correct. They respond imaginatively to the stimulation of experiences of historical characters empathising with their situations.

English

Standards are good in both key stages.

Good features

- In KS1 pupils communicate effectively in English and are increasingly confident as they respond to questions and recall facts from memory. They respond extendedly to what they hear and use purposeful vocabulary and appropriate sentence constructions to convey their ideas. They converse confidently with adults, and express their needs effectively.
- KS1 pupils listen closely to the teacher, to each other and to a story or information by using a variety of electronic equipment. They recall a story in detail in an organised fashion.
- Reading skills at KS1 are developing appropriately and pupils begin to note language patterns and the sound of words. By the end of KS1 a number of pupils read with ease and fluency, the most able giving appropriate attention to meaning and events by varying voice and enunciation.
- By the end of KS1 pupils write pieces of work that are based on personal experiences; they rewrite stories and also record their work across the curriculum by labelling or in a series of sentences according to their age and ability. They form letters correctly, and standards of presentation are increasingly good. Most familiar words are spelt correctly and pupils use capital letters and full stops with increasing regularity.
- Pupils in KS2 express their ideas in English confidently and extensively across the curriculum. They listen well and their answers and oral responses show good understanding of the subject in hand.
- The full curriculum in the school is strengthened by good standards in reading in KS2. Pupils enjoy sharing poetry and English fiction as a class. They make comments and individual notes on books and reflect their love of reading developing precis, interpretation and the ability to introduce mature opinions. The range of printed resources used for researching information is well varied and establishes a sound understanding of printed resources for expanding knowledge across the curriculum.
- Pupils' books reflect good development in writing skills across the KS2. Younger pupils learn and use punctuation increasingly effectively to strengthen the meaning of their written pieces, and develop ability to set out their ideas in an organised fashion with a clear start, middle and end to stories or descriptions. Regular attention is paid to presentation of work and pictures that are linked to written assignments are relevant and attractive. Older pupils write extendedly across the curriculum successfully using paragraphs, clearly and to purpose. They vary their work well and write sensitively, descriptively or argumentatively as is required.

Mathematics

Standards are good in both key stages.

Good features

- In Y1 pupils count confidently up to 20 and with help, pupils in Y2, who share the class, already exceed this. They begin to understand numbers that precede or follow a specific figure, and their understanding of odd and even numbers is sound. They also make evident progress in their understanding of number in the context of money. In all their work they make good, sensible use of number lines and the 100 square.
- Pupils in Y2 build positively on the firm foundations nurtured in Y1. They recite the easiest multiplication tables confidently and make good use of strategies such as halving and doubling. Their understanding of place value develops well and their knowledge of simple fractions is sound. They adapt this information to simple number problems.
- Across KS1 evident progress is seen in the manner in which pupils handle measurements, developing from non-standard examples to standard measurements in the context of length, weight and volume.
- In Y3 and Y4 pupils develop their knowledge of multiplication tables and use a broader range confidently and quickly. They develop quick strategies for the use of the 100 square and recognise number patterns well within it. Their appreciation of place value develops soundly up to hundreds and they respond well to a number of problems that are presented by the teacher in game format.
- At the upper end of KS2 standards of numeracy are good. Pupils discuss concepts such as multiples and factors confidently and quickly in oral work. They make positive connections between different features such as the relationship between factors and fractions, or fractions and decimals. They round up large numbers confidently to help with their strategies and explain their methods confidently. They understand and use negative numbers correctly in a variety of contexts.
- Work in shape is broad and balanced for older pupils. They have good knowledge of the properties of a good range of two and three-dimensional shapes and discuss these confidently orally and in writing. They understand area and volume and use broad mathematical language as they discuss different forms of angles and triangles.
- In data work pupils in Y5 and Y6 use a variety of formats to present information. Their understanding of concepts such as average, mean and median is sound, and they also make good use of their knowledge of probability.

Science

Standards are satisfactory in KS1 and good in KS2.

Good features

- In KS1 pupils have a good grasp of a number of simple concepts such as floating and sinking, light sources and electricity. They discuss these with understanding and also make reference to safety considerations.
- As they experiment practically, pupils in KS1 work carefully and succeed in completing the task set by the teacher. They understand the purpose of the task and explain what they are doing confidently.
- In KS1 pupils have a good scientific vocabulary and they use this consistently in their work.
- In KS2 pupils enjoy a broad and balanced curriculum in science. Their knowledge and understanding of the subject is often detailed and thorough.
- Pupils in Y3 and Y4 recognise a number of more challenging concepts and build upon the foundations set in KS1. They sort materials according to properties, such as transparency and opaqueness, and have good knowledge of different parts of the body. In their work on materials, pupils in Y3 and Y4 adapt their knowledge of light and the manner in which it produces shadows and the fact that light travels in straight lines.
- Pupils in Y3 and Y4 also observe changes over time in detail and in a variety of contexts.
- At the upper end of KS2, there are frequent opportunities for practical experimentation and pupils record their work in detail and correctly. They have a good knowledge of fair testing, predict results confidently, and come to suitable conclusions as they study their results.
- Knowledge and vocabulary of older pupils is detailed, and these are used in a suitably confident fashion as they discuss their science work. The idea of being a scientist has been carefully nurtured by teachers and is an evident source of pleasure to pupils and spurs them towards good standards.

Shortcomings

- In KS1 there is insufficient emphasis on practical experimentation and specifically AT1. Pupils do not understand the concepts of fair test sufficiently securely and there is insufficient recording work of their experiments.

Design and technology

Standards are good in both key stages.

Good features

- In KS1 experimental work plays an important part in provision. As they build a house for the three little pigs, pupils show understanding as they compare materials and adapt their knowledge of the story to the task as well.
- Pupils in KS1 experiment with a number of connecting techniques, including cement, lego, nails and knots.
- As they design a beach bag, pupils in KS1 research in detail different examples and the best possible material to meet the requirements of the task, especially the need for the bag to be waterproof. The quality of the finished product is good.
- In KS2, evident progress is seen in pupils' skills and they experiment with a broader range of techniques and materials.
- Purposeful links are made between design and technology and other areas of the curriculum, especially science. Pupils adapt their knowledge of forces as they discuss the means by which different techniques such as levers, pulleys and cogged wheels operate in their work.
- The quality of design in KS2 is good, with the best examples adding detailed measurements to improve these further.
- There are good standards to work with textiles in KS2, and pupils continue experimenting with a number of different ways of connecting materials.
- Good, intelligent use is made of a control box to enhance the quality of artefacts by older pupils. They succeed in inputting programmes that add and control lights and buzzers to the models they produce.

Information technology

Standards are good in both key stages.

Good features

- In Y1 and Y2 pupils develop confidence and commendable independence in work on the computer. They have good control of equipment and move the mouse confidently and click correctly and quickly. They load and publish their own work with increasing independence but some remain in need of help in this respect.
- Good use is made of software to develop numeracy and literacy across KS1. Pupils respond well to the tasks that are prepared for them, with individual subject standards reflecting this clearly.

- Pupils in KS1 cope well with the use of a roamer. They input simple instructions and predict results sensibly before proving their hypotheses. They work well in a group with this equipment.
- Good database work is seen in KS2; pupils input and question a range of information with understanding and confidence based on a questionnaire of their own design. They come to correct conclusions regarding results, creating and interpreting an appropriate range of graphs.
- Pupils in Y5 and Y6 make good progress in their control and modelling work. When they work with the Logo program, they adapt their knowledge of mathematics and work independently and with confidence. Very good use is made of a control box to control mechanics and simple circuits prepared by pupils in their design and technology work; again they model successfully in this respect.

History

Standards are good in both key stages.

Good features

- Pupils in KS1 develop their knowledge of the passing of time within three generations. They study and sort a range of toys in categories of old or new and give specific reasons for the differences.
- As they discuss, they increase their knowledge of change over time through discoveries such as batteries taking the place of clockwork mechanisms in moveable toys.
- Pupils in both key stages have a good knowledge of the history of their school as a result of an interesting and comprehensive project that was completed.
- Pupils are aware that there are a broad range of sources for historical knowledge and make good use of these in all documentation such as the school log book, newspaper reports, registers and photographs from the past. They understand a family tree and succeed in following examples for their own families within the community over three generations.
- Pupils in KS2 extend their local studies well through comparing the differences between costume, buildings and life styles of local people to general studies of the Victorian age; they understand the social situation of the period well by visiting a local mansion and reliving certain aspects of day-to-day life in the period.
- Across both two key stages, pupils create and understand chronology well over a period of time, noting important events and characters within periods.
- By the end of KS2, pupils use a range of historical knowledge to develop arguments and express their own opinions in writing on a range of topics relating to their historical studies.

Geography

Standards are good in both key stages.

Good features

- In KS1 pupils recognise changes in weather and seasons and note the effect that this has on day-to-day life around them.
- KS1 pupils are familiar with their village and discuss the different public buildings such as the church and chapel and differentiate between categories of houses. They learn good geographical vocabulary as a result. They use the information they collect on a visit to the village to create simple maps that outline the roads and main buildings.
- In KS2 pupils develop their mapping skills increasingly and by Y6 they understand official maps and relate aerial photographs to symbols shown thereon. They understand a key and successfully locate objects on the map by co-ordinates.
- Field visits, visits to museums and outings to other places of interest help pupils to draw detailed comparisons and contrasts between their village and a town or city. This leads to well considered viewpoints on the effect of geographical influences on social, economic and political features.
- Pupils adapt their knowledge well to study features of Wales, such as the local quarries and aristocracy. They study other countries, such as India and African regions in detail, and use and extend their research skills well in these tasks.

Art

Standards are good in both key stages.

Good features

- In KS1 pupils develop communication skills through pictures, using a range of media to enrich their written recording of ideas and experiences. Their work shows good imagination and increasing control of pencils, crayons, paints and collage work.
- The current theme in KS2 is enriched well by pictures which increasingly reflect pupils' good knowledge of the work of artists and craft workers over a range of periods, cultures and contexts, such as the Celts, the Vikings, India and Africa.
- All pupils study and emulate the work of local artists who reflects Welsh life, such as Keith Andrews.
- KS2 pupils use line, shape and tone well to portray characters. They display very good standards in understanding of artwork that seeks to convey emotion by means of these concepts.

- There is an effective exhibition of work in clay and silk painting, which has been created by pupils under the leadership of a professional artist. There are also well presented examples of painting on slate completed with the head. Consistent use is made of a planning book for recording, sketching or practising with new techniques.
- There is a good range of observation work by pupils in sketch books; this is often of high quality and includes work in ink, based on a study of the Willow Pattern Plate.

Music

Standards are satisfactory in both key stages.

Good features

- Pupils are introduced to a broad range of music, including examples from Wales, folk music, the western classical tradition, jazz and music from other traditions. Pupils' listening skills are good, and they identify a number of musical elements as they evaluate items.
- Pupils are often led well in composition activities. Sometimes textures are constructed over a period of time but there is also scope for improvisation work as well. They select instruments for specific sounds and develop a distinct structure to their final compositions. Again, the evaluation of this work is careful.
- Pupils control an appropriate range of tuned and untuned percussion and use these well in a range of contexts.
- Some elements, such as pitch and rhythm, are studied in detail. Pupils develop rhythmic awareness across both key stages, and by Y6, make creative use of the pentatonic scale in their work.

Shortcomings

- Standards of singing are unsteady and sometimes unsatisfactory. There is insufficient emphasis on correct pitch and pupils' posture does not help them to breathe and to sustain sentences. On the whole, the volume produced is too low.
- There is insufficient evidence that musical skills are developed by means of ICT, although good use is made of keyboards when composing.

Physical education

During the inspection only one lesson in sports in KS1 and one lesson in dance in KS2 were inspected. Standards are good in both these lessons. Additionally, pupils in Y5 and Y6 went swimming during the inspection and there is sound evidence that the school delivers a full curriculum in this area over the range of the school year.

Good features

- Pupils in KS1 understand the importance of warming the body and developing empty spaces for working. Throwing and catching skills develop well, according to age and ability, with the more adventurous pupils catching with one hand only. They also control these resources well as they move through a variety of pathways.
- In KS2 the basic elements of dance movements have been practised and established to good standards. More able pupils extend and refine small parts of the body well as they aim towards balancing still shapes. Pupils work confidently and quietly with commendable lightness characterising their movements.

Religious education

Standards are good in both key stages.

Good features

- Pupils develop their studies in religious education in close contact with work in PSE and also with school assemblies. The local agreed syllabus is used purposefully and consistently.
- Across the school pupils develop sound knowledge of the beliefs and practices of Christianity and are aware of differences in the faith of this country and other regions of the world. They have good knowledge of Judaism and, as they study other countries in geography, they understand how faith affects the day-to-day life of people in terms of worship, costume, architecture and customs regarding food.
- Pupils are well versed in the Biblical version of the Creation and are also aware of different interpretations accepted by other religions, such as Greek and Aboriginal myths.
- Pupils make good progress in their appreciation of matters arising from the natural world and its relationship to man, linking this well to important Christian festivals such as harvest thanksgiving.
- Pupils discuss and understand stories of the Bible and relate these to modern life. They understand that law and order in the UK are based on the Christian faith and discuss personal responsibility in caring for the environment and showing respect to others. They actively discuss what makes a good friend, including issues such as bullying and following one's conscience.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school was inspected during the spring term in 1997, where six key issues were applied as follows:

To raise standards in geography throughout the school and in design and technology and information technology in KS2.

- Standards in geography are now good across the school, based on a broad and balanced curriculum; appropriate attention is placed on pupils' knowledge and skills in this subject. Standards in design and technology are now good across the school with a number of artefacts of high standard seen during inspection, based on a sound process of designing, making and evaluating. Standards in information technology are also good across the school, with pupils developing modelling skills and an evident understanding of databases.

To raise standards at the top end of KS2 and create more opportunities for pupils to develop independent learning skills.

- The head's expectations are consistently high but these are not yet shared equally amongst all staff teaching during the inspection. Secure steps have been taken to develop pupils' independent learning, but there is evidence that more may be done in this respect, such as better use of dictionaries, and allowing pupils to organise resources for themselves for specific activities.

To ensure better balance and curricular breadth across both key stages.

- Substantial steps have been taken to design the curriculum from new since the arrival of the present head. It is now broad and balanced in every subject, based on detailed planning in the mid and long term.

To improve assessment and recording of progress of pupils.

- The arrangements for assessing and reporting are now good, and a clear means of raising standards.

To set up reliable means of recognising curricular priorities and their implications for time, resources and training.

- The school's self-evaluation procedures have identified a number of features that need to be prioritised, such as the emphasis on AT1 in science in the current SDP. All priorities meet the needs of the school and obligations have been noted in an organised fashion.

To create a school development plan which shows clearly how it is intended to respond to the identified priorities and how to link the cost of the work to the budget.

- During the inspection, the head showed clearly the manner in which the school proceeds to identify priorities. The financial control of the GB is tight and these priorities have been carefully costed.

8.2 Key Issues for Action

The school needs to:

- take appropriate steps to rectify shortcomings in those subjects and key skills currently judged to be satisfactory, giving special attention to Welsh oracy across the curriculum;
- take appropriate steps to improve arrangements and raise standards further for children under five;
- ensure that the high expectations of the head permeate to all staff;
- continue to concentrate on fostering independent learning of pupils;
- expand monitoring arrangements to include all curriculum leaders;
- ensure that all success indicators within the SDP are specific and measurable;
- revise curriculum policies and ensure that equal opportunities and anti-racism policies are adopted as a matter of urgency.

The inspection team wish to thank the head, staff, pupils, parents and governors of the school for their welcome and co-operation during the inspection.

APPENDIX

A. Basic Information About the School

Name of School	Ysgol Parc y Bont
School type	Voluntary controlled
Age -range of pupils	3-11
Address of school	Ysgol Parc y Bont Llanddaniel Fab Anglesey
Post-Code	LL60 6ES
Telephone Number	01248 422350

Headteacher	Siwan Tecwyn Jones
Date of appointment	January 1998
Chair of Governors	Mr R E Thomas
Registered Inspector	Mr Meurig Thomas
Dates of inspection	7-9 October 2002

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	6	7	3	6	9	3	9	16	59

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.5

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	15.1:1
Pupil : adult (fte) ratio in nursery classes	6:1
Average class size, excluding nursery and special classes	17.6
Teacher (fte) : class ratio	1.2:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	90.2%	95%	96.2%	94%
Term 2	82.3%	94.25%	97.5%	91.4%
Term 3	84.2%	94.4%	95%	91.2%

Number of pupils excluded during 12 months prior to inspection.	1 (limited period)
---	--------------------

C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2: 10						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
WELSH:	Teacher Assessment	School	0	0	16.7	50	33.3	0	0
WE: Reading	Teacher Assessment	School	0	0	16.7	50	33.3	0	0
WE: Writing	Teacher Assessment	School	0	0	16.7	50	33.3	0	0
WE: Speaking and listening	Teacher Assessment	School	0	0	16.7	50	33.3	0	0
MATHEMATICS	Teacher Assessment	School	0	0	10	40	40	10	0
SCIENCE	Teacher Assessment	School	0	0	16.7	33.3	50	0	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	50%	In Wales:	81%

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.
A Pupils who have failed to register a level due to absence
W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

National Curriculum Assessment KS 2 Results: 2001			Number of pupils in Y6: 12										
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	8.3	33.3	25	33.3	0
		National	0	0	1	n/a	0	1	6	19	48	25	0
	Test/Task	School	0	0	0	0	0	0	0	16.7	25	58.3	0
		National	0	2	2	0	n	n	4	14	47	31	n
Welsh	Teacher assessment	School	0	0	0	0	0	0	8.3	33.3	41.6	8.3	0
		National	1	0	1	n/a	0	1	4	24	49	20	0
	Test/Task	School	0	0	0	0	0	0	8.3	33.3	41.7	16.7	0
		National	1	2	0	2	n	n	2	22	48	23	n
Mathematics	Teacher assessment	School	0	0	0	0	0	0	8.3	33.3	50	8.3	0
		National	0	0	1	n/a	0	1	4	19	47	28	0
	Test/Task	School	0	0	0	0	0	0	8.3	33.3	4.17	16.7	0
		National	0	2	1	1	n	n	4	19	42	32	n
Science	Teacher assessment	School	0	0	0	0	0	0	8.3	33.3	58.3	0	0
		National	0	0	1	n/a	0	0	3	15	52	29	0
	Test/Task	School	0	0	0	0	0	0	0	33.3	66.7	0	0
		National	0	2	0	1	n	n	2	13	51	31	n

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	58.3%	In the school:	58.3%
In Wales:	68%	In Wales:	68%

D	Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A	Pupils who have failed to register a level because of absence
N	Pupils who have failed to register a level for reasons other than absence
B	Pupils not entered for tests because they are working outside the levels of the tests.
W	Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1
n	tests do not cover these levels.
n/a	not applicable.

D. The Evidence Base of the Inspection

The school was inspected over three days by three inspectors. Professional inspectors were in school for five days and the lay inspector for one day. Thirty teaching sessions or part sessions were observed.

- All teachers were visited and work was inspected in all subjects of the NC and religious education in each class.
- Regular discussions were held with pupils to discover their knowledge of curriculum subjects and their attitude towards learning.
- Pupils' work was inspected across the range of age and ability, in an organised fashion, and the school prepared a comprehensive record of pupils' work and other activities for inspectors.
- Discussions were held with the head and staff, including non teaching staff to determine their specific responsibilities and their professional perspectives.
- School documentation was inspected and detailed discussions were held with the head in relation to financial matters.
- The opinions of parents and governors were received and analysed.

E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Mr M Thomas	1. The school and its priorities 2. Main Findings 3.1 Standards achieved in subjects and areas of learning 3.2 Standards achieved in key skills across the curriculum 5.3 Curriculum 6.1 Quality of self-evaluation and planning for improvement 6.2 Leadership and efficiency 8.1 Progress since the last inspection 8.2 Key issues for action	Mathematics Science Design and Technology Information Technology Music Physical Education
Mr G Morris	4.2 Behaviour and attitudes 4.3 Attendance 5.4 Support, guidance and pupils welfare 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	
Mrs E Hughes	4.1 Pupils' spiritual, moral, social and cultural development 5.1 Teaching 5.2 Assessment, recording and reporting 5.5 Provision for pupils with SEN 6.3 Staffing, accommodation and learning resources	Early Years Welsh English History Geography Art Religious Education