

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Ysgol Pencae
Ffordd Graiglwyd
Penmaenmawr
LL34 6YG**

School Number: 662/3024

Date of Inspection: 12th - 15th October 2004

by

**Mr M Thomas
093 17639**

Date: 13th December 2004

Under Estyn contract number: T/25/04P

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Ysgol Pencae was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Pencae took place between 12 – 15 October 2004. An independent team of inspectors, led by Mr M Thomas undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

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

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
GB	-	Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
IIP	-	Investors in People
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NC	-	National Curriculum
PSE	-	Personal and Social Education
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
WAG	-	Welsh Assembly Government
Y	-	Year

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Context

The nature of the provider

1. Ysgol Pencae is located in the town of Penmaenmawr along side the A55 road in Conwy. The school is Church-in-Wales Voluntary Controlled. The school serves Penmaenmawr mainly, but some pupils come from the local rural community and other villages. Penmaenmawr is recognised as an area of economic disadvantage and the only Priority One area within the county of Conwy; 19% of the pupils receive free school meals.
2. Approximately 3% of pupils come from homes where Welsh is spoken as a first language, but, in accordance with the wishes of parents, they are streamed into Welsh or English medium classes from reception age onwards; currently there are 99 pupils within the four Welsh-stream classes, and 101 within the five English streamed classes. Additionally 19 children attend the nursery class on a part time basis making a total of 206.5FTE pupils. The number of pupils has fallen substantially over the last few years and this has had an obvious effect on financial management.
3. Currently 11 pupils have a statement of SEN according to the requirements of the new CoP and five of these receive a modified NC; 67 further pupils appear on the school SEN register.
4. The school was last inspected during the autumn term 1998, just a few weeks after the appointment of the present head. During the current inspection, two teachers are absent on maternity leave.

The school's priorities and targets

5. The school describes its main priorities as follows:
 - to ensure that the education provided develops pupils' spiritual, moral, social, cultural, mental and physical abilities;
 - to ensure that the nature of the whole curriculum is broad and balanced
 - to create an atmosphere where every pupil is recognised and every contribution respected. The school aims to see every pupil not only as a pupil of the school but also of the broader community including the importance of families.
6. The current targets of the school include a commitment to:
 - Continue to refine the quality of the curriculum.

- Continue to maintain standards and provision around the long term building project.
- Continue to monitor closely the high number of pupils with SEN.

Summary

7. Ysgol Pencae is a good school in which there is a feeling of purpose and commitment. Standards of achievement have improved substantially since the last inspection with outstanding features in several subjects and in a substantial proportion of the teaching, especially in KS2. The inspection team agreed with over half the judgements made by the school in the self-evaluation document.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	1

Standards

In KS1 and KS2, standards in the subjects inspected were as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 3	Grade 3
English	Grade 2	Grade 2
Science	Grade 2	Grade 1
History	Grade 2	Grade 1
Music	Grade 2	Grade 1
Physical Education	Grade 3	Grade 2

In the lessons observed, standards were judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	40%	42%	0%	0%

8. The educational provision for the under fives has some weaknesses, but there is evidence that these weaknesses may soon be put right.
9. Children under five make satisfactory progress across the key skills in communication, numeracy and ICT. In the reception classes however, current provision does not enable them to develop these skills sufficiently. Nursery children are judged to have made good progress in the short time that they have been in school.
10. In KS1 and KS2, pupils' skills in listening, numeracy and using ICT across the curriculum are good. They listen closely and carefully, apply their number and measurement skills in a variety of contexts, and use ICT confidently to support and develop their learning. In English, all pupils show good skills in speaking, reading and writing; they speak clearly, read correctly from print and screen and use their written skills well for a variety of purposes. In the Welsh stream however, standards are satisfactory in these skills within the Welsh language; pupils are eager to contribute orally and in written format, but the work is often incorrect in syntax, with discussions frequently turning into English. Although Welsh reading is largely accurate, it is often laboured and pupils show some lack of understanding of key words within the text. As a result, pupils within the Welsh stream make only satisfactory progress in bilingual competences.
11. Pupils with SEN make good progress and achieve the targets set for them.
12. Pupils show good development in their personal and social skills, working well together and discussing in a lively manner. They make good progress in problem solving skills, with the most able pupils at the upper end of the school applying previous knowledge very well in this respect.
13. In creative skills, standards are at least satisfactory with good work across the school; a proportion of the creative work in music is very good.
14. In KS1, teacher assessments for 2004 show the majority achieve national expectations (level two) in Welsh, English, mathematics and science. Whilst all results compare favourably with national norms (2003 data), they are generally below the median when compared with similar schools in Wales, apart from mathematics, which is above the median. Few pupils achieve level three in any subject however.
15. In KS2, pupils standards of achievement in the NC tests for 2004 show that the majority achieve national expectations (level four) in Welsh, English, mathematics and science. The results compare favourably with national and local norms (2003 data), are 6% above the national norm in English and 10% in science, with approximately a third of pupils achieving level five; however,

results are substantially lower than norms in Welsh. When compared with comparable schools across Wales, results in English, mathematics and science are all above the median, but not in the upper quartile (2003 data); results in Welsh are in the lower quartile.

16. Pupils' attitudes towards learning, the interest they show in their work and their ability to concentrate is generally good.
17. Almost without exception all pupils behave well and older pupils show mature citizenship within the school community. In one class, a small number cause some disruption, but the teacher deals with this firmly but sensitively.
18. Throughout the school, pupils' understanding of equal opportunities issues is good. They respect diversity in faith, attitudes and other cultural traditions in society, whilst older pupils respond in a mature fashion to concepts such as tolerance and justice.
19. Pupils' appreciation of strengths and weaknesses within their own work is beginning to develop. There is some self-evaluation, but mainly as a whole class activity at the expense of individual tasks. Pupils with SEN are aware of their personal targets and some teachers identify specific criteria for improving performance; however, the use of individual targets to help pupils evaluate and reach higher standards is generally underdeveloped.
20. Pupils have some understanding of the world of work and play a full role in community activities.
21. The average attendance statistics for the last three terms is 92.8%. The majority of pupils come to school regularly and punctually at the start of the day.

The Quality of Education and Training

22. In the lessons observed, the quality of the teaching was judged as follows;

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	43%	20%	2%	0%

23. The percentage of good teaching is higher than the target of the WAG of 95% of lessons satisfactory or better, whilst the percentage of very good teaching is much higher than the WAG target of 50% of teaching good or better.
24. In a substantial proportion of the lessons, teaching is on an appropriate level with clear, consistent focus, aims and objectives. Lessons are very well resourced and planned. Teachers have a very good relationship with their pupils and both promote and plan well for equal opportunities within their teaching strategies.

25. In over a third of the lessons seen there are outstanding features to teaching, these include:

- a clear exposition of the aims and objectives at the beginning of lessons and a detailed evaluation at the end;
- a purposeful variety of teaching strategies;
- high expectations;
- challenging pace;
- detailed knowledge and understanding of the subjects being taught;
- very good use of the interactive whiteboard to enrich the quality of imaginative presentations
- good balance between activities and the abilities of individual pupils.

In lessons where teaching was judged to be Grade 3 or 4, the following shortcomings are noted:

- inappropriate pace;
- lack of structure to the lesson;
- insufficient strategies for promoting and consolidating the Welsh language;
- a lack of appropriate provision for children under five when they share their class with pupils from KS1.

26. Teachers mark pupils' work regularly and their comments give some guidance as to how to improve further.

27. The majority of teachers use appropriate strategies to develop pupils' bilingual competencies.

28. The quality of assessment is very good. Excellent use is made of assessment to improve planning and to identify pupils' strengths and shortcomings in order to promote their progress in learning. Assessments are accurate and consistent and meet statutory requirements, including those for SEN. Teachers know their pupils very well. Across the school, all information gleaned from assessments, including NC tests, is appropriately analysed and used very effectively to improve pupils' performance.

29. Detailed notes are kept on pupils' developments, both socially and academically with progress in core subjects recorded every term and progress in foundation subjects noted annually.

30. Annual reports to parents meet statutory requirements and are of a good quality. They give an honest and accurate reflection of the development and achievements of individual pupils.

31. The school responds well to pupils' learning needs and provides equality of access to a broad and balanced curriculum. Pupils benefit from a broad range of extra-curricular activities.

32. Learning experiences promote pupils' spiritual, moral, social and cultural development well. Acts of collective worship meet statutory requirements but it was the responsibility of the Church-in-Wales to inspect these. The majority of school partnerships and links are good but the partnership with industry is underdeveloped.
33. The school is a happy and caring community in which pupils feel appreciated and supported; social inclusion is very good and one of the school's strengths. Provision for SEN is very good and meets in full the requirements of the CoP. A high level of health and safety has been maintained despite the current building work.

Leadership and management

34. The school is very well managed. The leadership of the head is purposeful and gives a strong feeling of direction to the work of the school. The role of the deputy is also well defined; she is developing excellent management skills and sets a very good role model as a teacher. A number of purposeful aims and objectives have been adopted for the school; these are included as an introduction to the SDP and are reflected very well in the work of the school. There is an atmosphere of trust and mutual understanding amongst all the staff.
35. The school gives good consideration to national priorities. Recent events such as The Home Learning Scheme help to ensure more pupils reach high standards.
36. Self-evaluation and target setting are well developed within the management of the school. Subject co-ordinators monitor quality and provision within their subjects in a very detailed fashion and feed this information into the SDP. The head monitors the quality of teaching regularly on the basis of a whole school policy and to agreed aims and objectives.
37. The staff evaluation system is effective and promotes their professional development, which in turn helps to improve the provision in the school. The school has been accredited as an IIP and has achieved the quality mark of The Basic Skills Agency.
38. Despite the absence of a number of staff and the building work recently, the school has continued to work without disruption and overall has succeeded in maintaining a clear focus on raising standards.
39. The GB is very supportive and well informed about a number of management issues. Governors visit school regularly and play a practical role in the task of monitoring lessons. They play a practical role in setting a strategic direction for the school.

40. The SDP is a useful planning document, which notes clearly what are the priorities of the school and these are well matched to current needs. Responsibilities, timescales and obligations of training and of expenditure are noted clearly. Some, but not all, success indicators are specific and measurable.
41. A detailed analysis is made of the results of the NC tests including baseline assessments for reception children and NC tests in KS2. Good use is made of outcomes to improve teaching and learning and especially to target pupils who require further attention in order to ensure that they too have the opportunity to achieve better.
42. The school has made good progress since the last inspection and addressed all key issues. This success has had an evident benefit on standards of achievement and teaching especially.
43. There are sufficient teachers with appropriate qualifications to teach all aspects of the curriculum. Good use is made of teachers' specialisms by exchanging classes in several subjects in KS2; this use of staff is outstanding.
44. The school has a sufficient collection of resources for every age and subject and many of these are of very good quality. Accessibility of resources is good and consistent use is made of them within lessons. The school has sufficient equipment and resources for Information Technology. Older pupils are competent in arranging their own resources.
45. Financial management is rigorous and the GB monitors all expenditure effectively. The SDP is used as a tool for future financial planning and the consistent monitoring of teaching and SEN is a means to ensure value for money in relation to the main financial priorities.
46. The school gives good value for money.

Recommendations

In order to improve, the school needs to;

- take the appropriate steps to raise standards in Welsh, key skills in Welsh communication and physical education in KS1;
- improve the provision of children under 5, especially in reception classes;
- continue to maintain the high standards and respond to the challenge of targeting excellence in KS2;

- continue with the good work of monitoring the teaching, ensuring that current outstanding practice is disseminated amongst all the staff;
- extend pupils' appreciation of their strengths and weaknesses in order to enable them to self-evaluate their work further based on personal targets;
- strengthen further the partnership with industry especially developing small business enterprises for pupils;
- continue with the worthy efforts to improve attendance further.

The GB is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

47. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report in that the school judged this question as a Grade 2.
48. In the lessons observed, standards were judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	40%	42%	0%	0%

49. The educational provision for the under fives has some weaknesses, but there is evidence that these weaknesses may soon be put right. Baseline assessments suggest that pupils' achievement as they arrive in school are lower than the average for the LEA.
50. In KS1 and 2 for the subjects inspected, the standards were as follows;

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 3	Grade 3
English	Grade 2	Grade 2
Science	Grade 2	Grade 1
History	Grade 2	Grade 1
Music	Grade 2	Grade 1
Physical Education	Grade 3	Grade 2

51. Pupils with SEN make good progress and achieve the targets set for them.
52. Children in the early years make satisfactory progress across the range of key skills in literacy and communication, numeracy and ICT. In the reception classes however, current provision does not enable them to develop these skills sufficiently. Children in the nursery class are judged to have made good progress in the short time they have been in school.
53. In KS1 and KS2, pupils' skills in listening, numeracy and using ICT across the curriculum are good. They listen closely and carefully, apply their number and measurement skills in a variety of contexts, and use ICT confidently to support and develop their learning. In English, all pupils show good skills in speaking, reading and writing; they speak clearly, read correctly from print and screen and use their written skills well for a variety of purposes. In the Welsh stream however, standards are satisfactory in these skills within the Welsh language; pupils are eager to contribute orally and in written format, but the work is often incorrect in syntax, with discussions frequently turning into English. Although Welsh reading is largely accurate, it is often laboured and pupils show some lack of understanding of key words within the text. As a result, pupils within the Welsh stream make only satisfactory progress in bilingual competences.
54. Pupils show good development in their personal and social skills, working well together and discussing in a lively manner. They make good progress in problem solving competencies, with the most able pupils at the upper end of the school applying previous knowledge very well in this respect.
55. In creative skills, standards are at least satisfactory with good work across the school; a proportion of the creative work in music is very good.
56. In KS1, teacher assessments for 2004 show the majority achieve national expectations (level two) in Welsh, English, mathematics and science. Whilst all results compare favourably with national norms (2003 data), they are generally below the median when compared with similar schools in Wales, apart from mathematics, which is above the median. Few pupils achieve level three in any subject however.
57. In KS2, pupils standards of achievement in the NC tests for 2004 show that the majority achieve national expectations (level four) in Welsh, English, mathematics and science. The results compare favourably with national and local norms (2003 data), are 6% above the national norm in English and 10% in science, with approximately a third of pupils achieving level five; however, results are substantially lower than norms in Welsh. When compared with comparable schools across Wales, results in English, mathematics and science are all above the median, but not in the upper quartile (2003 data); results in Welsh are in the lower quartile. There is no regular pattern in the difference between the performance of boys and girls.
58. Pupils' attitudes towards learning, the interest they show in their work and their ability to concentrate is generally good. The vast majority work hard in

lessons, are keen to join in the prepared activities, and are enthusiastic about their work.

59. Almost all pupils behave well and the older ones reflect mature citizenship within the school community. Considerable self-discipline is displayed, and this responsible attitude has a beneficial effect on progress and standards of achievement. Pupils are courteous and respond well to the high expectations of teachers. In one class a small number of pupils are disruptive, but the teacher deals firmly but sensitively with every incident. Pupils show respect towards their peers and adults and the quality of relationships within the school is good.
60. Throughout the school, pupils' understanding of matters relating to equal opportunities is good. They respect diversity in faith, attitudes and cultural traditions in society, whilst older ones respond in a mature fashion to concepts such as tolerance and justice. Visits to the local community and places of interest, help develop pupils' understanding of society, but generally there is insufficient opportunity to make links with the world of work and to develop enterprise skills.
61. Pupils' appreciation of strengths and weaknesses within their own work is beginning to develop. There is some self-evaluation, but mainly as a whole class activity at the expense of individual tasks. Pupils with SEN are aware of their personal targets and some teachers identify specific criteria for improving performance; however, the use of individual targets to help pupils evaluate and reach higher standards is generally underdeveloped.
62. Attendance statistics for the last three terms before the inspection show an average of 92.8%. The majority of pupils come to school regularly and punctually at the start of the day.

The quality of education and training

Key question 2: How effective are teaching, training and assessment?

Grade 1: Good with outstanding features

63. The findings of the inspection team match the judgement made by the school in the self-evaluation report.

In the lessons observed, the quality of the lessons was judged as follows;

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	43%	20%	2%	0%

64. The percentage of good teaching is higher than the target of the WAG of 95% of lessons satisfactory or better, whilst the percentage of very good teaching is much higher than the WAG target of 50% of teaching good or better.
65. In a substantial proportion of the lessons, teaching is on an appropriate level with clear and consistent focus, aims and objectives. Lessons are very well resourced and planned. Teachers have a very good relationship with their pupils and all promote and plan well for equal opportunities within their teaching strategies.
66. In over a third of the lessons seen there are outstanding features to teaching; these include:
 - a clear exposition of the aims and objectives at the beginning of lessons and a detailed evaluation at the end;
 - a purposeful variety of teaching strategies;
 - high expectations;
 - challenging pace;
 - detailed knowledge and understanding of the subjects being taught;
 - very good use of the interactive whiteboard to enrich the quality of imaginative presentations
 - good balance between activities and the abilities of individual pupils.

In lessons where teaching was judged to be Grade 3 or 4, the following shortcomings are noted:

- inappropriate pace;
 - lack of structure to the lesson;
 - insufficient strategies for promoting and consolidating the Welsh language;
 - a lack of appropriate provision for children under five when they share their class with pupils from KS1.
67. Teachers mark pupils' work regularly and their comments give some guidance as to how to improve performance.
 68. The majority of teachers use appropriate strategies to develop pupils' bilingual competences.
 69. The quality of assessment is very good. Excellent use is made of assessment to improve planning and to identify pupils' strengths and shortcomings in order to promote their progress in learning. Assessments are accurate and consistent and meet statutory requirements, including those for SEN. Teachers know their pupils very well. Across the school, all information gleaned from assessments, including NC tests is appropriately analysed and used very effectively to improve pupils' performance.
 70. Detailed notes are kept on pupils' developments, both socially and academically with progress in core subjects recorded every term and

progress in foundation subjects noted annually. Outstanding use is made of a computer programme to assess progress in mathematics in KS1 and KS2.

71. Annual reports to parents meet statutory requirements and are of a good quality. They give an honest and accurate reflection of the development and achievements of individual pupils.

Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings.

72. The findings of the inspection team do not match the Grade 1 judgement made by the school in the self-evaluation report.
73. The school responds well to pupils' learning needs. The curriculum is broad and balanced and meets statutory requirements. Provision reflects social inclusion in all aspects of access and equal opportunities and is structured well according to the main aims of the school.
74. Good arrangements are in place for supporting learning, including withdrawal sessions, which are of evident benefit in meeting pupils' additional needs, especially those who have SEN. All teachers prepare differentiated tasks within lessons to meet the range of abilities, and detailed consideration is given to how pupils are distributed within classes on the basis of age, ability and language medium.
75. Pupils benefit from equal opportunities by taking part in a wide range of extra-curricular activities including sports club, teaching in road safety and by playing a wide range of musical instruments. A good number of older pupils take part in these activities and gain important knowledge and skills as a result.
76. Learning experiences promote pupils' spiritual, moral, social and cultural development well. They have an increasing awareness of ownership and responsibility towards the environment, whilst the manner in which they contribute to developing school rules enables them to show initiative as well as promoting their ownership further. Activities which are linked to music and art strengthen their appreciation of awe and by the end of KS2 they discuss a number of challenging moral concepts such as truthfulness and justice in a sensible and mature fashion. Daily acts of collective worship are held; inspectors attended these sessions, but responsibility for their inspection remained with Church in Wales.
77. The school makes good provision for pupils' personal and social education, mainly by integrating requirements into curriculum subjects. There are also a number of special events, such as The anti-bullying-week, where regular circle times are held. The emphasis on healthy eating is another evident aspect of provision and this year a pupil council has been formed to discuss the weekly

menu with the cook; older pupils especially appreciate these opportunities to help implement matters which effect their daily lives.

78. There are effective links with parents. A number of volunteers, including parents, come to the school to help listen to pupils read. As part of the inspection process, 26 questionnaires completed by parents were received and the vast majority of these were positive in their support for the school and staff's efforts. 15 parents attended the pre-inspection meeting with the registered inspector and the vast majority of their comments were also very supportive. The Home Learning Scheme, under the sponsorship of The Basic Skills Agency, is an outstanding feature of this relationship and promotes higher standards of achievement for a number of individual pupils. The Friends Society is flourishing and a means of raising substantial sums of money to purchase further resources.
79. Partnerships with the community are a means of enriching the quality of the curriculum in several respects and enables pupils to receive wider experiences. One special feature is the manner in which pupils take part in a local scheme for sustainable development.
80. The partnership with industry is satisfactory. The school enjoys considerable success in the process of securing sponsorship from local companies and pupils have a good appreciation of industry within their locality. Older pupils are afforded occasional opportunities to develop small enterprise skills by designing and managing stalls at summer and Christmas Fairs, but these opportunities do not influence the curriculum sufficiently. No member of staff has taken advantage of an education business partnership.
81. Children's learning experiences across the curriculum enable them to gain a number of skills, which are useful in developing positive, independent and life-learning skills. These include numeracy and ICT skills, communication and personal skills, problem solving and social skills. Teachers try very hard to develop pupils' bilingualism but standards are only satisfactory throughout. By the end of Key Stage 2, older pupils show good independence in the manner in which they work and organise resources for themselves.
82. Policies for every subject of the NC and religious education have been adopted. These are concise documents, which carefully take into account the nature and unique requirements of each subject. Appropriate attention is paid to the Cwricwlwm Cymreig and they form an appropriate collection of documentation as a basis for curriculum management. Schemes of work are also good; these have been revised in detail since the last inspection and show the progression and continuity of the learning well, giving sound attention to key skills.

Key question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features.

83. The judgements of the team, match the judgement made by the school in the self-evaluation document.
84. The quality of care, support and direction given to learners is very good. Pupils are happy in the school and have good relationships with their teachers. There is a strong feeling amongst pupils that they are appreciated and supported. They are praised and rewarded for good effort.
85. During the inspection, no evidence of bullying was seen and there are appropriate arrangements in hand to deal with any incidents that occur.
86. The positive responses of parents in all aspects of the inspection testifies to the good relationship between the school and parents.
87. New pupils in the nursery class have settled quickly and feel safe in school. Pupils that come to the school later in their career have good support from teachers and peers and also settle well.
88. There are good relationships between the school and community agencies such as the police, which promote pupils' health and safety in a positive fashion and contribute well to PSE.
89. Consistent attention is made to pupils' welfare and matters of health and safety. Very good practical steps are taken to ensure pupils' safety while they are in school and to monitor punctuality and attendance. Arrangements for supervision of pupils are noted clearly within the documentation and are effectively implemented.
90. Staff show very good awareness of the detailed guidelines for child protection and protocols for implementation are well established. The school provides clear information to pupils on the misuse of alcohol and drugs.
91. There are policies for sex education, fire drills, equal opportunities and cultural diversity, which are well established and known by all the staff.
92. Provision for pupils with SEN is very good and conforms in full with the new CoP, and effective use is made of standardised tests, for the early recognition of needs.
93. Pupils with SEN receive good support from class teachers, specialist teachers and support assistants to achieve the targets, which are noted in their IEPs. Pupils make good progress according to their ability.
94. Effective use is made of external agencies and the close link between the school and parents promotes the progress of pupils with SEN.

95. Work in a number of subjects reflects the importance given to the school in terms of respect and tolerance. Pupils have good opportunities to discuss matters of citizenship on a local and international level and their appreciation of this is good.

Leadership and management

Key question 5: How effective are leadership and strategic management?

Grade1: Good with outstanding features

96. The findings of the inspection team match the judgement made by the school in the self-evaluation document.
97. The school is very well managed. The leadership of the head is purposeful and gives a strong feeling of direction to the work of the school. The role of the deputy is also well defined; she is developing excellent management skills and sets a very good role model as a teacher. A number of purposeful aims and objectives have been adopted for the school; these are included as an introduction to the SDP and are reflected very well in the work of the school. There is an atmosphere of trust and mutual understanding amongst all the staff.
98. The school gives good consideration to national priorities. Recent events such as The Home Learning Scheme help to ensure more pupils reach high standards. Also the consistent emphasis on social inclusion is an outstanding feature and one of the strengths of the school.
99. Self-evaluation and target setting are well developed within the management of the school. Subject co-ordinators monitor quality and provision within their subjects in a very detailed fashion and feed this information into the SDP. The head monitors the quality of teaching regularly on the basis of an agreed, whole school policy and to agreed aims and objectives.
100. The staff evaluation system is effective and promotes staff's professional development, which in turn helps to improve the provision in the school. The school has been accredited as an IIP and has achieved the quality mark of The Basic Skills Agency.
101. Despite the absence of a number of staff and the building work recently, the school has continued to work without disruption and for the most part has succeeded in maintaining a clear focus on raising standards.
102. The GB is very supportive and well informed in a number of management issues. Governors visit school regularly and play a practical role in the task

of monitoring lessons. They play a practical role in setting a strategic direction for the school.

Key question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 2: Good features and no important shortcomings

103. The findings of the inspection team do not match the Grade 1 judgement made by the school in the self-evaluation report.
104. The head, governors and staff are committed to improving standards. All staff are included in the self-evaluation process and the governors also play a practical role in monitoring lessons. The role of curriculum leaders is developing well with consistent monitoring of standards and provision in order to inform the SDP.
105. The SDP is a useful planning document which notes clearly the main priorities of the school and these match well with the needs of the present situation. Responsibilities, timescales, obligations of expenditure and training are noted clearly. Some but not all of success indicators are measurable and specific.
106. A detailed analysis is made of pupils' test results including baseline assessments in the reception class and the result of the NC tests in KS2. Good use is made of this analysis to improve teaching and learning and especially to target pupils who require further attention in order to ensure that they are also afforded the opportunity to achieve high standards.
107. Performance management is already having a good effect on the school with a comprehensive system of team leaders identified to implement arrangements. The head tries hard to lead a self-evaluation ethos in a positive fashion and this contributes specifically to noting and achieving the professional requirements of all staff.
108. The self-evaluation document designed by the school before the inspection is concise but detailed and very clear in its findings. There is some evidence that the definitions of quality have not been fully understood; however despite this, the document gives a fair assessment of the present situation. The inspection team agreed with the school on four out of the seven key questions.
109. The school has made good progress since the last inspection and addressed all key issues. This success has had an evident benefit on standards of achievement and teaching especially.

Key question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features

110. The findings of the inspection team match the judgement made by the school in the self-evaluation document.
111. There are sufficient teachers who are appropriately qualified to teach every aspect of the curriculum. The school takes advantage of teacher specialism to exchange classes in several subjects in KS2 and this use of staff is outstanding. Very effective use is made of the Athrawes Fro to extend pupils' skills in the Welsh stream.
112. Two teachers are currently on temporary contracts due to maternity leave. The head does not have responsibility for a class, but each year chooses one different aspect of the curriculum to teach across the school; this is good practice.
113. Responsibilities for subjects and aspects are fairly shared out between the staff and the role of curriculum leaders has been developed very effectively. The majority of teachers attend INSET courses to develop their expertise in various subjects and the school's commitment to professional development is closely related to the priorities in the SDP. Support staff also has an effective influence on teaching, administering and the running of the school on a day-to-day basis; within classes they work very effectively with teachers to plan, deliver and record the progress of pupils under their care. Very good support is provided for pupils with SEN.
114. The school has sufficient resources for the range of ages and subjects and many of these are of a very good quality. Availability of resources is good and consistent use is made of them in lessons. The school has sufficient resources for information technology. Older pupils are competent in arranging resources for themselves.
115. The school building is kept in good condition and there is sufficient space for pupils. The new buildings have improved facilities considerably and the school has continued to work in a smooth, safe fashion despite building work. The second phase of the building work has now commenced. Classrooms and other areas of the school are all welcoming and colourful with attractive displays throughout.
116. The school has an appropriate playing area for pupils under five, a large yard and sports field. These areas are safe and appropriate use is made of them. Entrances are kept locked during the day.
117. Very effective use is made of the local environment, especially the quarry, to enrich the learning of pupils. This is further supplemented by visitors

who come to school, including the use of specialist agencies, such as the archive and instrumental tuition service.

118. Financial control is rigorous and the GB monitors all expenditure effectively. The SDP is used as a tool for financial forecasting and planning and consistent monitoring of the quality of teaching and SEN is a means of monitoring value for money for the main financial priorities.
119. The school gives good value for money.

Standards achieved in subjects and areas of learning

Subject 1 Welsh

Key Stage 1 - Grade 3: Good features outweigh shortcomings

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good features

120. In KS1, pupils listen closely and show developing understanding. They discuss their work well and show considerable confidence as they play roles. By Y2 the vast majority speak adequately using a limited range of appropriate syntax and vocabulary.
121. The majority of pupils within KS1 read correctly. By Y2, they use appropriate strategies to read unfamiliar words and make very effective use of pictures to promote their understanding. They know the difference between fiction and non-fiction.
122. Pupils in KS1 write appropriately for a number of purposes. In Y2 they vary the sentence structure effectively and use capital letters correctly.
123. Pupils in KS2 listen well and talk enthusiastically about their work. They express opinions effectively on a variety of subjects and speak with satisfactory accuracy in group discussions and drama situations.
124. Generally pupils in KS2 read a variety of books correctly and discuss events and characters within these effectively. A small number of pupils at the upper end of the school speak fluently and with understanding. The majority read aloud in public confidently and correctly, with clear pronunciation and appropriate emphasis. They use indexes and context pages with increasing confidence as they seek to discover information.

125. Pupils in KS2 write in an interesting fashion for a variety of purposes, developing their ideas in an organised manner and planning their work carefully. They use a good range of written formats fairly effectively for a variety of audiences. Spelling and punctuation are satisfactory. A small number of pupils at the upper end of the school draft and re-draft their work successfully and write in an extended fashion with good levels of accuracy and showing good standards overall.
126. Pupils across the school make effective use of the purposeful language guidelines on the walls of the classes to help improve their written work.

Shortcomings

127. Across the school the oral language of a great number of pupils shows lack of knowledge of vocabulary and syntax.
128. A small number of pupils in KS1 and KS2 read in a syllabic fashion and do not understand the text.
129. Across the school many pupils use incorrect syntax in their written work.

Subject 2 - English

Key Stage 1 – Grade 2: Good features and no important shortcomings

Key Stage 2 – Grade 2: Good features and no important shortcomings

Good and outstanding features

130. Pupils in KS1 listen well and speak with enthusiasm. They discuss and explain appropriately and ask questions with understanding. They voice opinions effectively and role-play well.
131. In KS1 the majority of pupils read fluently and the most able read with good understanding. They use a variety of strategies to read new words and have a good knowledge of phonics. They succeed in researching information from books independently.
132. Pupils in KS1 write interestingly for a number of purposes using a broad range of forms. They write stories and lively poems with good levels of accuracy and spelling, punctuation and use of syntax.
133. The majority of pupils in KS2 listen carefully to each other and to their teacher. They respond in a lively fashion to questions and suggest appropriate comments. They speak with considerable fluency and confidence with adults and voice opinions in a mature fashion.

134. Generally pupils in KS2 read a variety of text with understanding and discuss characters and plot well. They make effective use of different sources to research information and the most able pupils at the upper end of the school have very good higher reading skills and succeed in both researching and summarising information quickly.
135. Pupils in KS2 write effectively in a variety of forms and show good levels of accuracy in spelling and punctuation. They trace a story in an organised fashion and show good appreciation of the sequence of events. A small number of pupils at the upper end of the school write very well showing a very good appreciation of audience.

Shortcomings

There are no important shortcomings.

Subject 3 - Science

Key Stage 1 – Grade 2: Good features and no important shortcomings.

Key Stage 2 – Grade 1: Good with outstanding features

Good and outstanding features

136. Pupils in KS1 have good information regarding the external parts of the human body; they label diagrams neatly and clearly and use appropriate vocabulary effectively.
137. Observation skills of pupils in KS1 develop effectively; they know the five senses well and use these in several aspects of their work appropriately and with understanding.
138. Pupils in Y2 name and label different parts of the plant correctly, and with understanding. As they discuss vegetables and fruits they know that they should eat different parts of the produce according to the examples, which are presented to them.
139. Pupils in KS1 discuss a range of forces explaining the different effects pushing and pulling has on different objects. They build simple electrical circuits and name a good number of light sources explaining with understanding on a simple level what reflection means.
140. Pupils in KS1 experiment practically in an organised fashion to deepen their skills and scientific knowledge. They predict results and offer simple hypotheses and their grasp of the simplest factors of fair testing is good.

141. Across KS2 pupils show an increasing understanding and awareness of the human body and plants. They label different parts correctly, neatly, and in detail and explain their different roles with understanding.
142. Across KS2 pupils discuss a good range of forces, beginning with pushing and pulling and developing to a sound understanding of friction, up thrust, and air pressure. They comprehend that forces work in pairs sometimes equitably but at other times in an imbalanced fashion. They understand thoroughly the number of effects, which different forces have on objects.
143. Pupils in KS2 have a very detailed knowledge of the earth and the universe. They explain with understanding how night and day happen and discuss the manner in which light travels and creates shadows. They label the diagrams very carefully and with understanding to explain these processes.
144. At the upper end of the school pupils show very detailed knowledge across the statutory requirements. They explain processes succinctly and effectively and nurture and develop a broad and challenging scientific vocabulary confidently and correctly.
145. Older pupils in KS2 develop their own ways of recording practical experimentation. They have excellent understanding of the requirements of fair testing and comprehend that it is a good idea to repeat experiments in order to ensure dependable results. They predict sensibly and reach sensible hypotheses in their work. They measure very carefully in a broad range of units and contexts.

Shortcomings

There are no important shortcomings

Subject 4 - History

Key Stage 1 – Grade 2: good with no major shortcomings.

Key Stage 2 – Grade 1: good with outstanding features.

146. Pupils in KS1 understand very well the concept of today, long ago, and a very long time ago. They make purposeful use of timelines to promote their understanding of the passing of time.
147. Pupils in KS1 compare ways of living yesterday and today very effectively by looking at a number of different features such as transport and farming techniques. They describe artefacts with enthusiasm and know what their purposes were. The history of the farm is brought alive to them as they wear old clothes. They use appropriate historic vocabulary in their work.

148. Pupils in KS1 know the history of a number of famous people from Wales and further afield, and recall simple facts and stories correctly.
149. Pupils in KS2 have a mature understanding of chronology. They recall facts from the periods, which they have studied very well. They show sound knowledge about the Victorian age including facts about the Queen and the discoveries and inventions made during the period, locating the dates appropriately on a timeline.
150. Pupils in KS2 have detailed knowledge of the Second World War and they relate this information to the local community. Their work is of a very high standard and reflects pupils' ability to empathise effectively with people who were living under difficult circumstances, such as evacuees.
151. Pupils across the school are very familiar with a number of historical skills such as research, and discuss different means of evidence according to their age and ability. Pupils in KS2 make very good use of ICT to research different historical aspects.
152. An outstanding feature in KS2 is pupils' work books on houses and homes which are developed throughout the key stage and which also note developments in their own lives at the same time. These are of very good quality and form a detailed and organised collection of historical information.
153. Pupils in KS2 also have excellent appreciation of the influence of the local quarry in Penmaenmawr over the centuries. They use their historical, artistic, musical and technological skills to enrich this work and as a result their appreciation of local history is very good.

Shortcomings

154. There are no important shortcomings.

Subject 5 - Music

Key Stage 1 – Grade 2: good with no important shortcomings

Key Stage 2 – Grade 1: good with outstanding features.

Good and outstanding features

155. The quality of singing is good in both key stages. Pupils enunciate clearly and sing in a rhythmic fashion with correct pitch. They generate good levels of volume and breathe in a well organised and disciplined fashion. Pupils in KS2 make good progress in simple two part singing and a number develop sound penillion skills.

156. In KS1 pupils recall simple rhythmic patterns and repeat these using body sounds. In KS2 this work is challenging with pupils recalling complex patterns and following the teacher very carefully in all aspects of the work.
157. The quality of instrumental performance is good in KS1 and very good in KS2; pupils control a considerable number of instruments successfully and in a disciplined fashion, keeping to a steady beat and taking responsibility for individual parts within challenging textures.
158. In compositions on a special text such as the woods in KS1, pupils choose and select a broad range of sounds to reflect their ideas. They follow a graphic score well under the leadership of the teacher.
159. In KS2 pupils' ability to create atmosphere and ethos as they perform and compose is very well developed; they work in a challenging and interesting fashion enjoying their achievements considerably. They use voices, keyboards, computerised sounds, pre-recorded music and their own bodies and voices to create a range and special variety within the work. Their compositions on the evacuee and Antarctica are excellent.
160. Appraisal work develops well in both key stages making consistent use of the musical elements.

Shortcomings

161. There are no important shortcomings.

Subject 6 – Physical Education

Key Stage 1 – Grade 3: Good features outweigh shortcomings.

Key Stage 2 – Grade 2: Good with outstanding features.

Good and outstanding features

162. Pupils across the school know about the beneficial effects of physical education on health, and they have a good appreciation of safety within physical education lessons.
163. In gymnastics pupils in KS1 show appropriate control over their bodies as they move across the floor. They make effective use of empty spaces and show an appropriate appreciation of different parts of the body as they create shapes. They stretch well and make a fair attempt to evaluate their work with partners.
164. As they take part in folk dancing lessons pupils in KS1 move with energy, follow instructions and count their beats correctly. They use a variety of

games such as skipping and sliding satisfactorily as they move to music. They work well with a partner.

165. In KS2 pupils plan their movements carefully in gymnastics and create interesting sequences. They show appropriate control over their bodies as they move on the equipment and evaluate their work well.
166. In creative dance lessons pupils in KS2 move across the hall in a variety of ways showing a good appreciation of different parts of the body. They move sensitively to music creating interesting shapes. They show good control and are able to plan and evaluate their work effectively.
167. Pupils in KS2 work energetically in sports lessons and show very good standards. They show very good control as they receive and throw balls to a partner and their ball control skills are very well developed. They work in a disciplined fashion and co-operate well with a partner and in groups. They understand the importance of developing tackling and defence strategies in games.
168. Pupils' ball skills in KS2 develop further through their participation in a variety of competitive games with local schools.
169. In the Dragon Sports Club, which meets weekly pupils extend their cricket, tennis, and athletic skills well.
170. Pupils at the upper end of the school develop their adventure skills well when they visit an outdoor activity centre.
171. Pupils in KS2 make good progress in their swimming skills.

Shortcomings

172. In KS1 there is a lack of continuity in pupils' sequences in gymnastics.
173. In folk dancing lessons in KS1 the majority of pupils show a lack of control over their bodies when they co-operate with a partner.

School's response to the inspection

174. The staff and Governors have considered the inspection findings and have concluded that on the whole, they reflect the work of the school fairly.
175. The staff appreciated the professionalism and courteous manner in which the inspection was conducted and the Head teacher particularly appreciated the support afforded to her by the Team Leader in her new role of Nominee.
176. The inspection findings recognise that standards of achievement have improved substantially since the last inspection with outstanding features in several subjects and in a substantial proportion of the teaching. They found that 78% of the teaching during lessons Inspected were very good – which is much higher than the WAG target of 50% of teaching good or better. It was seen that teachers have a very good relationship with their pupils. The report notes that excellent use is made of assessments to improve planning and to identify pupils' strengths and shortcomings, that our provision for SEN is very good, and the quality of care, support and direction given to learners is very good.
177. We are very pleased that the inspection found the school to be a good school, which is very well managed and where there is a feeling of purpose and commitment.
178. We are disappointed that standards in Welsh 1st Language was graded at 3, considering that only 5% of the pupils in our Welsh stream speak Welsh at home, but do concede that the present criteria for inspecting Welsh does not make allowances for the number of pupils who start school as English monoglot but then successfully follow the curriculum through the medium of Welsh.
179. An action plan will be put in place to address all recommendations in the report. We shall make appropriate steps to improve standards and recommendations will be addressed in the following year's School Development Plan.
180. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents and to the Director of Education. The governors' annual report to parents will report on the progress we are making on the Action Plan.

Appendix A

Basic information about the school

Name of school	Ysgol Gynradd Pencae
School type	Voluntary Controlled School
Age-range of pupils	3 - 11
Address of school	Ffordd Graiglwyd Penmaenmawr Conwy
Post-code	LL34 6YG
Telephone number	01492 622219

Head teacher	Ms Sian Hughes Evans
Date of appointment	01/09/98
Chair of governors/ Appropriate authority	Mrs Olwen Jones
Registered inspector	Mr Meurig Thomas
Dates of inspection	October 12 – 15 2004

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	9.5	20	20	35	30	25	36	31	206.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	2	11

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil: adult (fte) ratio in nursery classes	12:1
Average class size, excluding nursery and special classes	22.9
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2003	91%	91%	94%	92%
Spring 2004	92%	93%	93%	92.6%
Summer2004	95%	92.4%	94%	93.8%

Percentage of pupils entitled to free school meals	19%
Number of pupils excluded during 12 months prior to inspection	1

**National Curriculum Assessment Results
End of Key Stage 1:**

National Curriculum Assessment KS1 Results 2004			Number of pupils in English stream in Y2:					11
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	0	19	81	0	0
		National	0	4	13	63	20	0
En: reading	Teacher Assessment	School	0	0	19	81	0	0
		National	0	4	14	55	27	0
En: writing	Teacher Assessment	School	0	0	33	67	0	0
		National	0	6	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	0	0	100	0	0
		National	0	3	12	63	22	0

National Curriculum Assessment KS 1 Results 2004			Number of pupils in Welsh stream in Y2:					10
Percentage of pupils at each level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School	0	0	20	80	0	0
		National	0	1	12	64	23	0
We: oracy	Teacher Assessment	School	0	0	20	80	0	0
		National	0	2	13	63	22	0
We: reading	Teacher Assessment	School	0	0	40	60	0	0
		National	0	3	17	59	21	0
We: writing	Teacher Assessment	School	0	0	40	60	0	0
		National	0	5	20	65	10	0

All Y2 Pupils:

Mathematics	Teacher Assessment	School	0	0	10	84	6	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	2	10	66	22	0
		National	0	0	13	81	6	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	71	In Wales	79

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

**National Curriculum Assessment Results
End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2004			Number of pupils in Y6							30 (14 in Welsh stream)		
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	3.3	30	56.7	10	0
		National	0	0	0	0	2	6	16	45	31	0
	Test/Task	School	0	0	0	0	0	0	16.7	50	33.3	0
		National	0	0	0	0	5	5	12	38	40	0
Welsh	Teacher assessment	School	0	0	0	0	0	5.5	38.9	55.6	0	0
		National	0	0	0	1	1	4	18	51	25	0
	Test/Task	School	0	0	0	0	0	0	44.4	55.6	0	0
		National	0	0	0	0	4	3	15	50	28	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	23.3	60	16.7	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	0	23.3	46.7	30	0
		National	0	0	0	0	3	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	0	0	0	3.3	90	6.7	0
		National	0	0	0	0	0	3	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	0	66.6	33.4	0
		National	0	0	0	0	0	4	9	48	39	0

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	66.7	In the school	73.3
In Wales	70	In Wales	71

- D Pupils who are accepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

- The inspection took place over four days by three inspectors. Professional inspectors were in school for eight days and the lay inspector for two days. 47 sessions or part sessions were observed. The head was the nominee.
- All teachers were visited and work in six subjects was inspected in detail; inspectors also visited other subjects to judge the quality of key skills.
- Regular discussions were held with pupils to ascertain their knowledge of curriculum areas and their attitude to learning.
- Pupils' work across the age and ability range was examined systematically and the school provided the inspection team with a comprehensive record of pupils' work and other school activities.
- Discussion also took place with the head and staff, including non-teaching staff, to establish their specific responsibilities and profession perspectives.
- School documentation was examined and a detailed discussion took place with the head concerning financial matters.
- The views of parents and governors were received and analysed.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Meurig Thomas	Context Summary Key Questions 1, 3, 5 and 6. Science, History, and Music
Mr Gwilym Morris	Contributions to key questions 1, 3, 4 and 7.
Mrs Zohrah Evans	Key Questions 2, 4 and 7. Welsh, English and Physical Education

Acknowledgement

The Inspection team would like to thank governors, staff and pupils for their cooperation and courtesy during the inspection.

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**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Ysgol Pencae
Ffordd Graiglwyd
Penmaenmawr
LL34 6YG**

A SUMMARY REPORT FOR PARENTS

Date of Inspection: 12th - 15th October 2004

by

**Mr M Thomas
093 17639**

Date: 13th December 2004

Under Estyn contract number: T/25/04P

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Ysgol Pencae was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Pencae took place between 12 – 15 October 2004. An independent team of inspectors, led by Mr M Thomas undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

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

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
GB	-	Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
IIP	-	Investors in People
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NC	-	National Curriculum
PSE	-	Personal and Social Education
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
WAG	-	Welsh Assembly Government
Y	-	Year

Context

The nature of the provider

Ysgol Pencae is located in the town of Penmaenmawr along side the A55 road in Conwy. The school is Church-in-Wales Voluntary Controlled. The school serves Penmaenmawr mainly, but some pupils come from the local rural community and other villages. Penmaenmawr is recognised as an area of economic disadvantage and the only Priority One area within the county of Conwy; 19% of the pupils receive free school meals.

Approximately 3% of pupils come from homes where Welsh is spoken as a first language, but, in accordance with the wishes of parents, they are streamed into Welsh or English medium classes from reception age onwards; currently there are 99 pupils within the four Welsh-stream classes, and 101 within the five English streamed classes. Additionally 19 children attend the nursery class on a part time basis making a total of 206.5FTE pupils. The number of pupils has fallen substantially over the last few years and this has had an obvious effect on financial management.

Currently 11 pupils have a statement of SEN according to the requirements of the new CoP and five of these receive a modified NC; 67 further pupils appear on the school SEN register.

The school was last inspected during the autumn term 1998, just a few weeks after the appointment of the present head. During the current inspection, two teachers are absent on maternity leave.

The school's priorities and targets

The school describes its main priorities as follows:

- to ensure that the education provided develops pupils' spiritual, moral, social, cultural, mental and physical abilities;
- to ensure that the nature of the whole curriculum is broad and balanced
- to create an atmosphere where every pupil is recognised and every contribution respected. The school aims to see every pupil not only as a pupil of the school but also of the broader community including the importance of families.

The current targets of the school include a commitment to:

- Continue to refine the quality of the curriculum.
- Continue to maintain standards and provision around the long term building project.
- Continue to monitor closely the high number of pupils with SEN.

Summary

Ysgol Pencae is a good school in which there is a feeling of purpose and commitment. Standards of achievement have improved substantially since the last inspection with outstanding features in several subjects and in a substantial proportion of the teaching, especially in KS2. The inspection team agreed with over half the judgements made by the school in the self-evaluation document.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	1

Standards

In KS1 and KS2, standards in the subjects inspected were as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 3	Grade 3
English	Grade 2	Grade 2
Science	Grade 2	Grade 1
History	Grade 2	Grade 1
Music	Grade 2	Grade 1
Physical Education	Grade 3	Grade 2

In the lessons observed, standards were judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	40%	42%	0%	0%

The educational provision for the under fives has some weaknesses, but there is evidence that these weaknesses may soon be put right.

Children under five make satisfactory progress across the key skills in communication, numeracy and ICT. In the reception classes however, current provision does not enable them to develop these skills sufficiently. Nursery children are judged to have made good progress in the short time that they have been in school.

In KS1 and KS2, pupils' skills in listening, numeracy and using ICT across the curriculum are good. They listen closely and carefully, apply their number and measurement skills in a variety of contexts, and use ICT confidently to support and develop their learning. In English, all pupils show good skills in speaking, reading and writing; they speak clearly, read correctly from print and screen and use their written skills well for a variety of purposes. In the Welsh stream however, standards are satisfactory in these skills within the Welsh language; pupils are eager to contribute orally and in written format, but the work is often incorrect in syntax, with discussions frequently turning into English. Although Welsh reading is largely accurate, it is often laboured and pupils show some lack of understanding of key words within the text. As a result, pupils within the Welsh stream make only satisfactory progress in bilingual competences.

Pupils with SEN make good progress and achieve the targets set for them.

Pupils show good development in their personal and social skills, working well together and discussing in a lively manner. They make good progress in problem solving skills, with the most able pupils at the upper end of the school applying previous knowledge very well in this respect.

In creative skills, standards are at least satisfactory with good work across the school; a proportion of the creative work in music is very good.

In KS1, teacher assessments for 2004 show the majority achieve national expectations (level two) in Welsh, English, mathematics and science. Whilst all results compare favourably with national norms (2003 data), they are generally below the median when compared with similar schools in Wales, apart from mathematics, which is above the median. Few pupils achieve level three in any subject however.

In KS2, pupils standards of achievement in the NC tests for 2004 show that the majority achieve national expectations (level four) in Welsh, English, mathematics and science. The results compare favourably with national and local norms (2003 data), are 6% above the national norm in English and 10% in science, with approximately a third of pupils achieving level five; however, results are substantially

lower than norms in Welsh. When compared with comparable schools across Wales, results in English, mathematics and science are all above the median, but not in the upper quartile (2003 data); results in Welsh are in the lower quartile.

Pupils' attitudes towards learning, the interest they show in their work and their ability to concentrate is generally good.

Almost without exception all pupils behave well and older pupils show mature citizenship within the school community. In one class, a small number cause some disruption, but the teacher deals with this firmly but sensitively.

Throughout the school, pupils' understanding of equal opportunities issues is good. They respect diversity in faith, attitudes and other cultural traditions in society, whilst older pupils respond in a mature fashion to concepts such as tolerance and justice.

Pupils' appreciation of strengths and weaknesses within their own work is beginning to develop. There is some self-evaluation, but mainly as a whole class activity at the expense of individual tasks. Pupils with SEN are aware of their personal targets and some teachers identify specific criteria for improving performance; however, the use of individual targets to help pupils evaluate and reach higher standards is generally underdeveloped.

Pupils have some understanding of the world of work and play a full role in community activities.

The average attendance statistics for the last three terms is 92.8%. The majority of pupils come to school regularly and punctually at the start of the day.

The Quality of Education and Training

In the lessons observed, the quality of the teaching was judged as follows;

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	43%	20%	2%	0%

The percentage of good teaching is higher than the target of the WAG of 95% of lessons satisfactory or better, whilst the percentage of very good teaching is much higher than the WAG target of 50% of teaching good or better.

In a substantial proportion of the lessons, teaching is on an appropriate level with clear, consistent focus, aims and objectives. Lessons are very well resourced and planned. Teachers have a very good relationship with their pupils and both promote and plan well for equal opportunities within their teaching strategies.

In over a third of the lessons seen there are outstanding features to teaching, these include:

- a clear exposition of the aims and objectives at the beginning of lessons and a detailed evaluation at the end;
- a purposeful variety of teaching strategies;
- high expectations;
- challenging pace;
- detailed knowledge and understanding of the subjects being taught;
- very good use of the interactive whiteboard to enrich the quality of imaginative presentations
- good balance between activities and the abilities of individual pupils.

In lessons where teaching was judged to be Grade 3 or 4, the following shortcomings are noted:

- inappropriate pace;
- lack of structure to the lesson;
- insufficient strategies for promoting and consolidating the Welsh language;
- a lack of appropriate provision for children under five when they share their class with pupils from KS1.

Teachers mark pupils' work regularly and their comments give some guidance as to how to improve further.

The majority of teachers use appropriate strategies to develop pupils' bilingual competencies.

The quality of assessment is very good. Excellent use is made of assessment to improve planning and to identify pupils' strengths and shortcomings in order to promote their progress in learning. Assessments are accurate and consistent and meet statutory requirements, including those for SEN. Teachers know their pupils very well. Across the school, all information gleaned from assessments, including NC tests, is appropriately analysed and used very effectively to improve pupils' performance.

Detailed notes are kept on pupils' developments, both socially and academically with progress in core subjects recorded every term and progress in foundation subjects noted annually.

Annual reports to parents meet statutory requirements and are of a good quality. They give an honest and accurate reflection of the development and achievements of individual pupils.

The school responds well to pupils' learning needs and provides equality of access to a broad and balanced curriculum. Pupils benefit from a broad range of extra-curricular activities.

Learning experiences promote pupils' spiritual, moral, social and cultural development well. Acts of collective worship meet statutory requirements but it was the responsibility of the Church-in-Wales to inspect these. The majority of school partnerships and links are good but the partnership with industry is underdeveloped.

The school is a happy and caring community in which pupils feel appreciated and supported; social inclusion is very good and one of the school's strengths. Provision for SEN is very good and meets in full the requirements of the CoP. A high level of health and safety has been maintained despite the current building work.

Leadership and management

The school is very well managed. The leadership of the head is purposeful and gives a strong feeling of direction to the work of the school. The role of the deputy is also well defined; she is developing excellent management skills and sets a very good role model as a teacher. A number of purposeful aims and objectives have been adopted for the school; these are included as an introduction to the SDP and are reflected very well in the work of the school. There is an atmosphere of trust and mutual understanding amongst all the staff.

The school gives good consideration to national priorities. Recent events such as The Home Learning Scheme help to ensure more pupils reach high standards.

Self-evaluation and target setting are well developed within the management of the school. Subject co-ordinators monitor quality and provision within their subjects in a very detailed fashion and feed this information into the SDP. The head monitors the quality of teaching regularly on the basis of a whole school policy and to agreed aims and objectives.

The staff evaluation system is effective and promotes their professional development, which in turn helps to improve the provision in the school. The school has been accredited as an IIP and has achieved the quality mark of The Basic Skills Agency.

Despite the absence of a number of staff and the building work recently, the school has continued to work without disruption and overall has succeeded in maintaining a clear focus on raising standards.

The GB is very supportive and well informed about a number of management issues. Governors visit school regularly and play a practical role in the task of monitoring lessons. They play a practical role in setting a strategic direction for the school.

The SDP is a useful planning document, which notes clearly what are the priorities of the school and these are well matched to current needs.

Responsibilities, timescales and obligations of training and of expenditure are noted clearly. Some, but not all, success indicators are specific and measurable.

A detailed analysis is made of the results of the NC tests including baseline assessments for reception children and NC tests in KS2. Good use is made of outcomes to improve teaching and learning and especially to target pupils who require further attention in order to ensure that they too have the opportunity to achieve better.

The school has made good progress since the last inspection and addressed all key issues. This success has had an evident benefit on standards of achievement and teaching especially.

There are sufficient teachers with appropriate qualifications to teach all aspects of the curriculum. Good use is made of teachers' specialisms by exchanging classes in several subjects in KS2; this use of staff is outstanding.

The school has a sufficient collection of resources for every age and subject and many of these are of very good quality. Accessibility of resources is good and consistent use is made of them within lessons. The school has sufficient equipment and resources for Information Technology. Older pupils are competent in arranging their own resources.

Financial management is rigorous and the GB monitors all expenditure effectively. The SDP is used as a tool for future financial planning and the consistent monitoring of teaching and SEN is a means to ensure value for money in relation to the main financial priorities.

The school gives good value for money.

Recommendations

In order to improve, the school needs to;

- take the appropriate steps to raise standards in Welsh, key skills in Welsh communication and physical education in KS1;
- improve the provision of children under 5, especially in reception classes;
- continue to maintain the high standards and respond to the challenge of targeting excellence in KS2;
- continue with the good work of monitoring the teaching, ensuring that current outstanding practice is disseminated amongst all the staff;
- extend pupils' appreciation of their strengths and weaknesses in order to enable them to self-evaluate their work further based on personal targets;
- strengthen further the partnership with industry especially developing small business enterprises for pupils;
- continue with the worthy efforts to improve attendance further.

The GB is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Acknowledgement

The Inspection team would like to thank governors, staff and pupils for their cooperation and courtesy during the inspection.

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