

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

**YSGOL GYNRADD PENCARNISIOG
PENCARNISIOG
TŶ CROES
ANGLESEY
LL63 5RY**

SCHOOL NUMBER: 660/2160

DATE OF INSPECTION: 9-11 JUNE 2003

BY

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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 :

AT	-	Attainment Target
CoP	-	Code of Practice
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
PSE	-	Personal and Social Education
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
Y	-	Year

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Ysgol Gynradd Pencarnisiog is located in the village of Pencarnisiog, not far from the A55 in the centre of Anglesey. The school serves the local village and rural community. The locality is described by the school as one that is principally neither prosperous nor subject to economic disadvantage; 22% of pupils receive free school meals. Approximately 36% of pupils come from homes where Welsh is spoken, but the school estimates that 93% of pupils speak Welsh as a first language or to a comparable standard. Currently two pupils have a statement of SEN, in accordance with the CoP 2002; six further pupils appear on the school SEN register. The present roll is 44.

The last inspection was held in November 1997. Since 2001 the school has faced considerable difficulties including the long-term sickness of the head. Over the same period there has been substantial construction work on the building. A new head was appointed this year, but has been in post for only half a term. During the inspection, a supply teacher is teaching in one class, and a reduction in staffing is foreseen at the end of the current academic year, as the number of pupils has fallen substantially.

The school describes its main priorities as follows:

- To raise and maintain standards of achievement of pupils in every curriculum subject, according to the requirements of the NC and religious education;
- To promote a civilised society which puts emphasis on humanitarian and moral values;
- 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 in which they live.

Current school targets include:

- Setting new arrangements for the teaching and learning of reading;
- Instituting a new commercial scheme for the teaching and learning of mathematics;
- Establishing internal systems for performance management.

2. MAIN FINDINGS

The main findings of the report

Ysgol Pencarnisiog is a happy and homely community. The positive, flourishing ethos of the school is an evident strength, with good and some very good aspects in pupils' spiritual,

moral, social and cultural development. There is special emphasis on the Welsh dimension in several respects, and the quality of the school partnerships is at least good.

However, progress since the last inspection is unsatisfactory overall, with standards of achievement either deteriorating or remaining constant. The management of the school is unsatisfactory, and insufficient progress has been made with a substantial number of key issues raised in 1997. As a result, a significant number of features require urgent attention if the school is to develop successfully in the short term.

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

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

- During the inspection, standards are at least satisfactory in 100% of sessions inspected, including 34% where standards are good. In KS1 standards are good in 20% of sessions and satisfactory in the 80% remaining; in KS2 standards are good in 42% of sessions and satisfactory in the 58% remaining. Standards of achievement in the subjects of the NC and religious education are as follows.

	KS1	KS2
Welsh	Satisfactory	Satisfactory
English	Not applicable	Satisfactory
Mathematics	Satisfactory	Good
Science	Satisfactory	Satisfactory
Design and Technology	Satisfactory	Satisfactory
Information Technology	Unsatisfactory	Unsatisfactory
History	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
Art	Satisfactory	Satisfactory
Music	Good	Good
Physical Education	Satisfactory	Satisfactory
Religious Education	Good	Satisfactory

- In key skills, standards are good in listening. They are satisfactory in speaking, reading, writing and numeracy and unsatisfactory in ICT.
- Pupils' moral development is very good and their social development good; spiritual and cultural development is satisfactory. There is scope to further develop an atmosphere of reverence in collective worship, especially when held within classes. The quality of the Cwricwlwm Cymreig is very good, but comparative studies in geography and religious education are somewhat superficial.

- The quality of behaviour and attitudes is good. Teachers place special emphasis on a civilised society as one of the main aims of the school, and this is reflected in the standards of behaviour seen during the inspection.
- Attendance is satisfactory, with statistics showing an average of 93% for the autumn term 2002 and 92% for the spring term 2003. Statistics were not available to inspectors regarding attendance in the summer term 2002, as one register has been lost and another was incomplete; this is unsatisfactory.
- During the inspection, quality of teaching is satisfactory or better in 87% of sessions, including 34% where it is good and 8% where it is very good. In the 13% remaining, standards are unsatisfactory. In KS1 teaching is satisfactory in 50% of sessions and good in 20%; in the remaining 30% teaching is unsatisfactory. In KS2 standards are very good in 14% of sessions and good in a further 43%; standards are satisfactory in the 43% remaining. Teaching is consistently good or better in one class.
- The quality of assessment, recording and reporting is satisfactory. Teachers know the pupils well and are aware of their abilities. Assignments are consistently marked but not in a manner that shows pupils how to develop or improve and there is no whole school system for responding to pupils' work. Core subject portfolios of assessed samples of work have not been developed.
- The quality of the curriculum is satisfactory. A good collection of curriculum policies have been related well to the requirements of Curriculum 2000 and emphasise the key skills in an equitable manner. However, the quality of long-term planning is unsatisfactory; in most subjects there exist only guidelines rather than schemes of work, and the relationship between this documentation and the topic cycle is not clear. Sound steps have been taken this year to create schemes of work for science, Welsh, the humanities and English, and this documentation is developing well.
- Organisation provides for three classes for core subjects during morning sessions and two classes for foundation subjects in the afternoon, with Y3 joining the reception class and KS1 and Y4 joining Y5 and Y6. This results in some good outcomes, but there is evidence that the arrangements are especially unsuited to Y3; as a result these pupils are not always sufficiently challenged.
- Teachers try hard to ensure a broad and balanced curriculum. However, especially in Y5 and Y6, there is insufficient depth in humanities, and statutory requirements are not realised in information technology at the upper end of the school.
- All pupils enjoy an appropriate range of games and competitive sports, both within lessons and against other schools. The rounders and football teams enjoy considerable success in this respect and good use is made of the local sports hall as a resource for teaching and learning.
- The quality of support and guidance for pupils is good. However, the school does not have a policy regarding disability, as is statutory, although the recent building work has been designed with physical disabilities evidently in mind. There is no policy for alcohol and drugs education.

- The quality of provision for pupils with SEN is satisfactory. Arrangements for the six pupils with SEN, including the two pupils who have statements, is appropriate and effective, and meets in full the requirements of the CoP 2002. Pupils with SEN have full access to all curriculum subjects and are integrated fully into the activities of the school. Differentiated work is set in most lessons, but only as a provision for different ages, rather than different individual abilities. Lack of resources for pupils with SEN also has a detrimental effect on their progress.
- The quality of school partnerships is good, with very good features characterising the partnership with the local secondary school, such as the sharing of assessments and co-operative planning of projects. The quality of the partnership with industry is also good.
- The quality of self-evaluation and planning for improvement is satisfactory. The school takes the process of target-setting for pupils seriously, and in 2002 all targets were realised or exceeded in the KS2 statutory tests, apart from those in mathematics. The practice of setting individual targets in language for pupils in KS2 is good practice.
- The SDP is a useful document to lead further improvements, and is satisfactory overall; the current document was written by the temporary headteacher. The evaluation of the previous plan is detailed and honest, and the priorities set meet some of the main needs of the school. However, considering the current situation overall, some urgent priorities receive insufficient attention and a broader scope of priorities is needed for the SDP to be fully effective.
- The school has benefited from detailed and consistent monitoring work from the LEA advisors, and there is sound evidence that teachers respond to recommendations made. However, there is little evidence of internal monitoring of teaching and learning, and it would be of benefit to adopt a suitable strategy as a matter of urgency. Curriculum leadership responsibilities have only recently been allocated, and as a result there remains scope to improve the status and duties of subject coordinators as part of professional development for staff.
- The quality of management and efficiency is unsatisfactory. During the last 18 months the school has been managed by a temporary head. Her attitude has been completely professional and she has responded well to a challenging and difficult situation. It is easy to speak to the new head, who is already deeply committed and hard-working. She has a sound vision for future development, and has already undertaken a detailed assessment to form a fair and honest picture of the strengths and weaknesses of the current situation. Some improvements have already been seen during her half-term in post.
- The GB is sincere in its commitment to the school and a number of sub-committees have been drawn up to shoulder the burden of the work. However, the GB does not intervene in a sufficiently rigorous manner in core elements of management, and the post-inspection action plan has been largely ignored for a number of years since the last inspection. The minutes of the GB meetings show superficial discussion of several aspects of school life. There remain a number of statutory gaps in the annual report, and not all statutory policies have been adopted.
- Financial management is unsteady and the current financial situation of the school is precarious. GB staffing decisions have not all been cost-effective and there is no evidence

that systems to monitor cost-efficiency and value for money are in place. Urgent attention is required in these respects.

- There are a number of unsatisfactory features regarding the staffing and resources in the school, but the buildings and classrooms are good. Some of the present staff are not teaching the age range for which they trained, and this has had a negative effect upon the quality of teaching and learning to an extent. There has been an insufficient audit of resources in the school and, as a result, some items have been purchased unnecessarily. There remain a number of resource gaps, but the current financial situation of the school does not allow for purchases to rectify the situation; a long-term strategy is needed to correct this situation. Currently the school is forced to borrow resources from other institutions.
- Although the school has some good features, taken overall, the current value for money is unsatisfactory.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

During the inspection, standards are at least satisfactory in 100% of sessions, including 34% where standards are good. In KS1 standards are good in 20% of sessions and satisfactory in the 80% remaining; in KS2 standards are good in 42% of sessions and satisfactory in the 58% remaining.

- There are some weaknesses in the educational provision for children under five, but evidence that these may soon be put right.
- In language, standards are at least satisfactory in Welsh and English across the range of work in oracy, reading and writing, with good standards in Welsh reading; there are some fluent readers in English. Across the school the quality of oracy in Welsh is often stilted and anglicised, and the written work in both key stages shows lack of vocabulary and some incorrect syntax.
- Standards in mathematics are satisfactory in KS1. Numeracy work is often good but there are deficiencies in pupils' knowledge and understanding of shape and measurement. Mathematics is good across KS2.
- Standards in science are satisfactory in both key stages; there is some good work in KS1, but pupils' grasp of fair testing and different aspects of AT1 are unsteady. In KS2 standards are good in Y3 and Y4, but unsatisfactory in Y5 and Y6, where there are evident deficiencies in knowledge, recording and practical experimentation.
- Standards in information technology are unsatisfactory in both key stages. Pupils use computers only occasionally in two classes and there is no cross-school strategy for planning in this respect. At the upper end of the school there are several gaps in provision and the requirements of the NC are not met in Y5 and Y6. It is fair to add that the recent

building work has had a negative effect on teachers' ability to use the equipment and promote higher standards.

- In the majority of other foundation subjects, including design and technology, history, geography, art and physical education, standards are satisfactory in both key stages. In the humanities there is lack of depth in the work, although there are good features in every class. In design and technology there is insufficient emphasis on original design, and there are several examples of unfinished written work, although completed artefacts do answer the initial requirements of the task. In art, there are outstanding examples of three dimensional work across the school, but there is little investigative work in aspects of style and technique. In physical education there is some good work in dance and sports, but pupils' athletic skills have not been sufficiently developed.
- Standards in music are good in both key stages.
- Standards in religious education are good in KS1 and satisfactory in KS2, again reflecting insufficient depth to the work.
- In KS1 teacher assessment for 2002 show that the majority of pupils achieve national expectations (level 2) in Welsh, mathematics and science. In Welsh 67% of pupils achieve level 2 and 33% further level 3. In mathematics and science 75% achieve level 2. 75% of pupils also achieve the core stage indicator. Only a small number of pupils (4) were assessed and, as there were no boys within the cohort, it is not possible to draw conclusions as to the difference in achievement according to sex. The percentage of pupils which achieve the core stage indicator is slightly higher than county norms, but slightly lower than national norms.
- In KS2 pupils' achievement in the NC tests for 2002 show that the majority achieve national expectations (level 4) in Welsh, English and science. In Welsh, 50% achieve level 4 and 25% further level 5, in English 100% achieve national norms, including 67% who achieve level 5. In science 75% achieve level 4 and 12.5% further level 5. However, in mathematics only 50% of pupils achieve national expectations, while 50% remain on level 3. Only 50% of pupils also achieve the core stage indicator, a figure which is substantially lower than the national and county norms.
- In KS2 the number of pupils is also low (8), but the achievement of girls is higher than boys; only girls achieve level 5 in any of the subjects.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards are good in listening, satisfactory in speaking, reading writing and numeracy and unsatisfactory in ICT.

- Children under 5 make satisfactory progress in all key skills apart from ICT where it is unsatisfactory, largely because of insufficient opportunities to develop these skills.
- In oracy, pupils often use challenging technical language well, for instance in science and mathematics; they understand new terms quickly and use them regularly. However, the syntax of a substantial number of pupils is unsteady, and this is reflected, for instance,

when they question visitors. There is no consistency as to which language is used within individual lessons, and this has a detrimental effect on the efforts of a number of pupils.

- In periods of worship, pupils listen carefully to their teachers and peers, responding in a sensible manner as a result. Within lessons, the quality of listening is careful and detailed, with pupils showing increased ability to listen for extended periods where necessary.
- Pupils read well from a text prepared within individual lessons, and show clearly from their discussions that they understand what they are reading. Pupils' efforts are more syllabic and lack inflexion when they read in public however and, during the inspection, opportunities for pupils to read from screen were very limited.
- Pupils use a range of formats to record across the curriculum. In science the formats used are suitable to organise practical experimentation; there are examples of detailed and correct work in this respect, but not all is sufficiently neat and from time to time not all relevant information is presented. There are examples of good written work in history and religious education, but on the whole insufficient extended work is completed across the curriculum, whilst the quality of spelling and syntax often has a negative effect on standards.
- For the most part, pupils use correct measurements in their numeracy work across the curriculum. In one science lesson during the inspection pupils timed in detail to record the results of a practical experiment. However, pupils often do not note the units of measurements in their results, and this has a detrimental effect on the quality of written work from time to time. A number of graphs are used to record results and information, but the range of formats used is narrow on the whole.
- During the inspection, the use of computers within the classrooms was occasional at best, and this needs to be corrected as a matter of urgency. Pupils make satisfactory use of the equipment to record their work, produce graphs and input pictures. Some positive work is seen as they research information from the Internet. There are some good examples of work in art, but there are a number of subjects, such as music and design and technology, where pupils do not receive appropriate opportunities to extend their knowledge and skills.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' moral development is very good and their social development good; spiritual and cultural development are satisfactory.

- Pupils have a very good appreciation of a number of basic moral concepts such as fairness, sharing, perseverance and lack of selfishness. They discuss these features with understanding in collective worship and relate them to their own lives, drawing appropriate examples from famous historical and biblical characters such as Jesus, Moses, Florence Nightingale and Anne Frank.

- Periods of worship are satisfactory; the moral and spiritual messages which are presented are appropriate and well understood, but there are insufficient opportunities for pupils to reflect. At times, no hymns are sung, and this has a detrimental effect on the quality of worship, although music is used to accompany pupils' arrival and departure. The quality of classroom assemblies varies, at times being no more than a short prayer.
- Pupils are pleased to undertake all activities with the arts. There are a number of very good examples of artwork and they emulate the work of some of the masters with understanding. They derive great pleasure from listening to a range of music and do so sensibly and sincerely, discussing the effect that the music has upon them. Their respect towards the environment is also evident, with particular pride reflected in the new building that has just been completed.
- The school is a happy and homely community and this evidently influences standards of social development. The quality of co-operation is good and sound relationships have been set across the age ranges. Teachers deputise sensible responsibilities to older pupils, and they reflect great pride in these opportunities to show initiative. One outstanding example of this is when older pupils read specifically composed pieces of their own work to younger children. Pupils support a number of charities enthusiastically and have a good appreciation of the humanitarian nature of this work.
- Sound emphasis is placed on the Welsh dimension across the curriculum, with good emphasis on local studies including the influence of legends such as the Mabinogi. Musical examples and Welsh artists also have a special prominence in the curriculum and pupils across the school are keen eisteddfodwyr and enjoy considerable success in this respect. Teachers are fully aware of their duties to ensure that pupils respect racial equality and take every opportunity which arises naturally to promote good, positive attitudes in this respect. Pupils enjoy comparative studies in geography and religious education, but these studies are somewhat superficial from time to time.

4.2 Behaviour and Attitudes

The quality of behaviour and attitudes is good.

- Teachers place special emphasis on a civilised society as one of the main aims and objectives of the school, and this is reflected in the standards of behaviour seen during the inspection. Parents agree that there are good relationships between pupils and that their values are correct and sincerely held; the manner in which pupils discuss moral issues reinforces this.
- There is a useful behaviour policy for the school, which emphasises the need for respect towards others and a sound understanding that good behaviour is key to a successful school ethos. The policy also outlines a sound discipline framework.
- The school reward system of gaining merit points is positively implemented and has an evident influence on standards of behaviour. The recent development of rewarding by means of monthly certificates is also sound.

- The school has a policy for the countering of bullying, based on self-control and self responsibility; no instances of bullying were seen during the inspection.
- There have been no suspensions or exclusions during the last academic year.

4.3 Attendance

Attendance is satisfactory.

- Attendance statistics show an average of 93% during the autumn term 2002 and 92% during spring term 2003.
- Statistics were not available to inspectors regarding attendance during the summer term 2002, as one register has been lost and another is incomplete; this is unsatisfactory.
- On the whole, only a small number of pupils are regularly absent, but this has a negative effect on the overall figures. Full use is made of the Welfare Officer to try and improve this situation.
- There is some evidence that not all teachers have been completing registers correctly and consistently; however, the new head has tightened procedures already and consistency and accuracy have been achieved since she was appointed. Currently, therefore, there is evidence that the school policy is implemented.
- Pupils' punctuality is good.

5. QUALITY OF EDUCATION

5.1 Teaching

During the inspection the quality of teaching is satisfactory or better in 87% of sessions, including 34% where it is good and 8% very good. In KS1 teaching is satisfactory in 50% of sessions and good in a further 20%; in the 30% remaining teaching is unsatisfactory. In KS2 teaching is very good in 14% of sessions and good in the 43% remaining; standards are satisfactory in the 43% which remains. The quality of teaching is consistently good or better in one class.

Good features

- The best lessons are carefully planned with well-honed aims and objectives which are introduced to pupils at the beginning of the lesson and revised thoroughly at the end of the learning session.
- A number of lessons were inspected where teachers' questioning skills were good, with sound sequence and direction and substantial differentiation to ensure that the needs of all pupils were challenged.

- A good range of strategies is used, including sound emphasis on paired work; pupils respond well to these situations.
- All teachers work hard to make lessons interesting and exciting; in KS1 the use of a puppet to lead mental arithmetic tasks is original and lively and during the inspection there was an interesting visit by a pirate for pupils in Y5 and Y6.
- Specialist teaching in music has a beneficial effect on standards of achievement.

Shortcomings

- Within mixed age classes, there is constant and effective differentiation, but only within age, and not within individual abilities for pupils with special needs.
- At the upper end of the school, there is insufficient evidence that planning challenges pupils' depth of learning, especially in the humanities.
- Where teaching is unsatisfactory, time management is often poor and the flow, sequence and pace of learning suffers as a result.
- The quality of teaching for children under five is often unsatisfactory, with too much emphasis on the teaching assistant leading pupils in activities.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is satisfactory.

- Teachers know their pupils well and are aware of their abilities.
- Children under five are assessed according to the guidelines for baseline assessment and appropriate use is made of this to plan effectively.
- Assessments, including standardised test results are satisfactorily analysed to recognise strengths and weaknesses and to set targets; the analysis of the NC tests are somewhat superficial from a whole-school perspective.
- The practice of setting individual targets in language for pupils in KS2 is good practice. Pupils take increasing responsibility for their own learning and develop as independent learners as a result.
- Pupils' work is consistently marked, but not in a manner that shows how to develop or improve; there is no whole-school policy for responding to work.
- Detailed records are kept of pupils' achievement in core subjects, but insufficient use is made of these to plan the next steps in the learning of individuals, groups or whole classes.

- Portfolios of levelled samples in core subjects have not been collated. Rather, there is only informal discussion between teachers, although there is clear evidence that this happens regularly.
- Two evenings are held annually for parents to view children's work and discuss progress. Reports to parents concentrate appropriately on the progress made and on pupils' achievement in all subjects. They give a detailed and honest assessment of the development of individuals and include general information as to further progress.

5.3 Curriculum

The quality of the curriculum is satisfactory.

- There are some weaknesses in the educational provision for children under five but there is evidence that this may be put right soon.
- The school has a good collection of curriculum policies, which have been related well to the requirements of Curriculum 2000 and emphasise the key skills in an equitable fashion. This collection of documentation is new, and was drafted by the temporary head.
- The quality of long-term planning is unsatisfactory. In the majority of subjects there are only guidelines as opposed to whole-school schemes of work and the relationship between this documentation and the topic cycle is not clear. However, positive steps have been taken this year to create schemes of work for science, Welsh, the humanities and English, and this documentation is developing well.
- Organisation provides for three classes for core subjects during morning sessions and two for foundation subjects in the afternoon, with Y3 joining the reception class and KS1 and Y4 joining Y5 and Y6. This results in some good outcomes, but there is evidence that the arrangements are especially unsuited to Y3; as a result these pupils are not always sufficiently challenged.
- Teachers work hard to ensure a broad and balanced curriculum. However, especially at the upper end of the school, there is insufficient depth in the humanities work and statutory requirements of the NC in information technology are not realised at the upper end of the school.
- The GB has adopted a useful policy for PSE and positive examples of work are seen in this respect, especially in health education in Y3 and Y4. However, long-term planning does not show how and when different elements are integrated into curricular provision in general, and therefore there is no means of monitoring whether all aspects are of sufficient quality and effect.
- In general, parents who expressed an opinion praised the arrangements made for homework, although some comments mentioned inconsistency in KS1; tasks set for pupils at the upper end of the school match their abilities well and are a good preparation for their careers in the secondary school.
- All pupils enjoy an appropriate range of games and competitive sports, both within the school and against other institutions. The rounders and football teams enjoy considerable

success in this respect and good use is made of the local sports hall as a resource for teaching and learning. The activities of the Urdd and Eisteddfod competitions are also extra-curricular activities which support pupils' curriculum studies in a positive fashion.

- Over the last year an after-school club is available for pupils under the supervision of parents; this purposeful venture is going from strength to strength.

5.4 Support, Guidance and Pupils' Welfare

The quality of pupils' support and guidance is good.

- Positive links have been established between the school and institutions such as the police, the fire brigade, the nurse and the doctor; these links promote pupils' health and safety in a positive fashion and contribute effectively to the PSE programme, for instance by means of drugs education. The school's health and safety policy also promotes a secure environment for pupils.
- Staff are well aware of the detailed guidelines which exist for child protection. As a result of the last inspection, the head in charge has designed an appropriate policy, but this has yet to be presented in its final format.
- Supervision arrangements for pupils have been clearly noted within documentation and are effective in their implementation.
- The school's equal educational opportunities policy ensures that no pupil is discriminated against on the basis of colour, race, religion, language, educational ability, social standing or disability. Again, this policy is fully implemented in the daily life of pupils and prominent within different parts of the documentation.
- The school provides clear information for pupils on the misuse of alcohol and drugs, and helps them to understand the likely effects of misuse. However, there is no policy adopted to monitor and manage these arrangements. Only in exceptional circumstances does the head dispense medicines to pupils.
- The school sex education policy is well implemented and has been designed within a framework of moral values. Parents who expressed an opinion are happy with these arrangements.
- The school is not in possession of a policy on disability, as is statutory. However, the recent building work has been designed with physical disabilities evidently in mind.

5.5 Provision for Pupils with SEN

The quality of provision for SEN is satisfactory.

- Organisation for the six pupils with SEN, including the two pupils who have statements, is appropriate and effective, and fully meets the requirements of the CoP for 2002. Pupils

with SEN enjoy full access to all parts of the curriculum and are integrated fully into the activities of the school.

- Sound use is made of standard tests for the early recognition of SEN.
- A register of pupils with SEN is kept by the SENCO, alongside a satisfactory record of pupils' progress. Progress is continuously assessed and the register is regularly updated.
- The SENCO and class teachers co-operate to prepare IEPs that are appropriate for pupils with SEN. Clear and attainable targets are shown within the plans.
- Very good support is given by the SENCO in weekly sessions for the pupils with statements. Pupils make good progress according to their ability.
- The sensible support given by SEN assistants to pupils with statements and others who have SEN promotes their progress well.
- Parents of children with SEN are consulted regularly and co-operation between school and home promotes development. Sound use is made of outside agencies, and there is good support from the member of the GB who has responsibility for SEN.
- Differentiated work is prepared in most lessons, but purely by age rather than by individual educational ability.
- Lack of resources for pupils with SEN has a negative effect upon progress.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Quality of school partnerships is good, with very good features characterising the partnership with the local secondary school.

- A purposeful meeting was held with the parents as part of the pre-inspection process and 15 attended. There was sound satisfaction with the open-door policy of the school and parents were unanimous that teachers keep them well informed as to what is happening on a day-to-day basis. The Friends society flourishes within the school and is a means of raising substantial additional sums of money for the purchase of further resources; this expenditure is a matter of discussion between parents and teachers. The vast majority of parents have also been very supportive during the recent difficult period and reflect their confidence that the ethos of the school has been maintained to the best possible extent in the circumstances. However, there are significant gaps within the school prospectus for parents and these need to be rectified for the next edition.
- The local rural community is well represented on the GB and this sets a sound basis for developing the partnership with the community. The area is largely widespread and rural, but good efforts are made to nurture a positive relationship with every aspect of community life. Only recently has the school had a hall, and there are plans in hand to develop this as a community resource.

- Sound transferral arrangements between the local school have been established; pupils in Y6 visit for an evening in the autumn term and a full day in the summer term, and there are constant meetings to ease arrangements. The two schools share assessments regularly and there is evidence of co-operative planning in English in the form of a project that is commenced in Y6 and continued in Y7. The GB in general is happy with the nature of the relationship with the LEA.

5.7 Partnership with Industry

Partnership with industry is good.

- Arrangements are managed by means of a useful policy document.
- The school makes good use of a number of local companies to enrich the curriculum, including farms and the nuclear power station at the Wylfa. The work with farms includes following the journey of milk from the cow to the home.
- Sound links with a local gardening company have been effected and there are plans in hand for the company to build a garden at the school.
- Definite arrangements are already in place for a member of staff to attend a business course.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

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

- The school takes the process of target-setting seriously. In 2002 all targets set for the KS2 NC tests were either realised or exceeded, apart from those in mathematics, and the targets for 2003 represent consistent progress.
- In KS1 in 2002 not all targets for teacher assessment were realised, but there are sensible reasons for this as new pupils with SEN joined the school shortly before the assessment.
- Sound attention has been given to the disappointing results in mathematics for KS2 in 2002 and the school has invested in a new commercial scheme in an attempt to improve the situation; the targets for 2003 represent an improvement on last year's results.
- The practice of setting individual targets for pupils in language in KS2 is good practice. Pupils take increasing responsibility for their learning and become independent learners as a result.
- The SDP is a useful document to lead further improvements, and is satisfactory overall; the current document was written by the temporary headteacher. The evaluation of the previous plan is detailed and honest, and the priorities set meet some of the main needs of

the school. However, considering the current situation overall, some urgent priorities receive insufficient attention and a broader scope of priorities is needed for the SDP to be fully effective.

- The school has benefited from detailed and consistent monitoring by LEA advisors, and there is sound evidence that teachers have responded to recommendations made. However, there is little evidence of internal monitoring of teaching and learning and it would be of benefit to develop a strategy for this as a matter of urgency.
- Curricular responsibilities have only recently been specifically allocated to staff; as a result there is scope to improve the status and duties of curriculum leaders as part of their professional development.

6.2 Leadership and Efficiency

The quality of leadership and efficiency is unsatisfactory.

- The GB has adopted a number of purposeful aims and objectives for the school, and these are included as an introduction to the SDP.
- During the period of the last 18 months, the school has been managed by a temporary head. The teacher concerned has attempted valiantly to steer the school and organise the documentation; the new curriculum policies are sound evidence of this, as well as the commencing of schemes of work. Her attitude has been completely professional and she has responded well to a challenging and difficult situation.
- It is easy to discuss with the new head, who is already hardworking and sincere in her commitment to the school. She has a clear sense of vision for future development and has already undertaken detailed evaluation to develop a fair and honest picture of the current strengths and weaknesses of the situation. Some improvements have already been seen since she was appointed, even though she has only been in post for half a term.
- The GB is sincere in its commitment to the school and a number of sub-committees has been used to shoulder the burden of the work. However, the GB does not intervene in a sufficiently rigorous manner in core elements of management, and the post-inspection action plan has been ignored to a considerable extent for several years since the last inspection. Minutes of the GB meetings show a superficial discussion of several aspects of school life. There are a number of statutory omissions in the annual report.
- Financial management is unsteady and the current financial situation of the school is precarious. Not all GB decisions regarding staffing have been cost-effective in all respects, and there is no evidence that systems are in place to monitor the manner in which cost-efficiency is achieved. Urgent attention needs to be given to these aspects.
- Although there are a number of good features to the school, generally it is seen that standards have either deteriorated or remained constant, and insufficient progress has been made in a substantial number of the key issues relating to the last inspection. Taking also the precarious financial situation of the school, current value for money is unsatisfactory.

6.3 Staffing, Accommodation and Learning Resources

There are a number of unsatisfactory features relating to resources and staffing, but the quality of the buildings and classes is good.

- Currently there are four teachers in the school, including the head. The head has only been in post for half a term and the supply teacher has been financed to teach up to the end of the inspection by the LEA. During the inspection, the new head was not teaching.
- With a small number of staff in the school, the range of initial qualifications is naturally narrow, and mostly in Welsh and the arts. However, two teachers have attended extended INSET in science and the humanities, and this creates a sound basis for the promotion of a broad and balanced curriculum for pupils.
- Not all current teachers are teaching the age range for which they trained, and this has had a detrimental effect on the quality of teaching and learning to an extent.
- Two one-to-one support assistants are financed by the LEA, one full time and one part time; both give sound support to the appropriate pupils.
- A dyslexia teacher visits the school for an hour a week to help one pupil with SEN.
- A peripatetic music teacher gives violin lessons to a number of pupils, who make sound progress on the instrument.
- Management of resources is unsatisfactory; an insufficient audit of the collection of resources has been completed and, as a result, some unnecessary items have been purchased; such an audit needs to be conducted as a matter of urgency. Since the arrival of the new head an audit of all equipment relating to information technology has already been undertaken.
- There are a number of gaps in resources, but the current financial situation of the school does not allow for any improvement; a long-term strategy is needed to correct this situation. Currently the school is forced to borrow resources from different institutions.
- The building is in a very good condition, with pupils and teachers reflecting tremendous pride in their new hall. The building is kept neat and tidy throughout, and use of all space is efficient.
- The school has substantial grounds and the field and yard are of good quality. However, there is no separate playing space for the children under five, and this needs to be prepared as soon as possible.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

There are some weaknesses in the educational provision for children under five, but there is evidence that they may be corrected soon.

In the reception class standards are good in personal and social development and knowledge and understanding of the world. Standards are satisfactory in language, literacy and communication skills, mathematical development, physical development and creative development.

Language, communication and literacy skills

Good features

- Children listen well and speak confidently. They respond in satisfactory language as they talk about their life, about their work or reflect needs. They know a good number of individual letters and form their shapes correctly. They use books satisfactorily and identify a small number of words that are used often in well-known books and in signs around the classroom. They write their names correctly and begin to write short, independent sentences.

Shortcomings

- Children's oral work often contains a significant number of errors. They tend to use English as they co-operate in a group. Communication skills do not develop sufficiently in situations such as play, role play and games.

Personal and social development

Good features

- Children work and play well together, and show respect towards each other and towards adults. They have sound understanding of the importance of rules, and are willing to share resources. They take turns patiently. They benefit socially from sharing the class with the pupils in KS1.

Mathematical development

Good features

- Children correspond numbers and symbols satisfactorily and recognise numbers up to ten with ease. They understand differences between shapes well and succeed in creating patterns that show satisfactory understanding of the concept of sequence. They have sound appreciation of key times during the day. They use simple mathematical language, such as 'large' and 'small', appropriately.

Shortcomings

- Children do not have a full understanding of a number of important mathematical concepts because they do not meet these concepts sufficiently in structured play situations.

Knowledge and understanding of the world

Good features

- Children speak excitedly about plants and animals and also discuss the weather with understanding. They know the names of the parts of the human body and they know simple facts about their locality. They understand the difference between 'today' and 'long ago' and differentiate well between old kitchen equipment seen on a visit to a cottage, and equipment in their own modern kitchens at home. They recognise toys that work with electricity and recall a number of Biblical stories.

Physical development

Good features

- Children use small equipment, such as pencils, jigsaws, scissors and blocks, with increasing control. In physical education lessons they use space sensibly and develop satisfactory body management skills as when catching and throwing

Shortcomings

- Insufficient planning is seen for play situations for children, especially with large toys, and there is no opportunity for them to choose such activities of their own accord, nor a designated space for them to play outside.

Creative development

Good features

- Children respond enthusiastically to music and differentiate appropriately between loud and quiet sounds. They design portraits in black and white effectively, and use an appropriate range of techniques and materials to create collages and paintwork.

Shortcomings

- Children are too dependent upon the help of teachers in their creative activities, even in the simplest tasks, such as mixing paints and colours.

Welsh

Standards in Welsh are satisfactory in both key stages. Standards in reading are good across the school whilst standards in oracy and writing satisfactory in both key stages.

Good features

- In KS1 pupils listen closely and show sound understanding through asking questions and suggesting opinions. They discuss their work satisfactorily and show considerable confidence in role play situations. A small number speak correctly using sound vocabulary and appropriate syntax.
- Pupils in KS1 read well. They use appropriate strategies to build new words and make effective use of pictures to deepen their understanding. By Y2 the majority read confidently and know the difference between fiction and non-fiction books. They are conversant with concepts such as cover, author and index and use these appropriately.
- Pupils in KS1 write satisfactorily for a number of purposes across the curriculum using a range of formats. They vary sentence construction effectively and use capital letters correctly.
- Pupils in KS2 listen well, both to each other and to their teachers. They speak enthusiastically about their work and ask sensible questions. They reflect opinions clearly on a range of subjects and a small but significant number show good levels of accuracy. Pupils who speak Welsh as a second language respond with increasing confidence.
- Pupils in KS2 read a variety of books with understanding and discuss events and characters effectively. The vast majority read in public confidently and accurately, showing good pronunciation and clear enunciation. They discover information from a range of materials, using contents page and indexes effectively. They have satisfactory knowledge of the work of some Welsh literary characters.
- Pupils in KS2 write satisfactorily for different purposes, developing their ideas in an organised fashion and planning their work carefully. They use a good range of forms. A small number of pupils redraft their work confidently and write in an extended fashion at times. These pupils use syntax appropriately and demonstrate good levels of accuracy in terms of spelling and punctuation in their work.
- In Y3 and Y4, pupils make good use of sound language guidelines on the walls of the class to improve their work as they create portraits of different members of their family and acrostic poems. Visitors to the school, such as an author and journalist, have an evident influence on standards of written work of pupils and promote their interest in writing.
- The quality of handwriting and presentation of work is satisfactory across both key stages, with a small but significant number of pupils reflecting good standards in this respect.

Shortcomings

- Across the school, the oral work of a significant majority of pupils is unsteady.
- Written work across both key stages shows a lack of vocabulary at times and the use of syntax is often inaccurate.

English

English is not formally introduced to pupils at KS1. However, the school builds on the natural language that pupils have and several examples of satisfactory oral, reading and written work were seen. In KS2 standards are satisfactory across the range of work.

Good features

- Pupils listen well and respond appropriately. They talk about their work satisfactorily by describing and explaining appropriately, voicing opinions and offering ideas. A significant minority speak with enthusiasm and perform publicly with confidence.
- The vast majority of pupils read correctly with satisfactory understanding and use appropriate strategies to cope with unfamiliar words. They read a good range of books and collect information. A small number of pupils at the upper end of the school read fluently and discuss plot, characters and features of authors with sound understanding.
- The vast majority of pupils write in different forms and for different purposes satisfactorily. They precis a story in an organised fashion and show sound appreciation of the sequence of events. Language exercises which are related to the text have a positive effect on the standards of work in Y3 and Y4. A small number of pupils at the upper end of the school write effectively and in an extended fashion with sound understanding of audience.

Shortcomings

- Oral skills of a substantial majority of pupils are limited. Their lack of vocabulary, knowledge of language and spelling patterns, and insecure grasp of syntax has a detrimental effect on their ability to express themselves effectively both orally and in writing.
- The reading of a significant number of pupils is very syllabic.

Mathematics

Standards are satisfactory in KS1 and good in KS2.

Good features

- Pupils in KS1 count forward confidently in a range of numbers that is appropriate to their age and ability. The simplest multiplication tables have been soundly learnt and by the end of Y2, and concepts such as odd and even numbers are discussed regularly with good levels of understanding. In addition work, number bonds are consistently correct and the majority of pupils double and halve numbers confidently and correctly.
- Pupils in KS1 make good progress in their knowledge and understanding of time and this has a positive effect on their understanding of fractions additionally. They also use and understand number in the context of money.

- Across KS1 pupils discuss and use a good number of two and three dimensional shapes, naming them correctly and labelling them consistently correctly. In Y1 measurement work develops well with non-standardised units and pupils' mathematical language is good as a result.
- Standards of numeracy are good in Y3 and Y4. Pupils show sound knowledge of number bonds up to at least 20. They understand the relationship between halving and doubling numbers and show good knowledge of a broader range of multiplication tables. Their understanding of fractions develops well and they succeed in comparing different fractions consistently correctly.
- In shape work, younger pupils of KS2 show a sound understanding of concepts such as symmetry, and work with an extended range of shapes, including regular and irregular polygons. Their shape vocabulary develops well, including terms such as vertical and horizontal.
- The measurement work of pupils in Y3 and Y4 is increasingly challenging. They use standard units correctly and the most able pupils recall a number of measurement facts correctly.
- At the upper end of the school multiplication tables up to 12 are sound. Pupils know and understand an increasing range of numbers, including square numbers, factors and prime numbers. They understand the relationships between percentages, fractions and decimals thoroughly. The concept of place value up to thousands is consistently correct in their work.
- Work in shape at the upper end of the school develops well. Pupils use and understand areas and perimeters with understanding; they name and measure a broad range of angles correctly. The most able pupils recall a good range of measurement facts correctly.

Shortcomings

- A number of pupils in KS1 are far less confident as they count backwards and in subtraction facts.
- Pupils in Y2 understand the purpose of standardised measurements but their ability to use a ruler correctly is limited.
- Pupils in Y2 do not interpret their graphs correctly on all occasions.

Science

Standards are satisfactory in both key stages.

Good features

- Pupils in KS1 have a good knowledge of the external parts of the body and plants and label these orally.

- Pupils in Y1 and Y2 categorise different energy sources correctly, such as light, heat and sound; they also classify different forces, such as turning, pushing and pulling.
- Standards are good in Y3 and Y4. Pupils have a sound grasp of fair testing and understand that a repeat test is a good means of consolidating results. They predict results sensibly and consistently and their scientific language develops well.
- Pupils in Y3 and Y4 have written project books on health education and healthy eating; a number of these are of very good standard.
- Younger pupils in KS2 know a good range of forces and understand that forces cause objects to speed up, slow down, stop, change shape and change direction. They understand that magnets repel and attract objects and that water exists as a solid, liquid and gas.
- At the upper end of the school pupils use an extended range of forces such as upthrust and gravity correctly and with understanding.
- Pupils in Y5 and Y6 understand how daylight happens and know that the earth rotates upon its axis. They also understand how shadows are formed.
- In work on electricity, older pupils construct an increasing range of challenging circuits and discuss and explain these correctly.

Shortcomings

- In KS1 pupils' grasp of fair testing is unsteady.
- There is insufficient opportunity for pupils to experiment practically in KS1 and in the lesson during the inspection the conduct of the investigation was very rushed.
- At the upper end of the school pupils do not record work in sufficient detail, and there is insufficient opportunity for them to develop their own means of recording. They do not use units to explain measurements and do not predict results sufficiently nor formulate hypotheses.
- Examples of incorrect scientific facts are seen pupils' work at the upper end of the school

Design and technology

Standards are satisfactory in both key stages.

Good features

- Pupils in KS1 discuss their work well and offer several original ideas about the design of a model of a house.
- In KS1 there are several good examples of careful evaluation work, which gives due consideration to perceived weaknesses in completed artefacts.

- In KS1 pupils use a number of simple connecting skills and finished products are sturdy as a result.
- In KS2 a number of model historical houses have been appropriately decorated to represent different periods. This work is good.
- At the upper end of the school pupils add electrical circuits to their designs and artefacts to meet additional challenges in the tasks set.
- There is some effective investigative work at the upper end of the school into aspects such as gears and how to strengthen frames; pupils proceed to incorporate these ideas into their designs.

Shortcomings

- There is insufficient continuity in the work, for instance within design in KS1 and within the techniques and materials which are used across both key stages.
- In KS1 the quality of decoration is not always sufficiently neat.
- In KS2 there are several examples of unfinished work in evaluation and written explanations of making.
- Pupils in KS2 do not add measurements to their designs and do not use information technology in the design process.

Information technology

Standards are unsatisfactory in both key stages; the recent building project has had a detrimental effect creating difficulties in using the equipment..

Good features

- In KS1 pupils use an appropriate range of programs to support their learning in literacy and numeracy.
- From time to time pupils in both key stages make appropriate use of the Internet to collect information.
- Pupils in KS2 make use of the computer to develop word-processing skills; they are competent in the use of the digital camera and input pictures to add to the quality of their work.
- In KS2 pupils collect information to create simple databases and they input this information successfully to create graphs of the results; they interpret these correctly.

Shortcomings

- During the inspection, use of the computers was very limited. Pupils' levels of competency across the school suggests that this is the normal pattern.
- Pupils' word-processing skills are very slow with some poor practices established in KS2.
- At the upper end of the school several statutory aspects of the NC are not implemented.
- Pupils read in a laboured manner off screen.
- Although pupils are competent in inputting information, their ability to question the databases which they create is very unsteady.

History

Standards are satisfactory in both key stages.

Good features

- Pupils in KS1 have a sound appreciation of the concepts of 'today' and 'long ago'. They effectively compare the equipment in today's kitchen with that in the Victorian age. Pupils know that objects and people change over time and discuss enthusiastically as they look at pictures, how members of their families and they themselves have changed.
- Pupils in KS1 appreciate how schools have changed over the years and use appropriate terms as they discuss some of these differences.
- In KS2 pupils make satisfactory use of time lines and have a good understanding of chronology within broad periods.
- Pupils in KS2 have a satisfactory understanding of different periods in history, such as the Stone Age, the Stuarts and the Tudors. They use a variety of resources to collect information about different aspects of these periods, such as buildings and ways of life.
- Pupils in KS2 empathise effectively with those who live under difficult circumstances, such as during the Second World War, and have a good understanding of cause and effect.
- Pupils in both key stages have a satisfactory understanding of the importance of looking at and interpreting a number of sources in historical research. Pupils in KS1 remember a number of facts from their visit to an old cottage in Porth Swtan and pupils in KS2 make some use of pictures, artefacts and documents to strengthen their understanding and knowledge of the past.
- Pupils across the school recall the lives number of historical characters. Pupils in KS1 recall facts about the life of Florence Nightingale well and pupils in KS2 show satisfactory knowledge of famous Welsh people, such as William Morgan.

Shortcomings

- The knowledge and understanding of a number of pupils in the work they undertake is superficial.
- Because of infrequent educational visit to places of historical interest, there is a lack of depth in the work and understanding of historical events.
- Pupils in KS2 are better at collecting historical artefacts than developing their historical skills by using them practically as sources for research purposes.

Geography

Standards are satisfactory in both key stages.

Good features

- Pupils in KS1 understand features of the weather and sequence the seasons correctly. They have a good understanding of the effect which the weather has on people and plants.
- Pupils in KS1 use simple geographical terms as they discuss their work, for instance as they recall a visit to the cottage in Porth Swtan.
- Pupils in KS1 demonstrate simple mapping skills; they recall and plot their journeys within the community, showing sound local knowledge in their work.
- Pupils in KS1 make simple comparisons between Wales and Botswana.
- Mapping skills in KS2 are satisfactory. Pupils discuss locations and use keys with understanding. They show a satisfactory knowledge of compass directions and six-point grid references.
- Pupils in KS2 have a satisfactory knowledge of their locality and of Ynys Môn. Pupils at the lower end of the key stage effectively compare their area with an industrial town. Pupils in KS2 also have a satisfactory knowledge of some of the differences between Wales and Lesotho as a country of developing economic stability.
- Pupils at the upper end of the KS2 name the continents and a number of countries and capitals of the world, locating these correctly in an atlas. Their understanding of comparative distances of towns and countries is satisfactory.
- Pupils in KS2 have a satisfactory understanding of human effect and the responsibility of the individual for the environment.
- Pupils across the school show satisfactory knowledge of the physical features of Wales.

Shortcomings

- Much of the work across both key stages is too superficial. Pupils do not discuss in depth the areas they have studied, for instance the processes that contribute towards the economic development of countries.
- Pupils in KS2 do not question in depth, nor collect sufficient information in their geographical investigations. Some of the comparisons they make between different countries are simplistic.

Art

Standards are satisfactory in both key stages.

Good features

- Across the school pupils have good observational skills when opportunities are provided for observational work.
- There are occasional examples of satisfactory computer based artwork across both key stages.
- There is some good work in a variety of techniques including water colours and chalk.
- Three dimensional work is often very good in both key stages, especially in KS2 where the use of textiles is outstanding.
- The large collage displayed in the foyer and produced in co-operation with a local Welsh artist, is outstanding and striking.

Shortcomings

- From time to time pupils choose techniques and equipment which are unsuitable for the task, such as a thick paintbrush for creating small, detailed work.
- Pupils do not investigate techniques and styles in a sufficiently detailed fashion and there is very little investigative work into concepts such as tone, texture, line and shadow.

Music

Standards are good in both key stages.

Good features

- The quality of singing is good. Although the number of pupils is small, they create good volume, breathe correctly and enunciate clearly. The singing is enriched further by the constant use of dynamic, which gives interpretation to the text. Older pupils in KS2 have good standards in two-part singing.

- Pupils' rhythmic development in KS1 is good; they interpret their names by means of rhythm consistently correctly, individually and within groups. They keep a steady beat well.
- Pupils in KS1 have a good understanding of a range of musical elements, such as pitch, dynamic and duration. They discuss these in their evaluation work and use their knowledge with understanding in both performing and composing tasks.
- In KS1 pupils use a good range of musical instruments and control these with increasing confidence. As they perform, they create simple textures carefully and choose appropriate instruments for the different sounds to interpret a story; they use their voices in a creative manner also.
- Pupils in KS2 use a broader range of instruments, including electronic ones; pupils who receive violin lessons develop their skills further by using these in lessons as a means of enriching the textures which are produced.
- Rhythmic development of pupils in KS2 is good; they understand and create rhythms which are increasingly challenging and their ability to keep a steady beat is developing well.
- All pupils benefit from a broad and balanced curriculum; during the inspection pupils listened and evaluated music from the Western classical tradition, the Welsh tradition, pop music and music from other cultures.

Physical education

Standards are satisfactory in both key stages.

Good features

- Pupils in KS1 respond effectively to teachers' instructions and use space sensibly. They have a good appreciation of safety. Their ball-control skills are satisfactory. The vast majority throw, catch and roll balls of different sizes with good levels of control.
- In dance lessons in KS2 pupils work with energy and respond in a lively manner to music. They move with good appreciation of different parts of the body and on the whole the quality of their movement is good, with appropriate flow to the dance. They plan and evaluate their work effectively.
- During playtimes, both boys and girls were seen playing rounders and football on the field. They displayed sound skills when kicking, passing, hitting and receiving balls.
- Across the school pupils have sound knowledge of the beneficial effects of exercise on health.

Shortcomings

- In KS1 pupils do not evaluate their work sufficiently in order to improve their performances.

- Pupils in KS2 do not sufficiently refine their athletic skills and some of the equipment used is insufficiently challenging.

Religious education

Standards are good in KS1 and satisfactory in KS2.

Good features

- By means of appropriate activities and through the life and work of the school, pupils in both key stages have a good understanding of what it means to belong to the Christian community.
- As they visit local places of worship, pupils in both key stages understand the main features of the architecture of chapels and churches.
- Pupils' knowledge of the Bible as a holy book is good in KS1. They recall a number of Biblical stories from both Testaments showing an enthusiastic discussion of characters and events. Pupils in KS2 recall well a good number of Biblical stories and explain their significance satisfactorily.
- The vast majority of pupils across the school have sound appreciation of some of the main church celebrations and the significance of important days.
- Pupils in KS1 have good recall of the life and contribution of the saints and humanitarian figures, such as St David and Dr Barnardo. In KS2 pupils discuss the work and contribution of characters such as Bishop William Morgan and Mother Theresa satisfactorily and understand the influence of Christianity on individuals.
- Pupils across the school understand the significance of prayer, write their own prayers effectively and use these in classroom assemblies.
- Pupils in KS1 and KS2 show sensitivity as they discuss such matters as friendship and the ways in which they can help others. They have a sound appreciation of the relationship between man and the environment.
- Pupils in KS2 are familiar with elements of different religions such as Hinduism and Judaism. They succeed in discussing some of their practices and symbols effectively.

Shortcomings

- Pupils in KS2 have only superficial knowledge of other religions. They are unable to compare these effectively with Christianity.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school was last inspected in November 1997 where eleven key issues were recommended for attention as follows:

To build on the satisfactory achievements, addressing the shortcomings noted in the subject reports:

- Progress is unsatisfactory. A substantial number of shortcomings remain and standards of achievement remain satisfactory in the vast majority of work, with a number of subjects that have deteriorated since the last inspection.

To work intensively to establish second language pupils' ability in Welsh in the reception class and KS1 and extend and polish it in KS2:

- Progress is unsatisfactory. Although the vast majority of pupils do speak confidently, oral syntax is often incorrect and remains in need of polish.

To improve fluency of reading of a higher proportion of pupils in KS1 and KS2:

- Progress is satisfactory. The current SDP shows several positive steps to improve standards of reading, but they have not yet had sufficient time to influence standards.

To fill gaps in the planning by preparing two themes for KS1, and by providing guidelines for English for both key stages; ensure a clear outline of the continuity and progression sought in subjects from theme to theme, where this is deficient:

- Progress is unsatisfactory. Schemes of work are limited in number, with only guidelines in several subjects; the relationship between documentation and the theme remains unclear.

To provide more help to meet the needs of the large infants class which includes three age groups:

- Progress is unsatisfactory. Although there are not as many children in the classroom, there is insufficient management of the different ages and too much dependence on the teaching assistant to monitor the reception children.

To continue to improve the management of group work in KS1 and improve children's ability to listen, concentrate and persevere with their work:

- Progress is satisfactory. Pupils work well in groups, but from time to time, because of inappropriate pace in teaching, their concentration wanes.

To consider setting main improvement targets for every pupil after a summary assessment:

- Progress is satisfactory. The target in language represents good practice but has not yet had sufficient time to influence standards.

To take action on the measures to safeguard or develop quality noted in the SDP:

- Progress is satisfactory. Priorities in the SDP are being implemented gradually, but have not yet had sufficient time to influence standards of achievement sufficiently.

To develop a child protection policy for the school:

- Progress is satisfactory. The policy document has been drafted and discussed but has not yet been presented in final format.

To improve the condition of the toilet taking action quickly in the case of the boys toilets to ensure an acceptable standard of hygiene:

- Progress is very good as the new buildings have responded completely to the recommendations.

To continue to press the local education authority regarding improvements to road safety outside the school:

- Progress is good. Fewer cars now arrive at the school, and staff park on the school playground.

8.2 Key Issues for Action

The school needs to:

- take appropriate steps to raise standards of achievement in all subjects and key skills deemed to be satisfactory.
- improve quality of provision for the children under five.
- create whole school schemes of work for every subject and theme, so that the relationship between the two, as well as the progress and continuity of the learning is completely clear, the work in information technology meets statutory requirements and sufficient depth is planned for older pupils;
- establish an internal system of monitoring standards and teaching;
- ensure that the GB establishes tight financial controls in the short, middle and long term, that they intervene in a more positive fashion in all aspects of management, that all statutory documentation is completed and that the annual report conforms to statutory guidelines;
- conduct a comprehensive audit of all school resources and implement an action plan in order to enrich provision;
- develop the atmosphere of reverence in collective worship in order to promote pupils' spiritual development further.

The inspectors would like 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 Gynradd Pencarnisiog
School type	Primary
Age -range of pupils	4-11
Address of school	Tŷ Croes Anglesey
Post-Code	LL63 5RY
Telephone Number	01407 810622

Headteacher	Mrs Tegwen Morris
Date of appointment	28 April 2003
Chair of Governors	Mr M W Williams
Registered Inspector	Mr Meurig Thomas
Dates of inspection	9-11 June 2003

B. School Data and Indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	6	2	5	4	9	6	11	43

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	0	3

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	14:1
Average class size, excluding nursery and special classes	14
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	93	91.5	92	92.2
Term 2	93.6	91.7	-	-
Term 3	91.5	92.4	94.9	93

Number of pupils excluded during 12 months prior to inspection.	0
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C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS 1 Results: 2002	Number of pupils in Y2: 4
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.	

National Curriculum Assessment KS 2 Results: 2002	Number of pupils in Y6: 8
As the number of pupils eligible for assessment at the end of Key Stage 2 was greater than four but fewer than 10, overall performance indicators only are included	

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:	50%	In the school:	50%
In Wales:	72%	In Wales:	70%

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. The registered inspector spent three days in the school, the other professional inspector two days and the lay inspector one day. 26 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 Meurig 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 5.1 Teaching 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 Art
Mr Gwylim Morris	4.2 Behaviour and attitudes 4.3 Attendance 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	
Mrs Zohrah Evans	4.1 Pupils' spiritual, moral, social and cultural development 5.2 Assessment, recording and reporting 5.4 Support, guidance and pupils welfare 5.5 Provision for pupils with SEN 6.3 Staffing, accommodation and learning resources	Early Years Welsh English History Geography Physical education Religious education