

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

**Ysgol Gynradd Penysarn
Penysarn
Amlwch
Anglesey
LL69 9AZ**

School Number: 6602162

Date of Inspection: 13/03/06

by

**Len Jones
16360**

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The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

Estyn also:

- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

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Ysgol Gynradd Penysarn was inspected as part of a national programme of school inspection. The purpose of inspection 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 information about the performance of their child's school.

The inspection of Ysgol Gynradd Penysarn took place between 13/03/06 and 14/03/06. An independent team of inspectors, led by Len Jones 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.

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

"There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	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

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Context

The nature of the provider

1. Ysgol Penysarn is a Primary Community School, located in the village, about two miles from the town of Amlwch. It is maintained by Anglesey Local Education Authority.
2. The school serves the village, and a small number of pupils also come from nearby neighbourhoods such as Dulas, Llaneilian and Llandyfrydog. The school describes the area from where pupils come as neither prosperous nor economically disadvantaged.
3. Children are admitted to the school on a part-time basis in September following their third birthday.
4. During the inspection there were 112 pupils on the school register, including nine nursery age children attending in the mornings only. Approximately a third of pupils come from homes where Welsh is spoken as the main language.
5. Approximately 20% of pupils are entitled to free school meals, a slightly higher percentage than the county and national percentages.
6. There are 30 pupils on the special educational needs (SEN) register, seven of whom have a statement of SEN. This number is also higher than the national average.
7. The school was last inspected in February, 2000.
8. The current head was appointed in September, 2005.

The school's priorities and targets

9. The school's priorities and targets for 2005-06 include:
 - developing pupils' numeracy skills throughout the school;
 - raising standards in Information and Communication Technology (ICT);
 - developing the role of the curricular coordinators;
 - ensuring that current staffing levels are sustained.

Summary

10. Ysgol Penysarn is a happy and effective school, fully appreciated by the parents and the community. Staff and other adults are clearly committed to the welfare and education of all pupils.
11. The inspection team agreed with the school's own findings on five of the seven key questions. The inspection team awarded a higher grade for the other two questions.

Table of grades awarded for the seven key questions:

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

Standards

12. Children in general, including Children Under 5, make good progress in their learning skills. They achieve well in accordance with the expectations and targets set for them.
13. Children Under 5 and pupils in key stages 1 and 2 make good progress in their key skills, particularly in oracy and reading and in mathematical skills. However, key stage 1 and 2 pupils' writing skills have not developed sufficiently, in particular when using Welsh across the curriculum.
14. The progress of pupils throughout the school, including Children Under 5, in their ICT skills is outstanding.
15. Pupils make good progress in their bilingual skills and, as they mature, become confident users of both languages.

16. In key stage 1 in 2005, pupils' results in the subjects assessed were very praiseworthy; they surpassed the county and national averages.
17. In key stage 2 in 2005, pupils' results in the subjects assessed varied; results in mathematics and science were good, whilst results in Welsh and English were low. The averages were generally lower than those of the county and Wales.
18. Pupils throughout the school make effective use of their time. They are well-behaved and consistently show respect and courtesy towards adults. They demonstrate a good awareness of equal opportunity issues and their attitudes towards disabled pupils in the classrooms are remarkably positive.
19. Over the past year, pupils' attendance levels across the school were slightly below 94%. Pupils' punctuality, when arriving in the mornings and at the beginning of lessons during the day, is good.
20. Pupils make outstanding progress in their spiritual, moral, social and cultural development. They respond particularly well in joint-worship sessions, make generous and willing contributions to various good causes and have a good awareness of the native culture of their local community. They make an outstanding contribution towards activities in the community.

The quality of education and training

21. The quality of teaching in the lessons observed was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	76%	12%	0%	0%

22. The quality of teaching in the lessons observed is higher than the all-Wales Welsh Assembly Government (WAG) target of 95% at grade 3 or better, and 65% at grade 2 or better.
23. Teachers and pupils have an outstanding relationship in lessons. Teachers plan lessons effectively and set stimulating tasks for pupils.
24. The quality of assessment of the under-fives' achievements is outstanding, whilst the quality of assessment and recording for key stage 1 and 2 pupils is good. At times, the marking methods are inconsistent.
25. Pupils benefit from the outstanding variety of activities arranged for them, both in and out of school. Worthwhile experiences are planned for pupils to collaborate in sports, to contribute to Urdd's activities and to enjoy residential courses.
26. The quality of care and support provided for pupils is good. The support from teachers is reinforced outstandingly by contributions made by classroom assistants during lessons and by volunteers, in particular by listening to children read.

27. The school's provision for pupils with special educational needs is good. The procedure is appropriate and the support within the classroom and during withdrawal sessions is effective and meets individuals needs.

Leadership and management

28. The managers set a clear direction and gain the co-operation of the adults employed.
29. The school participates well in a number of current initiatives, such as The Green School, the 'Introduction to French' transition project and the voice given to pupils through the School Council.
30. The governing body takes pride in the school and conscientiously attempts to support the school's activities. They recently developed a closer involvement with aspects of the curriculum, mainly by being invited to discuss with curricular co-ordinators.
31. Although the responsibilities of curricular co-ordinators have recently been developed, monitoring the teaching and learning has not received sufficient attention. The new responsibilities have not been defined clearly enough in teachers' job descriptions.
32. There is an adequate supply of teaching and learning resources in all curricular areas, with the exception of a shortage of contemporary Welsh books in the key stage 2 classes.
33. The school made good progress in responding to the issues identified in the Inspection report, June 2000. Of the seven issues noted, development has clearly been demonstrated in six of them.

Recommendations

In order to develop further, the school needs to:

- R1. increase opportunities and develop pupils' extended writing skills, in Welsh, across the curriculum;
- R2. continue to develop the role of curricular leaders across the school;*
- R3. regularise and update teachers' job descriptions, so that they correspond to their current responsibilities;
- R4. enrich the provision of Welsh books, both fiction and reference, specifically in key stage 2 classes.

* The school has already identified this issue as one of the priorities of the current development plan.

The governing body 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 2: Good features and no important shortcomings

34. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
35. The overall quality of the educational provision for Children Under 5 is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
36. Pupils make good progress in achieving the targets and learning aims set for them, and achieve well in reaching their potential.
37. Children Under 5 make good progress in their literacy skills; they talk confidently. They display age-appropriate development in their reading and writing skills. They make good progress in their mathematical skills and very good progress in their ICT skills.
38. Key stage 1 and key stage 2 pupils make good progress in their literacy skills, more especially in oracy and reading, when responding to experiences across the curriculum. Their literacy skills develop well in both languages. However, in both key stages, the pupils' writing skills across the curriculum have not developed sufficiently, and their command of various forms of free writing is limited. Their progress in their mathematics skills is good, whilst their progress in ICT skills is outstanding. The pupils also display good development in their bilingual skills.
39. In key stage 1 in 2005, pupils' results in the subjects assessed were good; they surpassed the county and national averages. In comparing the school's results with those of similar schools, defined according to the number of pupils entitled to free meals, the results were higher than the median in Welsh and science, but lower than the median in mathematics.
40. In key stage 2 in 2005, pupils' results in the subjects assessed were varied. Results in mathematics and science were good, whilst results in Welsh and English were low. The averages were generally lower than those for the county and Wales. In comparison with the results of similar schools, defined by the number of pupils entitled to free meals, the school's results were higher than the median in mathematics, lower than the median in Welsh and science, and were in the lowest quartile in English.
41. The trends in performance over the past years have shown variations, with different subjects excelling from year to year. Overall, results in both languages have been relatively low.

42. In key stage 1 in 2005, there was no obvious difference between the performances of boys and girls; however, the performances of girls at the end of key stage 2 in 2005, surpassed the boys' performances.
43. Pupils throughout the school make effective use of their time and work conscientiously. They co-operate well on tasks, usually in pairs, and persevere well when they are given the opportunity to work independently.
44. Pupils are well-behaved, and approach each other and adults appropriately. They constantly show respect and courtesy.
45. Over the past year, pupils' attendance levels across the school were slightly below 94%. This demonstrates good features outweighing shortcomings. Pupils' punctuality, when arriving in the mornings and at the beginning of lessons during the day, is good.
46. Pupils demonstrate a good awareness of equal opportunity issues and their attitudes towards disabled pupils are remarkably positive.
47. Pupils make outstanding progress in their spiritual, moral, social and cultural development. They respond extremely well in joint-worship sessions, make generous and willing contributions to various good causes and have a good awareness of the native culture of their local community.
48. Pupils have an outstanding awareness of the features of their community and contribute frequently to the social and cultural activities arranged for them.
49. Pupils' awareness of the main features of the world of work is satisfactory; they do not have enough involvement in activities which develop their enterprise skills.
50. Pupils respond intelligently to efforts made to develop their understanding of sustainability, and they have a good awareness of issues relating to global citizenship.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

51. The findings of the inspection team correspond to the grade awarded by the school in its self-evaluation report.

52. In the lessons observed (15 in total), the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	76%	12%	0%	0%

53. The quality of teaching in the lessons observed is higher than the all-Wales WAG target of 95% being grade 3 or better, and 65% being grade 2 or better.

54. Teachers have a very good knowledge of the subjects and areas which they teach. They plan their lessons carefully and ensure a good range of interesting learning experiences for pupils. The teachers know their pupils well and the quality of the relationship between teachers and pupils is an outstanding feature.

55. Amongst the outstanding features of the teaching are:

- tasks that encourage collaboration;
- attentive listening to pupils' oral contributions;
- purposeful activities matched to individual pupils' needs.

56. The good features of the teaching include:

- effective classroom organisation;
- good quality support for pupils;
- lively and stimulating presentations;
- good use of resources to reinforce learning;
- clear instructions and explanations when setting tasks;
- appropriate pace to the lessons and careful questioning;
- effective plenary sessions.

57. The most common shortcomings of the teaching include:

- insufficiently challenging tasks;
- not enough opportunities for pupils to make their own choices.

58. The school meets the statutory requirements for assessment, recording and reporting progress, including the assessment of pupils with additional learning needs.

59. The quality of assessment is good in key stage 1 and key stage 2 and outstanding in the Early Years.

60. The progress of Children Under 5 in the six learning areas of the Desirable Outcomes is assessed and recorded frequently, thoroughly and systematically. The Baseline Assessment is implemented correctly and suitable targets are then set for further development.
61. In key stage 1 and key stage 2, pupils' progress in the core and foundation subjects are assessed regularly. However, the assessments are not recorded consistently throughout the school.
62. The school analyses National Curriculum scripts and tests appropriately and takes action to make good any gaps found in the provision.
63. The personal individual targets issued to all pupils throughout the school help them to understand the purpose of assessment and motivate them to try harder. Pupils are aware of their targets and discuss them frequently with their teachers.
64. In the best practice, the quality of the marking of pupils' work is good; teachers' comments provide clear guidance for pupils on how to improve aspects of their work. However, this is not done consistently throughout the school.
65. Parents are invited to the school twice annually to see and discuss their children's work with the teachers. Pupils' development and their targets are discussed and noted; this is a good example of involving parents in the assessment process. Parents appreciate these meetings.
66. The annual reports to parents conform with the statutory requirements and are of a good quality. Comments give a clear indication of pupils' achievements in the National Curriculum subjects and in the Desirable Outcomes for Children Under Five.

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

Grade 1: Good with outstanding features

67. The findings of the inspection team differ from the grade awarded by the school in its self-evaluation report, in which a grade 2 is awarded. The inspection team found that the provision has some outstanding elements, such as the good variety of activities arranged, the promotion of pupils' personal development and the sound partnerships with parents and the local community.
68. The school responds very well to pupils' needs and interests and provides equal access to a broad and balanced curriculum in the Early Years and in both key stages. It fully meets the statutory requirements of the National Curriculum and religious education and the Desirable Outcomes for Children Under Five.
69. The policies and schemes of work provide clear guidance for the teachers and ensure progression and continuity in pupils' learning.
70. High priority is given to developing pupils' key and basic skills. Explicit strategies have been adopted to improve pupils' spelling in both languages and as part of the Basic Skills Agency's Quality Mark, learners who were underachieving were targeted effectively. Appropriate priority is given to developing pupils' ICT skills. Planning for developing the creative skills within the creative subjects is good. Pupils' personal and social education (PSE) is developed appropriately through aspects of the curriculum and during 'circle time' sessions.
71. Pupils are given regular homework which reinforces work done in the classroom and contributes to raising standards in a number of curricular areas. Parents are happy with the homework system and praise, in particular, the interesting projects undertaken by the oldest pupils in the school.
72. The school offers very good opportunities for pupils to learn outside school hours, including training sessions in sports and meetings of the Urdd branch. The visits to places of educational interest, residential courses and other activities all contribute significantly to the pupils' experiences and development and enrich and deepen their understanding of the curriculum.
73. The wide learning experiences that pupils enjoy successfully promote their spiritual, moral, social and cultural development. Pupils have a clear sense of ownership and responsibility for the school and its environment.
74. Joint-worship sessions also make an outstanding contribution to pupils' understanding of spiritual, moral and social issues and help them to respect civilised values, such as truth and justice.

75. The school successfully promotes pupils' bilingual proficiency. This is based on a firm policy. Pupils who are learners respond positively to the Welsh language from the early years and throughout the school. By the top end of the school, pupils have good opportunities to learn through the medium of both languages across the curriculum.
76. Good emphasis is placed on studying Welsh heritage and on giving pupils opportunities to contribute to the Welsh culture, through activities in the local community, such as partaking in an eisteddfod and concert, and through visits to places further afield. Pupils' understanding of other cultures is promoted effectively through work done in subjects such as music and humanities.
77. Members from the community come to the school regularly to listen to children read, an activity which also promotes pupils' social development.
78. The provision for teaching sustainable development in subjects such as geography and PSE is outstanding. This gives pupils a good understanding of issues relating to sustainability. The school's commitment to recycling is an exceptional feature.
79. The school promotes equal opportunities very well and this is reflected in the manner in which all pupils are given the opportunity to be involved and to visit, in accordance with the planned activities of their classes.

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

Grade 2: Good features and no important shortcomings

80. The findings of the inspection team correspond to the grade awarded by the school in its self-evaluation report.
81. The quality of care, guidance and support for pupils is good. The teachers and classroom assistants are fully aware of their responsibilities and fulfil them conscientiously. The youngest pupils soon settle down quickly in the school and are well supported by the teachers and assistants.
82. There is a caring and happy ethos in the school and pupils feel strongly that they are appreciated and supported. They are very happy at the school and their parents are extremely pleased with the care and guidance their children receive.
83. The pre-inspection meeting with parents, and the questionnaires returned by them, testified to their firm support and their co-operation with the school. They are proud of the school and support it through fund-raising events as well as social activities. The relationship is formalised by a home-school agreement signed by all parents.
84. The school's involvement in the Green School scheme has had a very positive impact on many aspects of its work. Moreover, the PSE sessions arranged give pupils opportunities to have relevant discussions which reflect the self-confidence they have developed as a result of this activity.
85. The school keeps the attendance registers appropriately and there are effective structures in place to promote and improve pupils' attendance percentages.
86. Staff are aware of the school's guidelines as regards Child Protection and procedures are well-established. The adults employed know that the deputy head is the designated person for Child Protection. A designated member of the governing body is also associated with this aspect.
87. The provision for pupils with additional educational needs is good and conforms fully with the statutory requirements of the Code of Practice. Pupils' difficulties are identified early and their progress is monitored carefully and consistently. This is a clear priority of the governing body and teachers.
88. The percentage of pupils on the school's special educational needs register is higher than the national average. Of the 30 pupils on the register; seven are on a 'statement', five at the 3* stage; two on the school action plus stage and 16 on school action stage. One pupil attends a nearby SEN Unit in the mornings; there is effective co-operation between the Unit and school.

89. The school's SEN coordinator is well-informed about these pupils' needs. They are supported effectively within lessons by the classroom teachers and by assistants who contribute significantly to their development and needs.
90. Withdrawal sessions from lessons are arranged effectively. The visiting SEN teacher places an appropriate and very effective emphasis on the needs of individual pupils. The support she provides is in accordance with the individual education plans prepared and pupils are confident and comfortable in her company.
91. All pupils on the register have an individual education plan. They include specific learning targets which match the needs of the pupils. The individual education plans are reviewed regularly and are discussed with all relevant persons.
92. Communications are good between the school and these pupils' parents, as well as between them and external agencies and the SEN department of the local secondary school. The member of the governing body responsible for SEN is fully aware of her responsibilities and has a clear understanding of the existing procedures at the school.

Leadership and management

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

Grade 2: Good features and no important shortcomings

93. The findings of the inspection team differ from the grade awarded by the school in its self-evaluation report, in which a grade 3 was awarded. The inspection team is of the opinion that strides have already been made to move the school forwards and to develop aspects of good practice. The enthusiasm for cooperation and the respect shown for each individual's contribution are good features.
94. The head has been appointed since the beginning of the current educational year. However, he has already shown firm guidance, and has expressed clear aspirations regarding the future direction for the school. His guidance shows a great desire to create a team that works together for the benefit of all and he has won the willing support of his colleagues.
95. The school is a well organised institution with efficient day-to-day running.
96. The school's procedures are based on a good number of policies, which set curricular guidelines and procedures for pupils' welfare and safety. However, some need to be reviewed and adopted by the current governing body.
97. The school sets annual achievement targets for pupils in the four core subjects; the targets are reviewed, if necessary, in light of the annual assessment results.
98. Staff management and development procedures are implemented in accordance with the requirements of the school's Performance Management policy and all teachers achieve the objectives set for them. The responsibilities of the teaching staff have been reviewed since the arrival of the new head in September, and all individuals have agreed to these responsibilities. However, the teachers' job descriptions have not been adapted to reflect these new responsibilities.
99. The school successfully commits itself to a number of initiatives promoted in the county and on a national scale. The School Council is an active and useful body. Through their work with the Green School scheme, aspects of sustainability are successfully promoted, including promoting responsibility for the wild-life allotment. In curricular terms, under the administration of the Quality Mark, they successfully targeted groups of pupils to improve their performance. The school's oldest pupils have benefited from learning French as part of a transition scheme with the local secondary school.
100. The governing body shows great commitment to the school and takes pride in the school. They meet regularly, provide a School Prospectus and annual report to parents in accordance with the statutory requirements.

101. The governing body has a good awareness of the school's aims and objectives and individual governors have recently 'linked' to a subject or subjects, and have started to discuss with curricular co-ordinators. However, their role in monitoring the curriculum has not yet developed sufficiently.
102. The governors manage the expenditures of the budget conscientiously, and ensure that the school provides good value for money. They manage to keep a reasonable amount of reserves each year.

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 correspond to the school's judgment in its self-evaluation report.
104. The concise report received by the inspection team testifies to a good awareness of the self-evaluation process, with all teachers having contributed to the latest self-evaluation report. The school has not yet formalised methods of gaining insight into pupils and parents' opinions of the school.
105. Curricular co-ordinators now have balanced responsibilities, and they are willing to monitor standards across the school. They have already had relevant discussions with members of the governing body. A number of whole-school plans are developing effectively as part of the work undertaken.
106. Up to now, there is insufficient evidence that co-ordinators have undertaken lesson observations and established this as good practice. They have not paid sufficient attention to teaching and learning issues and to aspects of progression and continuity in the curricular experiences.
107. The school development plan (SDP) is a well planned document which has a clear focus. It includes lists of long and short-term priorities. The current priorities are based on an action plan which has reasonable financial and chronological implications. At present, due to particular circumstances, the priorities identified in the SDP do not arise from recent self-evaluation findings.
108. The school made good progress in responding to the key issues identified in the 2000 Inspection report. Of the seven key issues listed, the school has managed to meet the requirements in six of them, including those relating to standards in design and technology, consistency of assessments, special educational needs' documentation and the amount of detail contained in the SDP.
109. In terms of the further development of the literacy strategy in order to raise standards in both languages, the school has not succeeded in developing the pupils' ability to write extensively across the curriculum, especially in Welsh.

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

Grade 2: Good features and no important shortcomings

110. The findings of the inspection team correspond to the school's judgment in its self-evaluation report.
111. The school has a sufficient number of teachers for the pupils on the register and they are suitably qualified to meet their duties. The school identifies the developmental needs of individual staff members and meets these needs through an in-service training programme which is usually provided by the local advisory service.
112. A good number of nursery assistants and teaching and pupil support assistants are employed; their contribution is extremely valuable within the classrooms and in the school in general.
113. The school successfully reinforces its curricular provision by exchanging teachers from time to time, in order to benefit from the expertise of individuals, and by employing a part-time teacher.
114. The school is acting appropriately in response to the 'reducing teachers' workload' requirements, by releasing teachers for non-contact periods. The teachers use this time efficiently, and the managers are confident that this arrangement will have a good impact on standards.
115. The building and school yard are well-maintained and kept clean, with appropriate and early attention given to any health and safety matters. A part of the building was remodelled fairly recently and the school makes efficient use of the newly-acquired areas.
116. The rooms throughout are sufficiently spacious; effective use is made of the hall and foyer and the quality of displays is good. However, space is limited within the area used by the Children Under 5.
117. Overall, there are sufficient good quality resources for pupils, and they are given free reign to use them purposefully. There are sufficient and outstanding resources in information technology but there is a shortage of Welsh books, both fiction and reference, within key stage 2 classes, in particular.
118. The curriculum co-ordinators and the governing body manage resources efficiently, and they are prudent with expenditure. The school provides good value for money.

School's response to the inspection

The school appreciates the fair and thorough inspection carried out in a courteous and professional manner. The school found that the nominee's role during the inspection was valuable. Discussions were open and purposeful and ensured that the school had an active role in the process.

In awarding grades, the inspectors agreed with the school's judgements in the majority of the key questions, but two of the grades were raised as an acknowledgment of the strides made by all stakeholders and the activity and collaboration between staff and governors.

The staff and governors will tackle the recommendations made by the inspection team and will incorporate them into the school development plan before the end of the year.

A copy of the school action plan, responding to the recommendations of the report, will be sent to all parents. The governors' annual report to parents will report on the progress made in responding to the recommendations.

The inspection was a constructive experience in the school's development and will help steer its development for the future.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Penysarn,
School type	Community, Naturally bilingual
Age-range of pupils	3 - 11
Address of school	Penysarn AMLWCH Anglesey
Post-code	LL69 9AZ
Telephone number	01407 830678

Head	Mr Gareth Siôn Lloyd Owen
Date of appointment	September 2005
Chair of governors/Appropriate authority	Mrs Margaret Mon Griffiths
Registered Inspector	Len Jones
Dates of inspection	13 - 15 March, 2006

Appendix 2

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	4.5	14	11	17	15	13	17	15	106.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	3	5.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	21.3
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to the inspection				
Term	R	KS1	KS2	Whole School
Spring 05	93.8	No info.	No info.	91.5
Summer 05	96.4	"	"	93.3
Autumn 05	93.2	"	"	93.6

Percentage of pupils entitled to free school meals	20%
Number of pupils excluded during 12 months prior to inspection	-

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum KS1 Assessment Results 2005				Number of pupils in Y2		14		
Percentage of pupils on every level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School			7.1	35.7	57.1	
		National	1	2	10	63	25	
Welsh: oracy	Teacher Assessment	School			7	36	57	
		National	1	2	11	63	24	
Welsh: reading	Teacher Assessment	School			14	50	36	
		National	1	2	16	59	22	
Welsh: writing	Teacher Assessment	School			14	71	14	
		National	1	3	19	66	12	
Mathematics	Teacher Assessment	School			14.3	57.1	28.6	
		National	0	2	11	63	24	
Science	Teacher Assessment	School			7.1	28.6	64.3	
		National	0	2	10	65	23	

Percentage of pupils attaining at least level 2 in mathematics, science and either English or Welsh (first language) according to teacher assessment

In the school	85.7%	In Wales	80%
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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 KS2 Assessment Results										Number of pupils in Y6		18	
Percentage of pupils on every level													
			D	A	F	W	1	2	3	4	5	6	
English	Teacher Assessment	School						5.6	27.8	38.9	27.8		
		National	1				1	5	16	46	30		
Welsh	Teacher Assessment	School						5.6	22.2	44.4	27.8		
		National	1		1		1	3	17	49	28		
Mathematics	Teacher Assessment	School							11.1	72.2	16.7		
		National					1	3	17	46	31		
Science	Teacher Assessment	School							16.7	72.2	11.1		
		National						1	11	50	37		

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language)			
according to Teacher Assessment		according to Test	
In the school	61.1%	In the school	-
In Wales	80%	In Wales	-

- 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
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

- The inspection was undertaken by a team of three inspectors who were present in the school for five 'inspector days.'
- Pre-inspection parents' meetings were held and attended by eight parents, and with the governing body, to discuss the work and life of the school.
- 19 parents' questionnaires were returned and were carefully analysed.
- Discussions were held with the head and teachers.
- The school's documentation was examined.
- A total of 15 lessons or part lessons were inspected.
- Samples of pupils' work in every year group were examined.
- A cross-section of pupils was heard reading in both key stages.
- Discussions were held with pupils about aspects of school life and their work.
- Pupils' behaviour was observed during break time, lunchtime and at the beginning and end of school sessions.
- The inspectors attended services.
- Post-inspection meetings were held with the staff and governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team Member	Responsibilities
Len Jones (Registered Inspector)	Context Summary Key question 1, 5, 6 and 7
Rhianwen Huws Roberts (Team Inspector)	Key question 2, 3, 4 and contribution to key question 1
William Owen (Lay Inspector)	Contribution to key questions 1, 3, 4 and 7
Mr Gareth Siôn Lloyd Owen	School's nominee

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Acknowledgement

The Inspection team wish to thank the governors, head, staff, pupils and parents of the school for their willing cooperation during the inspection.