

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

**YSGOL Y PARCHEDIG THOMAS ELLIS
FFORDD MAESHYFRYD
HOLYHEAD
ANGLESEY
LL65 2AP**

SCHOOL NUMBER: 660/3033

DATE OF INSPECTION: 14-16 OCTOBER 2002

BY

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REGISTERED INSPECTOR: W093/17639

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UNDER ESTYN CONTRACT NUMBER: C/T/94/02P

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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 :

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
AT	-	Attainment Target
CoP	-	Code of Practice
GB-		Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
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 y Parchedig Thomas Ellis is situated in the town of Holyhead, on the western coast of the Isle of Anglesey. The school is the Church-in-Wales Voluntary Controlled, and serves part of the local urban community. The area is described by the school as one that is mainly subject to economic disadvantage, but with a proportion of the district which is neither prosperous nor subject to economic disadvantage; 45% of pupils receive free school meals. Approximately 99% of pupils come from homes where English is spoken as a first language, and English is the main medium of education in the school, but steps are being taken to work towards the bilingual policy of the LEA. Currently six pupils have a statement of SEN according to the requirements of the CoP for 2002; 38 further pupils appear on the SEN register. There is also an SEN unit, Uned Cybi, for the local cluster group located within the school during morning sessions; this serves the needs of KS2 pupils with moderate learning difficulties.

The last inspection of the school was held in March 1997.

During the current inspection, one class is being taught by a supply teacher.

The school describes its main priorities as follows:

- to create an environment where pupils can grow, develop and mature to become competent individuals, who recognise the need of others and are responsible members of society;
- to offer a broad and balanced education of the best possible quality, which reflects the needs of the government, the LEA, the Christian basis of the school, society and the individual;
- to enable every pupil to develop fluency in Welsh and English, so that they are able to take a full part in the social and cultural elements of a bilingual society.

Religious education was not inspected under Section 10 of the 1998 Education Act, as the school, although only voluntary controlled, follows the Diocesan denominational syllabus for the subject.

Current school targets include completing the Family Literacy Project as part of the overall strategy to ensure that more pupils achieve level 4+ in core subjects.

2. MAIN FINDINGS

The main findings of the report

Ysgol Y Parchedig Thomas Ellis is a caring and supportive community with a real sense of purpose characterising all activities. Substantial progress has been made since the last inspection and standards of achievement are often good, based on a sound sense of vision and

high expectations. The quality of management is good, led by a head teacher of sincere commitment and diligence and there are also several good features to the ethos of the school, including close links with the Church in Wales.

- The educational provision for children under five, taken overall is generally appropriate and promotes the Desirable Outcomes for the six areas of learning. Standards are as follows:

Nursery

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

Reception

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

- During the inspection standards of achievement are good in 61% of sessions and very good in a further 5% (one lesson); they are satisfactory in 29% of sessions and unsatisfactory in 5% (one lesson). In KS1 standards are good in 72% of sessions and very good in a further 14% (one lesson); standards are satisfactory in the remaining 14% (again, one lesson). In KS2 standards are good in 57% of sessions and satisfactory in 36%; in one lesson (7%) standards are unsatisfactory. In individual subjects standards are as follows:

	KS1	KS2
English	Good	Good
Mathematics	Good	Good
Science	Good	Good
Welsh Second Language	Good	Satisfactory
Design and Technology	Satisfactory	Satisfactory
Information Technology	Good	Unsatisfactory
History	Good	Good
Geography	Good	Good
Art	Good	Satisfactory
Music	Good	Good
Physical Education	Good in one lesson observed	Unsatisfactory in one lesson observed

- In key skills standards are good in speaking, reading and numeracy; they are satisfactory in listening, writing and ICT.
- During the inspection, the quality of teaching is good in 65% of sessions and very good in a further 8%. In 23% of sessions teaching is satisfactory and it is unsatisfactory in 4% (one lesson). In the early years teaching is consistently good. In KS1 teaching is good in 71% of sessions and satisfactory in the remaining 29%. In Uned Cybi teaching is consistently very good. In KS2 teaching is good in 64% of sessions and satisfactory in a further 29%; in 7% (one lesson) teaching is unsatisfactory. The teaching in one class is consistently very good and that in two further classes consistently good.
- The quality of the curriculum is satisfactory. Substantial progress has been achieved in completing schemes of work and identifying skills and activities within the topic cycle. However, a number of schemes remain in need of revision and remain insufficiently related to the requirements of curriculum 2000; this is particularly true of music, art and physical education. There are also evident shortcomings in the quality of the Cwricwlwm Cymreig with scope for placing more emphasis on these statutory requirements within both planning and provision.
- The quality of assessment, recording and reporting is good. The internal arrangements are also good for pupils with SEN who make steady progress according to their age and ability. Very good use is made of all SEN support teachers in this respect. In Uned Cybi, the quality of provision is very good, with pupils making evident progress in their work.
- The quality of leadership and efficiency is good. It is easy to discuss with the head, who has achieved much since her appointment. She has a secure vision for the school and a good appreciation of the strengths and weaknesses of the current situation. She provides firm leadership in several aspects of development, and has created a sense of purpose and team spirit amongst the whole staff; the respect of pupils and staff towards her is obvious. The GB has decided to implement the management of the school without a deputy; a responsibility point is offered annually to a member of staff and management aspects form a part of this. The present system is monitored carefully by governors, and is working well as a result.
- The GB is hardworking and sincere in its commitment to the school, and well organised in the manner in which it undertakes its statutory duties. The chair steers the work effectively, with members discussing in detail every aspect of school development. There are regular monitoring visits to the school by a number of governors; these arrangements are governed by a secure policy and the arrangements for this year are noted clearly in the SDP.
- The SDP is of good quality. It contains a detailed interpretation of the results of the latest NC tests and a concise evaluation of the success of the previous plan. It sets appropriate priorities for the current year, which match the needs of the school well, whilst a detailed timetable for self-evaluation has been clearly identified. A number of outcomes and success indicators are noted clearly; however, some remain too general and desirable, as opposed to specific and measurable. There are appropriate monitoring arrangements for these.

- Arrangements for monitoring the quality of teaching and learning have been securely organised by the head and curriculum leaders. This work has an evident affect upon standards and organisation.
- Financial management is tight, with the GB's minutes and the pre-inspection meeting with governors showing an informed and regular discussion of the budget. In light of a significant shortfall for the current year, the practice of substantial underspending over the last few years means that the school continues to operate within its budget, and has succeeded in maintaining five full-time members of staff. The current underspend is sensible, although it remains higher than the desirable 5%, as it is foreseen that pupil numbers will continue to fall in the medium term; as a result expenditure plans and the emergency fund have been accepted by the LEA.
- The school gives good value for money.
- Attendance is satisfactory, but there is scope for more specific targeting for improvement in this respect. A number of the registers have serious errors, and the amount of unauthorised absences is unusually high in some classes. It would be of benefit for the GB to develop a strategy to monitor all these aspects.
- Pupils' spiritual, moral and social development is good; their cultural development is satisfactory. Pupils' behaviour is good, and parents who expressed an opinion praise their values unanimously. The school's partnerships are also good.
- The boundaries of the school are unsatisfactory, with many parts damaged. This results in a number of people using the playground and field as a public footpath, and animals are also seen regularly within the school grounds.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

During the inspection, standards of achievement are good in 61% of sessions and very good in a further 5% (one lesson); they are satisfactory in 29% of sessions and unsatisfactory in 5% (one lesson). In KS1 standards are good in 72% of sessions and very good in 14% (one lesson); standards are satisfactory in the remaining 14% (one lesson). In KS2 standards are good in 57% of sessions and satisfactory in the remaining 36%; in one lesson (7%) standards are unsatisfactory.

- The educational provision for children under five is generally appropriate and promotes the Desirable Outcomes for the six areas of learning.
- In core subjects, standards are good in both key stages in English, mathematics and science. In English standards are good in the work in oracy, reading and writing. Numeracy work is consistently good and there is appropriate attention to AT1 in science, which is a basis for good standards in this subject. There is a broad spectrum of SEN across the school, but the more able pupils are extended despite this, to ensure that they achieve their potential.

- In Welsh second language, standards are good in KS1 and also good up to Y4 in KS2; this provides firm evidence that the current language policy of the school is successful, and is a sound basis on which to eventually achieve the bilingual policy of the LEA.
- In other foundation subjects, standards are good in both key stages in history, geography and music. In design and technology standards are satisfactory in both key stages, with lack of challenge notable within some of this work. In information technology, standards are good in KS1, but unsatisfactory in KS2, where there are evident gaps in statutory provision. Standards in art are good in KS1 but satisfactory in KS2, where there is insufficient evidence of three-dimensional work.
- During the inspection, only two lessons in physical education were observed. Standards were judged to be good in dance in KS1, but unsatisfactory in KS2.
- KS1 teacher assessments for 2002 show that the majority of pupils achieve national expectations (level two) in English, mathematics and science. In English 55% achieve level two and 27% level three. In mathematics 55% achieve level two and 9% level three. In science 27% achieve level two and a 27% level three. Only a minority (36%) of pupils achieve level two in Welsh, but this reflects progress in the efforts of the school to realise the bilingual policy of the LEA. 55% of pupils achieve the core subject indicator. These statistics are substantially lower than county norms, but are higher than the school's targets in mathematics and substantially higher than the target in English.
- In KS2 pupils' achievement in the NC tests for 2002 show that the majority achieve national expectations (level four) in English, mathematics and science. The school does not yet target pupils further than level three in Welsh tests, especially since a number have disapplications in this respect. In English 36% achieve level four and a further 24% level five. 32% achieve level four in mathematics and a further 20% level five. In science 48% achieve level four and 4% level five. Only 44% of pupils achieve the core subject indicator, 6% lower than the target, with the performance of boys higher than that of girls across the range of results. Statistics are substantially lower than county norms and some 10% lower than the school targets in mathematics and science, but changes in the school population explain this to a considerable extent; the school exceeded its target in English.
- The progress seen in the number of pupils who achieved level four plus in English has enabled the school to achieve the Quality mark from the Basic Skills Agency.

3.2 Standards Achieved in Key Skills across the Curriculum

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

- The progress and achievement of children under five in key skills across the curriculum is good.
- Pupils in KS1 listen carefully to their teachers, which enables them to respond enthusiastically. In KS2 standards are somewhat unsteady; several pupils listen carefully to their teachers and to each other, but a significant number have weak and short-term

concentration skills for a number of pupils and this has a detrimental affect on the quality of listening at the upper end of the school in particular.

- In both key stages pupils speak clearly in English. They are enthusiastic within discussions, voice opinions and discuss their work well across the range of subjects. Appropriate vocabulary and terminology are developed in a cross curricular manner.
- Pupils read well across both key stages. Effective use is made of books in a variety of contexts to research historical and scientific subjects. Pupils also read well from a screen.
- Across both key stages, pupils display ability to write in a number of formats and contexts. Especially at the upper end of KS2, there are good and detailed reports to support practical scientific experiments. However, in history and geography evidence of written work is somewhat thin, especially examples of extended work.
- Good use is made of numeracy across the curriculum with pupils adapting their mathematical knowledge to several areas. In science and geography for example, a purposeful range of graph work is used to record results, and older pupils adapt concepts such as averages and medians to interpret this information further. In history good use is made of number problems regarding historical dates and generally good use is made of correct measurements in design and technology work.
- In ICT pupils use a range of programs to deepen their understanding across the range of NC subjects. In geography for example pupils in KS1 make good use of the roamer to follow pathways on local maps of their journey to school; this develops their appreciation of direction well. In KS2 consistent use of the computer is made to promote literacy and numeracy skills. However, there are several areas in which work has only recently commenced to explore the potential of ICT, particularly in music and design and technology.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

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

- Teachers give sound leadership in moral issues to pupils who have a strong appreciation of the difference between right and wrong and who are also taught to take responsibility for their actions. Parents who expressed an opinion praised these values unanimously. Simple but effective moral messages are presented to pupils in a variety of contexts, and these are understood by all.
- Short, improvised prayers are an integral part of each day, and pupils take part in these sincerely. In curriculum studies pupils delight in opportunities to undertake work in the arts and have a detailed knowledge of a number of the masters in music and art. Their respect towards their environment also contributes positively to their spiritual development.

- Pupils' social responsibility is promoted through humanitarian work for a number of charities; because of the number of requests that are received, the GB has decided to support only two charities annually. It is evident that pupils have a good awareness of the manner in which their own efforts help those who are less fortunate than themselves. Teachers delegate sensible and challenging responsibilities to older pupils, such as running the shop at break time, and this again promotes their social skills well. Generally, the quality of co-operative work within classrooms is good and contributes to the close community that exists within the school.
- Pupils have a good appreciation of other communities, including some across the world such as Palestine, and the link with the church strengthens this aspect of the work. However, their appreciation of Welsh culture, at a local and national level, is less secure, and more detailed planning is needed to ensure that these statutory requirements are met in full. The GB has adopted a suitable policy for the prevention of racism and all teachers are aware of these requirements and implement them equitably.

4.2 Behaviour and Attitudes

The quality of behaviour and attitudes is good.

- The GB has adopted a comprehensive policy regarding good behaviour, which makes clear the links between good behaviour and successful ethos. The policy also contains a statement of intent for parents.
- School rules are outlined clearly, and there is a sensitive discipline framework, which outlines the sanctions used in instances of misbehaviour. There is a sound monitoring system in place for pupils whose behaviour is a matter of concern.
- The system for rewarding good behaviour is soundly established, and is a means of promoting good standards positively. Teachers set individual weekly targets for pupils and these are referred to consistently within lessons to further raise standards.
- The GB has also adopted a clear policy for the countering of bullying, based on LEA guidelines. A bullying book is kept as a confidential document in the head's room. During the inspection no instances of bullying were observed.

4.3 Attendance

Attendance is satisfactory.

- During the last three full educational terms attendance statistics show an average of 91%.
- There is a detailed policy in place to monitor attendance based on county guidelines and national circulars. The policy includes a statement of responsibility for parents in this respect and the different roles played by teachers and governors.

- Detailed guidelines are in place for teachers on how to complete the daily registers. These were audited as part of the inspection and several errors were noted in some; these need to be monitored on a weekly basis.
- The number of unauthorised absences is unusually high in a number of classes; a clear strategy and targets are needed to lower these statistics.

5. QUALITY OF EDUCATION

5.1 Teaching

During the inspection the quality of teaching is good in 65% of sessions and very good in a further 8%. In 23% of sessions teaching is satisfactory and it is unsatisfactory in 4% (one lesson). In the early years teaching is consistently good. In KS1 teaching is good in 71% of sessions and satisfactory in the remaining 29%. In Uned Cybi teaching is very good. In KS2 teaching is good in 64% of sessions and satisfactory in 29%; in 7% (one lesson) teaching is unsatisfactory. The teaching of one of the teachers is consistently very good and the teaching of two further teachers consistently good.

Good features

- The best teaching is characterised by clear aims and objectives, which are introduced to pupils at the beginning of the lesson and fully reviewed at the end of the teaching session.
- Teaching in the early years is consistently good and meets the needs of the six areas of learning fully. The teaching in Uned Cybi is consistently very good, with outstanding support for these pupils.
- Numeracy is consistently well taught; teacher expectations are high especially in mental arithmetic work where a brisk pace is maintained.
- The best planned lessons weave different aspects of a subject together clearly, such as in music, where the work is a purposeful mixture of performing, composing and appraising.
- In mixed-age classes there is consistent preparation and planning for specific differentiation.
- There is a good mix of teaching strategies, including consistent emphasis on paired work; pupils respond well to these opportunities.
- In some lessons, teachers identify specific targets for pupils to improve their work; this promotes higher standards positively.

Shortcomings

- When using radio programmes, teachers do not afford pupils sufficient opportunities to refine and evaluate their work.

- From time to time there are examples of unfinished work in pupils' books, and this is unsatisfactory.
- In some lessons teachers' control of pace is not sufficiently assured and this has a detrimental effect on learning.
- From time to time teacher introductions are too complex for the majority of pupils with SEN.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is good.

- Teachers know their pupils well and are aware of their abilities.
- Children under five are appropriately assessed according to baseline assessment; purposeful use is made of these results for planning. The quality of assessing and recording the progress of children under five is very good.
- Booklets from the LEA are used for teachers' detailed observations in core subjects. Assessments from these are interpreted in detail along with NC test results and standardised tests; this is done effectively to recognise weaknesses and to inform strategies such as target-setting.
- Individual targets are set for pupils in literacy and numeracy in order to promote their progress. Pupils are afforded opportunities to contribute to the formulation of these targets and to self-assess their development.
- Individual profiles are kept for every pupil, which include samples of work as well as a detailed assessment of achievement.
- Portfolios of levelled work are kept in core subjects to show progress and continuity and to ensure consistency in assessment.
- Pupils' work is consistently marked. Comments are usually constructive but do not always give guidance as to how to improve the work.
- Two open evenings a year are held for parents to view their children's work and to discuss targets for improvement. Reports to parents, which are produced with the aid of a computerised program, contain constructive comments on pupils' progress in all NC subjects. They give an honest and accurate picture of pupil achievement, but do not contain information as to how to improve work further.
- The process of assessment, recording and reporting is effectively controlled by the assessment co-ordinator; all teachers have a sound understanding of guidelines.

5.3 Curriculum

The quality of the curriculum is satisfactory.

- A policy has been adopted for each subject of the NC. These are of sufficient quality to control the administration of each subject, but they have not all been related to the demands of Curriculum 2000. The best examples pay appropriate attention to the cwricwlwm Cymreig and key skills, but there is no consistency in this respect.
- There is a scheme of work for each subject. At best they are detailed, showing continuity in progression of learning, and outlining relevant skills, showing how these are extended when revisiting a theme. However, some of the schemes have not been reviewed and revised, including music, art and physical education; this process has been timetabled within the current SDP, but is not scheduled to happen for a further year.
- There is insufficient emphasis on the Welsh dimension within curriculum planning and, as a result, teachers often miss opportunities within lessons and pupils' appreciation of this dimension is unsatisfactory.
- A number of after school clubs have been set up to promote higher standards, and these have a positive influence on pupils' work. There are extra-curricular activities for mathematics, information technology and reading in KS2. Extra-curricular activities in sports are led by parents, and a number of the school teams have enjoyed considerable success in county competitions.
- Teachers have a strong appreciation of the framework for PSE and use a published scheme to fulfil the requirements of ACCAC in this respect. There is an appropriate exhibition of work in the school hall, and the use of stories and puppets in KS1 is an interesting way of presenting a number of these issues.
- The GB has adopted a detailed policy regarding arrangements for homework. Parents who expressed an opinion are happy with the present arrangements.

5.4 Support, Guidance and Pupils' Welfare

The quality of support, guidance and pupils' welfare is good.

- The school has a detailed child protection policy based on county guidelines; all teachers are aware of procedures and implement them effectively.
- The GB and head are aware of their responsibility regarding health and safety and a detailed policy provides a basis for these arrangements.
- A number of useful links promote the health and safety of pupils. The nurse plays a prominent role in the provision of health education and links with the police and fire brigade also play an integral part in provision.

- Arrangements are made for visitors to deliver presentations on the dangers of drugs and medicines. There is a detailed policy that explains the few situations where teachers are prepared to dispense medicines to pupils.
- The school's equal opportunities policy is implemented effectively and is well known by all staff. Mainly it emphasises equality on the basis of sex, but it makes useful connections with the ethos of the school in several respects, including behaviour and the sense of community.
- The school policy on sex education is well organised, and is evident within documentation, including the parental prospectus. There are special arrangements for Y6 and Y5, where the nurse visits the school for specific lessons. Special attention is placed on the importance of the family and Christian ethos within this provision.

5.5 Provision for Pupils with SEN

The quality of provision for pupils with SEN are good.

- The organisation for the 44 pupils with SEN, including the six pupils who have statements, is very good, and fully meets the recommendations of the new CoP 2002.
- Effective use is made of standardised tests to promote the early recognition of SEN. Pupils' progress is continuously assessed and the school register is revised regularly.
- IEPs, which are detailed and effective, are used by the SENCO and class teachers. Differentiated work is set in the vast majority of lessons, so that the teaching effectively meets the needs of all pupils.
- Detailed records are kept of progress of pupils with SEN.
- Regular support is prepared for pupils with SEN by the SENCO in a separate room. These pupils make appropriate progress within their ability in their language skills. There is as yet no additional withdrawal support for pupils who have difficulty in mathematics, but there are plans in hand to establish this.
- Sound guidance is given by classroom support teachers for pupils with statements; this promotes their learning effectively.
- The school is in constant, close contact with parents and has open evenings for their benefit. Where parents respond and work in partnership with the school, sound improvement is seen in pupils' work.
- Pupils with SEN are given full access to all NC subjects. The continuous support that they enjoy ensures that they are fully integrated into the life and work of the school.
- Sound and effective use is made of outside agencies and there is good support from the governor with responsibility for SEN.

- Very good provision and support is given for those pupils with SEN from local schools who attend Uned Cybi. The six KS2 pupils who have moderate learning difficulties receive teaching of a very high quality in language and mathematics every morning. Realistic targets are set for them weekly and they make good progress, especially in oral and reading skills. The homely atmosphere and the organisation and enthusiasm of the teacher and support teacher successfully promotes improvement in pupils' skills.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The quality of the school partnerships is good; there are very good features to the partnerships with other schools.

- As part of the inspection process, a meeting was held with the parents; although only a small number attended, satisfaction was expressed with the school procedures and with the progress made by pupils. The open door policy of the school is appreciated and the vast majority of parents who expressed an opinion feel that they are welcome in school. A number of volunteers visit the school regularly to offer support in reading and sports. The parents' association is hardworking and raises substantial sums of money for the purchase of further resources for the school; this expenditure is a matter of open discussion. The handbook and prospectus for parents is detailed and meets statutory requirements in all respects.
- There is a variety of links with the local community, governed by suitable policy; this link is one of the key aims of the GB. The church is the basis for these arrangements and pupils play a prominent role in the religious life of the area throughout the year. Full use is made of the rich resources of Ynys Môn for the curriculum and this has a beneficial effect on standards of achievement and the provision in general. Activities also extend to other communities, such as the valuable link between the school and a community in Palestine.
- Well organised transferral arrangements have been established between the school and the local secondary school. Pupils in Y6 visit the secondary school for a day during the summer term. SEN links are a special feature, with the SENCO from the secondary school visiting at least twice a year to discuss strategies and progress. Positive curriculum links have been also set up recently, including a science project between both schools. However, the school does not receive details regarding the progress of specific pupils in Y7. The school plays a full part in the activities of the local cluster group, with the head operating as secretary. The scheme of sharing specialism in art with a nearby school has had an evident influence on standards of achievement at the upper end of the school.

5.7 Partnership with Industry

Partnership with industry is good.

- Every opportunity is taken to develop industrial links as a means of improving the curriculum and raising standards. Companies such as Aluminium Môn and Celtica have made a positive contribution in this respect.

- Evident links have been fostered between the school and the port of Holyhead. Pupils have visited the port on several occasions and Stena company has sponsored sports kits for the school.
- Every play time older pupils run a shop for their peers and are helped in this respect by a local supermarket; this promotes their independence and sense of responsibility well.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

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

- The school targets individuals carefully, based on knowledge of the individual and previous performance. This year in KS1 the school realised or exceeded all targets set, with teacher assessment in English substantially higher than the target, and mathematics 9% higher. In KS2 targets in English were exceeded but results in mathematics and science were about 10% lower. The CSI was achieved in KS1, but results were slightly lower than target in KS2.
- The SDP identifies targets for results in the NC tests in KS2 for the next three years. In line with the school policy of working towards the bilingual policy of the LEA, pupils are only targeted up to level three plus in Welsh. The targets represent higher standards in all subjects across the identified period, but year-on-year increases are not predicted.
- School documentation regarding targeting identifies the detailed discussions that are in place to plan for improvement. It shows that a number of pupils who were targeted for level three plus in 1999, actually achieved level four and level five in the tests in 2002, because of additional support they received as a result of the targeting process.
- The school receives detailed advice from the LEA in several aspects of development and quality, and there is sound evidence that the comments made in these meetings influence standards of achievement and the quality of provision.
- The SDP is of good quality. It includes a detailed interpretation of the results of the NC tests and a concise evaluation of the previous plan. It sets appropriate priorities for the current year, which match the needs of the school and a detailed timetable is identified for self-evaluation. Full explanations of the main decisions of the GB regarding the budget and all obligations of expenditure, training and personnel are linked closely to priorities. A number of outcomes and success indicators are noted clearly; however, a number of these are too general and desirable, as opposed to specific and measurable. Monitoring arrangements for these are appropriate.

6.2 Leadership and Efficiency

The quality of leadership and efficiency is good.

- The GB has adopted a number of purposeful aims and objectives for the school; these are included as an introduction to the SDP.
- It is easy to discuss with the head, who has achieved much since her appointment. She has a sound vision for the school and a good appreciation of the strengths and weakness of the current situation. She provides firm leadership in several aspects of development, and has succeeded in creating a sense of team spirit and purpose amongst all her staff; the respect of pupils and staff towards her is evident.
- The GB has decided to implement management of the school without a deputy head; a responsibility point is offered annually to a number of staff and management responsibilities are included within this. The present system is monitored carefully by the GB and works well as a result.
- The GB is sincere and hardworking in its commitment to the school and very well organised in the manner in which it undertakes its statutory duties. An appropriate number of sub-committees has been established to ensure that the burden of the work is equitably shouldered, including committees for curriculum, finance, staffing, buildings and personnel. The chair steers the work effectively, and all members discuss in detail every aspect of school development. Regular monitoring visits to the school are undertaken by a number of governors. These arrangements are governed by a good policy document, and plans for this year are noted clearly in the SDP; positive and constructive statements have arisen out of this process. The GB presented a concise but detailed report to parents, which meets statutory requirements in all respects.
- Financial management is tight, with the GB minutes and the pre-inspection meeting with governors showing an informed and consistent discussion of the budget. In light of a substantial shortfall for the current year, the practice of substantial underspending over the last few years means that the school continues to operate within its budget, and has succeeded in maintaining five full-time members of staff. Current underspend is sensible, although it is still substantially higher than the desired 5%, as it is foreseen that pupil numbers will continue to fall in the medium term. As a result, expenditure plans and the emergency fund that has been set aside have been accepted by the LEA. As a percentage of the budget, expenditure on staffing is basically consistent, but there has been a small reduction in the percentage set aside for teaching and learning resources. However, expenditure meets the aim of the school in prioritising human resources as far as is possible.
- The role of the curriculum leader has been well developed. All teachers have good knowledge of their specific subjects, and an honest opinion of the strengths and weaknesses within present provision. They also have specific priorities for further development. Every teacher is responsible for more than one subject, and has had opportunity to monitor the quality of teaching and learning in at least one of these to date. The work of the head in this respect is detailed and positive, and of very good quality. The remainder of the staff have made good progress, and there is clear evidence that the identified outcomes are having a positive effect on the standards of achievement.

6.3 Staffing, Accommodation and Learning Resources

The quality of staffing is good.

- There are six full-time members of staff, including the head. One of the teachers teaches in the SEN unit in the morning and works as a peripatetic SEN teacher in local schools in the afternoon. The head also has a regular teaching programme, concentrating mainly on groups with SEN.
- Initial qualifications of staff are a useful mixture of language, humanities and science; this creates a secure basis for the promotion of a broad and balanced curriculum. The majority have also attended extended INSET to develop expertise in other subjects, and this training has obviously influenced standards of achievement in a number of subjects.
- A full-time support assistant works in the reception and nursery class. Additionally there are three SEN support teachers who assist five pupils with a variety of SEN; two of these are full-time and one part-time. Good use is made of all support staff throughout and they are of evident benefit to specific pupils to improve their standards of their work.
- A clerk is employed to help the head to do administrative tasks for 10 hours a week.
- One peripatetic music teacher visits the school to offer clarinet lessons to four pupils, who make good progress on the instrument.

The quality of accommodation is satisfactory.

- The building itself is of good quality, with especially good space for the current number of pupils. Efficient use is made of all space by staff and pupils. The hall is a useful resource for several activities.
- The quality of school boundaries is unsatisfactory, with a number of gaps in the hedges; as a result considerable use is made of the field and yard as a public footpath and as a space for animals to roam. It would be of benefit for the GB to continue in its worthy efforts to seek finance to improve these conditions.

The quality of resources is good.

- There is a good collection of resources within the school for every subject, sufficient to meet the needs of the NC. The accessibility of resources is good and the use of them frequent within lessons. During the inspection, work had already started on creating a purposeful computer suite within the school.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for children under five is generally appropriate and promotes the Desirable Outcomes in the six areas of learning.

Language, Literacy and Communication Skills

Good features

- Development of language, literacy and communication skills is good in the nursery. Children listen carefully and the vast majority respond enthusiastically to questions as they work in small groups. They speak confidently about their families and hobbies, and show interest in books, holding them correctly. They make marks on paper with pencils and crayons and approximately half have already started to understand the purpose of writing.
- Language, literacy and communication skills are good in the reception class. The vast majority of children ask and respond confidently as they discuss fruits and toys. They role play confidently and a number are able to express opinions on their favourite toys. They recognise a number of letters and sounds and form some letters correctly. They read familiar words and write a few words as well.

Personal and social development

Good features

- Standards are good in the nursery. Children work and play together well, responding effectively to the pattern of half a day in school. They show appropriate self-control and are aware of the need for hygiene. The majority wait their turn as they play a game. They have settled down well in the school.
- Personal and social development is very good in the reception class. Children understand the importance of class rules and are willing to share resources. They form a close relationship with other children and adults. The vast majority show sensitivity towards others by listening to them politely and waiting their turn, as is necessary.

Mathematical development

Good features

- Mathematical development is good in the nursery class. Children count up to five and recognise and form small numbers. They begin to understand the concept of larger numbers and sort objects according to colour and shape.
- Standards in mathematical skills are good in the reception class. The vast majority of children count to ten and associate numbers with symbols. They understand differences

in shape and begin to introduce mathematical language, such as more and less, short and long. A few begin to understand the purpose of money as they play in the class shop.

Knowledge and understanding of the world

Good features

- Knowledge and understanding of the world are good in the nursery class. Children understand changes in the weather and name some of the main characteristics of night and day. They have knowledge of things that grow and recognise colours. They differentiate between old and new toys.
- Knowledge and understanding of the world are very good in the reception class. Children discuss the seasons and name different fruits. They talk about sounds they hear in the woods and discuss scientific experiments. They know about creatures which hibernate in winter and talk about various bulbs which are growing in the classroom.

Physical development

Good features

- Physical development is good in the nursery class. Children make sound use of small equipment, such as blocks and painting equipment, showing increasing control.
- Physical development is good in the reception class. Children use a range of writing implements and scissors effectively and safely. They show increasing control over their bodies and have a good appreciation of parts of their bodies in physical education lessons.

Creative development

Good features

- Creative development is good in the nursery. Children respond in a lively way to music and sing short verses and rhymes enthusiastically. Under the effective teaching of the nursery nurse, they use clay confidently to create models of creatures that hibernate in winter.
- Creative development is very good in the reception class. Children make attractive pictures of fruits and leaves, using paint effectively, and experiment with a range of materials to create collages. They know a number of nursery rhymes and songs, and enjoy performing these to the class.

English

Standards are good in both key stages.

Good features

- Pupils in KS1 listen closely and talk confidently and clearly in oral activities such as role play. They discuss their work about the sun with enthusiasm and discuss their journey to

Melin Llynon in an organised fashion. They ask questions, make observations and offer opinions well.

- In KS1 the vast majority of pupils read fluently and with understanding. They use a range of strategies to learn new words. They are able to search effectively for information in a number of sources.
- Pupils in KS1 write effectively for a number of purposes across the curriculum and use a range of forms. They write lively stories and poetry with fluency and accuracy. They use appropriate vocabulary and striking adjectives, for instance as they describe the sun.
- The vast majority of pupils in KS2 listen closely to their teachers and to each other. They respond well orally to questions and observations. They talk confidently and fluently with teachers, and express opinions clearly, for instance as they discuss living conditions in the Tudor period.
- The vast majority of pupils in KS2 read a range of books with understanding. They discuss plot and characters satisfactorily. The most able compare books by the same author and discuss different styles in detail. Pupils discover and organise information effectively from a number of sources. For instance, in Y3 and Y4 they make good use of holiday magazines and travel brochures to seek information about the Caribbean.
- The vast majority of pupils in KS2 are aware of the properties of effective adjectives as they write in descriptive fashion and create poetry. A good number know various parts of the basic sentence. They understand spelling and punctuation rules, and use these satisfactorily in their work.
- The most able pupils in Y6 use mature means to write in an extended fashion, with good use of syntax and vocabulary
- Handwriting and presentation of work is good in both key stages.
- There are no major shortcomings but at the top end of KS2 the worksheets that they often use for written work mean that the range of the work is somewhat limited, and as a result there are only a few examples of extended writing. There is some misspelling of common words.

Mathematics

Standards are good in both key stages.

Good features

- In KS1 pupils work well orally in mental arithmetic tasks with commendable pace. They know a good range of number bonds from memory and explain clearly their strategies in subtraction and addition work. Pupils in Y1 work with numbers up to 20 mainly, but this is extended up to 100 in Y2. By the end of the key stage, the most simple of multiplication tables are securely memorised, and pupils have a sound grasp of concepts

such as odd and even numbers and strategies such as halving and doubling. Across the range of number work, the appreciation of place value in tens and units is secure.

- In shape work pupils in KS1 have a good knowledge of two and three-dimensional shapes; the most able identify and name a good number of properties. In measurement, evident progress is seen from non-standard units to standard ones. Considerable work is achieved with measuring different parts of the body, with Y1 discussing terms such as tallest and shortest, and Y2 explaining the same information in standard units. Pupils develop an understanding of area by counting squares and record their results in centimetres square. They also develop confidence in their ability to tell the time with units of hours and half-hours.
- Good data handling work is seen in KS1 with pupils using appropriate block graphs to record a range of measurements. Graphs are produced by means of ICT and discussion with pupils show that they understand concepts clearly and that their interpretation skills develop well.
- Progress seen in KS2 builds constructively on the foundations set in KS1. Pupils in Y3 and Y4 extend the range of numbers that they understand, with place value secure up to hundreds. Simple multiplication tables are fluently memorised by the majority of pupils, and this is built upon constructively through counting forwards by threes and fours. Pupils develop extended strategies for coping with number problems and succeed in explaining these in detail as they work and discuss. They extend their knowledge of concepts to include examples such as multiples.
- At the lower end of KS2 pupils record time in several different formats and understand the work well. They measure carefully and predict their outcomes consistently. A number do so sensitively but some need help in this respect. They round up numbers and measurements successfully in order to transfer them to the computer, in order to produce graphs.
- The most able pupils in Y5 and Y6 cope with a broad range of numbers and know their multiplication tables well. They understand negative numbers and use these securely as they measure temperature, and in general number problems within their work. They use money as a starting point to understand decimals, and make links between these and fractions and percentages.
- Good emphasis is placed on investigative mathematics at the upper end of KS2; pupils test hypotheses and find complex patterns in their work and discuss their strategies and results well.
- The shape work of older pupils in the school develops well, with a sound grasp of concepts such as perimeter and area. In their practical work, pupils estimate and measure carefully and record their results correctly.

Science

Standards are good in both key stages.

Good features

- In KS1 pupils have detailed knowledge of the external parts of the human body and plants. They measure and compare parts of their bodies carefully.
- In Y1 and Y2 pupils study simple forces and experiment practically to discover how different floors affect the movement of wheeled toys. They understand how to make a test a fair one. Through their studies they also develop a good appreciation of a number of forces, including pulling, pushing, electricity, using a key and a battery.
- Pupils investigate change over time by experimenting with making toast and pancakes, and by melting ice. They understand the concepts of solids and liquids securely.
- The youngest pupils in KS1 compare and identify a number of materials including wood, glass, plastic and metal. They begin to categorise these through coming to know about their properties. In Y3 and Y4 pupils know several forms of producing sound and understand how sound arrives in the ear. They understand how to change the sound of instruments such as strings.
- The youngest pupils in KS2 measure their shadows in the school playground and ensure that the test is a fair one. They use ICT to input and collect their results and develop detailed graphs and interpret these correctly. In all their practical work their prediction skills are consistently nurtured.
- Pupils in Y3 and Y4 know the properties of a good number of objects and they understand concepts such as transparent, translucent and opaque well. In their work on electricity they construct simple circuits and categorise materials correctly as to whether they conduct electricity or not.
- At the upper end of the school the emphasis on AT1 continues with pupils experimenting practically in several scientific contexts. They place consistent emphasis on fair testing and explain their reasoning and judgements well and with understanding. They predict sensibly, often based on sound hypotheses and record the whole experiment in detail within a pattern that is supplied by the teacher. They understand clearly that to repeat an experiment is a good idea, and are able to give sensible reasons for this.
- Older pupils make good progress in their knowledge and understanding of scientific terminology and the expectations of teachers are high in this respect which promotes standards securely.
- Pupils in Y5 and Y6 have sound knowledge and understanding of a number of scientific concepts including different forces and magnetism. They understand that forces can make things move, stop or change direction. They study different parts of the internal body in detail, such as the heart and teeth. They use a range of equipment to measure results, including a Newton meter

Welsh second language

Standards are good in KS1 and satisfactory in KS2.

Good features

- Pupils in KS1 understand a good range of Welsh. They listen carefully to the teacher and to each other and follow instructions very well. They enunciate clearly and use a range of language patterns to ask and answer questions and to play roles. They respond correctly to greetings and present lively dialogues in a natural fashion, for instance as they perform the story of the wind and the sun.
- The vast majority of pupils in KS2 listen satisfactorily and understand a good deal of Welsh. Pupils in Y3 and Y4 use appropriate vocabulary and a good range of sentence constructions to discuss the characteristics of the night. At the upper end of the key stage, within the limited range of language patterns that pupils have, a good number speak satisfactorily, with good enunciation, as they discuss and play roles. The most able are able to express opinions satisfactorily in a range of contexts.
- Pupils across both key stages know many songs and hymns in Welsh from memory and perform these with good enunciation.
- Pupils in KS1 respond with enthusiasm to simple stories. They read together publicly with understanding and enjoyment, and the vast majority read individually correctly and discuss generally the plot and characters of a book.
- At the lower end of KS2 pupils read their own work publicly with increasing competence and take much interest in Welsh books. Pupils at the upper end of KS2 know the difference between narrative and dialogue in their books. The most able vary their inflexion as they read publicly.
- Pupils in KS1 form simple sentences well, for instance as they write the story of the wind and the sun. The most able provide interesting stories, such as their visit to the woods. Older pupils extend these sentences by using conjunctions. A small number use the imperfect tense and past tense of the verb correctly.
- Pupils in Y3 and Y4 use a range of sentence constructions in their written work, and the work of the majority is correct. In Y5 and Y6 the majority complete worksheets satisfactorily and a small minority use different tenses of the verb satisfactorily.
- Pupils across both key stages, but especially in KS1 and the lower end of KS2, make good use of Welsh in classes and Welsh displays across the school to strengthen their oral and written skills.

Shortcomings

- A significant minority of pupils in KS2 do not take part confidently in oral work. Answers to open questions by teachers are limited and the large majority find difficulty in talking about aspects of their work or about their experiences with visitors.

- At the upper end of KS2, a good number of pupils have difficulty in understanding the stories that they read; they are not able to write in an extended fashion with fluency in their second language because of limited vocabulary, an insecure grasp of syntax and insufficient understanding of different verb tenses.

Design and technology

Standards are satisfactory in both key stages.

Good features

- Pupils in KS1 understand a range of techniques such as cutting, gluing and decorating in a variety of fashions. They work with an appropriate range of materials and the standard of the finished product is neat.
- In Y1 and Y2 pupils add simple moving parts to models such as puppets and cars.
- Pupils in Y3 and Y4 plan carefully and begin to include measurements in their work. They also begin to be familiar with designing by means of ICT.
- As they design a waterproof rain hat, pupils in Y3 and Y4 experiment with a range of ideas and materials to ensure that the finished product meets the requirements of the task.
- Work on investigating and assessing objects is good across KS2.
- At the upper end of the school, pupils create good work in food technology, as they prepare menus that represent a good balance of proteins, fat and calories.

Shortcomings

- In KS1 there is too much dependence on templates that are produced by the teacher, and as a result there is not much originality in pupils' work.
- Work in control technology is limited in KS2.
- There is insufficient continuity and progress in design and technology work across both key stages.

Information technology

Standards are good in KS1, but unsatisfactory in KS2.

Good features

- Pupils in KS1 develop confidence with equipment and recognise the different elements well. They succeed in clicking the mouse and moving different objects across the screen securely. The most able pupils print their own work independently.

- Pupils in KS1 make good use of an art program to develop their knowledge of colour and texture. They change these elements frequently in their work, discussing the effect that the changes have on the finished product.
- Good use is made of a roamer to develop pupils' appreciation of direction in KS1. Pupils in Y2 form their own simple programs and adapt their knowledge of angles within their work; they input their own program successfully and operate it correctly.
- Pupils in Y3 and Y4 work independently as they create a range of graphs on the computer. They succeed in inputting information and in transporting it to a different program. They interpret the finished graphs correctly and successfully.
- Older pupils in the school create simple shapes by means of the Logo program and input suitable programs by the same means.

Shortcomings

- There is little modelling work in KS2.
- There is no evidence that pupils in KS2 have been introduced to database work and their skills in inputting and questioning the computer are limited. The requirements of the NC are thus not fully met in this subject at this key stage.

History

Standards are good in both key stages.

Good features

- Pupils in KS1 and KS2 understand chronology well and use timelines as a means of developing this further. Their appreciation of the passing of time and its influence on ways of life is good.
- Pupils in KS1 understand the concepts of old and new and a long time ago, and use suitable terms as they discuss the differences between the past and the present, for instance as they compare stone age dress with today's costumes.
- In KS2 pupils show good understanding of the importance of looking at, and interpreting evidence in historical research. They use a display on the history of the school effectively as they discuss photographs and documents to strengthen their appreciation of historical continuity in their school and families.
- Pupils in KS2 demonstrate sound knowledge of the age of the Tudors. They use a range of sources to investigate and collect information and have a good understanding of a number of elements that are relevant to the period, for instance buildings, fashion and the work of William Morgan.

- In KS1 and KS2 pupils use a range of written formats to record, list, describe and empathise with historical characters. In KS2, they recall accurately and with understanding the work done on the Second World War.

Shortcomings

- There are no major shortcomings but pupils do not at all times relate the historical information to the local community; for instance they have no appreciation of the links of the Tudor royal family with Anglesey.

Geography

Standards are good in both key stages.

Good features

- Pupils' general geographical knowledge in KS1 and KS2 is good. They understand basic geographical concepts and come to conclusions on the basis of evidence, for instance regarding the weather.
- Pupils in KS1 have simple mapping skills. They understand what a map is and their appreciation of local features on a map is good. In KS2 pupils discuss localities on maps and use grid references to locate these in detail and correctly. Their appreciation of a map key and their knowledge of the points of the compass is good.
- Following a visit to Penmon, pupils in KS1 use the specific information they gather to compare Penmon with Holyhead; they make a list of the differences effectively.
- The vast majority of pupils in KS2 have good knowledge of continents and countries of the world and locate these on a map.
- Pupils in KS2 are familiar with the features and living conditions in some other countries which they have studied, such as the Amazon region, Majorca and St Lucia. They compare these effectively with this country. Also through their links with Gibraltar they understand some aspects of the day-to-day life of people in other countries. They discuss and compare some features, such as the differences in schools.
- By the end of KS2 the ability of most pupils to discuss the influence of man on the environment is good. They discuss the different ways that this is caused and the effect which it has on nature.
- There are no major shortcomings but pupils in both key stages have a limited understanding of the geography of Wales in general, including rivers, mountains and contrasting localities within the Principality.

Art

Standards are good in KS1 and satisfactory in KS2.

Good features

- In KS1 pupils experiment well with colour, tone and texture and come to a good understanding of artistic concepts as a result.
- Good work is often created through the use of appropriate ICT packages in KS1.
- There is simple, three-dimensional modelling in KS1 that uses a range of resources including waste material and clay.
- In KS2 striking collage work has been completed in relation to seascapes. There are three-dimensional elements to these and pupils understand the need to observe them from a distance in order to appreciate them fully.
- The scheme of sharing expertise with a nearby school has resulted in very good examples of artwork at the upper end of the school, especially in work which emulates the masters and with more challenging techniques such as batik. The work on Pollock and Picasso is outstanding.

Shortcomings

- Especially in KS2 there is insufficient three-dimensional work, especially large-scale objects; there is a need to prepare more challenging tasks for pupils in this respect.
- In KS2 there is a tendency to over use templates with many of the final products too alike as a result.

Music

Standards are good in both key stages.

Good features

- The quality of singing is good. Pupils create a confident sound and maintain pitch well. They sing with feeling and clear enunciation. From time to time their posture does not help them to maintain sentences fully, but they try hard in this respect.
- Pupils in KS1 understand the purpose of a graphic score and follow this carefully in a performance of their composition on the theme of the school.
- Pupils in KS1 experiment frequently with sound, listening carefully and walking around the boundaries of the school to collect ideas that they can then interpret.
- Composition work in Y3 and Y4 is good; pupils organise their own resources for the task and create interesting textures by means of tuned and non-tuned instruments and concepts such as drone and ostinato. Simple single parts are held well within the texture and,

although the beat is not always consistently regular, pupils try hard to improve their work in this respect.

- Pupils in KS2 convey their sounds through a variety of symbols from their own imagination to create graphic scores. However, the idea of studying sound before symbols has been nurtured securely within provision.
- A purposeful amount of appraisal work is done. Having listened regularly to the Planets by Holst, pupils describe structures in terms of dynamics, pitch and pace; they recognise the sound of a number of instruments and clap the main theme, which is in 5/4 time.

Physical education

During the inspection only two dance lessons were observed, one in KS1 where standards were good and one in KS2 where standards were unsatisfactory. It is evident from school documentation however, that the school prepares a full curriculum in this subject over the range of an educational year.

Good features

- Pupils in KS1 and KS2 make effective use of empty spaces, follow instructions carefully and are aware of the need for safety in their work.
- Pupils in KS1 show good appreciation of different parts of the body and respond well to music. They succeed in designing movements to improve their performance well. They show good control of their bodies and work with enthusiasm.
- Pupils in KS2 co-operate satisfactorily with a partner.
- Pupils take part in a range of competitive games with other schools and enjoy considerable success in this respect.

Shortcomings

- Pupils in KS2 do not plan sufficiently for their performances and elements of originality and imagination are not seen in their work.
- Pupils in KS2 do not pay sufficient attention to the quality of their movements and the necessary features to improve their work. A lack of flow and appreciation of the whole body is evident in their performances.
- There is insufficient progression and development of ideas as pupils move from KS1 to KS2.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school was last inspected in March 1997, where seven key issues were presented to the GB as follows:

1. To improve provision for pupils in the nursery class.

- The school has taken considerable steps to improve the provision for the nursery class and standards are now good in all six areas of learning.

2. To improve standards of achievement generally in English, Welsh second language, science and information technology in KS2.

- Since the last inspection the school has made evident progress in raising standards, especially in core subjects. Despite a considerable number of SEN pupils, standards in English and science are good across the school. The language policy has been honed and standards in Welsh second language are now good up to Y4, based on the process of immersing pupils in the language from the beginning of the nursery class. Standards are satisfactory at the upper end of the school. Standards in information technology remain unsatisfactory in KS2 and the requirements of the NC are not fully met in this subject; this requires urgent attention.

3. To build on the good practice of the school to ensure a more consistent approach to the developmental progress of skills, knowledge and understanding of pupils across the curriculum, especially in KS2.

- As they plan, teachers map skills, knowledge and understanding carefully in their medium-term plans to ensure that these are given appropriate attention within provision; improvements in standards are sound evidence that the quality of planning in this respect has improved since the last inspection.

4. To crystallise the language policy in its implementation.

- The school now has a policy of immersing pupils in Welsh from the nursery class, and this has substantially influenced standards without having a detrimental effect on English, which has also improved.

5. To design a developmental policy in relation to time distribution to subjects within the context of the school, with special attention to general balance and sufficient organisation for English and science in KS2.

- During the inspection, every subject was given appropriate attention and the planning of the school shows that this is now the normal pattern.

6. To develop a clear strategy for monitoring standards across the school and to use assessment more effectively as a source of information for planning.

- The quality of monitoring of the head is very good and she gives clear leadership in this respect. All members of staff have had opportunity to monitor one area of responsibility and the quality of the work is good and positively influences standards of achievement.

7. To prioritise needs in the SDP.

- The SDP is now of good quality, and priorities have been set which match the requirements of the school.

8.2 Key Issues for Action

The school needs to:

- take appropriate steps to eradicate shortcomings in the subjects and key skills which are presently judged to be satisfactory or unsatisfactory within the report;
- ensure that the provision for the Cwricwlwm Cymreig is carefully planned and is consistently implemented across the range of subjects;
- continue to develop monitoring systems for teaching and learning as a basis for raising standards further;
- revise schemes of work in music, art and physical education;
- ensure that all success indicators within the SDP are specific and measurable.
- develop comprehensive monitoring systems for all aspects of attendance and registration;
- continue with the worthy efforts to improve the school boundaries,

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

APPENDIX

A. Basic Information About the School

Name of School	Y Parchedig Thomas Ellis
School type	Voluntary Controlled
Age -range of pupils	3-11
Address of school	Ffordd Maeshyfryd Holyhead Anglesey
Post-Code	LL65 2AP
Telephone Number	01407 762387

Headteacher	Mrs A M Moncur-Jones
Date of appointment	October 1998
Chair of Governors	Rev. John Nice
Registered Inspector	Mr Meurig Thomas
Dates of inspection	14-16 October 2002

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	8	16	14	12	11	16	12	17	106

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	0	6

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil : adult (fte) ratio in nursery classes	4:1
Pupil : adult (fte) ratio in special classes	8:1
Average class size, excluding nursery and special classes	24.5
Teacher (fte) : class ratio	1.25:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	89.2	91.3	92.4	91.0
Term 2	89.5	89.7	89.4	89.5
Term 3	93.3	91.8	90.6	91.9

Number of pupils excluded during 12 months prior to inspection.	1
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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: 12						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	0	18	55	27	0
EN: Reading	Teacher Assessment	School	0	0	0	18	55	27	0
EN: Writing	Teacher Assessment	School	0	0	0	18	55	27	0
EN: Speaking and listening	Teacher Assessment	School	0	0	0	18	55	27	0
MATHEMATICS	Teacher Assessment	School	0	0	0	36	55	9	0
SCIENCE	Teacher Assessment	School	0	0	0	45.4	27.3	27.3	0

National Curriculum Assessment KS 2 Results: 2002			Number of pupils in Y6: 25										
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	28	28	20	24	0
		National	0	0	1	n/a	0	1	6	19	48	25	0
	Test/Task	School	0	4	0	0	0		28	8	36	24	0
		National	0	2	2	0	n	n	4	14	47	31	n
Welsh	Teacher assessment	School	16	0	0	0	0	16	48	20	0	0	0
		National	1	0	1	n/a	0	1	4	24	49	20	0
	Test/Task	School	0	0	0	0	0	48	32	20	0	0	0
		National	1	2	0	2	n	n	2	22	48	23	n
Mathematics	Teacher assessment	School	0	0	0	0	0	0	24	24	32	20	0
		National	0	0	1	n/a	0	1	4	19	47	28	0
	Test/Task	School	0	4	0	0	0	0	4	40	32	20	0
		National	0	2	1	1	n	n	4	19	42	32	n
Science	Teacher assessment	School	0	0	0	0	0	0	28	20	40	12	0
		National	0	0	1	n/a	0	0	3	15	52	29	0
	Test/Task	School	0	4	0	0	0	0	4	40	48	4	0
		National	0	2	0	1	n	n	2	13	51	31	n

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	54.5%	In the school:	44%
In Wales:	68%	In Wales:	68%

- D Pupils who are exempted 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.

National figures relate to 2001 as results for 2002 are not yet available.

D. The Evidence Base of the Inspection

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

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

E. Composition and Responsibilities of the Inspection Team

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

