

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

**YSGOL GYNRADD Y PARC
NEWRY FIELDS
HOLYHEAD
ANGLESEY
LL65 1LA**

SCHOOL NUMBER: 660/2144

DATE OF INSPECTION: 16-19 JUNE 2003

BY

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DATE: 1 SEPTEMBER 2003

UNDER ESTYN CONTRACT NUMBER: C/T/287/02P

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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 :

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 Parc is located in the town of Holyhead on the western coastline of the Isle of Anglesey; it serves part of the local town community. The area is described by the school as one that is mainly subject to economic disadvantage, but with a percentage which is neither prosperous nor subject to economic disadvantage; 38% of pupils receive free school meals. Approximately 93% of pupils come from homes where English is spoken as a first language and English is the main medium of education in the school; however, secure steps are taken to aim towards the bilingual policy of the LEA and approximately 3% of pupils speak Welsh as a first language or to a comparable standard. Approximately 5% of pupils speak another language as their main language at home. Currently five pupils have a statement of SEN according to the requirements of the CoP 2002; 83 further pupils appear on the school SEN register. During the inspection there were 237 pupils on roll, including 26 children who attend the nursery part-time.

The last inspection was held during September 1997.

The school describes its main priorities as follows:

- to create an environment where pupils can grow, develop and mature to become responsible, confident individuals, aware of the needs of others and responsible members of society;
- to offer a broad and balanced education of the best possible standard, which reflects the requirements of the government, the LEA, the Christian basis of the school and society and the individual;
- to enable every pupil to develop fluency in English and Welsh, in order to enable them to play a full part in the bilingual society of which they are a part.

Current school targets include:

- to improve standards in reading and writing;
- to improve standards in mental arithmetic;
- to instigate the programme of work for PSE throughout the school;
- to revise the provision for AT1 in science;
- to continue with the self-evaluation strategy.

2. MAIN FINDINGS

The main findings of the report

Ysgol y Parc is a successful and effective school, which has made evident progress since the last inspection. Standards of achievement have risen across a broad spectrum of NC subjects

and are at least good in the vast majority. The school is served by a team of dedicated and enthusiastic teachers who consistently promote high standards and expectations. There are a number of good features to the ethos and partnerships of the school, with behaviour also a commendable feature. There are some shortcomings in a number of whole-school aspects, but there is sound evidence that the school is in a good position to respond to the challenge of further development.

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

Nursery

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

- During the inspection standards of achievement are at least satisfactory in 100% of sessions inspected, including 60% where they are good and 8% where they are very good. In KS1 standards are good in 82% of sessions and very good in a further 9%; standards are satisfactory in the 9% remaining. In KS2 standards are good in 59% of sessions and very good in a further 8%; in the 33% remaining, standards are satisfactory.

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

- In key skills, standards are good in listening, reading, numeracy and ICT; standards in speaking and writing are satisfactory. Pupils speak confidently, but shortcomings in basic syntax mean that a considerable number have difficulties with basic constructions and are unable to express their ideas clearly; however it is noted that many pupils arrive in school with a low language base. Pupils write for a number of different purposes across the curriculum, but their work is mainly in closed formats whilst word-processing tasks are often slow and laboured.
- Pupils' moral, social and cultural development is good; spiritual development is satisfactory. Pupils have a sound grasp of the differences between right and wrong, and their appreciation of belonging both to the school community and the town of Holyhead is very firm. In collective worship, simple moral and social messages are effectively communicated to pupils in a variety of contexts. However, spiritual development is only satisfactory as there is insufficient emphasis on a worshipful atmosphere and periods of reflection.
- The quality of behaviour and attitudes is good; the school has a number of firm policies in this respect, and staff expectations are consistently high.
- Attendance is satisfactory. Statistics show an average of 91.5% over the last three full academic terms, but in a number of individual classes, levels fall under 90% from time to time; continued monitoring is essential. A number of pupils arrive late in school.
- During the inspection the quality of teaching is at least satisfactory in 100% of sessions, including 65% where it is good and 15% where it is very good; in the 20% remaining teaching is satisfactory. In the early years teaching is good in 20% of sessions, very good in 40% and satisfactory in the remaining 40%. In KS1 teaching is good in 100% of sessions. In KS2 teaching is good in 66% and very good in a further 12%; in the 22% remaining teaching is satisfactory. Teaching in three classes is at least good, and often very good, whilst in a further six classes teaching is consistently good.
- Arrangements for assessment, recording and reporting are satisfactory. However, no teacher has overall responsibility for provision and whole-school portfolios are not in place to help ensure consistency in levelling pupils' work.
- The quality of the curriculum is satisfactory. Policies have been adopted for every subject, but not all of this documentation is fully related to the requirements of Curriculum 2000 with both Cwricwlwm Cymreig and key skills receiving inconsistent attention. There are very good examples of long-term planning, but not all teachers access whole school schemes with resultant shortcomings in continuity in some subjects. Some of the work at the upper end of the school is inappropriate for the age and abilities of pupils.
- After-school clubs contribute well to pupils' social development, as well as to the development of the specific skills learnt. The curriculum is enriched as a result of these activities. The provision for sport is also broad and pupils enjoy considerable success in local and county competitions.
- The quality of pupils' support and guidance is good, and pastoral care very good. However, there is no policy on disability and teachers have not received instruction in the

use of fire extinguishers. There is an insufficient number of CO₂ fire extinguishers for electrical fires.

- Provision for pupils with SEN is satisfactory. Pupils with statements often make good progress, and there are several good features within organisation for differentiation. However, there is scope to tighten both the structure and practical application of IEPs to improve their effectiveness, whilst the current range of resources for SEN is narrow.
- The quality of school partnerships is good. Visitors address pupils on a regular basis and sound transferral arrangements with the secondary school have been established. There are some statutory gaps in the prospectus for parents.
- Partnership with industry is also good, and the school takes every opportunity to develop these links.
- The quality of self-evaluation and planning for improvement is satisfactory. The head and GB have a good overview of progress in NC test results over a period of six years and a number of positive steps have been taken to implement self-evaluation systems within the school. The head regularly visits lessons to specifically monitor the quality of teaching and standards; his written comments offer positive criticisms but this good practice has not operated over a sufficient period of time to fully influence provision.
- The SDP is satisfactory. It gives a detailed overview of the financial situation of the school and priorities identified are timetabled appropriately with due reference to matters of personnel and finance. However, there remain some obvious priorities which receive insufficient attention, and the quality of judgement is not always sufficiently rigorous. Some success indicators read as too desirable rather than specific and measurable.
- The quality of leadership and management is satisfactory. The head is sincere in his commitment to the school and his management of the community and ethos of the school are evident strengths. However, there is scope to develop more effective and rigorous management of the post-inspection action plan, and responsibilities are not always effectively delegated. The deputy is gradually developing management skills and is of evident help to the head and also sets an appropriate role model as class teacher.
- The role of curriculum leaders is developing satisfactorily; they plan in detail for individual subjects and report well regarding training and development; however, they do not yet sufficiently monitor standards and quality of teaching in their subjects.
- The GB is well organised in the manner in which it undertakes its statutory duties and is obviously sincere in its commitment to the school. The chair of the GB steers the work effectively, but again there remains scope to monitor the post-inspection action plan in a more rigorous manner. There are a number of statutory gaps in the annual report, and the GB has not adopted a policy on disabilities, as is statutory.
- Financial control is generally tight and the school gives good value for money.
- The quality of staffing, accommodation and learning resources is satisfactory. Current staffing is appropriate, but the distribution of staff responsibilities is not entirely equitable and some important areas have not been delegated. School resources are sufficient to

meet the needs of the NC and religious education; however, the number of reading books within some classes is limited and there are evident shortcomings in the amount of resources for SEN. Space within classes is often limited, but efficient use is made of all available space by pupils and staff.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

During the inspection, standards of achievement were at least satisfactory in 100% of lessons inspected, including 60% where standards are good and 8% where they are very good. In KS1 standards are good in 82% of sessions and very good in a further 9%; standards are satisfactory in the remaining 9%. In KS2 standards are good in 59% of sessions and very good in a further 8%; in the 33% remaining standards are satisfactory.

- The educational provision for children under five is generally appropriate and promotes the Desirable Outcomes for the six areas of learning.
- In English, standards are good in KS1 and satisfactory in KS2; reading work is often good in both key stages but in KS2 there are evident shortcomings in pupils' oral syntax and insufficient extended written work achieved.
- Standards in mathematics are good across both key stages, with mental arithmetic and numeracy evident strengths; pupils also make sound progress in their measurement work and data-handling skills.
- In science, standards are good in KS1. In KS2 standards are satisfactory; there are several examples of good work, which shows sound understanding and knowledge of the subject; however, there are some shortcomings in AT1 and in Y6 some of the work is inappropriate to the age and ability of pupils.
- In foundation subjects standards are good in both key stages in design and technology, information technology, history, geography and physical education.
- In art standards are good in KS1 and very good in KS2, where there are outstanding examples of paintwork and modelling.
- Standards in music are very good in both key stages; pupils' performing and composing skills show outstanding ability to control a wide range of sounds and create special effects.
- In religious education standards are good in both key stages.
- In KS1 teacher assessments for 2002 show that the majority of pupils achieve national expectations (level two) in English, mathematics and science. In English 70% achieve level two and a further 7% level three. In mathematics 50% achieve level two and 24% further level three. In science 63% achieve level two and a further 3% level three. In Welsh only a minority of pupils, 20%, achieve level two, but to date, only a small number of pupils sit the tests in Welsh as a first language. 63% of pupils reach the core stage

indicator, which is slightly less than county norms and substantially less than national norms. In all subjects, attainment of boys is higher than that of girls, and significantly higher in mathematics where 40% of boys achieve level three.

- In KS2 pupils' achievement in the NC tests for 2002 show that the majority reach national expectations (level four) in English, mathematics and science. Tests in Welsh were not sat. In English 56% achieved level four and a further 6% level five. 56% achieved level four in mathematics and a further 13% level five. In science 53% achieved level four and 9% level five. 53% of pupils achieved the core stage indicator. Performance of girls is higher than boys in every subject and significantly so in English. Statistics are substantially lower than national and county norms and slightly lower than the targets set by the school.

3.2 Standards Achieved in Key Skills across the Curriculum

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

- The progress and achievement of children under five in the key skills across the six areas of learning is satisfactory in terms of language skills, as their language base is very low on admission; standards are good in numeracy and ICT.
- Pupils speak confidently, but shortcomings in basic syntax mean that a considerable number have difficulties with basic constructions and are unable to express their ideas clearly.
- During collective worship and within lessons pupils listen intently and politely and respond well to what is heard. They understand instructions well in both languages and implement these immediately.
- Pupils read within a broad number of contexts across the curriculum. They use these skills confidently for a range of purposes, such as collecting information, and discussing their worksheets. Scanning skills are good and they read confidently both from printed sources and from screen.
- Pupils write for a number of different purposes across the curriculum, with especially good extended work in historical studies. In science, recording work is limited to closed formats especially at the upper end of the school, and pupils' efforts in word-processing skills are slow and laboured.
- Numeracy is developed consistently across the curriculum. Pupils measure for a number of different purposes and record this work thoroughly, understanding an increasing range of units. Chronology and timeline work in history also gives regular opportunities for challenging number problems, to which pupils respond well.
- Every subject is appropriately supported by ICT, although the use of computers was at best occasional in some classes during the inspection. However pupils' skills and knowledge – apart from word processing - are developing well across both key stages, with increased understanding of key concepts as a result.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Moral, social and cultural development of pupils is good; spiritual development is satisfactory.

- The school gives sound leadership regarding morality and pupils have a firm appreciation of the difference between right and wrong. Effective use is made of every opportunity within classes to give sound moral leadership and the themes for collective worship are further discussed to reinforce this.
- In periods of collective worship, simple moral and social messages are effectively communicated to pupils in a variety of contexts. However, spiritual development is only satisfactory as there is insufficient emphasis on a worshipful atmosphere and periods of reflection. From time to time the theme is not suitable for an act of worship. However, in class activities, pupils respond sensitively as they study and emulate the works of famous artists. They respond with feeling to music and show a sense of awe as they discuss the works of the masters.
- The school succeeds in creating a warm, welcoming and caring community, where positive attitudes are fostered. Pupils show respect and kindness to their peers and play and work together happily. Pupils' social responsibility is promoted by supporting a number of charities, and they have good knowledge of the purpose and outcomes of this humanitarian work.
- Comparative studies within geography and religious education, as well as African traditions and arts, introduce pupils to other faiths and cultures in a positive fashion. Positive attitudes towards racial equality are promoted and pupils discuss these with understanding. Within the school community, several ethnic communities are represented and evidently respected. Pupils have good appreciation of Welsh culture on a local and national level.

4.2 Behaviour and Attitudes

The quality of behaviour and attitudes is good.

- The behaviour policy promotes good standards based on developing self-respect; it emphasises that good behaviour is key to the success of the school ethos.
- The school aims for positive discipline, and to this effect there is a clear discipline code, which is implemented consistently by all staff. The reward system for good behaviour also has a positive effect on standards across the school.
- Staff expectations regarding behaviour are consistently high.
- There is a detailed policy for the prevention of bullying, which is equitably implemented by all staff. Some teaching regarding bullying takes place within the PSE scheme of work and during the inspection, no incidence of bullying were seen.

- There were no exclusions during the last academic year.

4.3 Attendance

Attendance is satisfactory.

- Attendance statistics show an average of 91.5% over the last three academic terms.
- In a number of individual classes, attendance falls below 90% from time to time and there is scope to continue to monitor this situation carefully.
- Teachers keep registers promptly, neatly and accurately on every occasion.
- A number of pupils arrive late in school on a daily basis, and there remains scope to continue to monitor punctuality.
- Parents are informed of attendance statistics by means of the annual report and the school prospectus.

5. QUALITY OF EDUCATION

5.1 Teaching

During the inspection the quality of teaching was at least satisfactory in 100% of sessions, including 65% where it is good and 15% where it very good; in the 20% remaining teaching is satisfactory. In the early years teaching is good in 20% of sessions and very good in 40%; in the 40% remaining teaching is satisfactory. In KS1 teaching is good in 100% of sessions. In KS2 teaching is good in 66% of sessions and very good in 12%; in the 22% remaining teaching is satisfactory. The teaching in three classes is at least good and often very good, whilst in a further six classes teaching is consistently good.

Good features

- Teacher expectations are high in all aspects of the work and pupils consistently respond well to this.
- The best lessons are carefully planned, with clear aims and objectives, which are introduced to pupils at the beginning of a session and thoroughly reviewed at the end of the learning session.
- Within mixed age classes there is consistent and effective emphasis on differentiating tasks within age ranges and individual abilities.
- Teachers' questioning skills are often good and show good sequence and direction, as well as sound ability to promote sufficient challenge for the most able pupils.

- Pace of teaching is effectively managed by the majority of teachers and pupils respond well to the high expectations in this respect.
- All teachers prepare stimulating and original activities, which attracts pupils' interest and imagination.

Shortcomings

- From time to time the pace of lessons is too slow to challenge pupils and some introductions are too long.
- Not all teachers provide good role models in language and the frequent mixture of English and Welsh has a detrimental effect on language standards in some lessons.

5.2 Assessment, Recording and Reporting

Assessment, recording and reporting procedures are satisfactory.

- Baseline assessment for children under five is satisfactory overall. It is good in the nursery but satisfactory in reception classes, where assessment opportunities are not incorporated into teachers' weekly or termly planning.
- There are systematic arrangements for the assessment and reporting of pupils' progress in mathematics and English; work is regularly timetabled and accurate.
- Teachers mark pupils' work positively, but seldom offer guidance on how to improve.
- Individual progress files are carefully kept during pupils' time at the school. They include a cross-section of work, assessments, records and other activities.
- Satisfactory use is made of information gleaned from assessment data to identify pupils who require SEN support. There is insufficient use of assessment data however to identify more able pupils or differences in the performance of boys and girls to influence curriculum planning.
- Annual written reports provided for parents demonstrate good knowledge of each pupil, but parents are not involved in identifying targets for progress, and there is minimum guidance on how to improve. Parents are encouraged to visit the school to discuss their children's progress.
- No teacher is designated to co-ordinate whole-school assessment procedures, which limits the overall perspective achieved.

5.3 Curriculum

The quality of the curriculum is satisfactory.

- The educational provision for children under five is generally appropriate and promotes the Desirable Outcomes for the six areas of learning. Stimulating experiences are provided, mainly in structured play situations.
- English is the main educational medium in the school, but consistent use is made of incidental Welsh in each class.
- Policies have been adopted for each subject, but not all of this documentation is fully related to the requirements of Curriculum 2000 whilst both Cwricwlwm Cymreig and key skills receive inconsistent attention.
- There are cross-school schemes of work for the majority of NC subjects. In general, these are detailed and outline the relevant skills and also show continuity and progression in learning. There are some very good examples including the science document, which outlines progression and continuity from year to year.
- There are very good examples of long-term planning, but not all teachers access whole school schemes with resultant shortcomings in continuity in some subjects such as Welsh second language. Some of the work at the upper end of the school is inappropriate for the age and abilities of pupils.
- Mid and short-term planning by teachers, based on the topic cycle is detailed and effective, although assessment opportunities are not noted.
- The school has been successful in achieving the Basic Quality mark from the Basic Skills Agency.
- Homework is given regularly to pupils; tasks set are appropriate and are marked carefully. Parents' questionnaires supported the provision made.
- Appropriate attention is paid to PSE within different parts of the curriculum. Aspects are integrated into collective worship, which sets a topic for discussion for the week; this is good practice.
- After-school clubs contribute well to pupils' social development, as well as to the development of the specific skills learnt. The curriculum is enriched as a result of these activities. The provision for sport is also broad and pupils enjoy considerable success in local and county competitions.

5.4 Support, Guidance and Pupils' Welfare

The quality of support and guidance for pupils is good.

- Useful relationships have been established between the school and institutions such as the police, fire brigade and nurse; these links promote pupils' health and safety in a positive fashion and also make a contribution to PSE. The health and safety policy is a further means of securing an appropriate environment for pupils.

- Staff are aware of the detailed guidelines in place for child protection and implement these equitably.
- Supervision for pupils has been noted clearly within documentation and is effectively implemented.
- The equal opportunities policy ensures that no pupil suffers prejudice on any basis, including race, colour, religion, language, SEN or social standing. Within the school community, several ethnic communities are represented and evidently respected.
- The school provides clear information about the abuse of alcohol and drugs for pupils and helps them to understand the likely causes of misuse. These arrangements are managed by a sound policy. Only under exceptional circumstances does the head dispense medicines to pupils.
- The school's sex education policy is well implemented and has been designed within a framework of moral values. Parents who expressed an opinion are happy with the arrangements made.
- The GB has not adopted a policy regarding disability, as is statutory. However, the building reflects suitable arrangements for disabilities in a number of important aspects.
- There is an insufficient number of fire-extinguishers within the school, especially CO₂ for electrical fires. Fire drills are held regularly, but staff have not undertaken training in the use of fire extinguishers. This needs to be arranged as a matter of urgency.

5.5 Provision for Pupils with SEN

The school makes satisfactory provision for pupils with SEN, enabling them to participate in a broad and well-balanced curriculum.

- As a result of the implementation of the new CoP there are 92 pupils on the SEN register, representing more than 40% of the school population. The five pupils with a statement of SEN make often good progress.
- The needs of other pupils with SEN are, overall, met satisfactorily in the classroom. Class teachers set work to match the needs of pupils according to their ability. There are examples of good practice and appropriate provision in many classes, but teachers' planning does not always indicate that guidance given on the IEP has been consulted.
- Some pupils with SEN are withdrawn in small groups or one-to-one support by a number of different tutors. Some of the pupils with a statement of SEN are given individual support by class assistants. All these pupils who are withdrawn make steady progress in confidence and attitude to work; a few make good progress in reading.
- The majority of SEN pupils are fully integrated into the life of the school, but those who attend other units for part of the day find it difficult to become fully involved in class activities, and do not receive individual support.

- The SEN CoP has been implemented but has not made a full impact on provision. For example, although IEPs are clear and targets are both relevant and specific, many do not include all necessary information; targets are not reviewed sufficiently frequently in order to provide up-to-date information for further planning.
- The deputy head acts as SENCO and as has regular liaison with the LEA advisory service and external agencies, whilst the school makes every effort to liaise with parents in a positive and constructive way.
- The number of pupils on the SEN register is high, and represents a broad range of learning and behavioural difficulties. The SENCO has received training to inform and guide work with SEN pupils and disseminates this to other staff. However, since class teachers are responsible for drawing up IEPs for their own pupils they are not currently receiving enough direct INSET to inform their work.
- Resources to support the learning of pupils with SEN are limited in range and there is no whole-school scheme of work to ensure progression or guidance for teachers.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The quality of school partnerships is good.

- As part of the pre-inspection process an opportunity was given to parents to meet the registered inspector. Only one parent-governor attended and deferred to the GB meeting; as a result, there was no pre-inspection meeting with parents on this occasion. However, the questionnaires received are broadly supportive of the school's efforts and the fundraising society is flourishing and a means of enriching the school's resource provision. There are some statutory gaps in the annual prospectus for parents.
- The school plays a full part in the events of the local community, which in turn appreciates the contribution made by the school. There are purposeful links with the local religious establishments, as well as the elderly and local shops. Visitors come regularly to the school to address pupils, who reflect great pride in these opportunities to question and gather information.
- Sound arrangements have been made for the transferral of pupils in Y6 to the local secondary school, with regular meetings and good consideration given to pupils with SEN. Curriculum links have also been soundly organised, with co-operative planning between teachers in Y6 and Y7 in a mental arithmetic project to be taught over the two years. The head is the INSET co-ordinator for the cluster, and there are good relationships with other local primary schools. Teachers also develop sound mentoring skills by means of the partnership with local teacher-training colleges.

5.7 Partnership with Industry

Partnership with industry is good.

- There is a sound policy to manage arrangements.
- Close links have been nurtured between the school and the local port, and this has been a useful means of developing partnership with a school in Ireland, with free transport provided for pupils to visit.
- The school makes every effort to successfully enrich the curriculum through the use of local businesses, which influences standards of achievement positively.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

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

- The school has a comprehensive policy to manage the process of self-evaluation.
- The school takes seriously the process of setting targets for pupils. Generally, the targets set match results closely, apart from some differences in KS1 in 2002.
- Pupils' targets are revised twice annually to ensure that they remain pertinent.
- The head and GB have a good overview of the development represented in the NC test results over a period of six years; the targets set meet the abilities of pupils and are sufficiently challenging and achievable for their abilities.
- A number of positive steps have been taken to establish self-evaluation systems throughout the school over the last two years. All staff play a direct part in the process, although there remains some lack of confidence in implementation. However, staff value the system as a means of further development in standards and quality.
- The head regularly visits lessons to specifically monitor the quality of teaching and standards; his comments offer positive criticism but this good practice has not yet operated for a sufficient period of time to fully influence provision.
- The SDP is satisfactory. It gives a detailed overview of the financial situation of the school and priorities identified are timetabled appropriately with due reference to matters of personnel and finance. However, there remain some obvious priorities which receive insufficient attention, and the quality of judgement is not always sufficiently rigorous. Some success indicators read as too desirable rather than specific and measurable.

6.2 Leadership and Efficiency

The quality of leadership and management is satisfactory.

- The GB has adopted a number of purposeful aims and objectives for the school; these form an introduction to the SDP.

- Day-to-day arrangements are well organised, under the leadership of the head.
- The head is sincere in his commitment to the school and his management of the community and ethos of the school are evident strengths. However, there is scope to develop more effective and rigorous management of the post-inspection action plan, and responsibilities are not always effectively delegated. Some teachers are overburdened, and some important areas have not been delegated such as assessment and children under five. The deputy is gradually fostering good management skills, is an evident help to the head, and also a good role model as a class teacher.
- The role of the curriculum leaders is developing satisfactorily; they plan carefully for individual subjects and report well on all training and development; however, they have not yet started to monitor standards and teaching sufficiently in their individual subjects.
- The GB is well organised in the manner in which it undertakes its statutory duties, and is evidently sincere in its commitment to the school. A suitable number of sub-committees have been established to ensure that the burden of the work is equitably shouldered. The chair steers the work effectively, but again there remains scope to report on the progress of the post-inspection action plan in a more rigorous fashion. There are a number of statutory gaps in the last annual report, and the GB has not adopted a disability policy, as is statutory.
- Financial control is generally tight, in what has been a difficult period for the school because of a falling roll. A suitable underspend is aimed at each year and, as a result, the school has succeeded in maintaining the present number of staff, which has been an evident priority within their discussions. A quick response was made to the implications of the last internal audit, and there is a written agreement that deputises expenditure to the head. The current organisation of having a moveable point of responsibility is good practice.

6.3 Staffing, Accommodation and Learning Resources

The quality of staffing, accommodation and resources is satisfactory.

- Currently there are 12.5 teachers in the school, including the head. Eleven are on permanent contracts and two on temporary ones. Nine of the teachers are graduates and the remainder have teaching certificates, whilst a good number have been teaching at Ysgol y Parc for a substantial period, creating commendable stability. The teacher for SEN has been financed from the school budget.
- The initial qualifications of staff are broad and set a sound basis for presenting a broad and balanced curriculum to pupils. There is good commitment towards extended INSET that has enhanced teachers' qualifications substantially.
- The sharing of responsibilities between the staff is not completely balanced and equitable, and there are several important areas which have not been delegated.
- The school finances one nursery nurse and four one-to-one SEN assistants, three full-time and one part-time; all provide support of high quality to appropriate pupils.

- Three SEN teachers with specialisms in dyslexia come to the school for an hour each week to support individual pupils, and their co-operation with class teachers is good. The LEA finances a further SEN teacher for 0.4 of the week, to aid specific pupils; this provision is very good.
- One peripatetic music teacher visits to teach violin to a number of pupils; they make good progress on the instrument, deploying their skills within lessons and periods of worship.
- The resources of the school are sufficient to meet the needs of the NC and religious education; however, the number of reading books within some classes is somewhat limited, while there are evident deficiencies in the number of resources available for SEN.
- Space within the classes is often limited, but efficient use is made of these by all teachers and pupils.
- Generally, the quality of accommodation and school grounds is good.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

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

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

In the reception classes standards are very good in mathematical development and good in all other aspects.

Language, literacy and communication skills

Good features

- Nursery children listen closely and respond correctly to instructions in both Welsh and English. They make evident progress in their language in a short time and the vast majority speak confidently, with a small number using extended sentences and developing detail in conversations. Pupils use satisfactory language with appropriate vocabulary as they speak about their work or in role play. They recognise several letters and write their names correctly.
- Reception children listen intently and respond with understanding to stories. They recall stories in an organised fashion, sequencing events correctly. The vast majority of pupils communicate effectively with their peers and with adults. Children succeed in recognising a significant number of individual letters and are familiar with several blends.

They build new words satisfactorily as they read. They form sentences in English and Welsh with good levels of accuracy and a small but significant number write independently.

Shortcomings

- In the nursery class, the vast majority of children respond correctly but only with one-word answers. They have difficulty in voicing opinions and speaking in detail because they lack specific vocabulary and basic sentence construction.

Personal and social development

Good features

- Nursery children play together and co-operate well in group situations. They share resources happily and are willing to wait their turn patiently. They form good relationships with others and show increasing levels of independence. They respond well to classroom organisation and are aware of the need for personal hygiene.
- Pupils in the reception class show respect for other children and adults and the vast majority concentrate well on tasks. They obey instructions in both Welsh and English and know the difference between simple right and wrong.

Mathematical development

Good features

- Nursery children count confidently to ten and name shapes correctly. They know a broad range of number rhymes in both languages and succeed in creating and finishing patterns well. They use some mathematical terms, such as small and large, appropriately as they play in water and sand. They have a very good understanding of the role of money as they play in the classroom shop.
- Reception children use numbers up to 20 confidently with a small number who work with numbers up to 100. They count forwards and backwards well and they have sound understanding, especially of money. They name two and three dimensional shapes confidently and sort objects into sets. Pupils create block graphs and use non-standardised units of measurement very well.

Knowledge and understanding of the world

Good features

- Nursery children recognise colours and know that they live in Holyhead. As a result of visits to shops, the library and the church, they recognise some of the buildings in the town. They talk about the features of the weather well and have satisfactory knowledge about fruits and living creatures such as the classroom goldfish.

- Reception children name different parts of the body and as a result of their visit to Parc Glannau Penrhos have sound knowledge of plants and living creatures. They understand how people and events change over time and talk enthusiastically about babies who visited both classes. They know the purpose of some of the local buildings and compare effectively the differences in equipment between historical and modern houses. They know that some materials melt in the heat of the sun.

Physical development

Good features

- Nursery children use small equipment, such as paint brushes and scissors, confidently. In physical education lessons they show increasing body-management skills and use a variety of levels effectively as they move. They run and jump with energy.
- Reception children use small equipment safely and independently to write, cut, glue and sew. In physical education lessons they display good skills and considerable control as they catch and throw bean bags. They are aware of safety issues and co-operate well in paired situations.

Creative development

Good features

- In the nursery children sing sweetly and keep good rhythm as they play percussion instruments. They use a range of techniques to print, paint and create effective mobiles.
- Reception children create lively work, such as self-portraits and paintings of the family. They print and sew puppets carefully. In one class children create striking large-scale models of horses' heads and use waste material in an imaginative fashion. Children clap rhythms correctly and use their voices and instruments effectively to recreate a story.

English

Standards are good in KS1 and satisfactory in KS2.

Good features

- In both key stages pupils are competent speakers who are keen to participate in group and class discussions. They enjoy performing for other pupils. Many ask sensible and relevant questions, are eager to relate their own experiences and elaborate on other people's ideas.
- Pupils develop good listening skills. KS1 pupils have good recall of the sequence of events in a story. Younger KS2 pupils have a good ear for rhyme and alliteration and older pupils recall a story they have heard in good detail.

- Pupils make good progress in reading in response to the school's recent initiative in improving reading skills. Pupils in both key stages read at levels appropriate to their age and ability, demonstrating a firm knowledge of phonics. They have a good grasp of the roles of author, illustrator and publisher and understanding of what they read. They show mature empathy with characters, describe settings and make imaginative attempts to predict how a story may end.
- By the end of KS2 pupils experience a wide range of reading materials. They are responding positively to the introduction of group reading. They scan print and screen quickly, interpret pictures noting detail well and many read aloud with commendable expression and pace. They are developing good research and library skills.
- KS1 pupils demarcate sentences correctly. More able pupils write at length and use a growing vocabulary to describe and narrate. They write clear instructions. Many are making at least satisfactory progress in handwriting.
- Many pupils in KS2 write imaginatively, showing awareness of audience and purpose in a limited number of different styles, including poetry, descriptions and narratives. In some classes pupils are making good progress in note-taking.
- Eight pupils currently undertaking tuition in English as a second language. On the whole, they make satisfactory progress, especially in oral confidence. They develop good understanding in use of phonics.

Shortcomings

- Although they speak with confidence, many pupils in KS2 make little progress in speaking accurately, using correct grammar and precise vocabulary. They do not practice more formal speaking.
- Although KS2 pupils develop useful drafting skills, many persist in spelling and punctuating their work carelessly.
- Many older pupils do not write in sufficient depth and length within a suitably broad range of genres.
- EAL pupils do not follow a structured course of second-language teaching to ensure rapid progression of skills, such as drilling in language patterns.

Mathematics

Standards are good in both key stages.

Good features

- In Y1 number bonds are soundly developed and pupils are confident in forming patterns. They know and use the forms of numbers orally and in writing and their knowledge of place value within tens and units is good. They use concepts such as odd and even numbers consistently and with understanding in their work. They identify number

patterns with ease and locate these correctly on the 100 square; able individuals identify complex patterns in this respect.

- By Y2 pupils have a sound understanding of place value within hundreds, tens and units. They use strategies such as doubling and halving confidently, with the most able pupils solving challenging problems in this respect. The simplest multiplication tables have been thoroughly learnt by the majority of pupils, and they use the concept of zero correctly in their work. A number of able pupils identify complex number bonds within hundreds and their work on time reinforces their knowledge of simple fractions.
- Measurement work is good across KS1. Pupils recognise a good number of two and three dimensional shapes and discuss their properties confidently. They identify right angles within shapes with ease, and understand that not every shape changes in rotation. In Y1 pupils have good mathematical vocabulary as they measure with non-standard units, but by Y2 pupils extend their skills to measure accurately, for instance in centimetres..
- In the early years of KS2 pupils demonstrate sound and increasing understanding of place value developing quick strategies to multiply and divide by tens and hundreds. They make sound progress in their knowledge of multiplication tables and extend this to count in threes and fours. Pupils also understand how to record their number work in a variety of different formats and know that different strategies in this respect still lead to correct solutions. A number of pupils in Y4 already use negative numbers correctly.
- By Y5 and Y6 pupils use and understand an extended range of numbers and know the relationship between fractions, decimals and percentages. They halve and double numbers with increasing confidence. They understand and find square numbers and prime numbers quickly and correctly. Their knowledge of multiplication tables is secure and they correct numbers with consistent accuracy. They have knowledge of a good number of fractions and identify comparative fractions correctly.
- There is challenging shape work at the upper end of the school. Pupils discover perimeters and areas of both regular and irregular shapes easily and label and measure a range of angles correctly and consistently. They use shape vocabulary with increasing confidence and name shapes and their attributes in detail across a wide range of examples. They build simple nets to deepen their understanding of three dimensional shapes. They mutate shapes confidently and understand co-ordinates thoroughly.
- Across KS2 pupils develop in their ability to create and interpret a wide range of graphs. They use different formats for collecting and recording data, and the quality of the work is consistently good. They recognise several forms of graphs and choose suitable formats to record specific results; they also use a wide range of formats to record the same data and compare their appropriateness.

Science

Standards are good in KS1 and satisfactory in KS2.

Good features

- Pupils in KS1 perform a range of experiments, make simple predictions, compare results and come to sensible conclusions. They record their findings in an organised fashion using pictures, block graphs and text.
- Pupils in KS1 are aware of the life cycle of a number of creatures and understand that plants need water and light to grow. They name and label the main parts of the external human body correctly and have good knowledge of healthy foods.
- Pupils in KS1 categorise materials effectively according to simple properties and use their senses to investigate different and similar properties. They name common materials well and know which ones are not man-made.
- Pupils in KS1 have a good understanding of the fact that light comes from a number of sources. They also know that a number of different sounds come from different sources and they experiment practically to deepen their knowledge.
- In KS2 pupils have a good understanding of fair testing. In general, they predict sensibly and come to mature reasons as they investigate and arrive at conclusions. They record results in detail in several different formats. Effective work is seen on the properties of materials for which pupils use a broad range of scientific vocabulary.
- Pupils in Y3 and Y4 recognise the poles of magnets and know that different situations repel or attract. They understand the purpose of different parts of a plant; they discuss in detail the purpose of roots and a good number of pupils have a simple understanding of the process of photosynthesis.
- Pupils in Y5 and Y6 have detailed knowledge of different parts of the body, such as teeth and the heart and of features that are detrimental or beneficial to health. They explain the main differences between solids, liquids and gases effectively, and understand a number of concepts including magnetism, electricity and forces such as friction and gravity.
- Effective use is made by pupils in Y5 and Y6 of PowerPoint presentations to record their work on forces.

Shortcomings

- At the upper end of KS2 pupils do not always predict in a reasoned fashion nor come to reasoned judgements. They remain over-dependent on teacher led activities, rather than creating their own experiments.
- Some of the work completed by pupils in Y6 is inappropriate to their age and ability.

Welsh second language

Standards are satisfactory in KS1 and KS2.

Good features

- Pupils in KS1 listen intently and follow instructions correctly. They respond enthusiastically to greetings, and show good understanding as they answer simple questions. They enunciate clearly as they emulate the language of teachers and a few offer original ideas.
- Pupils in KS1 read familiar words and simple sentences to a satisfactory standard. They copy and form simple sentences and label correctly. At the top end of the key stage they use the present tense correctly as they write sentences about fine weather. They present personal information satisfactorily and a small number of pupils write independently and effectively.
- The vast majority of pupils in KS2 show good understanding as they respond to greetings and instructions. They enunciate clearly using a confined range of language patterns to ask and answer questions. They talk about the weather, their families, friends and colours satisfactorily, using simple sentences. In Y5 and Y6 pupils tell the time correctly.
- Pupils in Y3 and Y4 read together satisfactorily and show increasing knowledge and accuracy. The vast majority read independently and succeed in naming characters and events within a story correctly.
- Pupils across KS2 use an appropriate range of sentence patterns in their written work and worksheets. Pupils in Y6 write interesting paragraphs about their friends and some pupils describe effectively.
- The consistent use of incidental Welsh, both orally and within notices and displays in each class increases pupils' oral, writing and reading skills and promotes improvements in standards.

Shortcomings

- A small but significant number of pupils across the school are shy and lack confidence when speaking individually.
- Pupils in KS1 and KS2 have an insufficient vocabulary or knowledge of language patterns to enable them to speak in an extended fashion about their work and experiences.

Design and technology

Standards are good in both key stages.

Good features

- Across KS1 pupils model with waste materials regularly and add moveable parts with increasing confidence. The work on vehicles is particularly successful in this respect, with a range of different wheels and connecting techniques used effectively.
- Pupils in KS1 have regular opportunities to practice skills such as cutting, gluing and connecting; this reinforces the quality of the work positively.

- Good standards are seen in food technology in KS1, with pupils fully aware of the need for hygiene in this respect.
- In Y2 pupils control a roamer with increasing confidence and input different programs confidently.
- Pupils in KS2 often work on a large scale, such as the bridge building project in Y3. They use a range of techniques and the finished artefact is striking.
- There is good investigational work across KS2 with a number of technological features, such as pneumatics and simple pulleys. When tasks call for moveable parts, a variety of techniques are used, which additionally deepens pupils' scientific knowledge.
- Designs at the top end of the school have correct measurements added and pupils also begin to use an ICT program for design.
- Good standards in food technology are consistently seen across KS2.

Information technology

Standards are good in both key stages.

Good features

- In KS1 the vast majority of pupils work independently on the equipment and name the different parts correctly. They click the mouse correctly and move objects across the screen quickly and without fuss.
- Pupils' numeracy and literacy in KS1 is consistently promoted by means of a broad range of software. Pupils succeed in retrieving pictures, creating borders, changing capital letters and deleting words in their word-processing skills.
- Pupils in KS1 use a roamer correctly and confidently and model different programs, inputting them correctly and operating them securely.
- Across KS1 there are good examples of computer artwork and pupils also create attractive pictograms and interpret the data represented correctly.
- At the upper end of the school, pupils use a broad range of challenging programs to enrich their work. They prepare PowerPoint presentations to present different information to specific audiences. This work includes simple recording and animating skills.
- Pupils in KS2 produce good work with the Logo program and model a number of two dimensional shapes, adapting their mathematical knowledge securely to the task
- Databases are created on a range of topics in KS2. Pupils are competent as they input and question information and create graphs to show different and specific aspects of the work.

History

Standards are good in both key stages.

Good features

- In KS1 pupils have a good understanding of the effect of the passing of time and concepts of old and new in their work on comparing household equipment, games, clothing and travel in Victorian times with their own.
- They know about the lives of famous characters from Welsh history, such as Twm Siôn Cati, and use a variety of ways to record their knowledge.
- In KS2 pupils study a range of historical periods, including Caernarfon Castle, the Celts, the Stuarts and World War II. During each topic pupils make good progress in learning about their own area. They develop a very good understanding of chronology.
- Pupils in Y4 and Y5 have a good grasp of the differences in contemporary Holyhead from the town in the nineteenth century and understand the factors that encourage change. There are examples of very good empathetic writing by workers in the Penrhyn strike. They produce intelligent work on Wales in Stuart times, such as the effect of drovers on transport.
- Older pupils in KS2 have a clear understanding of conditions in the Second World War and write well in a variety of forms on the experiences of civilians, soldiers and evacuees.
- Pupils experience a rich store of relevant artefacts and understand the importance of unbiased historical interpretation. Many research their own information on aspects of the topics.
- Their visits to historical sites greatly enhances their understanding of history and pupils respond very positively to a subject well taught.

Geography

Standards of achievement are good in both key stages.

Good features

- Pupils throughout the school acquire a broad geographical vocabulary and make good progress in mapping, including reading and drawing plans, interpreting a key and using symbols and co-ordinates.
- KS1 pupils distinguish between what is man made and physical or natural. They categorise features into sets of what can be seen the country and in the town.

- In their topic on transport, KS1 pupils show good knowledge of different forms of travel, name the main routes and discuss the effect of traffic on lives.
- Pupils link a picture of their own home to maps Holyhead and locate the town on a map of Wales.
- Pupils in KS1 symbolically describe many different weather conditions and identify the appropriate clothing to wear.
- KS2 pupils build well on the geographical skills learned in KS1. Younger pupils in the key stage interpret photographs and maps well, and use an atlas competently to intelligently compare the physical features of Kenya with those of Wales. They describe the features of the Florida estuary in good detail and draw clear conclusions about similarities and differences with the port of Holyhead.
- Y5 and Y6 pupils use keen geographical skills to compare and contrast many features of St Lucia with those of North Wales.
- By the end of the key stage, pupils have gathered good knowledge and understanding of their local area and of the effect of the environment on the lifestyle of its people, such as the role of Welsh slate in the economy of Wales.

Art

Standards are good in KS1 and very good in KS2.

Good features

- Pupils in KS1 experiment with a broad range of materials and techniques to create good work, such as self-portraits in water colours. Pupils carefully observe natural features, such as fruits, and develop sketches into good collage work. Printing work shows good understanding of the manner in which patterns develop.
- Children weave well with paper in Y1 and use a range of materials, such as feathers to develop these skills further in KS2.
- In Y3 and Y4 pupils have outstanding observational skills and their sketches of quarrymen and the slate quarry are very effective. They have a sound understanding of tone, texture and line.
- Pupils in Y3 and Y4 create attractive African masks in chalk. They use block prints of Africa effectively and create attractive wallpaper, showing good printing skills. They create striking collage work of the jungle using an interesting range of materials and a broad choice of colours.
- Outstanding work in textiles is achieved by pupils in Y3 and Y4. They create exciting Batik work and tie and dye materials effectively.

- Pupils at the upper end of the school create outstanding landscapes. They produce striking silhouettes on backgrounds which have been carefully mixed, detailed portraits of some of the buildings of the town, and sound marbling work.
- The quality of three dimensional work in KS2 is outstanding. Pupils at the lower end of the school create Celtic pottery and jewellery from clay. At the upper end of the school, pupils use clay very creatively to create pots with lids. The masks of the sun god by pupils in Y6 show very good modelling skills.
- Across KS2 there are several outstanding works in paint with pupils showing sound understanding of elements such as tone, texture and shadow.
- Pupils across the school emulate the works of famous masters successfully adapting their techniques effectively to their own work. Pupils in Y3 and Y4 use pastels to recreate the famous painting of *The Scream*, showing striking work, full of empathy.
- Pupils across KS2 have a good knowledge of the style of the artists of Wales; pupils in Y6 emulate the work of Kyffin Williams successfully and use John Piper as a stimulus for striking pictures of scenes of the Second World War.
- Pupils in KS2 visit Oriol Ucheldre and occasional visits to the school by recognised artists has an evident influence on standards. Pupils exhibit their work regularly in the town library and this promotes interest and stimulates pupils to improve their work.
- Members of the art club have designed and painted the hall windows. The work is of very good quality and very colourful.

Music

Standards are very good in both key stages.

Good features

- The quality of singing is good in both key stages. Pupils enunciate clearly and sing rhythmically with good pitch. They produce good volume of sound and breathe in a sensible and disciplined fashion.
- The standard of instrumental performance is very good in both key stages. Pupils control a broad range of instruments successfully and in a disciplined fashion, keeping a steady beat and taking complete responsibility for individual parts within challenging textures.
- In composition on a special theme, such as space invaders in KS1 or sun gods in KS2, pupils choose and select a broad range of sounds to promote their ideas. They use instruments, keyboards, computerised sounds, pre-recorded music, their voices and bodies to create an outstanding range and variety of textures within their work.
- Pupils' ability to create a special atmosphere and ethos as they perform and compose is outstanding across the school; they work in a challenging and disciplined fashion and enjoy their contributions immensely.

- Appraisal work is developing well, making consistent use of the musical elements.
- All pupils benefit from a broad and balanced musical diet; during the inspection pupils were seen listening and evaluating music from the Western classical tradition, the Welsh tradition, pop music and music from other traditions.

Physical education

Standards are good in KS1 and KS2.

Good features

- Pupils in KS1 and KS2 take part in a variety of physical activities, including dance, gymnastics, games, athletics and swimming.
- Pupils across the school have a good understanding of the beneficial effect of exercise on their bodies. They work with energetically within lessons.
- Pupils in KS1 have good throwing skills, aim correctly and with appropriate energy. They catch a ball correctly and a small number show very good standards when receiving.
- In games, pupils in KS1 use space appropriately and have a good appreciation of different parts of the body. They co-operate in a disciplined fashion in groups, and evaluate their work well.
- Pupils in KS2 have a good understanding of some of the techniques of athletics. They run, holding their heads correctly, and use their arms effectively. They evaluate their work well and succeed in improving their performances.
- In dance lessons, pupils in Y5 and Y6 demonstrate good skills. They respond enthusiastically to stimulating music and plan their work effectively. They move with good appreciation of the body; their movements flow with ease and they show good control.
- The gymnastics and football clubs, which are held after school, have an evident effect on standards of pupils in these sports.

Religious education

Standards are good in both key stages

Good features

- Pupils follow the LEA approved syllabus, which is implemented well by teachers.

- KS1 pupils learn Old and New Testament stories and have a sound recall of the main characters and events. They discuss their feelings and personal experiences in the light of what they learn.
- Pupils in KS1 describe how Christians and Jews celebrate certain aspects of their lives and draw simple comparisons between the two religions.
- In their lessons on a baby's christening, KS2 pupils show sound knowledge of the features and symbols of Christianity and have good recall of their visit to St Cybi's church.
- KS2 pupils discuss rules and values based on Christian principles. They learn about significant religious leaders and offer reasoned opinions about their lives.
- KS2 pupils know a good collection of facts about Muslim and Hindu celebrations and holy places.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school was last inspected in September 1997, where six key issues were identified, as follows.

To raise standards in Welsh as a second language, art, information technology and aspects of design and technology, ensuring that the schemes of work in these areas give more guidance to teachers.

- Progress is very good, with standards raised substantially since the last inspection.

To urgently appoint curriculum leaders in all subjects except music and information technology, so that the quality of teaching and learning and curriculum coverage can be more effectively monitored.

- Progress is satisfactory. Curriculum leaders are in place for every area, although it would be of benefit to set Welsh as a discrete subject, rather than encompassing it within language. Planning is developing well, but it is only this year that the work on monitoring has commenced and it has not yet had sufficient time to influence standards.

To make better use of ongoing assessment to inform planning and ensure that the reports to parents comply with statutory requirements.

- Progress is unsatisfactory; there are shortcomings within assessment and no member of staff has responsibility over this provision. It is only recently that the assessment policy has been completed. The reports to parents remain in need of more specific information on how pupils can progress in the short term.

To devise and implement a plan to reduce the number of pupils who are absent for at least one session in more than half the weeks of the term.

- Progress is satisfactory. The school has taken specific steps to monitor attendance, and should continue to do so in a rigorous manner.

To urgently continue with its efforts to improve the safety of pupils, by establishing a clear and secure boundary to the school grounds.

- Progress is very good, and a secure fence has been erected around the whole school.

To improve the quality of the pupils' learning environment by addressing the issue of poor ventilation in many classrooms.

- Progress is very good. The ability of the school to respond is limited because of location and architecture; however, electric fans within classes and the addition of a foyer has alleviated the problems.

8.2 Key Issues for Action

The school needs to:

- take appropriate steps to raise standards further in subjects and key skills judged to be satisfactory;
- establish a whole-school assessment scheme and appoint an assessment coordinator;
- re-evaluate staff responsibilities and strengthen the status of curriculum leaders by training to monitor standards of achievement and teaching, so as to improve standards of self-evaluation further;
- improve provision for spiritual development within lessons and collective worship;
- adopt a disability policy and delete the statutory gaps within the prospectus and annual report;
- tighten further organisation for SEN;
- continue to monitor attendance and punctuality in a rigorous manner;
- ensure staff training in the use of fire extinguishers and increase the supply of CO₂ extinguishers.

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

APPENDIX

A. Basic Information About the School

Name of School	Ysgol y Parc
School type	Primary
Age -range of pupils	3-11
Address of school	Newry Fields Holyhead Anglesey
Post-Code	LL65 1LA
Telephone Number	01407 763156

Headteacher	D G Davies
Date of appointment	September 1996
Chair of Governors	Mr Colin Bell
Registered Inspector	Mr Meurig Thomas
Dates of inspection	16-19 June 2003

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	13	26	29	28	29	29	32	38	224

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	3	12.61

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	18.17:1
Pupil : adult (fte) ratio in nursery classes	13:1
Average class size, excluding nursery and special classes	21
Teacher (fte) : class ratio	1.14:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	90.25	90.3	91.0	90.05
Term 2	92.4	90.7	90.5	91.2
Term 3	94.0	91.7	91.0	90.5

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

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2: 30						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
WELSH	Teacher Assessment	School	0	0	13	67	20	0	0
WE: Oracy	Teacher Assessment	School	0	0	13	67	20	0	0
WE: Reading	Teacher Assessment	School	0	0	27	70	3	0	0
WE: Writing	Teacher Assessment	School	0	0	23	67	10	0	0
ENGLISH	Teacher Assessment	School	0	0	13	10	70	7	0
EN: Oracy	Teacher Assessment	School	0	0	13	7	57	23	0
EN: Reading	Teacher Assessment	School	0	0	13	17	63	7	0
EN: Writing	Teacher Assessment	School	0	0	3	23	64	10	0
MATHEMATICS	Teacher Assessment	School	0	0	7	20	50	23	0
SCIENCE	Teacher Assessment	School	0	0	10	23	64	3	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	63.3%	In Wales:	83%

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

National Curriculum Assessment KS 2 Results: 2002							Number of pupils in Y6: 32						
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	3.1	0	0	0	12.5	21.9	59.4	3.1	0
		National	0	0	3	0	0	1	5	16	45	29	0
	Test/Task	School	0	0	0	0	0	0	15.6	21.9	56.3	6.2	0
		National	0	2	2	1	0	0	4	12	41	38	0
Mathematics	Teacher assessment	School	0	0	3.1	0	0	0	12.5	21.9	56.3	6.2	0
		National	0	0	3	0	0	1	4	19	46	27	0
	Test/Task	School	0	0	3.1	0	0	0	12.5	25.0	50.0	9.4	0
		National	0	2	1	1	0	0	4	19	43	30	0
Science	Teacher assessment	School	0	0	3.1	0	0	0	12.5	12.5	62.5	9.4	0
		National	0	0	3	0	0	0	2	13	49	33	0
	Test/Task	School	0	0	3.1	0	0	0	6.3	28.1	53.1	9.4	0
		National	0	2	0	0	0	0	1	10	47	38	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	59.4%	In the school:	53.1%
In Wales:	72%	In Wales:	70%

- 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.

D. The Evidence Base of the Inspection

The school was inspected over four days by four inspectors. The Registered Inspector was in school for four days, the other professional inspectors for three days and the lay inspector for two days. 56 teaching sessions or part sessions were observed.

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

E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Mr Meurig Thomas	1. The school and its priorities 2. Main Findings 3.1 Standards achieved in subjects and areas of learning 3.2 Standards achieved in key skills across the curriculum 5.3 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 Design and technology Information technology Music
Mr Gwylim 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 Meiriol Meredith Jones	5.2 Assessment, recording and reporting 5.5 Provision for pupils with SEN 6.3 Staffing, accommodation and learning resources	English History Geography Religious education
Mrs Zohrah Evans	4.1 Pupils' spiritual, moral, social and cultural development 5.1 Teaching	Early Years Welsh Science Art Physical education