

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

**Ysgol Gymuned Pentraeth
Pentraeth
Anglesey
LL75 8UP**

School Number: 6602161

Date of Inspection: 08/05/06

by

**Jean Marshall
78668**

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

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

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

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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gsi.gov.uk

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Ysgol Gymuned Pentraeth was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Gymuned Pentraeth took place between 08/05/06 and 09/05/06. An independent team of inspectors, led by Jean Marshall undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Ysgol Gymuned Pentraeth is situated in the middle of the village of Pentraeth on Anglesey and is maintained by Anglesey Education Authority. The school serves the village and the surrounding rural area.
2. During the inspection there were 63 full-time pupils and 11 part-time nursery children on the school register. They are accepted on a part-time basis in the September following their third birthday and full-time in the September following their fourth birthday.
3. According to the school, pupils come from backgrounds that are neither prosperous nor deprived. Many families move in and out of the area and, consequently, numbers in the groups change constantly during the school year. The percentage of pupils (14%) entitled to free school meals is lower than the county and national percentages.
4. The great majority of pupils (83%) come from homes where English is the main language of communication, but despite this, according to the school, 60% speak Welsh to first language standard. Welsh is used as the main medium of teaching and learning in the nursery and reception class and during the first two terms of Year 1. After that, lessons are taught in both Welsh and English with the aim of making pupils bilingual by the end of key stage 2.
5. Twenty-five pupils (34%) have special educational needs, which is substantially higher than the national average, and four have a statement of special educational needs.
6. The head was appointed to his post in September 2002 and the school was last inspected in May 2000.

The school's priorities and targets

7. According to the School Development Plan, the main school priorities for 2005-06 are to:
 - raise standards in Welsh, music, design and technology and information technology;
 - raise standards in assessment, planning, teaching and learning;
 - further develop the school's self-evaluation system.

Summary

Table of grades awarded

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

Standards

8. The general quality of the educational provision for children under five is appropriate for their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. They make good progress in the key skills of listening and speaking, reading and early writing, numeracy and the use of information and communication technology. Their bilingual skills develop well.
9. At key stage 1 and key stage 2, the pupils' understanding of what they do, their progress and what they need to do to improve is an outstanding feature. Pupils make very good progress towards reaching their potential.
10. Pupils throughout the school listen very well and speak easily and confidently in Welsh and English. By the end of key stage 2, the most able pupils contribute outstandingly well orally in both languages and in a range of different contexts.
11. At key stage 1 and key stage 2 the skills of pupils in reading and writing across the curriculum and in both languages are good.
12. There is an appropriate balance in the use pupils make of both languages across the curriculum and their bilingual skills are good.
13. They achieve good standards in mathematical skills across the curriculum. The skills of pupils in information and communication technology are good at key stage 1 and outstanding by key stage 2.

14. At key stage 1 in 2005, when comparing with similar schools in terms of the percentage of pupils entitled to free school meals, the results of teachers' assessments were low in each of the core subjects of the National Curriculum.
15. At key stage 2 in 2005, when comparing with similar schools, teacher assessment results were amongst the best nationally in English and science and higher or near to the median in Welsh and mathematics.
16. The personal, social and learning skills of pupils throughout the school are good. By key stage 2, pupils' ability to co-operate, concentrate and persevere, using their time effectively, is an outstanding feature. Standards of pupils' behaviour are very good.
17. The practice of some parents in taking their children out of school to go on holiday during term time has a damaging effect on attendance percentages in school. The average attendance for the three full terms before the inspection was about 91%, which is lower than the percentage for Anglesey and Wales.
18. The awareness of pupils of the world of work, their links with local companies and their contribution to life in the community is an outstanding feature.

Quality of education and training

19. In the lessons observed, it was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
53%	47%	0%	0%	0%

20. The outstanding features of the teaching include:
 - teachers' specialist knowledge and skill;
 - sharing lesson aims with pupils;
 - perceptive questioning;
 - continuous assessment of pupils' achievement;
 - use of a variety of teaching and learning techniques in order to respond to the needs of individual pupils;
 - the way equal opportunities are promoted in every lesson.
21. The good features of the teaching include:
 - good working relationships between adults and pupils and the obvious respect between them;
 - lessons that have been planned and prepared thoroughly;
 - teachers who provide a good quality language model;
 - effective use of a broad range of resources including the interactive whiteboard;
 - effective use of a nursery assistant and classroom assistants to promote the learning of pupils.

22. The quality of systems for assessment and recording is outstanding. Teachers have a very good knowledge of their pupils and this leads to purposeful planning to ensure continuous progress.
23. Two formal parents' evenings are held annually to discuss their children's development. The annual reports for parents conform fully to the statutory requirements and are of very good quality.
24. An effective system has been established where pupils increasingly assess their own work during their period in school.

Pupils' Experiences

25. The school responds outstandingly to the learning needs of pupils and provides access and equal opportunity for everyone to a broad and balanced curriculum that conforms to the legal requirements.
26. The bilingual skills of pupils are well promoted by giving appropriate attention to the culture of Wales and to the use of both languages in every aspect of the curriculum.
27. The curriculum is enhanced by a broad range of educational visits, activities outside the usual school hours and visits by members of the community who share their knowledge and skills with pupils. This is an outstanding feature of the provision and pupils benefit substantially from the experiences and the numerous opportunities that are arranged.
28. Collective worship sessions contribute outstandingly to pupils' awareness and understanding of moral and spiritual issues.
29. The quality of the school's partnership with parents is an outstanding feature. The Parent-Teacher Association is active and contributes well towards buying and renewing learning support resources.
30. Family Literacy and Numeracy schemes and the Language and Play scheme, sponsored by the Basic Skills Agency, enrich pupils' education excellently and strengthen the link between the home and school.
31. The personal and social development of pupils is well promoted through a range of different curricular aspects. However, activities have not been planned in sufficient detail to ensure full access to every aspect of the Personal and Social Education Framework.
32. The school fruit shop, which is run by pupils, develops their enterprise skills effectively and education for sustainable development is promoted well through activities relating to the Green Schools' scheme.

Care, guidance and support for learners

33. The quality of care, support and guidance provided for pupils is an outstanding aspect of school work. The school is a happy and caring community that emphasises the promotion of values such as tolerance, friendship and kindness in its life and work. Each pupil is valued as an individual and they all feel comfortable in their ability to turn to any member of staff for guidance or support.
34. The school ensures the welfare, health and safety of pupils conscientiously and carefully and any issues that cause concern, including risk assessment results, are given immediate attention by the school.
35. The school has effective guidelines in the area of child protection and implementation arrangements are known to all members of staff.
36. School policies and all procedures pertaining to attendance are in place. The arrangements for registration, which are now on a computer system, are thorough, effective and conform to all the statutory requirements.
37. New pupils settle well. The arrangements for supervising pupils during break times are detailed and careful. A "Break-time Buddies" system has been established, which contributes well to the personal and social development of pupils and helps to ensure the safety of the youngest pupils. No evidence of bullying was seen during the inspection.
38. The quality of the provision and support for pupils with special educational needs, including some with behavioural difficulties, is outstanding and fully meets the requirements of the Code of Practice.
39. Teachers lead the work of the special educational needs assistants carefully and make very effective use of them.

Leadership and management

40. Every member of staff and school governors work conscientiously as a team to ensure the school's development and success.
41. The quality of the head's leadership is very good. He has a sound vision and works effectively with the deputy in providing clear guidance in terms of philosophy, expectations and methods of operation.
42. The school has high expectations with regard to ethos, behaviour and standards and challenging but realistic targets are set that ensure that all pupils reach their potential.
43. The school has gained the Quality Mark of the Basic Skills Agency and outstanding use is made of grants received from the Basic Skills Agency for establishing Family Literacy and Numeracy schemes.

44. There are outstanding features in the governors' role in the strategic development of the school. They know the school very well and they have a thorough knowledge and understanding of all procedures. They express definite opinions, referring to sound direct evidence, when discussing the quality of the provision.
45. A self-evaluation system has been established that is comprehensive, systematic and based on a broad range of direct evidence.
46. Through discussion in staff meetings, teachers come to a judgement on the strengths and shortcomings of the curricular provision and whole school aspects. Although co-ordinators have been designated for every curricular area, they do not yet take direct responsibility for every step of the monitoring and evaluation process.
47. The opinion of the inspection team corresponds to the school's opinion in its self-evaluation in three of the seven key questions. A higher grade was awarded for key questions 2, 3, 4 and 5. The inspection evidence shows that the school had not recognised the outstanding quality of the provision when coming to a judgement.
48. The school development plan is a useful document that ensures an effective link between school priorities, expenditure plans and the professional development programme for staff.
49. A Children's Committee has been established that provides a valuable opportunity for pupils to discuss, express opinions and contribute to decisions on aspects of the school's provision.
50. Careful attention has been given to the key issues identified in the previous school inspection report. Progress is generally good throughout the school and outstanding in some areas by the end of key stage 2.
51. There are enough members of staff in the school for the number of pupils on roll. Teaching staff exchange classes regularly to make the best use of individual expertise. This is an outstanding feature in the school staffing arrangements and has a positive effect on the curricular provision and the pupils' standards of achievement.
52. The contribution of the special educational needs assistants and the nursery assistant is valuable and adds substantially to the quality of provision and standards of achievement of children under five and pupils in both key stages. Ancillary staff contribute well to the congenial atmosphere and the school's ethos in general.
53. Effective use is made of the good supply of resources available across all areas of the curriculum.

54. Teaching rooms are of a good size, are light, open and appropriate for the number of pupils. The recent changes to the classrooms and arrangements for teaching children under five add to the resources available to them and has a positive effect on the provision.
55. The school is maintained well and the standard of cleanliness is high.
56. There is a suitable playing field and safe place for children under five to play. The yard is in good condition although it is a little small. Concerns were raised recently about a part of the yard which is on different levels. The school responded appropriately by working with the Local Education Authority to make the site safe.
57. The head and governors ensure good value for money by discussing regularly the use made of resources, including the financial resources available to the school.

Recommendations

In order to improve, the school needs to:

- R1 maintain the good and outstanding standards achieved by the pupils;
- R2 build upon the current self-evaluation practices by further developing the evaluation skills of the subject co-ordinators;
- R3 plan a structured programme for providing personal and social education throughout the school;
- R4 co-operate with parents to improve standards of attendance.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

58. The findings of the inspection team correspond to the school's view in its self-evaluation report.
59. The general quality of the educational provision for children under five is appropriate for their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
60. Children under five make good progress in the key skills of listening and speaking, reading and early writing, numeracy and the use of information and communication technology. Their bilingual skills develop well. In a short space of time, learners come to follow instructions accurately, ask questions and chat freely in Welsh as well as their first language.
61. At key stage 1 and key stage 2 pupils achieve good standards in their knowledge, understanding and skills. All pupils, including those with special educational needs, make good progress and achieve the targets set for them.
62. Pupils' understanding of what they do, their progress and what they need to do to improve, is an outstanding feature. Pupils make very good progress towards reaching their potential.
63. Pupils throughout the school listen very well to presentations by teachers and to each other's contributions. They speak freely and confidently in Welsh and English, taking part in discussion and showing respect for the opinion of others. By the end of key stage 2, the most able pupils contribute outstandingly well orally in both languages and in a range of different contexts.
64. At key stage 1 and key stage 2, the great majority of pupils read fluently in both languages. They make extensive use of the internet to gather information in different curricular areas. However, the library skills of pupils have not developed to their full potential.
65. The writing skills of pupils across the curriculum are good in both languages. They write in a range of different forms, varying their style for different audiences. They record their work in an organised way, using neat handwriting.
66. Pupils throughout the school achieve good standards in mathematical skills across the curriculum. At key stage 1, pupils count, sort and recognise patterns in different contexts. By key stage 2, they gather and analyse data capably in science and geography, and make detailed measurements when designing and making models in design and technology.

67. Pupils' skills in information and communication technology are good at key stage 1 and outstanding by key stage 2. They use computers freely and confidently and make very effective use of resources such as the interactive whiteboard, tape recorder, digital camera and video camera to reinforce their work in the different subjects.
68. There is an appropriate balance in the use pupils make of both languages across the curriculum and their bilingual skills are good.
69. Pupils make good progress in their knowledge and understanding of the *Cwricwlwm Cymreig*. They have a good awareness of the features of the local area and by key stage 2, pupils are familiar with a broad range of Welsh poetry and literature and can name a number of modern poets and authors.
70. The standards and progress of pupils in both key stages in creative skills are good across the curriculum.
71. At key stage 1 in 2005, when comparing with similar schools in the percentage of pupils entitled to free school meals, the results of teacher assessments were low in each of the core subjects of the National Curriculum.
72. At key stage 2 in 2005, when comparing with similar schools, the results of teacher assessments were amongst the best nationally in English and science, and close to the median in Welsh and mathematics. Over the last three years the school's results are consistently higher than similar schools.
73. The personal, social and learning skills of pupils throughout the school are good. By key stage 2, pupils' ability to co-operate, concentrate and persevere, using their time effectively, is an outstanding feature.
74. The standard of pupils' behaviour is outstanding. They show respect towards teachers and visitors to the school. They have a good awareness of equal opportunity issues and they respect diversity in society. Pupils' ability to carry responsibilities and work independently increases effectively as they move up through the school.
75. The practice of some parents in taking their children out of school to go on holiday during term time has a negative effect on the attendance percentages in school. The average attendance for the three full terms before the inspection was about 91%, which is lower than the percentage for Anglesey and Wales. Standards in punctuality are good.
76. Pupils' awareness of the world of work, their links with local companies and their contribution to life in the community is an outstanding feature. Pupils worked closely with a local garden centre when establishing a fruit shop in school. By now, the shop is organised and run by the pupils and they keep detailed accounts on a financial spreadsheet.

The quality of education and training

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

Grade: 1 Good with outstanding features

77. The findings of the inspection team do not correspond to the grade 2 awarded by the school in its self-evaluation report. The school has not recognised that there are outstanding features in the teaching and assessment when forming a judgement.

78. In the lessons observed, it was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
53%	47%	0%	0%	0%

79. The outstanding features of the teaching include:

- teachers' specialist knowledge and skills, especially in language and music;
- sharing lesson objectives with pupils so that everyone is aware of the expectations on them;
- perceptive questioning, ensuring time for pupils to respond and to offer an explanation for their response;
- continuous assessment of the achievement of pupils by referring to the learning objectives during and at the end of a lesson;
- use of a variety of teaching and learning techniques including practical activities to respond to the needs of individual pupils;
- the way equal opportunities are promoted in every lesson to ensure that every pupil is treated equally.

80. The good features of the teaching include:

- good working relationships between adults and pupils and the obvious respect between them;
- lessons that have been planned and prepared thoroughly, taking advantage of every opportunity to develop the key skills of pupils and to ensure they achieve tasks that are within their ability;
- teachers who offer a good quality language model to pupils and contribute effectively to developing their bilingual skills;
- effective use of a broad range of resources including the interactive whiteboard;
- using a nursery assistant and classroom assistants effectively to promote the learning of pupils.

81. The quality of systems for assessment and recording are outstanding. The progress of children under five is assessed and recorded fully and thoroughly in the six areas of learning. At key stage 1 and key stage 2, teachers implement a fair and accurate system of assessing pupils' achievements in all subjects of the National Curriculum and religious education.

82. Regular, effective use is made of teachers' assessment files to build a comprehensive picture of the strengths and shortcomings of each pupil.
83. Teachers know the pupils very well and this leads to purposeful planning to ensure continuous progress.
84. The quality of annual reports for parents is very good. They conform fully to the statutory requirements and the comments contained in them are constructive, setting a clear direction for improving work.
85. Two formal parents' evenings are held every year to discuss their children's development but parents may contact the school for an informal chat at any time. Teachers provide concise, useful notes to focus the discussion with parents.
86. Through individual discussion with pupils at key stage 2, individual targets are agreed in order to improve the standard of work. Pupils are fully aware of them.
87. An effective system has been established where pupils assess their own work increasingly during their time in school. Consequently, they develop a very good awareness of their strengths and shortcomings, and a thorough understanding of the main focus of the teaching and learning.

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

Grade : 1 Good with outstanding features

88. The findings of the inspection team do not agree with the grade 2 awarded by the school in its self-evaluation report. The school has not acknowledged sufficiently the quality of learning experiences, such as educational visits, links with the community, and the Family Schemes, when forming a judgement.
89. The school responds outstandingly to the learning needs of pupils and provides equal access and opportunity for everyone to a broad and balanced curriculum that conforms to the legal requirements. The schemes ensure planned development in the basic and key skills of pupils.
90. The bilingual skills of pupils are promoted well through the use of both languages in every aspect of the curriculum and through giving appropriate attention to the culture of Wales and the *Cwricwlwm Cymreig*.
91. The curriculum is enhanced by a broad range of educational visits, activities outside of the normal school hours and visits by members of the community who share their knowledge and skills with pupils. This is an outstanding feature of the provision and pupils benefit substantially from the numerous experiences and opportunities that are organised.
92. Learning experiences promote the cultural development of pupils successfully. The collective worship sessions contribute outstandingly to the pupils' awareness and understanding of moral and social issues. Pupils take an active part in the sessions where there is an ethos of worship and purpose.
93. The personal and social development of pupils is promoted well through a range of different curricular aspects. However, activities have not been planned in sufficient detail to secure full access to every element of the Personal and Social Education Framework.
94. The quality of the school's partnership with parents is an outstanding feature. There is close collaboration between parents and the school and this enhances the learning experiences of pupils substantially. The Parent-Teacher Association is diligent and contributes well to buying and renewing learning support resources.
95. The Family Numeracy and Literacy schemes and the Language and Play scheme, sponsored by the Basic Skills Agency, enhance pupils' education outstandingly and strengthen the link between home and school.
96. The school works effectively with a cluster of other primary schools within the catchment area and with the secondary school to which pupils transfer at the end of key stage 2.

97. Prospective teachers and students on work experience make valuable contributions to the educational provision.
98. Pupils' awareness of the world of business is raised appropriately through arranging for visitors to visit the school to discuss their work with pupils. The school's fruit shop, run by the pupils, develops their enterprise skills effectively.
99. Education for sustainable development is promoted well through activities pertaining to the Green Schools scheme.
100. The school succeeds well in raising pupils' awareness and improving their understanding of worldwide citizenship through a broad range of different cross-curricular activities.

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

Grade: 1 Good with outstanding features.

101. The findings of the inspection team do not agree with the grade 2 awarded by the school in its self-evaluation report. The school has not acknowledged sufficiently the outstanding features in the relationships between pupils, teachers and all other contributors when forming a judgement.
102. The quality of care, support and guidance provided for pupils is an outstanding aspect of the school's work. The school is a happy and caring community that emphasises the promotion of values such as tolerance, friendship and kindness in its life and work. Each pupil is valued as an individual and they all feel comfortable in their ability to turn to any member of staff for guidance or support.
103. Through the means of questionnaires, the school obtains the views of parents, pupils and staff on its work. The results have a positive effect on school procedures and are an outstanding feature of the systems.
104. The school ensures the welfare, health and safety of pupils conscientiously and carefully. Any issues that are a cause for concern, including risk assessment results, are given immediate attention by the school.
105. There are effective guidelines in the area of child protection and the systems for implementation are known to all members of staff.
106. The school has appropriate policies for sex education, equal opportunities and racial equality, which are implemented in every aspect of school work. The school's provision promotes equal opportunities for every pupil, including those with disabilities.
107. School policies and all procedures relating to attendance are in place. The arrangements for registration, now on a computing system, are thorough and effective and correspond to all statutory requirements.
108. New pupils settle well. They feel safe in school and are given good support by teachers. The arrangements for supervising pupils during break times are detailed and careful. A "Break-time Buddies" scheme has been established that contributes well to the personal and social development of pupils and helps ensure the safety of the youngest pupils. No evidence of bullying was seen during the inspection.
109. The positive ethos of the school promotes the pupils' outstanding behaviour. Pupils are very supportive of each other in every aspect of school life.

110. The quality of provision and support for pupils with special educational needs, including those with behavioural difficulties, is outstanding and fulfils the requirements of the Code of Practice fully. The school identifies pupils with special educational needs at an early stage and responds promptly and positively to their needs.
111. Every pupil with special educational needs has an individual plan with clear, relevant targets. The individual interviews held between the special educational needs co-ordinator and pupils at key stage 2 are an outstanding feature of the provision.
112. Teachers lead the work of class assistants carefully and make very effective use of them. The school ensures that the class assistants have training organised by the school and the Authority.
113. Healthy eating practices are promoted and pupils are encouraged to drink water that is conveniently available in school.
114. The school succeeds well in developing pupils' understanding of other cultures. In a number of subjects, the work reflects the importance given within school to tolerance and respect for others.
115. Good causes are supported regularly and this contributes effectively to the personal and social education of pupils.

Leadership and management

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

Grade: 1 Good with outstanding features

116. The findings of the inspection team do not agree with the grade 2 awarded by the school in its self-evaluation report. The school has not acknowledged the outstanding quality of the leadership of the head, deputy head and governors when coming to a judgement.
117. All members of staff and governors work conscientiously as a team to secure the school's success and development.
118. The quality of the head's leadership is very good. He has a sound vision and works effectively with the deputy to offer clear leadership in philosophy, expectations and working procedures. They lead by example, providing a direction and sense of purpose for the school. These features between them are outstanding.
119. School policies are implemented conscientiously and carefully to ensure that everyone has an equal opportunity.
120. The head has attended a national training course for heads and this training has had a positive effect on the quality of leadership in school. The head and deputy provide internal training for staff as well as training for teachers in other schools.
121. Detailed and careful attention was given to arrangements for induction of a newly qualified teacher during the past year.
122. All members of staff collaborate effectively when responding to national priorities. The school gained the Basic Skills Agency Quality Mark and excellent use was made of grants received from the Basic Skills Agency for establishing successful Family Literacy and Numeracy schemes.
123. Appropriate arrangements have been established to secure non-contact time for teachers for planning, preparation and assessment.
124. Pupils and staff have benefitted greatly from the activities linked to being part of the Healthy Schools scheme and the Green Schools scheme.
125. The school takes an active part in a number of partnerships, including some with teacher training institutions, the Local Education Authority and neighbouring primary schools.
126. The school has high expectations with regard to ethos, behaviour and standards, and challenging but realistic targets are set that ensure that all pupils reach their potential.

127. There are appropriate job descriptions for every member of school staff. An effective system has been established for Performance Management. The system promotes the professional development of staff well and has a positive effect on the educational provision and on pupils' standards.
128. There are outstanding features in the governors' role in the strategic development of the school. They know the school very well and have a thorough knowledge and understanding of all procedures. They undertake all their responsibilities conscientiously and effectively, including monitoring and evaluating the quality of provision.
129. The school prospectus and governors' report for parents are of good quality and conform fully to the current requirements.

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

Grade 2: Good features and no important shortcomings

130. The findings of inspection team correspond to the school's view in its self-evaluation report.
131. The head, teachers and governors have a good knowledge about the school's performance in the great majority of curricular areas and whole school aspects, and they are committed to raising standards.
132. A self-evaluation system has been established that is comprehensive, systematic and based on a broad range of direct evidence. Members of staff work together closely when examining and analysing assessments, test data and pupils' work. Teachers observe each other's lessons regularly to evaluate the learning and teaching and share good practices.
133. Through discussion in staff meetings, teachers form a view on the strengths and shortcomings of the curricular provision and whole school aspects. Although co-ordinators have been designated for each curricular area, they do not as yet take full responsibility for every step of the monitoring and evaluation process.
134. Effective use is made of test data and teachers' assessments to set quantitative targets for raising standards in the core subjects. The targets set are realistic and appropriate.
135. Governors have a very good awareness of standards and the quality of education in school. They have comprehensive monitoring reports from the head and deputy head and visit the school to discuss procedures with teachers and to see pupils at work in classes. They express firm opinions, referring to sound, first-hand evidence when discussing the quality of provision.
136. The self-evaluation report produced by the school before the inspection is clear, comprehensive and provides objective and honest views on the seven key questions.
137. The opinion of the inspection team corresponds to that of the school in its self-evaluation in three of the seven key questions. A higher grade was awarded for key questions 2, 3, 4 and 5. The evidence of the inspection shows that the school had not given enough recognition to the outstanding quality of the provision when forming an opinion.
138. The self-evaluation system has resulted in action plans that are clear and detailed. The school development plan is a useful document that includes a detailed evaluation of the previous development plan, a list of appropriate priorities to be developed and tasks to be achieved. There is an effective link between the priorities, plans for expenditure and the professional development programme for the staff.

139. A Children's Committee has been established, which provides a valuable opportunity for pupils to discuss, express opinions and contribute to decisions on aspects of the school's provision.
140. The school has obtained the views of parents and has given appropriate consideration to their standpoints by analysing comprehensive questionnaires sent to every home.
141. Careful attention has been given to the key issues identified in the report from the school's last inspection. Progress is generally good throughout the school and outstanding in some areas by the end of key stage 2. There was evidence that standards had risen in writing in Welsh, design and technology, history and music in both key stages and in geography at key stage 1.
142. By now, the medium and short term curriculum schemes, the individual education plans for pupils with SEN and the school development plan are all of good quality. The governors' annual report for parents and the prospectus conform fully to the statutory requirements.

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

Grade 2: Good features and no important shortcomings

143. The findings of inspection team correspond to the school's view in its self-evaluation report.
144. There are enough members of staff in school for the number of pupils on roll. They have appropriate experience and qualifications to teach every aspect of the national curriculum and they take advantage consistently of opportunities to update their skills by attending in-service training courses that correspond well to the school priorities for development. Preparation and planning time is provided and effective use is made of it.
145. The teaching staff exchange classes regularly to make the best use of individual expertise. This is an outstanding feature in the staffing structure and has a positive effect on the curricular provision and pupils' standards of achievement.
146. The contribution of the special educational needs assistants and the nursery assistant is valuable and adds substantially to the quality of provision and standards of achievement for children under five and pupils in both key stages. The ancillary staff contribute well to the family atmosphere and the ethos in general.
147. Effective use is made of the good supply of resources available across all areas of the curriculum. The condition of the resources is monitored regularly and new items purchased as required. The school's Parent Teachers Association contributes well to the cost of buying resources.
148. Teaching rooms are of a good size, are light, open and suitable for the number of pupils. The recent changes made to rooms and the procedure for teaching children under five add to the resources available to them and have a positive effect on the provision.
149. There is a hall of good size where pupils eat their dinner and where physical education lessons and group sessions are held. The school is well maintained and there is a high standard of cleanliness.
150. The displays of pupils' work, in particular the art work, are of very good quality. They celebrate what pupils produce and help them to remember their work.
151. There is a suitable playing field, and a safe spot for children under five to play. The yard is in good condition although it is rather restricted. Concern was expressed recently about a part of the yard on different levels. The school responded appropriately by working with the Local Education Authority to make the site safe.

152. The head and governors ensure good value for money by discussing regularly the use made of resources, including the financial resources available to the school. The expenditure plans in the school development plan are clear and correspond to the priorities for development.

School's response to the inspection

The content of the inspection report for Ysgol Gymuned Pentraeth is a cause for great pride for children, parents, all members of staff and the Governing Body. We are very proud of it.

The inspection process was thorough, constructive and was carried out by a team of professional and pleasant inspectors. We would like to thank the team very much for their courtesy and for the perceptive comments that will enable us to maintain the outstanding standards in Ysgol Pentraeth. We shall respond to the recommendations in order to raise standards further and we shall incorporate them in the school's developmental plans for the future.

The school received very fair comments and these were further ensured by the active part played by the Head as nominee. This role has been a beneficial and advantageous one for the school. The role of the nominee and the self-evaluation process are great strengths in the current inspection framework.

We are especially pleased that the inspectors noted that all lessons in school were good, and that 53% of them had outstanding features. It was noted that the quality of teaching and learning ensures that all children attending the school reach their potential.

The success of the inspection is sound evidence of the commitment and activity of a team of people who work together effectively and consistently for the same aims, for the welfare of our pupils.

Appendix 1

Basic information about the school

Basic information about the school

Name of school	Ysgol Gymuned Pentraeth
School type	Community
Age-range of pupils	3 – 11
Address of school	Pentraeth Anglesey
Postcode	LL75 8UP
Telephone number	01248 450315

Headteacher	Mr Andrew Angel
Date of appointment	September 2002
Chair of governors/ Appropriate authority	Mrs Bronwen Pritchard
Registered inspector	Mrs Jean Marshall
Dates of inspection	08/05/06 – 10/05/06

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	5.5	10	8	6	7	12	11	9	68.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil: adult (fte) ratio in nursery classes	
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	21
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Rest of School
Spring 2006	91	87	91	90
Autumn 2005	87	87	94	89
Summer 2005	92	93	96	94

Percentage of pupils entitled to free school meals	14%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005	Number of pupils in Y2	7
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	71%	In Wales	80%

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005							Number of pupils in Y6	11				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	0	64	36	0
		National	1	0	0	0	1	5	16	46	30	
Welsh	Teacher assessment	School	0	0	0	0	0	0	9	91	0	0
		National	1	0	1	0	1	3	17	49	28	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	18	18	64	0
		National	0	0	0	0	1	3	17	46	31	
Science	Teacher assessment	School	0	0	0	0	0	0	0	36	64	0
		National	0	0	0	0	0	1	11	50	37	

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

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	82	In the school	
In Wales	72	In Wales	

Appendix 4

Evidence base of the inspection

The school was inspected over two days by a team of three inspectors, including a registered inspector, team inspector and lay inspector. The head of the school worked with the team in her role as nominee. During the period:

- 17 sessions were observed, attempting to share the time fairly equitably between the classes;
- discussions took place with the pupils, head and all the staff;
- pupils' knowledge and understanding of the work they had completed was investigated;
- a good cross-section of pupils of every class was heard reading in both languages;
- samples of pupils' work were inspected;
- analyses were carried out on policy documents and school plans including teachers' short-term and long-term plans;
- attendance registers, pupil records and teachers' assessment notes were inspected;
- detailed attention was paid to the school's financial information;
- formal meetings were held with the governors before and after the inspection;
- a meeting was arranged with parents prior to the inspection which was attended by 10 parents, and 45 parent questionnaires and the seven letters received were analysed.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Jean Marshall Registered Inspector	Context Summary and recommendations Key questions 1, 5, 6 and 7
Dewi Gareth Jones Team Inspector	Key questions 2, 3 and 4
William Owen Lay Inspector	Contribution to questions 1, 3, 4 and 7
Andrew Angel Nominee	

Contractor: Cwmni Cynnal
Technology Unit
Bridge Street
Llangefni
Anglesey
LL77 7HL

Acknowledgement

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