

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Beumaris Primary School
Maeshyfyd
Beumaris
Anglesey
LL58 8HL**

School Number: 6602131

Date of Inspection: 15 January 2008

by

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16360**

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Beaumaris Primary School 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 Beaumaris Primary School took place between 15/01/08 and 16/01/08. An independent team of inspectors, led by Len Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, 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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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. The school is located in a pleasant position on the outskirts of the town of Beaumaris, and is maintained by Anglesey Education Authority (LEA).
2. The school mainly serves the town, but a significant number of pupils also come from rural villages, such as Llangoed, Llanfaes, Llandegfan, Llansadwrn and Llanddona.
3. The area from which many of the pupils come is described by the school as one that is economically disadvantaged, whilst the remainder of the school's catchment is neither prosperous nor disadvantaged. Eleven per cent of pupils at the school are entitled to receive free school meals, a figure that is much lower than the figures for Anglesey and Wales.
4. The school offers bilingual education to the pupils, although none of them currently come from homes where Welsh is the main language spoken.
5. Pupils are admitted to the school on a part-time basis in the September following their third birthday, and full-time in the September following their fourth birthday.
6. During the inspection, there were 116 pupils on the school's register, including 18 children of nursery age who were attending during the afternoons only.
7. There are approximately 34% of pupils on the additional learning needs (ALN) register, a figure which is substantially higher than the figure for Anglesey and for Wales.
8. The school was last inspected in January 2002, when there were 134 pupils on the register.
9. The current headteacher was appointed in September, 1994.

The school's priorities and targets

10. The school's main developmental priorities for the current year, as identified in the school development plan (SDP) for 2007-10, are:
 - improve the quality of teaching and learning throughout the school;
 - raise standards in information and communications technology (ICT) throughout the school;
 - improve standards of oracy throughout the school, and
 - develop whole-school procedures for promoting pupils' health, well-being and fitness.

Summary

11. Beaumaris Primary School is a school which is characterised by the regular opportunities given to pupils to participate in a variety of activities and competitions, within the community and nationally, and by the efforts made to fully integrate all pupils in the life of the school.
12. The school provides an effective education for the whole range of pupils who attend, including the significant number of pupils with ALN.
13. Through the support of the Fitness Club, the Athletics Club and the scheme to encourage pupils to skip during break time, the school effectively promotes pupils' fitness and health development. In addition, the school's Breakfast Club and fruit shop promote pupils' awareness of the importance of a healthy diet.

Table of grades awarded

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

14. The findings of the inspection team agree with the school's judgements, as identified in its self-evaluation report, in five of the seven key questions. In both cases where there was disagreement, the inspection team awarded a lower grade than the school.
15. The overall quality of the educational provision for children under five years of age is appropriate for their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.
16. Pupils across the school, including pupils with ALN, make appropriate progress in their skills, knowledge and understanding. They show a good understanding of targets for personal improvement.
17. Children under five years of age and pupils in key stages 1 and 2 develop their key skills appropriately. They successfully achieve aspects of literacy, numeracy and ICT skills in their involvement with activities across the curriculum.
18. Pupils throughout the school develop appropriate bilingual skills; from an early stage they listen effectively, understand instructions and questions in both English and Welsh and, increasingly, succeed in using the language to record within curricular aspects. The more mature pupils are aware of dialectal vocabulary and expressions when composing a dialogue between characters.

19. In 2007 key stage 1 assessments, pupils' achievements were lower than the county and Welsh results in all subjects assessed, whilst they were better than the county and Welsh achievements in each of the four subjects assessed in key stage 2. Over the last three years, assessment results in key stage 1 have placed the school in the lowest quartiles, in comparing it with 'similar' schools, in relation to the number of pupils entitled to free school meals. During the same period, in key stage 2, assessment results have regularly placed the school in the highest quartile of 'similar' schools in English, mathematics and science but lower than the median in Welsh.
20. According to Baseline Assessment over recent years, a significant number of children have low baseline skills when they enter reception year. The above achievements are testimony to the fact that the school provides good added value by the time the children reach the end of key stage 2.
21. Pupils use their time effectively in lessons, and succeed well in persevering with the tasks set for them. At the upper end of the school, specifically, they display outstanding standards of working independently, in problem solving and also in working together on challenging problem-solving tasks or creative activities.
22. Standards of behaviour are good across the school, and pupils respond appropriately to procedures that encourage and reward their efforts. Even so, a small number of pupils slightly disrupt the flow of some lessons.
23. The school's attendance figures are good, with an average of 94.5% over the three whole terms prior to the inspection. Apart from some rare exceptions, pupils arrive punctually at the school.
24. Pupils respond appropriately to opportunities to reflect during collective worship, whether it is collective worship in the class or whole-school collective worship. They have a good awareness of the situation of those who are less fortunate, and readily contribute to charities, such as UNICEF and Children in Need. In personal and social education (PSE) sessions, linked to music lessons, they develop an understanding of the disability of specific people who help them. Some of the older pupils display a particular sensitivity in supporting and helping younger pupils, both outside and within lessons.
25. One of the school's excellent features is the way that pupils understand and know about aspects of global citizenship. They participate, and at times succeed, in competitions on an international level. They show understanding and sensitivity in welcoming foreign visitors to the school and have established links with another Beaumaris School, namely the one in Australia.
26. Pupils take good advantage of the experiences offered to visit places of work, such as the Slate Museum, the fire station and the lifeboat station. They have a good understanding of some of the principles of the business world. Even so, their entrepreneurial skills are insufficiently developed.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	64%	18%	0%	0%

27. Amongst the features of the teaching deemed to be good or outstanding, are the effective strategies to develop pupils' bilingual skills; practical activities are introduced that promote the development of pupils' thinking skills; there is purposeful planning to create opportunities for pupils to work together and arrive at decisions in solving problems; each pupil is treated equally; and classroom assistants are used effectively to promote pupils' progress.
28. Amongst the shortcomings in the lessons awarded a Grade 3, are the lack of pace of the presentation and the activities and teaching that does not always succeed in gaining and maintaining pupils' enthusiasm.
29. The quality of the arrangements for assessing and recording pupils' progress is good. Detailed records are kept for each pupil together with examples of work which are correctly assessed and levelled. Assessments are used regularly to influence the planning in classes through identifying the next steps in the pupils' development and setting appropriate targets for them. The arrangements for assessing and recording the progress of pupils with ALN are effective.
30. Annual reports to parents are of a good quality and fully conform to the statutory requirements. They give a detailed picture of pupils' progress and achievements, but they do not set a clear direction with regard to the steps to be taken to improve the work.
31. The educational provision for children under five years of age offers breadth and flexibility, and an appropriate balance with regard to the six areas of the Desirable Outcomes for Children's Learning. The curriculum for key stage 1 and key stage 2 has been planned carefully and in detail in order to ensure continuity and progression in the learning experiences from class to class. The curricular provision throughout the school offers full access and equal opportunities for each pupil.
32. The vast majority of curricular plans are implemented in the classes. However, a lack of careful timetabling means that due attention is not given to all aspects of the programme of study.
33. Through careful planning, the school provides a broad range of opportunities to develop pupils' basic and key skills within different subjects.
34. The provision for promoting pupils' awareness of the *Cwricwlwm Cymreig* is evident in all aspects of the school's work.
35. The school's provision for developing pupils' bilingual skills is outstanding. Welsh is used regularly and constantly during incidental discussions with pupils, in activities such as registration and collective worship sessions, and during practical lessons. By the end of key stage 2, English and Welsh are used fairly evenly as a medium of teaching and learning.
36. The school extends and enriches pupils' experiences effectively by means of a variety of activities outside school hours. These include the Athletics Club, sports training sessions, and meetings of the school's branch of the Urdd. Teachers work closely with coaches from the Iorwerth Rowlands Centre in the town to hold a weekly Fitness Club for pupils. In addition, educational visits are arranged that are relevant to pupils' studies and a good number of visitors come to the school to share their experiences and their specialisms with the pupils.

37. The school promotes pupils' awareness and understanding of the world of work well through visits by a member of staff at the local craft factory, the police school liaison officer, the fire and lifeboat service. The entrepreneurial skills of the older pupils is promoted appropriately by running the school's fruit shop. Even so, examples of similar tasks and activities across the school are rare.
38. The school promotes the development of pupils' personal skills, including their spiritual, social, moral and cultural development, well. Full consideration is given to the PSE framework and regular opportunities are arranged to contribute to worthy causes, such as Barnardos and UNICEF. A number of teaching strategies, especially at the upper end of the school, promote collaboration and develop pupils' social skills.
39. The good relationship between the school and the local community substantially enriches pupils' experiences. Pupils have key roles in local concerts, church services and in other important events in the town, such as the Easter Procession, Mayor's Sunday and the ritual of walking the parish boundaries.
40. Pupils' awareness of life in other countries is developed through working with pupils in Beaumaris School in Australia on a project to design a logo on the Commonwealth Games flag and through continuing links with former pupils of the school who now live in Norway, Denmark and Japan.
41. Despite the school's efforts to create a good relationship with parents, by sending them regular information and arranging evenings for them to see and discuss their children's work, only a small number of them support school activities and show sound commitment. The school's official Parent Teacher Association recently disbanded due to a lack of interest and commitment by parents.
42. There are some appropriate activities in place for promoting education for sustainable development and global citizenship. As part of the work that stems from the Eco-Schools scheme, an arrangement for regular paper recycling has been established in each classroom and recently, the awareness of older pupils was raised of the advantages of conserving electricity.
43. The care, guidance and support offered to pupils are good. The school is a caring community where each member of staff knows the pupils well and is aware of their needs. Pupils are happy in the school and they have a good relationship with each other and with the staff.
44. The school constantly monitors pupils' behaviour and staff and pupils are proud of the improvement in standards of behaviour following the adoption of strategies such as 'Playground Buddies', 'Star of the Week' and reward schemes. Teachers also carefully monitor attendance and punctuality.
45. The school ensures the healthy development and safety and well-being of each pupil well. Initiatives such as the fruit shop and the Breakfast Club, as well as the scheme to encourage pupils to skip during break time are part of these strategies.
46. The provision for pupils with ALN is good and fully conforms to the Code of Practice. Pupils' difficulties are identified early, and teachers prepare and implement detailed individual educational plans (IEPs) for them. Suitable differentiated tasks and good support are provided by teachers and assistants during lessons. Pupils with ALN are integrated well in class and school activities.

47. Staff at the school ensure that each pupil has full access to the school's daily curriculum and the extra-curricular activities. Details of the school's Accessibility Plan can be found in the Parents' Handbook. Currently, the building has not been adapted to ensure ease of access to those with physical disabilities.

Leadership and management

48. The headteacher offers leadership that promotes interesting and creative activities on the part of pupils at the school. Considerable esteem is placed on promoting the school's image within the local and wider community. The headteacher is supported by a diligent and effective deputy headteacher and an industrious staff.
49. There is a lack of structure to the managerial strategy, which leads to laxity in matters such as the regularity of staff meetings, and in meetings and minutes of the senior management team (SMT). The teaching role of the headteacher has not been defined specifically enough.
50. The governing body is very supportive of the school and is proud of its successes, both public and within the community.
51. There is a basis to the self-evaluation procedure, with a time-table for two cycles of monitoring the subjects of the curriculum. Even so, the time-table's implementation is not sufficiently specific and structured, in order that monitoring leads to whole-school findings in relation to the subjects. There is an effective arrangement for observing lessons by the headteacher and the deputy, but this is not a procedure that is undertaken, as yet, by each one of the curricular co-ordinators.
52. A questionnaire for parents was drawn up some time ago, the responses received were analysed and the school acted constructively to respond to a suggestion made. This is good practice. The school council is used as a tool which gives voice to the aspirations and suggestions of pupils.
53. The SDP is a concise and organised document. Four priorities for improvement are identified for 2007-08, and there is appropriate detail in the action plans. Even so, there is insufficient connection between the priorities and the findings of the self-evaluation process.
54. Overall, the school made good progress in addressing the key issues identified in the report of the inspection in 2002.
55. The school has a sufficient number of teachers for the pupils on roll, and they are qualified and experienced. Teachers develop their proficiency constantly becoming familiar with teaching methods and changes in the curriculum.
56. Teachers are effectively supported by a good number of assistants, the majority of them employed to provide support to individuals on the ALN register. One notable feature of the school is the way it employs a classroom assistant who was herself a pupil with ALN.
57. The building is very spacious, situated in a particularly pleasant location on the outskirts of the town. There is a large playing field, a large hall, designated dining hall and a room adapted for ICT activities that contribute to the school's outstanding facilities. Space for parking vehicles outside the school is limited.

58. The significant distance between the two classes where the children under five are taught does not facilitate the provision for the children.
59. The school has a sufficient supply of resources to which the pupils have ease of access. The supply of ICT and music resources, in particular, is extremely good.
60. The governing body keeps a close eye on the school's budget, and, in light of a likely fall in pupil numbers, keeps a substantial sum of the budget in reserve. Plans have been drawn up to use some of its underspend. The school provides value for money.

Recommendations

To improve further, the school needs to:

- R1 tighten its managerial strategies, in order to:
 - ensure regularity in staff and SMT meetings;
 - specify the headteacher's teaching timetable;
 - ensure appropriate distribution of time to subjects in all classes;
- R2 further develop the self-evaluation procedure, by timetabling and implementing subject monitoring and reconciling the roles of the curricular co-ordinators;
- R3 continue with its efforts to strengthen the partnership with the parents;
- R4 implement the plans identifies in the school's accessibility policy in order to improve access to those with disabilities, and
- R5 further develop pupils' entrepreneurial skills.

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

61. The findings of the inspection team agree with the grade the school awarded itself in its self-evaluation report.
62. The overall quality of the educational provision for children under five years of age is appropriate for their needs, and the children make good progress towards the Desirable Outcomes for Children's Learning.
63. Pupils across the school make appropriate progress in their skills, knowledge and understanding. In lessons, they succeed in achieving the tasks set for them and show a good understanding of targets for personal progress. Pupils with ALN make progress in line with their ability and maturity.
64. Children under five years of age develop their key skills appropriately. They develop numeracy skills in grouping houses and in corresponding numbers and quantities of tomatoes in a variety of baskets, and in practising with non-standard units of measurement. Their literacy skills develop as they learn to

listen and respond to instructions, in singing together and reading a story together from the class book. They develop confidence in ICT skills by handling the computerised 'mouse' whilst using the '2 Paint' art package and in programming the journey of the floor robot.

65. In key stages 1 and 2, pupils' key skills and learning skills are developing well. Pupils in key stage 1 respond well to literacy experiences by composing a piece to appreciate a passage of music, in re-telling a story independently and in using a dictionary to find the meanings of words. Pupils in key stage 2 succeed in writing from the perspective of a character from a famous novel, as well as constructing dialogues and writing a letter in response to sections of the novel.
66. Pupils in key stages 1 and 2 develop numeracy skills by creating and analysing graphs based on places in the town and in the nearby villages, from where the pupils come. They use effective references to describe locations and features in Beaumaris. Their ICT skills develop as they plan a story for younger pupils, effectively combining word processing and art packages and as they create a *PowerPoint* presentation on the planets and on a famous author of children's books.
67. From evidence of work in books, pupils in key stage 2 do not always respond successfully to poetry composition tasks in English, and in some areas, the posters they draw up are not of a sufficiently high quality.
68. Pupils throughout the school develop appropriate bilingual skills. From an early stage they listen effectively, understand instructions and questions in both English and Welsh and, increasingly, succeed in using the language to record in curricular aspects. Pupils in Y1 write simple sentences independently. They show a good grasp of vocabulary as they respond to a story discussed in class, or in recording aspects of work in religious education. The more mature pupils are aware of dialectal vocabulary and expressions when creating a dialogue between characters.
69. In 2007 key stage 1 assessments, pupils' achievements were lower than the county and Welsh results in all subjects assessed, namely Welsh, English, mathematics and science. According to Baseline Assessment over recent years, a significant number of children have low baseline skills when they enter reception year.
70. In end of key stage 2 assessments in 2007, pupils' achievements were better than the county and Welsh achievements in each of the four subjects assessed. The above achievements are testimony to the fact that the school provides good added value by the time the children reach the end of key stage 2.
71. Over the last three years, assessment results in key stage 1, in comparison with 'similar' schools, in relation to the number of pupils entitled to free school meals, have placed the school in the lowest quartiles.
72. Over the last three years in key stage 2, results of pupils' assessment have regularly placed the school in the highest quartile of 'similar' schools in English, mathematics and science but lower than the median in Welsh.
73. No definite pattern emerges in analysing the performances of boys and girls in the four subjects assessed. At times, boys perform better than girls in some of the subjects assessed.

74. Pupils use their time effectively in lessons, and succeed well in persevering with the tasks set for them. At the upper end of the school, specifically, they display outstanding standards of working independently and of commitment to their work.
75. They display a good ability to work together, such as when creating an accompaniment to a traditional folk song and when working in pairs or threesomes to compose dances.
76. Pupils respond well to tasks that challenge them to solve problems; this is at its best at the upper end of the school, where activities for reasoning, selecting and decision-making are undertaken.
77. Pupils throughout the school display good creative skills. Children under five years of age succeed in creating clay models, based on characters from a story. In music and art lessons, pupils in key stages 1 and 2 show creativity and imagination. There are outstanding elements amongst pupils at the upper end of the school, such as when they work together to create an accompaniment to a traditional folk song.
78. Pupils respond appropriately to opportunities to reflect during collective worship, whether it is collective worship in the class or whole-school collective worship. They have a good awareness of the situation of those who are less fortunate, and readily contribute to charities, such as UNICEF and Children in Need. In PSE sessions that are linked to music lessons, they develop an understanding of the disability of specific people who help them. Some of the older pupils display a particular sensitivity in supporting and helping younger pupils, both within lessons and around the school.
79. They know of the main features of their community, and of what makes the local town historically important. They can name some of the antiquities and the buildings in the town, as well as the geographical features to be seen from the school site.
80. Pupils take good advantage of the experiences offered to visit places of work, such as the Slate Museum, the fire station and the lifeboat station. They have a good understanding of some of the principles of the business world. Even so, their entrepreneurial skills are insufficiently developed.
81. Standards of behaviour are good across the school, and pupils respond appropriately to procedures that encourage and reward their efforts. Even so, a small number of pupils slightly disrupt the flow of some lessons.
82. The school's attendance figures are good, with an average of 94.5% over the three whole terms prior to the inspection. Apart from some rare exceptions, pupils arrive punctually at the school. Punctuality during the day is also good.
83. Pupils understand matters relating to sustainability well. They practice recycling and are aware of the need to conserve energy.
84. One of the school's outstanding features is the way that pupils understand and know about aspects of global citizenship. They participate, and at times succeed, in competitions on an international level. They show understanding and sensitivity in welcoming foreign visitors to the school and have established links with another Beaumaris School, namely the one in Australia. They learn about the musical instruments indigenous to Africa.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

85. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.

86. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	64%	18%	0%	0%

87. These percentages are slightly higher than the average (79% Grade 1 or 2) for primary schools in Wales, as identified in the Annual Report of Her Majesty's Chief Inspector for Schools for 2005-06.

88. Outstanding features of the teaching include:

- effective strategies to develop pupils' bilingualism in a natural way;
- introduction of practical activities that promote the development of pupils' thinking skills, by giving them opportunities to explore and experiment and to learn from their mistakes, and
- purposeful planning to create opportunities for pupils to work together in groups and make choices and come to decisions in solving problems.

89. Good features of the teaching include:

- teachers' knowledge of subjects and areas of learning;
- sharing of lesson objectives with pupils so that everyone is aware of what is expected of them;
- lessons thoroughly planned and prepared with lively introductions, suitable tasks that correspond to the needs of each pupil and opportunities to reflect, review and celebrate success at the end;
- challenging pupils to think of their own ideas;
- effective use of a variety of resources, including the interactive whiteboard;
- the way in which it is ensured that each pupil is treated equally; and
- the effective use of classroom assistants to promote pupils' progress.

90. In the lessons where there are shortcomings in the teaching:

- the pace of the presentation and the activities are too leisurely and the teaching doesn't succeed in gaining or maintaining pupils' enthusiasm, and
- at times, the lack of sound control and discipline impairs on pupils' standards and achievements.

91. The quality of the arrangements for assessing and recording pupils' progress is good. In the early years, effective use is made of the baseline assessment and of a document prepared by the LEA for assessing progress in children's development in the six areas of the Desirable Outcomes.

92. In key stages 1 and 2, effective use is made of standardised tests in examining and analysing pupils' standards of achievement. Detailed records are kept for each pupil together with examples of work which are correctly assessed and levelled. Assessments are used regularly to influence the planning in classes through identifying the next steps in the pupils' development and setting appropriate targets for them.
93. The arrangements for assessing and recording the progress of pupils with ALN are effective.
94. Pupils' work is marked regularly and conscientiously. The comments offered draw attention to the good features of the work and to that which could be improved.
95. The school invites parents to formal meetings each term to discuss their child's work and progress, and detailed records are kept of the discussions. Annual reports to parents are of a good quality and fully conform to the statutory requirements. They give a detailed picture of pupils' progress and achievements, but they do not set a clear direction with regard to the steps to be taken to improve the work.

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

Grade 2: Good features and no important shortcomings

96. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
97. The educational provision for children under five years of age offers breadth and flexibility, and an appropriate balance with regard to the six areas of the Desirable Outcomes for Children's Learning.
98. The curriculum for key stage 1 and key stage 2 has been planned carefully and in detail in order to ensure continuity and progression in the learning experiences from class to class. The curricular provision throughout the school offers full access and equal opportunities for each pupil.
99. The vast majority of curricular plans are implemented in the classes. However, a lack of careful time-tabling means that due attention is not given to all aspects of the programme of study.
100. Through careful planning, the school provides a broad range of opportunities to develop pupils' basic and key skills within different subjects. The provision for promoting pupils' awareness of the *Cwricwlwm Cymreig* is evident in all aspects of the school's work.
101. The school's provision for developing pupils' bilingual skills is outstanding. Welsh is used regularly and constantly during incidental discussions with pupils, in activities such as registration and collective worship sessions, and during practical lessons. By the end of key stage 2 English and Welsh are used fairly evenly within the teaching and learning.
102. The school extends and enriches pupils' experiences effectively by means of a variety of activities held outside school hours. These include the Athletics Club,

sports training sessions, and meetings of the school's branch of the Urdd. Teachers work closely with coaches from the Iorwerth Rowlands Centre in the town to hold a weekly Fitness Club for pupils.

103. Educational visits are arranged that are relevant to pupils' studies and a good number of visitors come to the school to share their experiences and their expertise with the pupils. Pupils in key stage 2 regularly attend a residential course in the Urdd camp either at Glan Llyn or Llangrannog and older pupils receive valuable experiences when staying at the Outdoor Pursuits Centre in Rhyd Ddu.
104. The school promotes the development of pupils' personal skills, including their spiritual, social, moral and cultural development, well. Full consideration is given to the PSE framework and regular opportunities are arranged to contribute to worthy causes, such as Barnardos and UNICEF. A number of teaching strategies, especially at the upper end of the school, promote collaboration and develop pupils' social skills. The collective worship sessions, and the opportunities within them to discuss and to reflect, contribute well to pupils' spiritual development. Appropriate attention is given to promoting pupils' cultural development by planning and implementing regular opportunities to enrich their awareness of the *Cwricwlwm Cymreig*.
105. The good relationship between the school and the local community substantially enriches pupils' experiences. Pupils have key roles in local concerts, church services and in other important events in the town, such as the Easter Procession, Mayor's Sunday and Beating the Bounds, which involves walking the parish boundaries.
106. Despite the school's efforts to create a good relationship with parents, by sending them regular information and arranging evenings for them to see and discuss their children's work, only a small number of them support school activities and show sound commitment. The school's official Parent Teacher Association recently disbanded due to a lack of interest and commitment by parents. Even so, the work of arranging social activities in order to raise money continues under the leadership of the teachers and a small number of parents.
107. The school promotes pupils' awareness and understanding of the world of work well through visits by a member of staff at the local craft factory, police school liaison officer, the fire and lifeboat service. Teachers make effective use of experiences gained when they visited the Techniquet exhibition, a slate quarry and a farm, to develop and enrich lesson materials on these themes.
108. There are some appropriate activities in place for promoting education for sustainable development and global citizenship. As part of the work that stems from the Eco-Schools scheme, an arrangement for regular paper recycling has been established in each classroom and recently, the awareness of older pupils was raised of the advantages of conserving electricity. Officers from the County Council are considering developing an idea offered by the school council to install solar panels on the school building. The school strives to develop responsibility for the environment, for example, through creating three gardens and a small woodland in the school's vast grounds.
109. Pupils' awareness of life in other countries is developed through working with pupils in Beaumaris School in Australia on a project to design a logo of the

Commonwealth Games flag, and through continuing links with former pupils of the school who now live in Norway, Denmark and Japan. The opportunities to welcome children from Chernobyl on a visit to the school further develop pupils' understanding.

110. The entrepreneurial skills of the older pupils is promoted appropriately by running the school's fruit shop, taking responsibility for ordering produce, handling and controlling the money and making decisions on how to use the profits. Even so, examples of similar tasks and activities across the school are rare.
111. The school sets sound foundations for lifelong learning through raising pupils' levels of achievement in bilingualism, providing suitable experiences for improving ICT skills and by providing appropriate opportunities for pupils to be involved in practical tasks and activities.

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

Grade 2: Good features and no important shortcomings

112. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
113. The care, guidance and support offered to pupils are good. The school is a caring community where each member of staff knows the pupils well and is aware of their needs. Pupils are happy in the school and they have a good relationship with each other and with the staff.
114. The school considers parents to be important partners in the education of their children and includes them in decisions by introducing home/school agreements, distributing and responding to questionnaires and arranging discussion meetings in order to strengthen the link. Even so, it is only a minority of parents who respond to invitations and are willing to fully co-operate.
115. As the local pre-school playgroup meets at the school, children of two and three years of age become familiar with the school and the staff and this eases the transfer to full-time education. Additional support is provided in a Language Unit for non-Welsh speaking pupils who are late-comers in order to develop their bilingual skills and help them to settle in easily at the school. The pastoral and curricular links with the secondary school to which the majority of pupils transfer at the end of Y6 are effective.
116. Pupils are offered personal support and guidance of good quality. In the early years and key stage 1, the *Ysgol Dina* scheme has been adopted which offers intensive and effective emotional and social training for pupils. The principles are continued in key stage 2 by following a full programme of PSE activities.
117. The school council, that meets regularly, ensures that pupils have a voice in the life of the school, whilst at the same time, developing valuable social skills.
118. The school constantly monitors pupils' behaviour and staff and pupils are proud of the improvement in standards of behaviour following the adoption of strategies such as 'Playground Buddies', 'Star of the Week' and reward schemes throughout the school.

119. Teachers carefully monitor attendance and punctuality and act quickly and appropriately, according to need.
120. The school ensures the healthy development and safety and well-being of each pupil well. Initiatives such as the fruit shop and the Breakfast Club promote pupils' health effectively. Staff at the school worked closely with the catering staff in order to ensure that the school provides nourishing food and a balanced menu. Sessions were arranged for parents and pupils to taste different foods, and this had a positive effect on the choices of some pupils and on the contents of some lunch boxes.
121. The Fitness Club, the Athletics Club, the scheme to encourage pupils to skip during break time and the sports clubs are means of promoting pupils' fitness and healthy development.
122. All members of staff have basic First Aid qualifications and the headteacher and another teacher have received training at a higher level.
123. The headteacher is the designated person for child protection, and a member of the governing body also has responsibility. The headteacher has received training in this aspect and has shared the information with the remainder of the staff. They have a good awareness of the procedures and the way to respond, should the need arise. Effective links have been established with the school nurse, the social services and the police.
124. The provision for pupils with ALN is good and fully conforms to the Code of Practice. The designated member with responsibility for ALN on the governing body has appropriate knowledge of the situation at the school and visits on occasions to discuss the provision with the co-ordinator.
125. Pupils' difficulties are identified early, and teachers prepare and implement detailed IEPs for them. The plans are regularly reviewed and every effort is made to include parents in the process.
126. Suitable differentiated tasks and good support are provided by teachers and assistants during lessons. Pupils who receive one-to-one attention receive effective support from the assistants and from the specialist teacher from the Dyslexia Unit at Bangor University. Pupils with ALN are integrated well in class and school activities.
127. The school ensures equal opportunities for each pupil and access to all activities. Staff look upon each pupil as an individual who has personal strengths and make detailed assessments in order to discover which aspects are in need of development.
128. Through a variety of curricular projects, such as the study of the Hindu religion, pupils understanding of other faiths and cultures are developed. Non-Welsh speaking pupils are easily integrated to the Welsh language and to school life in general. The school provides suitable experiences in order to help pupils recognise and respect diversity.
129. The school has effective strategies to eliminate unacceptable behaviour and to help pupils concentrate in lessons.
130. Details of the school's Accessibility Plan can be found in the Parents' Handbook. Currently, the building has not been adapted to ensure ease of access to those with physical disabilities.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

131. The findings of the inspection team differ from the Grade 2 that the school awarded itself in its self-evaluation report. The finding of the inspection team is that there is a need to tighten managerial procedures in order to ensure everyone understands procedures and expectations.
132. The headteacher offers leadership that promotes interesting and creative activities on the part of pupils at the school. Considerable esteem is placed on promoting the school's image within the local and wider community. The headteacher is supported by a diligent and effective deputy headteacher and an industrious staff. Even so, leadership is impaired by the lack of structure in the managerial strategy, which includes laxity in matters such as the regularity of staff meetings and the meetings and minutes of the SMT. The teaching role of the headteacher has not been defined specifically enough.
133. The governing body is very supportive of the school and is proud of its successes, both public and within the community.
134. The school succeeds well in involving itself in initiatives promoted by the Welsh Assembly Government or the LEA. Activities emanating from the Green Schools and Healthy Schools projects received attention; raising standards in aspects of the basic skills have been achieved through accreditation of the Quality Mark, and developing pupils' bilingual skills is a constant objective in the life of the school.
135. Teachers' proficiency is developed, under the supervision of the headteacher, through the performance management procedure; a committee of the governing body oversees annual objectives set for the headteacher. Standardised tests are used to measure pupils' progress in some subjects and this leads to identifying any shortcomings in the provision within classes. Targets for achievement are set in light of the assessments undertaken.
136. One of the successful features of the school is the way in which it creates and promotes links with various organisations and agencies, as well as individuals who have an expertise to offer. These reinforce the curricular and social provision for the pupils.
137. The support offered by the governing body is very much appreciated by the headteacher. Members receive regular reports from the headteacher of the deputy headteacher on developments in the school or on assessment results, and these matters are discussed further in the meetings.
138. The governing body meets once a term and the committees meet according to need and specific circumstances, reporting back to the full body in turn. They know, through experience, of the appropriate processes for action in matters of redundancy or relocating staff.
139. Recently, a number of members of the governing body have visited classes and observed lessons. They record their experiences and share them with members

of the full governing body. This practice has been beneficial to the members and to the school.

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

Grade 3: Good features outweigh shortcomings

140. The findings of the inspection team differ from the Grade 2 that the school awarded itself in its self-evaluation report. The judgement of the inspection team is that, as yet, the self-evaluation procedure has only been partially developed in the school.
141. The inspection team agreed with the judgement of the school in five of the seven key questions. In the two cases where there was a different judgement, the inspection team awarded a lower grade than the school awarded itself.
142. There is a basis to the self-evaluation procedure, with a time-table for two cycles of monitoring the subjects of the curriculum. The time-table's implementation is not sufficiently specific and structured, in order that monitoring leads to whole-school findings in curricular areas. An effective arrangement for observing lessons has been established by the headteacher and the deputy and they have produced effective reports, this has contributed to improving the quality of the teaching and learning.
143. Curricular co-ordinators at the school are aware of their responsibilities, with regard to drawing up and revising schemes of work, moderating pupils' work, advising fellow-teachers and attending in-service training (INSET) sessions. All of them do not regularly observe lessons in order to reinforce good practice and offer advice and suggestions that would lead to further improvement, and that would enable them to write reports on whole-school standards within the subject.
144. A questionnaire for parents was drawn up a year ago; the responses received were analysed and the school acted constructively in responding to a suggestion made. This is good practice. The school council is used as a tool which gives voice to the aspirations and suggestions of pupils.
145. The self-evaluation report presented to the inspection team is an organised document, which expresses a judgement on pupils' standards of achievement, the quality of the provision and the leadership, based on evidence from a variety of sources. Even so, not enough use is made of data to summarise findings.
146. The SDP is a concise and organised document. It contains data on the context of the school, together with details of the planning for the significant underspend from the previous year. Four priorities for improvement are identified for 2007-08, and there is appropriate detail in the action plans.
147. Overall, the school has made good progress in addressing the key issues identified in the report of the inspection in 2002. According to evidence from the current inspection, significant developments can be seen in standards in geography, physical education and religious education. Good attention has been paid to aspects of the teaching and learning; the school has ensured that the spiritual dimension is an obvious part of collective worship sessions. There are regular opportunities for pupils to discuss together in lessons and there are planned procedures for monitoring behaviour. The school has also succeeded in

raising standards in Welsh, through using the language as a medium in several curricular areas.

148. As yet, the monitoring procedure is not structured enough to identify the school's situation in relation to curricular aspects, nor has the role of all the co-ordinators been fully developed.

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

Grade 2: Good features and no important shortcomings

149. The findings of the inspection team agree with the school's judgement in its self-evaluation report.

150. The school has a sufficient number of teachers for the pupils on roll, and they are qualified and experienced. Teachers regularly attend INSET sessions, in order to develop their proficiency and familiarise themselves with teaching methods and changes in the curriculum.

151. Teachers are effectively supported by a vast number of assistants, the majority of them employed to provide support to individuals on the ALN register. They respond flexibly to the needs of the school, supporting groups of pupils according to need. One particular feature of the school is the way it employs a classroom assistant who was herself a pupil with ALN.

152. There is a routine for allowing non-contact time for teachers; they use these periods effectively in order to discuss, plan and prepare. A part-time teacher is employed, as well as the headteacher, to cover during these periods. The headteacher feels that this procedure is beneficial to the school's provision and that it contributes towards raising standards.

153. The headteacher has a teaching commitment in key stage 2. However, this role has not been defined clearly enough, nor is it implemented regularly enough.

154. The school has a sufficient supply of resources to which the pupils have ease of access. The supply of ICT and music resources, in particular, is extremely good. Efficient use is made of resources within the classes and during the teaching sessions held in the hall.

155. The building is very spacious, situated in a particularly pleasant location on the outskirts of the town. There is a large playing field, a spacious hall, designated dining hall and a room adapted for ICT activities, all of which contribute to the school's outstanding facilities. Space for parking vehicles outside the school is limited.

156. The significant distance between the two classes where the children under five are taught does not facilitate the provision for the children.

157. The governing body keeps a close eye on the school's budget, and, in light of a likely fall in pupil numbers, keeps a substantial sum of the budget in reserve. This sum is higher than that recommended by the Audit Commission, even though plans have been drawn up to spend some of it. The school provides value for money.

School's response to the inspection

After studying the inspection findings, the staff and governors of Beaumaris Primary School acknowledge that the report is fair and constructive.

The inspection process was very thorough and undertaken in a courteous and professional manner. The school had an active role in the process through the nominee and there were purposeful, honest and open discussions when coming to judgements.

The inspection recognised a number of positive elements. The school is proud of the fact that it excelled in a number of aspects of developing the key skills, which will also be a basis of the new curriculum for September 2008. It is pleasing to receive professional confirmation that we are developing these essential skills in our children.

The school is also very happy of the good progress made since the last inspection, especially in the percentage of good and better teaching.

The school acknowledges the recommendations identified and the staff and governors will respond to the recommendations by adapting the SDP. The governors' annual report will report on the progress made in responding to these recommendations.

Appendix 1

Basic information about the school

Name of school	Beaumaris Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Maeshyfyd Beaumaris Anglesey
Postcode	LL58 8HL
Telephone number	01248 810451

Headteacher	Mr Arfon Wyn ab Eurig
Date of appointment	September 1994
Chair of governors	Mr Tim Williams
Registered inspector	Len Jones
Dates of inspection	15-16 January 2008

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	18	18	15	9	13	14	11	18	116

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	2	5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21 : 1
Pupil: adult (fte) ratio in nursery classes	8 : 1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1.25 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	75.2%	91.6%	94.1%
Summer 2007	75.6%	90.5%	93.1%
Autumn 2007	79%	94%	96.2%

Percentage of pupils entitled to free school meals	11%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		15		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School	13.3	0	33.3	53.3	0
		National	0	2	8	64	26
We: oracy	Teacher assessment	School	13.3	0	33.3	53.3	0
		National	0	1	0	64	25
We: reading	Teacher assessment	School	13.3	0	33.3	53.3	0
		National	0	2	15	60	22
We: writing	Teacher assessment	School	13.3	26.7	6.7	53.3	0
		National	0	2	18	66	13
English:	Teacher assessment	School	0	0	33.3	66.7	0
		National	0	4	12	64	20
En: reading	Teacher assessment	School			33.3	33.3	33.3
		National	0	4	14	26	0
En: writing	Teacher assessment	School	0	26.7	6.7	66.7	0
		National	0	5	14	69	0
En: speaking and listening	Teacher assessment	School	0	0	13.3	86.7	0
		National	0	2	11	64	23
Mathematics	Teacher assessment	School			20	53.3	26.7
		National	0	2	10	63	24
Science	Teacher assessment	School			13.3	66.7	20
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	66.7%	In Wales	80.9%

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6		12						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School							8.3	66.7	25
		National	0	0	0	0	0	6	26	45	23
Welsh	Teacher assessment	School	9.1	0	0	0	0	9.1	18.2	54.5	18.2
		National	1	0	0	1	1	4	18	50	25
Mathematics	Teacher assessment	School	0	0	0	0	0	0	8.3	41.7	50
		National						3	26	52	19
Science	Teacher assessment	School	0	0	0	0	0	0	0	41.7	58.3
		National			2	0	0	2	11	51	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	91.7%	In Wales	74.3%

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

Appendix 4

Evidence base of the inspection

- The inspection was undertaken by a team of three inspectors, who were present at the school for five 'inspection days'.
- Pre-inspection meetings were held with parents, where there were five parents present, and with the governing body, to discuss the life and work of the school.
- Fourteen parents' questionnaires were returned and these were carefully analysed.
- Discussions were held with the headteacher and the teachers.
- School documentation was examined.
- Eleven lessons or parts of lessons were observed.
- Inspectors listened to a sample of pupils reading in both languages.
- A sample of pupils' work in each age group was scrutinised.
- Discussions were held with pupils on aspects of school life and of their work.
- Pupils' behaviour was observed during play time, lunch time and at the beginning and end of the school sessions.
- Inspectors were present during sessions of collective worship.
- Post-inspection meetings were held with the staff and governing body.

Appendix 5

Composition and responsibilities of the inspection team:

Team member	Responsibilities
Len Jones (Registered Inspector)	Context and priorities; Summary and Recommendations; Key Questions 1, 5, 6 and 7
Jean Marshall (Team Inspector)	Key Questions 2, 3 and 4
Dylan Jones (Lay Inspector)	Contributions to Key Questions 1, 2, 3, 5 and 7
Llyr Rees	Nominee

Acknowledgement

The inspection team would like to thank the governors, acting headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.

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