

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

A Report on the Quality of Education in

**Ysgol Gynradd Y Parc
Newry Fields
Holyhead
LL65 1LA**

School Number: 6602144

Date of Inspection: 21 April 2009

by

**Len Jones
16360**

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

The inspection of Ysgol Gynradd Y Parc took place between 21/04/09 and 23/04/09. 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 **standard** 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 situated in the centre of the town of Holyhead and is maintained by Anglesey Education Authority (LEA). The vast majority of pupils comes from the immediate area, with a very small percentage from other parts of the town.
2. The school describes the area from which the pupils come as one that is economically disadvantaged; the town is one of the Community First areas.
3. Almost all the pupils come from homes where English is the main language of communication. A number of pupils with English as an additional language (EAL), 15 in total, come from Polish, Portuguese, Bangladeshi, Lebanese and Chinese immigrant families.
4. The school has recently made efforts to use Welsh increasingly as a means of teaching and learning, especially in the early years and key stage 1. The ensuing assessments of Y2 pupils' Welsh (first language) competence in 2008 resulted in low grades, thereby having a negative effect on the core subject indicator (CSI), which denotes the percentage of pupils achieving level 2 or above in mathematics, science and Welsh (first language). When the current inspection was arranged, it was Welsh as a second language that was chosen by Estyn as one of the subjects to be inspected.
5. Children are accepted as part-time pupils in the school in the September following their third birthday, and as full-time pupils in the September following their fourth birthday.
6. At the time of the inspection, there were 177 pupils on roll, including 19 children of nursery age who attend in the mornings.
7. There are 30% of pupils who are entitled to claim free school meals, a figure which is much higher than the figure for the county and for Wales.
8. There are 50 pupils on the school's additional needs (ALN) register, including four pupils who hold statements. This figure is substantially higher than the average for the county and for Wales.
9. The school was last inspected in September 2003, when there were 224 pupils on roll, including 26 part-time nursery children.
10. The current headteacher was appointed in September 2006.

The school's priorities and targets

11. Amongst the current priorities for development identified in the current school development plan (SDP) for 2007-2010 are to:
 - develop systems that will ensure higher levels of attendance;
 - prepare and plan to fully implement the requirements of the 2008 Curriculum, as well as the Foundation Phase provision;
 - continue with the strategies to develop pupils' health and fitness through PESS (Physical Education and School Sports) and Healthy School activities; and
 - create, develop and establish links with businesses, developing pupils' entrepreneurial skills.

Summary

12. In accordance with the Education Act 2005, I am of the opinion, and Her Majesty's Chief Inspector agrees, that special measures are required in relation to this school.
13. Ysgol Y Parc is a school which is currently experiencing considerable tensions, and deficient collaboration, amongst leaders and teaching staff. This situation causes a poor ethos and atmosphere in the relationships between adults, and prevents the school from developing as it should.
14. The school, faced with the above difficulties, succeeds in providing an education that has good features outweighing shortcomings in relation to pupils' standards of achievement, but there are significant gaps in the provision with regard to the self-evaluation arrangements, procedures for assessment and recording progress and implementing current specific strategies.
15. Due attention is given to promoting a healthy lifestyle and maintaining fitness. There is a daily breakfast club, a fruit shop was established recently, and a number of sports clubs are held after school. A fitness day is held annually.

Table of grades awarded

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

Standards

16. In the lessons observed, and in the subjects inspected, pupils' standards of achievement are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 0% | 45% | 50% | 5% | 0% |

17. The above percentages are much lower than the percentages for primary schools in Wales, as published in Her Majesty's Chief Inspector's (HMCI) Annual Report for 2007-2008, which states that standards are good or better (Grades 1 and 2) in 84% of lessons and Grade 3 in 15% of lessons.
18. The overall quality of provision for children under five years of age is appropriate for their needs, and children make good progress towards the outcomes of the Foundation Phase.

Grades awarded in the subjects inspected

19. The grades for subjects inspected in key stages 1 and 2 are as follows:

| Inspection area | Key Stage 1 | Key Stage 2 |
|-----------------------|-------------|-------------|
| English | Grade 2 | Grade 2 |
| Welsh second language | Grade 2 | Grade 3 |
| Mathematics | Grade 2 | Grade 3 |
| Science | Grade 2 | Grade 2 |
| Art and design | Grade 2 | Grade 2 |
| Music | Grade 3 | Grade 3 |

20. The key skills of children under five years of age are developing well, as they engage in various experiences in the areas of the Foundation Phase. In both key stages, pupils' literacy and information and communications technology (ICT) skills are developing well, whilst good features outweigh shortcomings in their numeracy skills.
21. Overall, throughout the school, pupils do not develop their bilingual skills sufficiently, although their development is better at the lower end of the school. Pupils do not have a sound grasp of Welsh sentence patterns and vocabulary.
22. In assessments at the end of key stages 1 and 2 in 2008, overall the school's results were lower than the performance of schools in the area, the county and in similar schools, in respect of the numbers entitled to receive free school meals.
23. Over the last three years, namely 2006-20078, there has been much inconsistency in the school's performance, in comparison with similar schools. In key stage 1, in 2006, and in key stage 2 in 2007, the school's results across the subjects assessed placed the school in the highest 50%. However, results in other years placed the school in the lowest 50% across the subjects assessed.
24. Pupils use their time well in the majority of classes, and they persevere with their tasks, displaying, at times, an effective ability to work together on tasks in pairs and in groups. However, in one class, a number of pupils, mainly boys, tend to impair on the smooth running of lessons.
25. Throughout the school, pupils display good creative ability, experimenting and creating effectively during art lessons.
26. Pupils' overall behaviour is good. They show respect towards each other and the adults around them, and move around the school in an orderly, trouble-free manner.
27. Over the three terms prior to the inspection, the average attendance was 90%, which is a comparatively low figure. This is some four per cent lower than the county and Wales averages. Pupils' punctuality at the beginning of the school day is good overall.
28. Pupils are developing well in their personal, social, moral and cultural development. They have appropriate attitudes around the school and can work effectively with their peers on tasks in class. They respond appropriately to guidelines relating to behaviour and offer each other support. They contribute willingly to worthy causes, such as the Rainbow Charity and they know about specific values and morals that are constantly promoted through the school's behaviour guidelines and through collective worship sessions. Their spiritual

development is good. During the last year, they contributed in a service at the town's memorial to remember some previous staff and pupils at the school who lost their lives in a disaster at sea.

29. Through specific projects, such as the 'One World Project', and the art work that derived from it, pupils develop a good awareness of global citizenship. There are also good relationships between the school's pupils and the small number who come from foreign backgrounds.
30. Pupils' understanding of matters relating to the world of work, and also their entrepreneurial skills, are insufficiently developed.
31. Pupils develop a good awareness of their community through taking part in a host of local activities. They have been working with pupils from the secondary school and with a resident artist to improve the local environment, and have also participated in the town's Art Festival.

The quality of teaching and training

Grades for teaching:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 0% | 50% | 29% | 21% | 0% |

32. These figures are substantially lower than the national averages published in HMC's latest Annual Report for 2007-2008, where the quality of teaching is good or better (Grade 1 and 2) in 83% of lessons and Grade 3 in 15% of lessons.
33. In the vast majority of lessons, respect was seen between teachers and pupils and, where this was seen, pupils had a positive attitude towards their work.
34. In the lessons judged to have good features and no important shortcomings there was good planning and interesting presentations, with clear objectives for the pupils; effective questioning which stimulated the pupils to practise good thinking skills; and appropriate use was made of a variety of resources.
35. Amongst some of the features of lessons where there were obvious shortcomings, there were insufficient instructions when introducing a task; expectations were too low with regard to the presentation of work; commercial work-sheets were over-used; there was a lack of effective feedback, both verbal and written and a lack of control over groups of pupils or individuals.
36. Although the assessment arrangements for pupils meet the statutory requirements, the whole-school assessment procedure is at a very early stage of development, and its use is inconsistent across the school. There is no whole-school overview for the school's managers and leaders. An effective system has been established for recording assessments of children in the classes for the children under five.
37. The school provides a broad and varied curriculum that, in the main, meets the pupils' needs. Pupils who need special provision due to their severe needs receive good provision.
38. However, there are shortcomings regarding the insufficient nature of the planning for introducing the 2008 Curriculum, and strategies for developing learning skills and key skills have not been sufficiently adopted throughout the school. A number of whole-school schemes of work rely heavily on commercially-produced schemes, and have not been adapted to the requirements and circumstances of the school.

39. Regular opportunities are provided for pupils to visit places of interest and places linked to their work during the term. Visitors are welcomed to the school to share their expertise and to promote links with the community.
40. Parents contribute very effectively to the school's activities; they receive information by means of the fortnightly News Bulletin. Parents come in to help by listening to pupils read, and accompany them on visits. Results from the pre-inspection questionnaires, together with the response of parents in the pre-inspection meeting, showed strong parental support for the school. The Parents' Association succeeds in raising substantial sums of money for the school.
41. The school does not have an effective strategy for developing good links with the world of work, although there are some links with the workplace, such as visiting Wylfa and the local shops, which promotes some understanding in the pupils of the world of work. Apart from producing an annual calendar and running a fruit shop for a few weeks, activities that contribute towards developing pupils' entrepreneurial skills are very few. The school has acknowledged that this is an area in need of development and strengthening.
42. Provision for sustainable development is developing and practical efforts are being made to promote education for pupils' understanding of the importance of current sustainability developments. The school council and the Eco committee contribute towards these developments.
43. Over the course of the year, the quality of learning outside school hours is good, with a number of clubs such as art, football, netball and homework. Even so, only a small number of clubs take place regularly and the provision does not cover all the age ranges.
44. The school provides a supportive environment for learning, and pupils respond well to the procedures.
45. Pupils with ALN are identified early, and the school acts in accordance with the nature of the individual pupils' needs. Individual educational plans (IEPs) are prepared for them, and they are reviewed twice a year. However, examples of differentiated work in lessons, for the needs of pupils of varying abilities, are few. Pupils with severe needs are supported by assistants within the classroom.
46. Equal opportunities are provided for pupils in all aspects of the school's work, and no pupil is excluded from experiences or opportunities on the basis of race or language.

Leadership and management

47. The headteacher's main objective is to ensure a foundation to enable pupils to expand their horizons and increase their confidence. She works hard and is committed to developing aspects of the current provision. The appointment of a staff member two terms ago to the post of assistant headteacher, and the way in which she works, are assets to the management team. No other member of staff is on the school's senior management team.
48. Currently, the headteacher's objectives and aims are unsuccessful and ineffective. Not all teachers are prepared to accept responsibilities and lead initiatives, and there is no team ethos that works for the advantage of the school and the benefit of its pupils.

49. The governing body is very supportive of the school. It meets the statutory requirements through meeting termly or sometimes more frequently, and through reporting to parents annually. Over the past three years, they have spent considerable time discussing and lobbying relevant parties to ensure the school's future, in light of the threat to rearrange the educational provision in the town. This has caused them to give much less attention to setting the strategic direction of the school and to be sufficiently involved in monitoring the provision through the school's self-evaluation process.
50. The school's current SDP is for the period 2007-2010, and although there is an element of system and logic to it, priorities for development are not selected purposefully enough. As a result, too many are included, and the school has difficulty in achieving them effectively.
51. The school has not established and implemented a specific timetable for monitoring subjects and other aspects of the provision in their turn. Several of the curricular leaders do not have a sufficient understanding of the full expectations of these responsibilities.
52. The governing body does not receive reports on the provision and standards in various areas from the subject co-ordinators, and as a result, they do not have a current picture of the situation in curricular areas. The governing body was involved in the latest self-evaluation report, suggesting certain changes.
53. Some time ago, a questionnaire was distributed to parents, and the numerous responses were analysed meaningfully. This is good practice.
54. Some progress has been made in relation to the key issues identified by the previous inspection in 2003. Standards have been raised in Welsh (second language) in key stage 1 and in English and science in key stage 2. However, the school has not succeeded in establishing a whole-school assessment procedure and the roles and responsibilities of curricular leaders have not been developed. It has also not succeeded in improving standards in Welsh (second language) in key stage 2.
55. There is a sufficient number of teachers at the school, and they are appropriately qualified for the ages they teach. Teachers are effectively supported by the classroom assistants, who support individuals or groups of pupils within lessons.
56. The accommodation provides a good environment for teaching and learning. Appropriate use is made of the space outside the early years and key stage 1 classes. There are stimulating displays and resources for these pupils, such as the attractive 'tŷ bach twt'. The school has provided well for outdoor activities involved in the introduction of the Foundation Phase.
57. Overall, the amount and quality of the resources available for pupils and teachers are satisfactory, and there is an appropriate library and a computer suite. Some of the books in a number of classrooms are old and worn, and there are no interactive whiteboards in the key stage 2 classrooms.
58. The governing body handles the school's annual budget very protectively and is concerned, primarily, with retaining a generous staffing level. There is a substantial amount of under-spending annually, although there are plans for using some of it. It is adjudged that the school gives fairly good value for money.

Recommendations

In order to improve further, the school needs to:

- R1. act immediately to establish a positive working relationship between the school's leadership and members of the teaching staff;
- R2. raise pupils' standards of achievement in mathematics and Welsh (second language) in key stage 2 and in music throughout the school;
- R3. address the shortcomings in the teaching identified in key question 2;
- R4. address the shortcomings in the school's self-evaluation procedure;
- R5. establish consistency in the processes for assessing and recording pupils' progress; *
- R6. ensure effective use of the school's budget, meeting the needs of specific areas;
- R7. revise whole-school curricular planning to meet the requirements of the 2008 Curriculum;* and
- R8. further develop pupils' understanding of the world of work, together with their entrepreneurial skills. *

* *The school has identified these issues in the School Development Plan.*

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

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

- 59. The findings of the inspection team agree with the grade which the school awarded itself in its self-evaluation report.

Grades for standards in the subjects inspected

- 60. Pupils' standards of achievement in the lessons observed, in the subjects inspected, are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 0% | 45% | 50% | 5% | 0% |

- 61. The above percentages are much lower than the percentages for primary schools in Wales, as published in HMCI's Annual Report for 2007-2008, which states that standards are good or better (Grades 1 and 2) in 84% of lessons, and Grade 3 in 15% of lessons.
- 62. The overall quality of the educational provision for children under five years of age is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Phase.

63. Overall, pupils succeed well in gaining new knowledge in lessons, and in mastering skills relevant to the curricular areas. They are aware of the targets recently set for them as individuals, and succeed in achieving them.
64. Through activities such as singing together and learning finger rhymes, children under five years of age effectively develop literacy skills, whilst their numeracy skills develop as they play a number game on the computer.
65. In key stages 1 and 2, pupils' literacy skills are developing well as they write in curricular areas, such as when creating a written monologue as a character from the Victorian Era or writing empathetically as one of the quarrymen during the Big Strike at the Bethesda Slate Mine. They develop numeracy skills occasionally in experiences across the curriculum, such as when discussing thermometer measurements in science and in drawing a graph to measure the friction levels of their shoes.
66. Pupils throughout the school develop ICT skills well. In the classes for the under fives, children gain increasing confidence in the technology as they handle the 'mouse' for art and to play games, whilst pupils in both key stages develop skills that are relevant to their curricular work, such as researching on the internet, designing pamphlets and discussing angles in mathematics.
67. Overall, throughout the school, pupils do not develop their bilingual skills sufficiently. Pupils do not have a sound grasp of sentence patterns and vocabulary in Welsh, although their grasp at the lower end of the school is sounder than it is in the key stage 2 years.
68. In the assessments of the core subjects at the end of key stage 1 in 2008, the pupils' performances placed the school lower than those of the catchment and the county in Welsh, mathematics and science. In comparing the school's performance with that of similar schools, in respect of the numbers of pupils entitled to receive free school meals, the school is placed amongst the lowest 50% of schools. To some degree, the school's performance in key stage 1 has suffered due to its decision to undertake the assessments in Welsh and, as a result of this, they are measured against standards in Welsh (first language) rather than Welsh (second language).
69. In 2008, in assessments of the four core subjects at the end of key stage 2, the school's performances were much lower than the other schools in the area and the county in Welsh, and slightly lower in English and mathematics. The school's performance in science was slightly better than schools in the area but lower than those in the county. In comparing its performances with similar schools, the results placed the school in the bottom 50% of schools, but not in the lowest 25%.
70. Over the last three years, namely 2006-2008, there has been much inconsistency in the school's performance, in comparison with similar schools. In key stage 1 in 2006 and in key stage 2 in 2007, the school's results across the subjects assessed placed the school higher than the median. However, results in other years placed the school in the lowest quartiles across the subjects assessed.
71. Year on year, there is no pattern of significant differences between the performances of boys and girls.

72. Throughout the school, pupils display good creative ability. In the early years, children mix paint appropriately for colouring Teddy and place tiles on the cottage roof. Pupils in key stages 1 and 2 show good ability through stimulating experiences, such as creating masks and clay dishes, or using techniques that emulate the style of a famous artist.
73. Pupils' use of time and their perseverance with their tasks is good in the majority of classes. At times, they display an effective ability to work together on tasks, in pairs and groups. However, in one class, some pupils, mainly boys, tend to impair the smooth running of lessons.
74. Pupils develop well in their personal, social, moral and cultural development. They have appropriate attitudes around the school and can work effectively with their peers on tasks in class. They respond appropriately to guidelines relating to behaviour and offer each other support. They contribute willingly to worthy causes, such as the Rainbow Charity. They know about values and morals and these are promoted through the school's behaviour guidelines and through collective worship sessions. Their spiritual development is good. During the last year, they contributed in a service at the town's memorial to remember some previous staff and pupils at the school who lost their lives in a disaster at sea.
75. Pupils' overall behaviour is good. They show respect towards each other and the adults around them, and move around the school in an orderly, trouble-free manner. Often, older pupils readily take care of the younger ones during play times. The quality of behaviour in the canteen at lunch time is particularly good.
76. Over the three terms prior to the inspection, the average attendance was 90%, a figure that is some 4% lower than the county and Wales averages. Pupils' punctuality is good overall.
77. Pupils develop a good awareness of their community, taking part in the town's art festival, working with pupils from the secondary school and with a resident artist to improve the local environment, and singing to the patients in the local hospital. They take part in activities linked with a seafaring institution in the town, and benefit from the good relationship with the local police liaison officer.
78. Pupils' understanding of matters relating to the world of work, and also their entrepreneurial skills, are insufficiently developed.
79. Pupils have some awareness of sustainability issues, but their understanding is not nurtured through regular experiences in this aspect. In the past, water conservation was the focus of their activity, and they have discussed the use of stickers for switching off lights.
80. Through specific projects, such as the 'One World Project', and the art work that derived from it, pupils develop a good awareness of global citizenship. Also, there are good relationships between the pupils and the small percentage that come from foreign backgrounds. An art competition is held annually, linked with the city of Dublin, and a group of pupils have the opportunity to visit that city.

The quality of education and training

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

Grade 4: Some good features, but shortcomings in important areas

81. The findings of the inspection team differ from the Grade 3 that the school awarded itself in its self-evaluation report. In the opinion of the inspection team, evidence from lessons observed found a significant percentage of unsatisfactory teaching in some classes. In addition, the procedure for assessment, recording and reporting is not consistently embedded and implemented.

82. The quality of teaching in the lessons observed, in the subjects inspected was as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 0% | 50% | 29% | 21% | 0% |

83. These figures are substantially lower than the national averages published in HMCI's latest Annual Report for 2007-2008, where the quality of teaching is good or better (Grade 1 and 2) in 83% of lessons and Grade 3 in 15% of lessons.

84. In the vast majority of lessons, respect was seen between teachers and pupils, and where this was seen, pupils had a positive attitude towards their work.

85. In the lessons judged to have good features and no important shortcomings there were:

- interesting and clear presentations, with sound objectives for the pupils;
- effective questioning that stimulated the pupils to practise good thinking skills;
- good planning and detailed preparation;
- good use of a variety of resources;
- effective use of classroom assistants;
- guidance and support for pupils to enable them to move forward to the next stage;
- use of ICT resources to present lessons and to support the learning, and
- opportunities for pupils to evaluate and appreciate each other's work.

86. In the lessons where specific shortcomings were seen, some of the following features were evident:

- insufficient instructions when introducing a task;
- success criteria not agreed between pupils and teachers;
- low expectations with regard to the presentation of work;
- the use of too many commercial work-sheets, which have very little stimulation;
- lack of effective feedback, both verbal and written;
- lack of monitoring and evaluation of pupils' progress within the lesson;
- no opportunities for pupils to evaluate, reflect or discuss their work at the end of the lesson; and
- a lack of control of groups of pupils or individuals.

87. The quality of teaching in the Foundation Phase is good and meets statutory requirements, and the quality of teaching is good overall in classes in key stage 1.
88. There are important shortcomings in the teaching in some classes in key stage 2. Planning shows an appropriate range of lessons and activities across the key stage, but this is not developed effectively during lessons.
89. Teachers show a good awareness of the National Curriculum (NC), and effective teaching and subject knowledge were seen in ICT, art, science and English across the stages and in Welsh second language in key stage 1.
90. The use of appropriate strategies and good resources in lessons in order to promote the learning is inconsistent. In the most successful instances, teachers develop pupils' thinking skills through effective questioning methods, setting challenges and promoting group activities. A variety of key skills can be seen in use in these classes.
91. Teachers are aware of pupils' ability and potential to speak more than one language, and good use is made of incidental Welsh during lessons, although this is inconsistent.
92. In classes where there is effective teaching and planning, there is differentiation of tasks for the range of pupils' abilities. In some classes in key stage 2, no effort was seen to differentiate in the lesson plans or in pupils' work.
93. Assessment arrangements for pupils meet the statutory requirements. However, the whole-school assessment procedure is at a very early stage of development, and its use is inconsistent across the school. An effective system has been established for recording assessments of children in the under-fives classes. In key stages 1 and 2, developments include an annual cycle for assessing the core subjects and a system for tracking children's levels across all subjects. There is no whole-school overview for the school's managers and leaders.
94. Work has begun on creating subject portfolios in English and mathematics. They include examples of levelled work. When complete, these will be documents that offer effective assessment guidelines. The school works closely with schools in the catchment area and with the secondary school, in order to moderate pupils' work.
95. In some classes, individual targets are displayed inside the covers of the language books, but this is not consistent throughout the school. The majority of teachers respond positively to children's work, but there are very few written comments to suggest how to develop a piece of work.
96. Teachers keep class assessment files that include results of reading and spelling tests. Very recently, they have begun to identify the subject level for each pupil.
97. Although there are developments in progress, only a small number of teachers regularly use the 'assessment for learning' strategy in their classes. Modelling the work, setting success criteria and allowing time for children to evaluate their own work, and that of their fellow pupils, are not natural elements of lessons at the school.
98. Annual reports to parents are appropriate and meet the statutory requirements. A computer bank of general comments is used, differentiated for each subject, and the majority of teachers include personal comments on the reports. Parents are satisfied with the reports.

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

Grade 3: Good features outweigh shortcomings

99. The findings of the inspection team differ from the grade the school awarded itself in its self-evaluation report. The finding of the inspection team is that there are important shortcomings in the quality of whole-school schemes of work and that there is no specific strategy to promote pupils' learning skills and key skills.
100. The school provides a broad and varied curriculum that, on the whole, meets the pupils' needs. Pupils who require special provision due to their severe needs receive good provision.
101. Teachers have suitable and appropriate short-term plans. Even so, there is too much dependence on commercially produced plans and the school has not adapted these in order to reflect the school and the catchment area.
102. Many of the long-term plans for key stages 1 and 2 are deficient because they have not been revised to meet the requirements of the Revised 2008 Curriculum. This means that the provision for the development of the key skills and the learning skills is not coherent and co-ordinated throughout the curriculum.
103. Arrangements for learning support, including the Team Around the Child (TAC) programme, are strong features of the school's provision. Support exists to ensure that pupils for whom English is a second language, pupils from disadvantaged areas and pupils with severe difficulties receive equal access to the curriculum. Due to this support, most make sound progress in their learning. The more able pupils do not receive the same support and these pupils, at times, feel frustrated.
104. The school provides experiences linked with the Cwricwlwm Cymreig to promote pupils' cultural development, such as when they discuss Catrin Finch's music and Mary Lloyd Jones' art work. Numerous activities are provided to create good links with the locality and some of its residents, including contributing to Communities First projects, competing in art competitions in the town's art festival and in a games tournament arranged by the local cricket club.
105. The school, however, does not succeed in developing the bilingual ability of the majority of pupils. Since providing more teaching through the medium of Welsh and fostering pupils' bilingualism throughout the school are recent developments, they are yet to bear fruit.
106. The provision made for pupils' moral and social development is good and there is an effective personal and social education (PSE) programme in place. Daily sessions of collective worship are aimed to promote pupils' spiritual development and they meet statutory requirements. However, at times, the focus of the worship is lost.
107. Pupils receive many experiences outside school, including visits to local museums, the port, an electric power station and to Ireland. Sports teams compete against teams from other schools in a variety of competitions.
108. Over the year, the quality of learning outside of school hours is good, with a number of clubs such as art, football, netball and homework. Even so, only a small number of clubs are held regularly and the provision does not cover all age groups. The school has recently received the Eco-Schools bronze award for its

gardening work in the school grounds, whilst the fruit shop and the activities promoting healthy lifestyles have led to the school receiving the level 1 of the Healthy Schools award. A breakfast club is held daily.

109. Provision for sustainable development is developing and practical efforts are being made to promote education for pupils' understanding of the importance of current sustainability developments. Paper is recycled and the school has joined the Anglesey Green Schools project. The school council and the Eco committee contribute towards these developments.
110. Pupils' awareness of global citizenship is promoted effectively, such as through the activities of the 'One World' project. There is an annual link with the city of Dublin, through art activities.
111. Parents play a prominent part in raising money for the school. The Parents' Association is very active and has raised money in order to acquire many new resources for the school.
112. There is effective communication between the school and the parents through annual reports, termly meetings and general fortnightly newsletters. The parents appreciate these opportunities.
113. The school does not have an effective strategy for developing good links with the world of work, although there are some links with the workplace, such as visiting Wylfa and the local shops, which promotes some understanding in the pupils of the world of work. Apart from producing an annual calendar and running a fruit shop for a few weeks, activities that contribute towards developing pupils' entrepreneurial skills are insufficient. The school has identified this as an area for development and strengthening.

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

Grade 2: Good features and no important shortcomings

114. The findings of the inspection team differ from the Grade 3 that the school awarded itself. In the inspection team's judgement, there were no important shortcomings in the provision, and there were elements of progressiveness in projects implemented to support pupils, such as the TAC project.
115. The school provides a supportive environment for learning, and pupils respond well to the procedures.
116. Parents contribute very effectively to the school's activities. Following guidelines previously set by the school, parents come in to help by listening to children read, and to accompany them on visits. The school seeks their opinion on the school by means of questionnaires. Responses from the pre-inspection questionnaires also showed strong parental support for the school.
117. Since its inception, the Parents' Association has succeeded in raising substantial sums of money for the school through joint ventures, such as the Rainbow Week. They receive information through the fortnightly News Bulletin, and information on the school's activities are shared in 'Papur y Parc', prepared each term by the older pupils at the school.
118. The school has an effective induction procedure where pupils are carefully monitored. It has ensured that pupils who come from different ethnic

backgrounds are integrated, and effective additional support is offered for those pupils for whom English is not their first language.

119. There is an appropriate partnership with the local secondary school, and older pupils have the opportunity to attend practical workshops there, in areas such as design and food technology.
120. Due attention is paid to health and safety issues and regular risk assessments are undertaken. Buildings are examined to ensure their suitability and their safety by the sub-committee of the governing body, and fire drills are held regularly.
121. Daily care clubs are held in the mornings and after school. A fruit shop was established recently by the pupils in Y6. The school has gained Level 1 of the Healthy Schools scheme, and a 'Fitness Week' was held to promote healthy lifestyles.
122. The headteacher is the designated person for child protection at the school, and a member of the governing body also has responsibility for that aspect. Staff are aware of the procedures for child protection, and the governing body recently adopted a revised policy.
123. The school has arrangements for ensuring a home-school agreement on children's entry to the school. In the past, insufficient response was received for the procedure, but the revisions made to the current document aim at ensuring a better response.
124. The school council has been established for some time and is an active part of school life. Its members have a good awareness of their role and have already been involved in matters to improve the school's environment.
125. The school has ensured that parents and carers are aware of their responsibility in ensuring the attendance of their children. Even though attendance figures continue to be low, punctuality and attendance are monitored regularly and appropriate action taken, according to need, for instances of unauthorised absences. The registers are neat and monitored regularly by the headteacher and teachers. They meet the desired requirements.
126. Pupils with ALN are identified early, and the school acts in accordance with the nature of the individual pupils' needs. Individual educational plans are prepared for them, which are reviewed twice a year. However, these plans are not incorporated into the class provision and examples of differentiated work in lessons for the needs of pupils of different abilities are few.
127. Pupils with severe needs are supported by assistants within the classroom. Although there are 50 pupils on the school's ALN register, no teacher is employed to offer specialist teaching to those pupils and this impairs somewhat their progress, as the provision for them is not sufficiently structured.
128. There are appropriate and effective aims to the TAC project for groups of pupils from Y3, Y4 and Y5. Activities are implemented appropriately with specific plans, such as being actively involved in planning the school's outdoor classroom.
129. The school has appropriate guidelines for ensuring good behaviour around the school. Good behaviour is rewarded through such means as gaining points and being awarded the Star of the Week. Any instances of misbehaviour, such as bullying, are dealt with immediately. The school takes part in the national Anti-bullying Week.

130. All pupils are treated equally, whatever their social, linguistic or ethnic background, and boys and girls are given equal opportunities to become involved in all activities. Pupils receive opportunities to express different opinions in weekly circle time sessions in the classes. The school fully implements its racial equality policy.
131. Every effort is made to ensure that pupils with disabilities are included in all activities. An appropriate disability policy and an accessibility scheme have been drawn up.

Leadership and management

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

Grade 4: Some good features, but shortcomings in important areas

132. The findings of the inspection team agree with the grade that the school awarded itself in its self-evaluation report. The tensions that exist between the headteacher and members of the teaching staff impair matters of school development.
133. The headteacher's main objective is to ensure a foundation to enable pupils to expand their horizons and increase their confidence. She works hard and is committed to developing aspects of the current provision. It is two terms since the appointment of a staff member to the post of assistant headteacher for the school, and the way in which she co-operates with the headteacher is an asset to the management team. No other member of staff is on the school's senior management team.
134. Currently, the headteacher's aims and objectives are unsuccessful and ineffective. Not all teachers are prepared to accept responsibilities and lead initiatives, and the lack of co-operation and team ethos impairs any proposed developments needed for the advantage of the school and the benefit of its pupils.
135. The school sets targets annually for cohorts of pupils in respect of achievement in the core subjects. Targets are reviewed in light of assessment results. The large number of developmental priorities contained in the SDP are unrealistic, and a number of initiatives remain unachieved from last year.
136. Performance management procedures at the school are now more functional, with the headteacher overseeing the teachers' objectives. However, the leadership is unsuccessful in its efforts to develop teachers' commitment to current initiatives and activities. This affects the quality of the provision. The headteacher's professional development objectives are supervised by a sub-committee of the governing body.
137. There are job descriptions for members of the school staff. The job descriptions of the teaching staff are very general in nature, relying heavily on the requirements in the document "School Teachers' Pay and Conditions"; they do not identify the individualistic features of the responsibilities and they have not been signed by the post-holder or the chair of the governing body.
138. Good features outweigh shortcomings in the way in which the school is involved in current initiatives. It attained the level 1 Healthy Schools Initiative two years ago; not enough has been done since then to be accredited with the silver award. Healthy eating and developing fitness receive constant attention, and the

promotion of ICT skills receives good attention. However, there are few strategies for developing pupils' thinking skills and not enough is done to develop their entrepreneurial skills.

139. The governing body is very supportive of the school and is proud of its activities. They meet statutory requirements through meeting termly or sometimes more frequently, through reporting to parents annually and helping to prepare the school's prospectus. They are very protective of the school's budget. They have, over the past three years, spent considerable time discussing and lobbying relevant parties to ensure the school's future, in light of the threat to rearrange the educational provision in the town. This has caused them to give much less attention to setting the strategic direction of the school and to be sufficiently involved in monitoring the provision by means of the school's self-evaluation process.

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

Grade 4: Some good features, but shortcomings in important areas

140. The findings of the inspection team differ from the Grade 3 that the school awarded itself in its self-evaluation report. The finding of the inspection team is that there are important shortcomings in the way in which curriculum co-ordinators undertake their monitoring responsibilities, together with shortcomings in the governing body's awareness of aspects of the school's provision. Not enough progress has been made in relation to some of the key issues identified in the previous inspection.
141. The inspection team agreed with the school's judgements, as identified in the self-evaluation report, in three of the seven key questions. In the four instances where there was a difference of opinion, the inspection team awarded a higher grade than the school to one key question, whilst a lower grade was awarded to three key questions.
142. The self-evaluation report presented to the inspection team prior to the inspection is of satisfactory quality. It refers to aspects of standards of achievement, provision and leadership. Numerous comments are included in relation to these aspects, and it also identifies aspects for development, as well as good features. However, it does not include an analysis of data as a basis for the findings and many of the comments are descriptive rather than evaluative in nature.
143. The school has not established and implemented a specific timetable for monitoring subjects and other aspects of the provision in their turn. Several of the curricular leaders do not have a sufficient understanding of the full expectations of their responsibilities. The observation of lessons undertaken in the core subjects is a recently-developed practice, although reports have been written as a result of this observation.
144. The governing body does not receive reports from the subject co-ordinators on the provision and the standards in various areas and, as a result, they do not have an awareness of the current situation in curricular areas. There is no system for linking individual members of the governing body with a curricular area. The governing body was involved in the latest self-evaluation report, suggesting some changes to the draft version.

145. During 2007, a questionnaire was distributed to parents, seeking their opinion on the school's provision. Numerous responses were received, some containing relevant comments, and they were meaningfully analysed. This was good practice. As yet, the school has not sought pupils' opinion on provision at the school.
146. The school's current SDP is a document for the period 2007-2010, and there is an element of orderliness and logic to it. However, priorities for development are not selected purposefully enough. As a result, too many of them are recorded, under different headings. According to its own review procedure, the school has difficulty in implementing them effectively.
147. Although there are some good features in the way in which the school has responded to the key issues identified in the report on the previous inspection, there are also significant shortcomings. It has succeeded in improving standards that were previously satisfactory in Welsh in key stage 1 and in English and science in key stage 2.
148. However, it has not succeeded in improving standards in Welsh (second language) in key stage 2. The progress made in relation to establishing a comprehensive assessment system, strengthening the role of the curricular leaders in monitoring the standards of achievement and teaching and improving the provision for spiritual development within collective worship sessions is insufficient. These remain recommendations in the current inspection.

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

Grade 3: Good features outweigh shortcomings

149. The findings of the inspection team agree with the grade that the school awarded itself in its self-evaluation report.
150. The school employs a sufficient number of qualified teachers who, between them, have specialised in a variety of subjects. Subject responsibilities have been allocated to each one of them within the school. However, the number of further qualifications gained by the teaching staff is limited.
151. The nursery assistant and the classroom assistants make a positive contribution to the school's activities. Six assistants are employed to work with individuals who have specific difficulties. A number of these assistants have undertaken further qualifications, specialising in areas such as the Braille alphabet.
152. Classes are exchanged effectively in key stage 2, in order to take advantage of teachers' expertise in areas such as ICT, music and physical education. This enriches pupils' experiences.
153. There is a spacious computer suite at the school, which is time-tabled for use by different classes in turn. Currently, there are very few interactive whiteboards available within the classrooms.
154. Volunteers come to the school to listen to pupils read, and structured guidelines have been prepared for them. One parent also comes in to give recorder lessons to a group of pupils, but the school does not offer any instrumental lessons from specialist peripatetic teachers.

155. The school's library has been extended and is situated in a central location in the corner of the hall. Extensive use is made of it, but a number of its books, as well as certain books in the classes, are old and in poor condition.
156. The accommodation provides a good environment for teaching and learning. Effective use is made of appropriate areas to display pupils' finished work in areas such as art. Appropriate use is made of the space outside the early years and key stage 1 classes. There are stimulating displays and resources for these pupils, such as the attractive 'tŷ bach twt'. The school has provided well for outdoor activities related to the introduction of the Foundation Phase.
157. Teachers make appropriate use of the planning, preparation and assessment time, and resources are available in the staff room for these periods. Effective use is made of teachers' expertise, such as in information technology, while teachers in key stage 2 have their non-contact time.
158. Although efforts have been made to remodel the workforce, and to offer posts with teaching and learning responsibility, the school has not succeeded in gaining the co-operation of members of staff to enable this to happen. This has a negative impact on the effectiveness of the school.
159. There is substantial under-spending in the school budget, which is higher than recommended by the Audit Commission. The school's view is that the amount of under-spend will not exist by September, as it will be used to make up the reduction in the allocation received this year. A plan has been drawn up for using a substantial amount of it, and the governing body says that priority is given to ensuring continuity in the current staffing levels.
160. The school gives fairly good value for money, with good features outweighing shortcomings in its control of the budget.

Standards achieved in subjects and areas of learning

English

Key Stage 1: Grade 2 – Good features and no important shortcomings

Key Stage 2: Grade 2 – Good features and no important shortcomings

Good features

161. In key stage 1, pupils speak confidently in lessons. They can offer answers to questions and the most confident offer comments voluntarily when motivated during the introductions. The more able make good use of speech, extending their oral comments when discussing their experiences.
162. The vast majority of pupils reads effectively. They can follow the text in their reading books with ease, showing a good involvement with the story being read. They can respond to elements such as humour and know why punctuation marks help them to understand the texts. They know terms relevant to the world of books, such as 'author' and 'character'.
163. Pupils succeed in undertaking suitable recording tasks, such as when labelling and recording factual information on a relevant worksheet or in listing instructions for making pancakes. They succeed in using adjectives appropriately and meaningfully when composing sentences about Red Riding Hood.

164. They construct coherent pieces of writing in recording personal experiences or the Fire Service's visit to the school. They are aware of the elements of a story, and can repeat familiar ones as well as create some through imagination. The writing of the more able is extended and effective.
165. Pupils in key stage 2 can discuss the purpose of adjectives and sort them into different categories. They develop appropriately in their ability to reason and discuss and know the conventions for discussion within a group. By the time they reach the senior classes, they share their ideas effectively with their teacher or with their peers, when discussing the purpose and style of different types of letters.
166. When reading in class, pupils display skills appropriate to their age and ability. They become aware of different types of texts whilst writing in groups, and are familiar with discussing newspaper articles with each other, as well as exchanging opinions on the fiction books they read. The more mature pupils can name familiar authors, such as Morpurgo, Wilson and Dahl, and a good number of pupils convey their understanding of the purpose of a variety of prints and fonts in texts.
167. They use various strategies effectively to deepen their reading experiences, such as in gathering information from the internet or from reading-and-listening activities.
168. Pupils display appropriate ability and confidence to record in different forms of writing. Their work on letters, such as letters of complaint, is evidence of their creativity and imagination, and they understand the communicative purpose of this type of writing well. Pupils at the upper end of the school consolidate this when contributing effectively to 'Papur y Parc' each term and when creating newspaper articles in column form.
169. Pupils can display sensitivity to words and the ability to choose and select to create pieces of poetry, such as on the theme of the sea. They have a good grasp of vocabulary.
170. They use written language effectively to respond to literary texts, such as creating a telephone dialogue or listing features of a character. They use ICT resources skilfully to create purposeful pamphlets and to record aspects of history in empathetic form.

Shortcomings

171. A significant number of pupils at the upper end of key stage 1 and the bottom of key stage 2 record their work untidily and carelessly, without sufficient attention to handwriting skills.

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| Welsh second language |
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Key Stage 1: Grade 2 – Good features and no important shortcomings

Key Stage 2: Grade 3 – Good features outweigh shortcomings

Good features

172. In both key stages, most pupils have a good understanding of the spoken language.
173. In key stage 1, pupils respond well to instructions in Welsh and listen carefully to the teacher, or each other, when asking questions. They respond

enthusiastically to Welsh stories, and show good understanding of vocabulary. The majority of pupils can discuss information about themselves, on things that they like and the weather, using simple vocabulary and sentence patterns. Pupils undertake role-play confidently in the 'tŷ bach twt', using their knowledge and understanding to 'cook' and 'play families'.

174. Pupils in key stage 1 can read stories as a group enthusiastically and successfully. They can read their own work correctly and use incidental Welsh in other curricular areas such as history, geography and religious education.
175. Through labelling tasks, matching exercises and simple sentences based on pattern, pupils' writing skills are developing appropriately in key stage 1. With these patterns, pupils work independently and with understanding.
176. In key stage 2, the majority of pupils use a general range of vocabulary and simple language patterns when talking. They can use positive and negative forms in response to questions on their likes and dislikes. Pupils take part in dialogues and respond enthusiastically in pair work. They can ask and respond to questions such as 'Beth wyt ti eisiau?', 'Pa anifail anwes wyt ti eisiau?' and 'Ble rwyd ti'n byw?'.
177. Pupils in key stage 2 read from a variety of simple reading schemes. The majority read the contents fairly accurately and try to explain what they have read. The more able read fluently and to an acceptable standard. Class books, such as 'Inc Tafod Pinc', are introduced and the children respond to them through forms of writing.
178. In key stage 2, pupils write simple sentences, repeating the pattern several times. In some classes, pupils construct more extended pieces about themselves, through dialogues on the café and stories they have read in class.

Shortcomings

179. In key stage 2, a number of pupils lack confidence in speaking and need considerable encouragement with simple sentences.
180. Throughout key stage 2, pupils do not make enough progress with their reading and the more able do not extend their skills with experiences from more challenging reading books.
181. In some classes in key stage 2, pupils do very little continuous writing and the work pupils undertake is very elementary.

Mathematics

Key Stage 1: Grade 2 – Good features and no important shortcomings

Key Stage 2: Grade 3 – Good features outweigh shortcomings

Good features

182. Children in both key stages successfully undertake a wide range of mathematical activities.
183. In key stage 1, pupils have a sound understanding of number bonds and patterns and make appropriate progress in using simple addition, subtraction, and multiplication processes. They can name odd and even numbers and recall mathematical facts, appropriate to their age, quickly and correctly.

184. Through practical experiences, pupils succeed in telling the time on an analogue clock to the half hour. They recognise coins and use them to undertake addition and subtraction work. Pupils can name a number of two and three-dimensional shapes.
185. When discussing measurements, pupils can predict if something measures, or weighs, 'more than ...' or 'less than...'. They use non-standard measurements and have an awareness of standard measurements. They use the computerised Bee-bot effectively to show length and direction.
186. In key stage 2, pupils develop their knowledge of number and constantly develop their thinking skills. The majority of pupils have a good knowledge of addition and subtraction.
187. Across the key stage, a good awareness of place value is evident and, through practical activities, pupils develop their understanding.
188. Pupils recognise two-dimensional shapes, whilst the majority also recognise three-dimensional shapes. They can sort the shapes according to their properties.
189. Through data-gathering activities, such as about eye colours and pets, they create tables, bar and line graphs. Pupils can answer questions on the data and graphs.
190. Older pupils have a good knowledge of fractions and percentages and successful exercises were completed in their books.
191. Pupils can measure liquid, length and weight by using standard measurements and they recognise a right angle and how to measure it.

Shortcomings

192. Key stage 2 pupils' mathematical understanding is inconsistent, and varies from class to class.
193. In key stage 2, a significant number of pupils have difficulty in readily recalling mathematical facts, including multiplication tables, and using them in their work.

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| Science |
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Key Stage 1: Grade 2 - Good features and no important shortcomings

Key Stage 2: Grade 2 - Good features and no important shortcomings

Good features

194. In key stage 1, pupils have a very good awareness of the meaning of fair testing, and use that appropriately when experimenting in activities such as measuring car distances down a ramp or in mixing different materials with water. They can predict sensibly what will happen, and work systematically with a partner in planning and undertaking simple experiments.
195. They can use a computerised programme to show their recognition of different materials and can sort a variety of objects into groups of corresponding materials.
196. They understand that there is a difference between pulling and pushing, and realise that some objects sink and others float in water, explaining simply why this happens.
197. In key stage 1, pupils realise that all living things need special conditions in order to exist. They understand the way in which these change over a period of time,

and the difference between 'living' and 'non-living' things. They can also describe the main steps in the food chain of the frog and the caterpillar.

198. Older pupils have a good awareness of what needs to be done in order to keep fit and safe, while understanding that drugs are for curing illnesses only.
199. Key stage 2 pupils have a good knowledge of the parts of the body such as teeth, heart, bones and muscles, and can discuss the essentials of these parts intelligently, showing thorough knowledge. They are also aware of the foods that are healthy, and can sort different foods to specific categories, offering sound reasons for the sorting. They show good understanding in discussing different food chains. When learning about plants, they have a detailed awareness of their properties, and can show the food cycle of some of them.
200. In discussions, pupils in key stage 2 use scientific vocabulary that shows comprehensive understanding of the knowledge gained, and can apply it effectively. Pupils in Y4 can predict, execute and come to reasonable conclusions when undertaking investigations into friction, sinking and floating or into air pressure.
201. Pupils in Y5 use extended vocabulary intelligently when describing different materials. They know them well and can sort them successfully according to their properties, suggesting reasons for the distribution.
202. In key stage 2, pupils understand the features that influence the way that magnets respond to each other and record that in an effective scientific manner.
203. Following a workshop in a local power station, pupils in Y6 can discuss Newton's weight and friction and, through building bridges, they realise that friction can also be dangerous.

Shortcomings

204. Many pupils in Y6 are reluctant to predict, theorise or offer ideas when undertaking research work.

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| Art |
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Key Stage 1: Grade 2 – Good features and no important shortcomings

Key Stage 2: Grade 2 – Good features and no important shortcomings

Good features

205. Pupils in key stage 1 can experiment confidently with various media, learning about the effect of the mixture. When discussing ink and water printing work, they reason well about the process, and the way it is possible to have some effect on the print that they create.
206. They make paintings of self-portraits, and the best show a good understanding of symmetry when locating the main features of head and face. They use water paints appropriately.
207. They can convey certain occasions, such as Bonfire Night, by using crayons, glitter and paste creatively and imaginatively to create lively pictures.
208. Pupils create purposeful pictures, such as with plait-work from strips of paper to portray hot air balloons. They create models of various animals effectively with

- salt-dough. They show good ability in noting texture, pattern and line in natural objects, using fabrics and beads to represent some of them in their own work.
209. They are able to use a computerised art program to draw snowmen or a character from a book being read in class.
210. Pupils in key stage 2 can create pattern work in pastels, which is based on leaves, to show their understanding of line and shape. In the same way, they deepen their awareness of shape and pattern when using a block-printing technique with tiles.
211. They link other curricular areas, such as history and music, to draw very effectively in mosaic style and to draw posters for a famous opera.
212. They use a computer package to experiment with different shades to create a design of repeated patterns.
213. They can recognise visual symbols from a specific country for planning a collage to represent images from that country. They can use the internet confidently to find and choose other relevant symbols.
214. They come to recognise sculptures and discuss their features when looking at specific pictures, and can link some with visual features in their locality.
215. Pupils develop an understanding of the work of modern artists, such as Mary Lloyd Jones from Wales or Jean Miro from Spain, and can create simulations of Miro's specialist work. In the same way, after they have observed some of the famous works of Monet, they make paintings that show striking touches and observation.
216. Pupils display good skills in creating three-dimensional work, such as masks of the mythical sun god, or thumb pots and pieces from clay. They show effective finishing skills when decorating these products.

Shortcomings

217. There are no significant shortcomings.

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| Music |
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Key Stage 1: Grade 3 – Good features outweigh shortcomings

Key Stage 2: Grade 3 – Good features outweigh shortcomings

Good features

218. Pupils in both key stages enjoy singing hymns and do so tunefully and enthusiastically during the morning assembly. They are also aware of Welsh musicians, such as Catrin Finch and Karl Jenkins and, generally, succeed in listening intently to music together.
219. In key stage 1, pupils can listen and respond simply and show appreciation of music, such as the 'Flight of the Bumble Bee' and 'Carnival of the Animals'.
220. They can recognise and name different instruments, and understand what needs to be done in order to create a sound from these instruments. They can also identify instruments to represent sounds from the world around them. They make appropriate use of percussion instruments to create an atmosphere for a presentation of creative movements.

221. The majority of older pupils show a good understanding when presenting their interpretation of sounds to convey both a storm and fine weather. They can create their own sounds to convey the contrast in both those situations.
222. In key stage 2, pupils are confident in evaluating familiar pieces of music such as 'The Planets', 'Sabre Dance', 'Scherzo - Midsummer Night's Dream' and 'Nessun Dorma'. They can link elements of the music to everyday events.
223. Following an evaluation of a section of the 'Four Seasons' by Vivaldi, pupils in Y4 succeed in gathering information about the composer, and can discuss that information effectively and purposefully.
224. Pupils in Y5 can express honest opinions, and offer improvements on compositions they have created, such as creating an instrumental accompaniment to the 'Pop Song'. They are aware of rhythm, and can repeat rhythms successfully when performing various accompaniments to pieces of music.
225. They understand the difference between tuned and untuned instruments, and succeed in increasing and reducing the sound by adding to the dynamic of the presentation.
226. Older pupils have a good awareness of a number of both contemporary and past composers, and can see the main elements when listening to pieces of their music.

Shortcomings

227. Pupils in both key stages do not display an ability to sing in a variety of styles or to use different techniques.
228. In key stage 2, pupils' knowledge of relevant musical vocabulary to improve their performance is uncertain.
229. Pupils in key stage 2 lack confidence in composing original music in order to perform for others.

School's response to the inspection

The governors and the staff of the school accept the conclusions of the report which recognise the successes of the school, as well as drawing attention to matters that need to be seriously improved.

We value the fact that the school is recognised as having many good features in caring, guiding and supporting its pupils.

The governors and staff accept that the school faces a very significant challenge but we are determined to take our responsibilities seriously and to address the recommendations with the support of the Local Education Authority. We shall produce our action plan within 45 working days and present it to the Director of Education.

We would like to thank the inspection team for the professional way in which they conducted the inspection.

Appendix 1

Basic information about the school

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| Name of school | Ysgol Gynradd Y Parc |
| School type | Primary inc Foundation Phase |
| Age-range of pupils | 3-11 |
| Address of school | Newry Fields Holyhead Anglesey |
| Postcode | LL65 1LA |
| Telephone number | 01407 763156 |

| | |
|----------------------|-------------------|
| Headteacher | Mrs Glenda Hughes |
| Date of appointment | September 2006 |
| Chair of governors | Mr Colin Bell |
| Registered inspector | Mr Len Jones |
| Dates of inspection | 21-23 April, 2009 |

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 | 9.5 | 19 | 21 | 19 | 22 | 23 | 25 | 29 | 167.5 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 9 | 1 | 9.9 |

| Staffing information | |
|--|----------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 17.8 : 1 |
| Pupil: adult (fte) ratio in nursery classes | 9 : 1 |
| Pupil: adult (fte) ratio in special classes | - |
| Average class size, excluding nursery and special classes | 22.5 : 1 |
| Teacher (fte): class ratio | 1.2 : 1 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--|------|------|----------------|
| Term | N | R | Rest of school |
| Summer 2008 | 75.8 | 83.7 | 89.1 |
| Autumn 2008 | 76.6 | 88.4 | 90 |
| Spring 2009 | 81.9 | 89.3 | 91.9 |

| | |
|--|-------|
| Percentage of pupils entitled to free school meals | 30.2% |
| 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 2008 | | | Number of pupils in Y2: | | 21 | | |
|---|--------------------|----------|-------------------------|----|----|----|----|
| Percentage of pupils at each level | | | | | | | |
| | | | D | W | 1 | 2 | 3 |
| Welsh | Teacher assessment | School | 0 | 17 | 83 | 0 | 0 |
| | | National | 0 | 2 | 10 | 63 | 26 |
| We: oracy | Teacher assessment | School | 0 | 17 | 83 | 0 | 0 |
| | | National | 0 | 2 | 10 | 62 | 25 |
| We: reading | Teacher assessment | School | 0 | 0 | 54 | 13 | 0 |
| | | National | 0 | 2 | 15 | 59 | 23 |
| We: writing | Teacher assessment | School | 0 | 46 | 54 | 0 | 0 |
| | | National | 0 | 3 | 19 | 66 | 12 |
| Mathematics | Teacher assessment | School | 0 | 4 | 21 | 71 | 4 |
| | | National | 0 | 2 | 11 | 65 | 22 |
| Science | Teacher assessment | School | 0 | 0 | 17 | 67 | 17 |
| | | National | 0 | 1 | 9 | 66 | 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 | 0 | In Wales | 80 |

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

National Curriculum Assessment Results End of key stage 2:

| National Curriculum Assessment KS2 Results 2008 | | | Number of pupils in Y6 | | 28 | | | | | | |
|---|--------------------|----------|------------------------|---|----|---|---|----|----|----|----|
| Percentage of pupils at each level | | | | | | | | | | | |
| | | | D | A | F | W | 1 | 2 | 3 | 4 | 5 |
| English | Teacher assessment | School | 0 | 0 | 0 | 0 | 4 | 0 | 25 | 57 | 14 |
| | | National | 0 | 0 | 0 | 0 | 1 | 4 | 16 | 50 | 29 |
| Welsh | Teacher assessment | School | 0 | 0 | 0 | 4 | 0 | 79 | 18 | 0 | 0 |
| | | National | 0 | 0 | 0 | 1 | 1 | 5 | 19 | 49 | 24 |
| Mathematics | Teacher assessment | School | 0 | 0 | 0 | 0 | 4 | 4 | 18 | 61 | 14 |
| | | National | 0 | 0 | 0 | 0 | 1 | 3 | 15 | 50 | 30 |
| Science | Teacher assessment | School | 0 | 0 | 0 | 0 | 4 | 0 | 14 | 68 | 14 |
| | | National | 0 | 0 | 0 | 0 | 0 | 2 | 12 | 52 | 32 |

| Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment | | | |
|---|--------|----------|-----|
| In the school | 67.86% | In Wales | 74% |

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

Appendix 4

Evidence base of the inspection

Four inspectors, together with a peer assessor, spent the equivalent of nine inspection days at the school, and met as a team before the inspection.

These inspectors visited:

- 23 lessons or parts of lessons, 21 in the six subjects inspected and two in other subjects or aspects; and
- registration periods, assemblies and sessions of collective worship.

Members of the inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers and support and administrative staff;
- the school council; and
- representatives of organisations linked with the school.

The team also considered:

- the school's self-evaluation report;
- 13 responses to the parents' questionnaire;
- documents provided by the school both before and during the inspection;
- a wide range of pupils' previous and current work; and
- samples of pupils' reports.

Following the inspection, the team held meetings 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 and 6; English and art |
| Marc Hughes (Team Inspector) | Key questions 2 and 3; mathematics and Welsh second language |
| Llinos Mary Jones (Team Inspector) | Key questions 4 and 7; science and music |
| Gwynoro Jones (Lay Inspector) | Contributing to key questions 1, 3, 4 and 7 |
| Emyr John (Peer assessor) | Contributing to parts of key questions and subjects |
| Mrs Glenda Hughes | Nominee |

Acknowledgement

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

Contractor: EPPC/Severn Crossing Ltd
Suite F2A, Britannic House
Llandarcy
Neath SA10 6JQ