

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

A Report on the Quality of Education in

**Ysgol Gynradd Pencarnisiog
Pencarnisiog,
Tŷ Croes
Anglesey
LL63 5RY**

by

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Ysgol Gynradd Pencarnisiog 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 Pencarnisiog took place between 16/06/09 and 18/06/09. An independent team of inspectors, led by Eifion R Morgan 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 **full** 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 Ysgol Gynradd Pencarnisiog is located in the village of Pencarnisiog some 2 miles west of the A55 and about 2 miles from Rhosneigr, in Anglesey. The locality is described by the school as neither prosperous nor subject to economic disadvantage. Seven pupils (13%) are entitled to receive free school meals – this is below the National Average (17.5%)
- 2 The school reports that nearly half the pupils come from an English speaking background but all pupils quickly become fluent in the Welsh language. Most children have attended the adjacent Cylch Meithrin where they acquire a good introduction to the language and by the time pupils transfer to the secondary school they are totally bilingual.
- 3 Currently there are 63 pupils at the school of whom 8 are of nursery age and attend on a part-time (mornings only) basis. The nursery and reception children are in the same class until 11.00 a.m. when the nursery children move to the adjacent Cylch Meithrin. The reception children are taught as a class group until lunchtime. After lunch they amalgamate with Key Stage 1 (KS1) pupils. Pupils in KS1 are taught alongside year 3 pupils in the morning. After lunch the year 3 pupils join the years 4, 5 and 6 pupils in one class. Two pupils have a statement of special educational needs (SEN) and a further 10 pupils have been recognised by the school as requiring extra support.
- 4 The school is at the centre of this close and active community and parents are very supportive of the school. Children attending the school come from the immediate locality and from many of the surrounding villages outside its immediate catchment.
- 5 The school was last inspected in June 2003. The inspection report noted several deficiencies in the school's provision and reported that the number of pupils attending the school had recently fallen substantially. Over the last six years since the last inspection the school has undergone substantial changes for the better. Currently it provides an attractive learning environment for the pupils, a good curriculum is in place and numbers of pupils attending are increasing.

The school's priorities and targets

- 6 The main aims of Ysgol Pencarnisiog are:
 - the development of the whole child – physically, emotionally and socially to lead a full life in the bilingual community;
 - to give appropriate emphasis to the Welsh culture and the language within its global context;

- to ensure that all pupils are supported and encouraged, whatever their needs:
 - to provide a wide and varied curriculum including extra curricular opportunities so as to enrich pupils' experiences;
 - to foster strong links with the home, community and other relevant bodies.
- 7 The school's targets as identified in the School Development Plan (2009) include:
1. to improve pupils' mental mathematical skills;
 2. to raise standards in design and technology;
 3. to continue to develop the school's curriculum, including the Foundation Phase curriculum;
 4. to continue to develop the school as an Eco-school and as a Healthy School;
 5. to continue to develop and improve standards of bilingualism;
 6. to continue to support pupils with special educational needs (SEN).

Summary

- 8 Ysgol Pencarnisiog is a good school that provides its pupils with an outstanding range of out of school activities. Parents are very supportive of the school and all pupils are highly valued as individuals. The headteacher with the support of the staff and governors has been very successful in improving the quality of the educational provision and the standards pupils achieve.
- 9 The findings of the inspection team agree with the school's self-evaluation in the 7 key questions. In summary, the inspection team judged the work of the school as follows:

Table of grades awarded

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

Standards in subjects and/or areas of learning.

- 10 The standards of achievement of children in the nursery and reception class are as follows:

Areas of Learning	Standards of achievement in Nursery and Reception
Personal and social development, wellbeing and cultural diversity	Grade 1
Language, literacy and communication skills	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 1
Creative development	Grade 2

11 Children's attainment on entry is generally in line with expectations. About half of the children coming from homes that are predominantly English speaking. Children settle into the school routines very quickly and make good, often very good progress, particularly in their personal and social development and language skills. The quality and standards of educational provision, taken overall, are appropriate and successfully promote the Foundation Phase Outcomes for children's learning.

Grades for standards in subjects inspected

12 This was a full inspection and all subjects were inspected.

Inspection Area	Key Stage 1	Key Stage 2
Welsh first language	2	2
English	N/A	2
Mathematics	3	2
Science	2	2
Design and technology	3	3
Information and communications technology	2	2
History	3	2
Geography	2	1
Art and design	3	1
Music	2	2
Physical education	2	2
Religious education	3	2

13 This shows a marked improvement in pupils' standards of achievement since the last inspection. However, there is further room for improvement in mathematics, history, art and design, and religious education in Key Stage 1 (KS1) and in design and technology in both key stages (KS).

14 Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	65%	20%	0%	0%

- 15 Standards of achievement are good with no important shortcomings or good with outstanding features (Estyn Grade 2 and 1) in 80% of lessons inspected. In the remaining 20% of lessons good features outweigh shortcomings (Estyn Grade 3). The most recent report of Her Majesty's Chief Inspector (HMCI 2007-08) reported that, in Wales, standards were Grade 1 and 2 in 83% of lessons and were Grade 1 in 12% of lessons.
- 16 Standards in lessons observed in the nursery/reception class were always at least good with no important shortcomings (Grade 2) and occasionally good with outstanding features (Grade 1). Standards in lessons observed in KS1 were good with no significant shortcomings (Grade 2) in half the lessons. In the other lessons good features outweighed shortcomings (Grade 3). Standards in lessons observed in Key Stage 2 (KS2) were always at least good with no important shortcomings (Grade 2) and occasionally good with outstanding features (Grade 1). This is above the targets set by the Welsh Assembly Government (WAG) that by 2010 the quality of learning in 98% of lessons should be Grade 3 or better.
- 17 Pupils, overall, achieve the targets set for them and by the end of KS2 pupils' achievement are above local and National results in the core subjects of Welsh, mathematics and science. Pupils' achievement also compares favourably with similar schools (based on the number of pupils registered to receive free school meals). The relative achievement of pupils in KS1 is below that of KS2 pupils but is above local and National results. More able pupils in KS1 of different age groups do not always achieve their full potential. Results, however, need to be seen in the context of the small number of pupils involved. Evaluation of the performance of individual pupils over the time they are in school shows them to be making good progress overall.
- 18 Pupils with special educational needs (SEN) and those requiring particular help, such as in mathematics, are making good, often very good progress. There is no marked difference between the relative achievement of boys and girls.
- 19 Children in the nursery/reception class make good progress overall in acquiring their key skills and very good progress in their personal and social development – this is an outstanding feature. These children are quickly acquiring good language and numerical skills. Children's physical development is also good with outstanding features.
- 20 Pupils in both key stages have very good listening skills and are progressing well in their language development. By the end of KS2 they speak fluently, write and read well in both English and Welsh and nearly all pupils are fully bilingual by the end of Y6. The only exceptions are those non-Welsh speaking pupils who have only recently started in the school. Pupils use their numeracy and information and communications technology (ICT) skills well across the curriculum. An outstanding feature of pupils' skill development is their ability to work co-operatively helping each other and offering constructive advice. Older pupils are fully involved in target setting and they have a good understanding of what they are doing, how well they are progressing and what they need to do to improve.

They have the capacity to work independently and overall these skills set a good pattern for pupils' life-long learning.

- 21 Pupils' behaviour and attitude towards learning is good with outstanding features. Their personal, social and cultural development is good and the positive ethos of the school and the moral and spiritual content of collective worship enables pupils to develop a secure set of personal values to guide them. Overall, pupils' behaviour reflects these principles.

The quality of education and training

- 22 The quality of teaching in the lessons observed were judged as follows:-

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	65%	20%	0%	0%

- 23 The quality of teaching overall is roughly in line with the quality of teaching in Wales as reported in Her Majesty's Chief Inspector (HMCI) Annual Report 2007-08, where 83% of lessons were judged to be Grade 2 or better and 16% Grade 1. These figures are also in line with the Welsh Assembly Government (WAG) targets for 2010 of 80% of teaching to be Grade 2 or better.
- 24 The quality of teaching in the nursery/reception class was always at least good with no important shortcomings (Grade 2) and occasionally good with outstanding features (Grade 1). Lessons invariably proceeded at a good lively pace with tasks well matched to children's ability. Support staff also played a significant role in ensuring that all children were actively involved.
- 25 The teaching in KS1 is good with no important shortcomings (Grade 2) in half the lessons. In the other lessons good features outweigh shortcomings (Grade 3). Shortcomings in these lessons include work that insufficiently challenges pupils - particularly the more able, and work that is not well matched to the different age pupils.
- 26 In KS2 the quality of teaching is at least good with no important shortcomings (Grade 2) and occasionally good with outstanding features (Grade 1). Lessons are stimulating and challenging and are well planned to meet individual pupils' learning needs. Pupils are given increasing responsibility for their own learning through target setting and pupils respond in a mature way. An outstanding feature is the support provided by the classroom learning assistants that is significant in developing and maintaining the high standards evident in this class.
- 27 Throughout the school the very good relationships between adults and pupils fosters a very good learning environment.
- 28 The school provides all pupils with a broad, balanced and relevant curriculum that meets the interest of learners and legal requirements. There is however, some inconsistency across the subject provision between key stages.

- 29 An outstanding feature of the curriculum is the out of school provision that supports pupils' learning and extends their knowledge and understanding, broadening and enriching their experiences. The Welsh dimension of the Cwricwlwm Cymreig is also an outstanding feature.
- 30 The school is at the heart of the community and all adults working in the school are proud of its achievement and work towards the best possible provision for its pupils. Parents, in the pre-inspection questionnaire, indicate their full support.
- 31 The school's provision for education for sustainable development and global citizenship is good. There are clear procedures for assuring pupils' well-being and set procedures for dealing with child protection issues. The school is very successful in promoting pupils' well being – this is an outstanding feature of the school.
- 32 The provision for pupils with SEN is good. Pupils' needs are identified at an early stage; pupils are well monitored and provided with support as required. Learning assistants effectively support pupils both in the classroom and in individual and small groups.
- 33 Assessment, recording and reporting procedures are good. Teachers and classroom learning assistants know their pupils well and respond very well to their individual needs. Overall, assessment results are used well in the nursery/reception class and in KS2 to ensure that tasks are challenging and well matched to pupils' ability. These pupils' progress is very well monitored. Pupils, as they mature become increasingly aware of their targets, what they have achieved and what they need to do to improve.

Leadership and management

- 34 The headteacher, since the last inspection, has successfully tackled the tasks of improving the quality of provision and raising standards. In this relatively short period of time she has been highly effective and has provided the school with a clear direction, a sense of purpose and high expectations in terms of pupils' academic achievements and personal development. The headteacher is very well supported by a team of teaching and non-teaching staff. Whilst the progress the school has made is very evident the headteacher is never complacent and has the ability to reflect critically on what is being done and what needs doing.
- 35 The school has values that promote equality for all and this is reflected in its work. Good account has been taken of national priorities, such as developing the Foundation Phase curriculum and local partnerships are strong. Good links with the Cylch Meithrin facilitate the transfer of young children and the link with the secondary school is well established.
- 36 Very good opportunities have been provided for the continuing professional development of staff and these have been successful such as in developing the Foundation Phase curriculum.

- 37 The school reports that the Governing Body provides valuable support and their expertise benefit the school. They meet regularly and provide the headteacher with a useful point of reference.
- 38 The school's Self-Evaluation Report is detailed and well informed and the inspection team agrees with the gradings.
- 39 The school is well staffed and the contribution of support staff is an outstanding feature of the school. The headteacher has a full teaching commitment and this allows her too little time for administration and to monitor the provision.
- 40 The school provides an attractive learning environment for its pupils. The outdoor environment is well used and internally the school is very well maintained and displays of pupils' work enhance the rooms and corridors.
- 41 Good use is made of the resources to support the teaching and overall, the school gives good value for money.
- 42 The school has addressed the issues identified in the previous inspection.

Recommendations

In order to improve further the schools needs to

- R1 raise standards in mathematics, history, art and design and religious education in KS1, and in design and technology* in both key stages;
- R2 put in place a plan and effective system to monitor and develop* the curriculum across the school;
- R3 raise standards of teaching where there are shortcomings in KS1.

* recognised by the school 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 2: Good features and no important shortcomings

- 43 The inspection findings match the school's self-evaluation of this key question.
- 44 The standards of achievement of pupils have improved substantially since the last inspection and currently pupils are making good and often very good progress.
- 45 Pupils' standards of achievement in lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	65%	20%	0%	0%

- 46 Standards of achievement are good with no important shortcomings or good with outstanding features (Estyn Grade 2 and 1) in 80% of lessons inspected. In the remaining 20% of lessons good features outweigh shortcomings (Estyn Grade 3). The most recent report of Her Majesty's Chief Inspector (HMCI 2007-08) reported that, in Wales, standards were Grade 1 and 2 in 83% of lessons and were Grade 1 in 12% of lessons.
- 47 This is above the targets set by the Welsh Assembly Government (WAG) that by 2010 the quality of learning in 98% of lessons should be Grade 3 or better.
- 48 Standards in lessons observed in the nursery/reception class were always at least good with no important shortcomings (Grade 2) and occasionally good with outstanding features (Grade 1). Standards in lessons observed in Key Stage 1 (KS1) were good with no significant shortcomings (Grade 2) in half the lessons. In the other lessons good features outweighed shortcomings (Grade 3). Standards in lessons observed in Key Stage 2 (KS2) were always at least good with no important shortcomings (Grade 2) and occasionally good with outstanding features (Grade 1).
- 49 Children's attainment on entry is in line with expectations. About half the children come from homes where English is the predominant language spoken. Children settle into school routines very quickly and make good and often very good progress. They make outstanding progress in their personal and social development and language skills.
- 50 The quality and standards of educational provision taken overall, are appropriate and successfully promote the Foundation Phase Outcomes for children's learning.

51 The standard of attainment of children in the nursery and reception class is as follows:

Areas of Learning	Standards of achievement in Nursery and Reception
Personal and social development, wellbeing and cultural diversity	Grade 1
Language, literacy and communication skills	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 1
Creative development	Grade 2

52 The standards of achievement in the National Curriculum (NC) subjects and religious education in KS1 and KS2 are as follows:

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Welsh first language	2	2
English	N/A	2
Mathematics	3	2
Science	2	2
Design and technology	3	3
Information and communications technology	2	2
History	3	2
Geography	2	1
Art and design	2	1
Music	2	2
Physical education	2	2
Religious education	3	2

53 This was a full inspection and all subjects were inspected.

- 54 This shows a marked improvement in pupils' standards of achievement since the last inspection. However, there is further room for improvement in mathematics, history, art and design, and religious education in KS1 and in design and technology in both key stages (KS).
- 55 All pupils, whatever their linguistic background, make good, and often very good progress from the time they start school. Pupils with additional learning needs (ALN), including those with special educational needs (SEN) achieve well when taking account of their ability.
- 56 Pupils, overall, achieve the targets set for them and by the end of KS2 pupils' achievements as judged by teacher assessment are above local and National results in the core subjects of Welsh, mathematics and science. Pupils' achievement also compares favourably with similar schools (based on the number of pupils registered to receive free school meals). The relative achievement of pupils in KS1 is below that of KS2 but is above local and National results. More able pupils of different age groups KS1 do not always achieve their full potential. Results, however, need to be seen in the context of the small number of pupils involved. Evaluation of the performance of individual pupils over the time they are in school shows them to be making good progress overall.
- 57 There is no marked difference between the relative achievement of boys and girls, and pupils requiring specific support, such as in the development of their mathematical skills, are making good progress.
- 58 Children in the nursery/reception class make good progress overall in acquiring their key skills and very good progress in their personal and social development – this is an outstanding feature. These children are quickly acquiring good language and numerical skills. Children's physical development is also good with outstanding features.
- 59 Pupils in both key stages have very good listening skills and are progressing well in their language development. By the end of KS2 they speak fluently, write and read well in both English and Welsh and nearly all pupils are fully bilingual by the end of year 6. The only exceptions are those non-Welsh speaking pupils who have only recently started in the school. Pupils' bilingual competence is an outstanding feature of their learning. Pupils use their numeracy and information and communications technology (ICT) skills well across the curriculum. An outstanding feature of pupils' skill development is their ability to work co-operatively, helping each other and offering constructive advice. Older pupils are well aware of targets set for improvement and how to find information. These skills set a good pattern for pupils' life-long learning.
- 60 Pupils are well motivated, work productively and make effective use of their time. They acquire new knowledge and skills at a good rate. Older pupils are fully involved in target setting – they are well aware of the targets set for them, have a good understanding of what they are doing, how well they are progressing and what they need to do to improve. Their progress towards fulfilling their potential in KS2 is very good and they are well prepared for their next stage of education.

- 61 Pupils' behaviour and attitudes are good with outstanding features. They are well motivated, work productively and made effective use of their time. Their personal, social and cultural development is good and the positive ethos of the school and moral and spiritual content of collective worship enables pupils to develop a secure set of personal values to guide them. Pupils' personal, social and learning skills are good with outstanding features.
- 62 Pupils value and respect each other and demonstrate good awareness of equal opportunities and other issues, and respect for diversity within society. Pupils play an active part in their community and good use is made of the community as a learning resource.
- 63 Attendance rates are good and for the last three terms average around 95%. Instances of unauthorised absences are minimal and pupils arrive punctually. The school complies with all attendance requirements set out by the National Assembly for Wales (NAW) Circular 47/06. Registration is conducted efficiently and lessons start promptly.

The quality of education and training

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

Grade 2. Good features and no important shortcomings.

- 64 The inspection findings match the school's self-evaluation for this key question.
- 65 The quality of teaching was judged as follows in the lessons observed:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	65%	20%	0%	0%

- 66 The above percentages are slightly lower than the average percentages for the whole of Wales, as published in Her Majesty's Chief Inspector's annual report for 2007-08, in that the quality of teaching is good or better (Grade 1 and 2) in 84% of lessons. Overall, 15% of lessons observed were good with outstanding features (Grade 1) and this compares with 12% across Wales.
- 67 The outstanding features of the teaching include:
- establishing an effective environment which enables the pupils to ask appropriate questions by fostering a relationship which promotes learning;
 - encouraging, challenging and motivating pupils to do their best;
 - the tempo and energy of appropriate lessons; and

- clear feed-back leading to effective improvements in pupil achievement.

68 The good features of the teaching include:

- purposeful questioning to ensure the pupils' understanding throughout the lessons;
- providing pupils with good opportunities to develop their thinking skills in a range of situations;
- planning lessons with a purpose by clearly highlighting the educational aims, and supporting them with effective criteria;
- reminding the pupils of work done previously by using, amongst other methods, information technology and interactive white boards; and
- appropriate support by teaching assistants.

69 Shortcomings in the teaching include:

- work that did not extend the pupils to their full ability;
- less effective use of teaching time, where some groups of children listen to lesson introductions that are not relevant to the work to be done;
- long introductions and lesson pace that is too slow; and
- giving the pupils too many instructions and too few opportunities for independent learning.

70. The teachers promote equal opportunities well by ensuring that the pupils are treated equally. Everyone has access to all the activities and experiences offered, within the lessons and on an extra-curricular level. This is also promoted through the teaching in religious education and in Personal and Social Education (PSE).

71. Purposeful use is made of a range of tests and assessments, including those for pupils with additional learning needs (ALN). Tests in numeracy and literacy (Welsh and English) at the beginning of the school year helps to consolidate other teacher assessments.

72. The formal assessments and records in the Early Years, KS1 and KS2 are used regularly and effectively to set suitable targets.

73. Assessment results are used well in the nursery/reception class and KS2 to prepare tasks that challenge the pupils and ensure that the work is well matched to their ability. These pupils have good opportunities to decide their own targets on a termly basis, which promote their understanding of the purpose of assessment. In addition, the teachers identify clearly the objectives of lessons

and highlight the success criteria. This gives pupils of different abilities a clear directive, aiming towards success in lessons and their own personal success.

74. Teachers mark the pupils' work regularly. The quality of the marking, however, is variable. The comments do not always give the pupils clear guidance as to how they can improve the quality of their work.
75. The annual reports to parents meet statutory requirements. Observations are made on the achievements and skills of the pupils in each subject along with offering comments on their personal and social development. Some of the parents, however, feel that the prepared comments used to complete parts of the reports are impersonal. However, they agree that the open evenings held for parents to discuss their children's progress and attainment are effective, with thorough and knowledgeable observations made.

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

Grade 1. Good with outstanding features.

- 76 The inspection findings match the school's self-evaluation of this key question.
- 77 The quality of the learning experiences, particularly the extra-curricular activities, are outstanding features of the school.
- 78 The very good atmosphere for learning and the personal care of all pupils inspires pupils to learn and to become confident and independent learners. This underpins all aspects of school life.
- 79 The school provides a broad and balanced curriculum that motivates pupils to achieve their full potential. Learning is based on first hand experiences that are meaningful, stimulating and relevant.
- 80 The quality and standards of educational provision for nursery and reception children taken overall, are appropriate and successfully promote the Foundation Phase Outcomes for children's learning. These children are provided with challenging activities well matched to their age and ability. Children work and play in a happy and safe indoor and outdoor learning environment. The school is successfully introducing the Foundation Phase by extending and enhancing child-centred learning opportunities and extending opportunities for children to use the outdoor learning environment.
- 81 The school's response to pupils' learning needs is good with some outstanding features. It reflects well the aspirations and needs of pupils by providing equal access to a broad coherent curriculum. The school has identified the need to continue to develop the curriculum across both key stages and to promote the link with the Foundation Phase. There are outstanding strategies to promote learners' personal and social skills and to ensure their well-being.

- 82 The support for learning throughout the school is good with outstanding features. Pupils benefit greatly from the contributions made by classroom learning assistants, visits by specialists and members of the community. Good additional support is provided for pupils with SEN and the policy reflects the requirements of the Code of Practice. The additional support provided for these pupils is good and there are effective arrangements in place for those with other needs, such as improving pupils' mathematical skills. The school deals very well with any pupils identified with challenging behaviour.
- 83 The school ensures that pupils have good opportunities to develop their key skills of speaking, listening, reading, writing, the application of number and information and communications technology across the curriculum. There are suitable opportunities for pupils to apply these skills in relevant contexts. A notable and outstanding feature of the curriculum are the opportunities for older pupils to develop their thinking skills. These pupils have well planned opportunities to work independently and in small groups and their ability to be self-critical and to make suggestions for improving their work and that of others is very well developed.
- 84 The school's provision for promoting learners' bilingual skills is outstandingly successful, as is the provision for incorporating the Cwricwlwm Cymreig both in classroom activities and in the extra curricular activities.
- 85 The school's extra curricular provision is good with outstanding features. Visits are undertaken to places of historical and cultural interest and visitors to the school, such as clerics and artists, broadens and extend pupils' knowledge and understanding. Parents and members of the local community regularly help in the school and pupils also experience involvement in music, recycling projects, gardening and the School Council.
- 86 Very good opportunities are provided for developing pupils' creative skills, particularly in relation to art and design in KS2. Opportunities for pupils to work with local artists and crafts people are very valuable in extending pupils experiences – this is an outstanding feature of the provision.
- 87 The provision for pupils' spiritual, moral, social and cultural development is good with outstanding features. These are well promoted through lessons and discussion as well as permeating through all school activities. Whole school collective worship offers experiences for pupils to extend their spiritual awareness. It meets statutory requirements and offers opportunities for pupils to reflect on issues in moments of quiet meditation and prayer. Pupils' awareness of awe and wonder is apparent in many of the activities they participate in, both in and outside school.
- 88 Pupils accept responsibility for younger children and the good behaviour of older pupils helps to establish an excellent school ethos. The school council provides pupils with a voice in school decision-making and develops their confidence and self-esteem.

- 89 Parents, in the pre-inspection questionnaire expressed their appreciation and support for the school and this provides for an effective partnership benefiting the pupils. The school also has a very good relationship with the adjacent Cylch Meithrin and this facilitates the transfer of children. Effective links are also in place with the secondary school.
- 90 Pupils have been involved in a variety of experiences that give them a good insight into the world of work. This includes developing their entrepreneurial skills and economic understanding when arranging for the sale of artefacts during school fairs.
- 91 Education for sustainable development and global citizenship is good with no important shortcomings. Environmental and sustainable issues are effectively integrated into the curriculum and the school has been awarded a Gold Award for Eco-School Status. Pupils recycle materials including waste vegetable materials as part of the garden project. Vegetables and fruit grown in the garden are incorporated into the school kitchen. This enables pupils to appreciate the importance of recycling and living in a sustainable way.
- 92 From the Foundation Phase upwards the school focuses on skills needed for life-long learning. Pupils from an early age are encouraged to work independently and with others and to value each other's work and contribution. Young children have good opportunities to make decisions and to evaluate their work. All pupils are adept at searching for information and to take care of themselves. They are actively involved in their community and realise that they can make a positive contribution.

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

Grade 1. Good with outstanding features.

- 93 The findings of the inspection team match the judgement of the school in their self-evaluation report.
- 94 The quality of care, support and guidance offered to the learners is outstanding. The school is a remarkably orderly, happy and caring place where the pupils feel safe. The pupils feel strongly that they are appreciated and supported by all the adults and there is a good relationship between them and the staff. The parents who expressed their views in the pre-inspection meeting, and by completing the questionnaire, show strong confidence in the care and guidance that their children receive.
- 95 There is a very good partnership with parents and they appreciate the information they receive about activities at the school and feel confident about discussing any matters with the staff. The school successfully creates a strong sense of family. Volunteers, including members of the community, offer support by, for example, reading with the pupils, decorating the school walls and helping to plant vegetables so that the pupils can taste them when they have been cooked.

- 96 The School Council ensures that the children are well included in decision-making.
- 97 The teachers and staff know their pupils well and ensure that there is a safe environment available for them. The youngest pupils settle in quickly at the school and there are specific opportunities for them to visit the school prior to starting officially. They are supported well by teachers, assistants and the older pupils at the school.
- 98 The school has effective measures in place to eradicate challenging behaviour and regularly emphasises the importance of respect towards others and their belongings. High expectations are placed on the pupils through behaviour strategies. The pupils certify that they can turn to any member of staff at any time for support, help and guidance.
- 99 The staff are familiar with the detailed guidelines for Child Protection and are aware of the designated member of staff; the arrangements for implementation are well established. Regular risk assessments are made with the firm and knowledgeable support of the governing body.
- 100 Strategies for ensuring high levels of attendance are successful. Prompt attendance is well monitored and action is taken early and appropriately, as necessary.
- 101 The provision for pupils with SLN is good and complies fully with statutory requirements. The school has appropriate arrangements for discovering early on which pupils have SLN. Appropriate support is given to pupils who need further assistance. The SLN co-ordinator, the headteacher, the class teachers and the assistants have good knowledge of the needs of the SLN pupils. They provide timely support for these pupils, ensuring that they have full access to the curriculum and to all the other activities at the school.
- 102 The school makes every effort to promote healthy eating and a healthy lifestyle. Pupils are encouraged to eat fresh fruit and healthy snacks and fresh water is readily available. Pupils have access to a wide range of physical and sporting activities, which contribute well to their well-being.
- 103 The individual education plans (IEP) include specific learning targets that correspond to the learning needs of the pupils. A close watch is kept on the pupils' progress.
- 104 The quality of provision for equal opportunities is good. The school recognises the diversity of pupils' backgrounds and takes this into consideration when planning and delivering support and guidance. Teachers are skilled at challenging stereotypes and they ensure boys and girls receive equal opportunities within the classroom and have equal access to all other facilities within the school.
- 105 The school has made all reasonable arrangements to secure the equal treatment of disabled pupils and to welcome disabled visitors to the school.

106 The measures taken to eliminate oppressive behaviour including racial discrimination, bullying and all other forms of harassment are effective. Such incidents are rare and the school functions well as a caring, Christian community where all pupils are valued equally.

Leadership and management

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

Grade 2: Good features and no important shortcomings.

107 The inspection findings match the school's self-evaluation of this key question.

108 The headteacher was appointed just before the previous inspection (2003). Since her appointment she has very successfully tackled the tasks of improving the quality of provision and raising standards. Her clear vision of what needed to be done and the sense of purpose she brought to the school, have resulted in significant improvements overall.

109 The headteacher is well supported by all her staff, the governing body and the parents. They share a clear vision of the school being at the centre of the community where all children achieve their full potential. The school's values are clearly reflected in its daily life.

110 The school takes very good account of National priorities and local partnerships. It is responding positively to the requirements of the Foundation Phase and is continuing to develop the curriculum across the two key stages. It has achieved the Basic Skills Quality Mark and the Gold Eco-award.

111 Targets relating to both academic standards and the personal development of pupils are challenging but realistic. Pupils in KS2 are involved in setting their own targets and in monitoring their progress. As they mature pupils are becoming increasingly aware of what they need to do to improve and how to find information.

112 There are very good arrangements in place for performance management that focus on the continuing professional development of staff. All members of staff have opportunities to discuss their individual training requirements with the headteacher. This has been particularly effective in developing the Foundation Phase curriculum. In this instance the member of staff with responsibility for developing the Foundation Phase was able to spend some time in school recognised by the Authority for their excellence.

113 Links with parents and the community have been greatly strengthened and the locality is now used extensively to support the learning. Excellent use is made of local artists and crafts people to enrich the curriculum.

- 114 The School Development Plan (SDP) is a useful, well-structured document and clearly identifies areas for development, including curricular development. However, insufficient time is available for monitoring the provision and this needs to be addressed in order to raise standards in some identified curriculum areas.
- 115 The Self-Evaluation Report is a detailed document written in accordance with the criteria in the Estyn Inspection Framework. The findings of the inspection team match the school's grades in the Self-Evaluation Report.
- 116 The Governing Body meets regularly throughout the school year and fulfils all regulatory and legal requirements. All appropriate policies are in place. The headteacher reports that they provide her with a useful point of reference.
- 117 Measurable improvements in the standards of achievement are evident in many subjects and areas of learning since the last inspection. This includes improved standards in the nursery and reception class and no subject is judged unsatisfactory in either key stage. As well as this, 2 areas of learning in the Foundation Phase are judged to have outstanding features (Grade 1) as well as two subjects (geography and art and design) in KS2.
- 118 The quality of teaching also shows improvement in that no lesson was judged to be unsatisfactory (Grade 4). However, there is room for improvement in one class.

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

Grade 2. Good features and no important shortcomings.

- 119 The findings of the inspection team match the judgement of the school in their self-evaluation report.
- 120 The findings of the inspection team match the judgement of the school on each one of the seven key questions, indicating that the organisation and execution of the self-evaluation process is reliable.
- 121 The self-evaluation system is by now established and contains procedures for observing lessons, and a system for collating information about teaching and learning and presenting reports that shows the standards and procedures in the school. In general, however, the lesson observation records do not always contain remarks that are sufficiently acute so as to develop further the aspects of teaching and learning.
- 122 Monitoring procedures, based on a suitable timetable, have been established. Attention is paid to appraising standards, while considering external criteria, such as the accreditation of the Quality Mark. The school considers the self-evaluation to be an important element of its work and the latest self-evaluation report is seen as a key instrument towards setting the foundation for further developments.
- 123 The self-evaluation report presented to the inspectors prior to the inspection is

comprehensive and shows good recognition of the school and its provision. It contains an analysis of the school's situation, including some areas that need to be developed further. Even so, it is sometimes difficult to make a clear connection between what is noted in the self-evaluation report as being areas to develop and the way it is transferred to the SDP (School Development Plan) for their implementation.

- 124 The teachers are aware of their responsibilities concerning planning, ensuring regular testing, advising fellow teachers and creating monitoring reports regarding their particular areas of responsibility. They have presented monitoring reports to the governing body. These reports are derived from the collective opinions of the staff and others, concerning the strengths and shortcomings of the curricular areas.
- 125 The school makes every effort to obtain the views of all concerned, including the opinions of pupils, staff, parents and others regarding the day-to-day life of the school; this is an outstanding feature. By collecting points of view by different methods such as questionnaires, home notes, speech bubbles and informal discussions the school leaders make informed decisions for improvements. An increasing number of pupils and staff contribute towards the self-evaluation process, and through this have an extensive influence on the running of the school.
- 126 There is a good level of awareness of how the school is performing in a county and national context and there are effective processes for determining targets at the end of both key stages. The targets are realistic and reflect the school's knowledge about its pupils and their expected performance.
- 127 The current SDP is for the period 2008-2010. It contains an overview of the school's situation, an evaluation of the previous years' priorities and a list of the current year's priorities. The SDP is a coherent and effective working document.
- 128 The priorities in the SDP and the steps taken towards its implementation are clear and challenging and appropriate to the needs of the school and its pupils. The headteacher and the governing body strive to provide adequate resources to satisfy these priorities, and succeed in determining strategies that include specific and realistic timetables.
- 129 The governing body discusses in detail the options offered by the headteacher regarding the budget. They are also involved with the latest self-evaluation report by discussing some matters in full, such as the grades awarded for key questions.
- 130 It is judged that the school has made good progress in relation to the key issues noted in the inspection held in June 2003.
- 131 The inspection judgement is that standards in the school have improved substantially since the last inspection but that improvements are more noticeable in KS2 and in the Foundation Phase.

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

Grade 2. Good features and no important shortcomings.

- 132 The inspection team findings match the school's self-evaluation of this key question.
- 133 Teachers are appropriately qualified and experienced. The headteacher has a full time teaching commitment as well as having the responsibility for all management decisions.
- 134 Teachers are very well supported by dedicated team of Learning Support Assistants who make an outstanding contribution to pupils' education, both to their academic and personal development. This includes the support pupils with specific additional needs received.
- 135 Staff involved in breakfast and lunchtime supervision and other school activities are good role models, and provide a caring and supportive environment for pupils. Overall, all staff work together very well as a team and the school reflects a strong community ethos.
- 136 All learners have access to a very good range of materials and resources that are well matched to their needs, including ICT and physical education equipment. The interactive whiteboard is used well as a learning aid. An adequate range of books is accessible to all learners. Resources from within the community, such as places of cultural interest, are also used extremely well to enable pupils to benefit from direct experiences.
- 137 The school environment, both indoor and outdoor, most notably the garden and outside area, provide excellent opportunities for all pupils' learning. The accommodation is very well maintained and in good decorative order. The indoor facilities are welcoming and attractive and good use is made of the available space as a setting for effective learning and teaching.
- 138 Teachers have adequate time for planning, preparation and assessment (PPA), however, in this small school responsibilities are many and varied and too little time is made available for the headteacher to monitor the curriculum and to review progress. Additional teachers who regularly visit the school provide very good support for pupils identified as requiring additional support, such as to develop their mathematical skills for music tuition.
- 139 The school budget is closely monitored and overall the school has found the resources over the last six years to enable it to replace and add to its resources. Currently it is well resourced and an attractive learning environment.
- 140 There is an effective partnership between the governors and headteacher ensuring that spending match the schools priorities. Overall the school provides good value for money.

Standards achieved in subjects and areas of learning

Foundation Phase

141 The quality and standards of educational provision, taken overall, are appropriate and successfully promote the Foundation Phase Outcomes for children's learning. The school has successfully prepared for the Foundation Phase and has incorporated appropriate child-centred learning opportunities and included good use of the outdoor learning environment. The part-time nursery children are well provided for and supported and the reception children have stimulating and challenging activities that fully capture their interests. The support staff play a pivotal role in ensuring that all children are very well supported and actively involved in the planned activities.

Personal and social development , wellbeing and cultural diversity

Grade 1. Good with outstanding features.

Outstanding features

142 The nursery and reception children's behaviour and self-control are outstanding features. Children show confidence and form very good relationships with other children and adults. They respect each other and show affection for each other.

Good features

143 Nursery children show independence and confidence when choosing activities. They concentrate on tasks for extended periods of time seeking help when necessary but also working independently. Children are aware of the importance of personal hygiene, as for example washing their hands before morning snacks. Through school activities, such as St. David's Day they are becoming increasingly aware of the culture of Wales.

144 Reception children build on skills already established and can sustain their concentration for lengthening periods of time. They play an active part in classroom activities and are happy to take turns and to perform in small groups as when "making music". Children have an excellent understanding of right and wrong and act accordingly. They take responsibility for personal hygiene and dress themselves. The various school celebrations such as St. David's Day and harvest festivals enable them to become increasingly aware of the customs and traditions of Wales and other countries.

145 Children have a good understanding of environmental care and care for living things through studies in the school garden and visits to local farms.

Shortcomings

146 There are no significant shortcomings.

Language, literacy and communication skills

Grade 2. Good features and no important shortcomings.

Good features

147 Nursery children listen attentively to adults and respond well to questions and instructions. About half the children have a good Welsh vocabulary and speak clearly and confidently. They enjoy listening to stories and handle books correctly. Children's basic writing skills are developing and they confidently engage in a range of mark making activities whilst providing sufficient opportunities for free choice.

148 Reception children have excellent listening skills and most talk confidently in both formal and informal situations. Overall, they have a developing but good vocabulary. All children enjoy stories and can recall stories that have heard. These children understand that words have meaning and the more able children have well-developed reading skills and the confidence to tackle unfamiliar words phonetically. This is an outstanding feature of a few children.

149 Reception children have good basic writing skills – they hold pencils and writing instruments correctly and generally shape letter correctly. The more able children write independently and in some instances write their thoughts using words and brief sentences that are recognisable. This is an outstanding feature.

Shortcomings

150 There are no important shortcomings but a number of pupils, due to their background, have a limited Welsh vocabulary.

Mathematical development

Grade 2. Good features and no important shortcomings

Good features

151 Nursery children have a good understanding of simple numbers. They can count familiar objects such as toys accurately and are beginning to understand phrases such as "one more than". These children enjoy and sing nursery rhymes and counting games. Through playing in sand and water children develop a good understanding of mathematical vocabulary such as "full and empty, big and small".

152 All reception children have a well-developed understanding of number. They practice their mathematical skills orally, such as counting to 50 forwards and backwards from 10, in tens to 100 and in even numbers. Many children can mentally add and subtract single figures. All children enjoy simple nursery rhymes and number songs. All children sort, match, order and sequence different coloured objects correctly.

153 Virtually all reception children recognise number in written form and use their mathematical skills in context. These children recognise simple two-dimensional shapes such as square and circle. They understand the purpose of money, recognise coins and are able to answer simple additions with money.

Shortcomings

154 There are no significant shortcomings.

Knowledge and understanding of the world

Grade 2. Good features and no important shortcomings.

Good features

155 Nursery children talk about home and where they live. They confidently explore the school garden and recognise that different animals live in different habitats. The majority of these children know what conditions seeds need to grow and how to look after them. Children know the seasons of the year and what clothes they wear during cold weather.

156 Reception children know the conditions seeds need to grow. They recognise different seeds and have planted some and looked after them. They name and recognise the vegetables and fruit from different plants and know how they are incorporated into their diet. Their farm visits enable them to see how animals are cared for and to realise that cheese is made from milk. They know the different tastes of foods they use. These children name the seasons of the year and seasonal change. They know the different clothes they wear in summer and winter.

157 Reception children understand the concept of change and name the stages in the life cycle of the butterfly. They have looked for animals in their "bug hotel" in their garden and know that different animals are found in different places. Most children are beginning to appreciate the importance of looking after the environment.

Shortcomings

158 There are no significant shortcomings.

Physical development

Grade 1. Good with outstanding features.

Outstanding features

159 All children move confidently with very good control and awareness of space. They show very good balancing skills and co-ordination. They are well aware

and display different methods of moving and have very good listening skills. They respond promptly to instructions

Good features

160 Nursery children use large toys confidently showing very good control and co-ordination. They listen to instructions and most react promptly. Most nursery children are willing to share and take turns.

161 Reception children use space well and co-operate with each other. They converse happily offering suggestions and advice in small groups. They persevere to complete their tasks such as when making body shapes. These children have good hand-eye co-ordination skills. They throw and catch balls well and have a good vocabulary to describe their movement, including behind, in front, under and over.

162 Reception children name major parts of their body and describe how they move. They know some of the effects of exercise on themselves. They have opportunities for strenuous exercise, such as walking a mile around the school field.

163 All reception children take an active part in physical activities that are sufficiently strenuous to physically challenge them.

164 Reception children have very good fine motor skills – they handle small equipment carefully and competently. They hold their writing instruments correctly and a few children write legibly describing their own experiences in understandable sentences.

Shortcomings

165 There are no significant shortcomings.

Creative development

Grade 2. Good features and no important shortcomings

Good features

166 All children both nursery and reception, know a good number of nursery rhymes and action songs and enjoy singing.

167 Nursery children use paints, mixing when necessary, to create their own images. They enjoy role-play and are beginning to appreciate the work of others.

168 Most reception children recognise and name a range of musical instruments. They enjoy performing and recognise different musical sounds produced by percussion instruments.

- 169 All reception children take an active part in music making and many know that they can express moods by different sounds. When music making is linked to the growth of plants, for example, a few children realised the rising pitch on a xylophone could represent rainfall. This is an outstanding feature.
- 170 All reception children use a variety of techniques and materials to create their own images. They make choices and mix paints appropriately.
- 171 Activity areas around the classroom enable children to make choices, including dressing up. They enjoy role-play and imaginative drama and work together appreciating the work of others.

Shortcomings

- 172 There are no significant shortcomings.

Welsh first language

Key stage 1: Grade 2. Good features and no important shortcomings.

Key stage 2: Grade 2. Good features and no important shortcomings.

Good features

- 173 All pupils in both key stages have excellent listening skills. They listen carefully to their teachers and other adults taking careful note of what has been said. Some pupils in KS1 understand the language better than they can speak. All children enjoy listening to a range of imaginative material, including prose and poetry, work by modern Welsh authors and older children enjoy more challenging material that expands their experiences.
- 174 Most pupils in KS1 have a good vocabulary and about half the pupils have a very good vocabulary. These pupils come from a background where the language is used in the home, converse with confidence in different contexts showing an awareness of sequence and progression in their language. These pupils respond very well to questions posed by their teacher and modify their speech according to requirements, varying their sentences to suit the occasion.
- 175 By the end of KS2 most pupils have a well-developed vocabulary that enables them to express their ideas clearly in different contexts. Their responses give careful attention to the views and contributions of others and their response maintain the interest of the listeners.
- 176 These pupils express opinions based on their knowledge and understanding and support their views with reasoned argument. More able pupils modify their language, varying their expression to suit the occasion.
- 177 Pupils in KS1 read aloud with growing fluency. Pupils use a range of strategies but in the main use the phonic method to tackle unfamiliar words. Most pupils

can retell stories they have read and express their preferences. The more able pupils identify authors and use books to find information.

178 By the end of KS2 most pupils have well developed reading skills enabling them to understand that which is implicit in their reading and to draw conclusions. These pupils identify key features in their reading and express opinions. Older pupils, in particular, retrieve and collate information from a range of books and other sources of information.

179 By the end of KS1 most pupils write sentences and short paragraphs using a suitable vocabulary. Most pupils form lower case letters legibly and simple words are spelt correctly. A few of the more able pupils are beginning to use punctuation and capital letters correctly and consistently.

180 By the end of KS2 nearly all pupils write clearly and adapt their writing for different purposes such as writing reports or letter writing. The written work conveys meaning and is differentiated into sentences and paragraphs. Punctuation, in the main, is used correctly. In many instances the writing is imaginative and engages the readers' interest. In these instances mutations and spelling are generally correct.

Shortcomings

181 A minority of pupils in KS1 have a limited vocabulary and lack confidence to speak in Welsh.

English

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

Good features

182 The pupils express themselves effectively for different purposes with confidence and increasing correctness. They converse naturally with their peers and adults about their work and experiences.

183 The majority read common words appropriately. They strive to recognise new words and make sense of what they read. By the end of the key stage, they are reading with accuracy and increasing understanding. The pupils discuss and respond well to the stories they read together. A few of the pupils display reading skills of a high standard.

184 The pupils' writing skills are developing well. They write descriptive pieces and record factual information. The majority organise their ideas, show awareness of basic punctuation and spell familiar words correctly.

- 185 Most pupils remember facts and information presented to them previously. A small number can answer questions more extensively. They show considerable confidence when discussing in pairs or in groups.
- 186 Throughout the key stage, many pupils read a variety of books on a level that correspond with their age and ability. Most read with accuracy and expression. They show good understanding by discussing events and characters in their books, and they are familiar with writing reviews.
- 187 Nealy all pupils write within an appropriate range of different forms including letters, dialogues, fact files and stories. As they make progress through the key stage their grammatical knowledge develops and they use a range of punctuation marks correctly. These pupils develop a suitable knowledge of paragraphing and a small number of the more able pupils produce more extended work.

Shortcomings

- 188 There are no important shortcomings.

Mathematics

Key stage 1: Grade 3. Good features outweigh shortcomings.

Key stage 2: Grade 2. Good features and no important shortcomings.

Good features

- 189 Most pupils in KS1 use mathematics confidently in their classroom activities. They have a developing mathematical vocabulary and use symbols correctly.
- 190 By the end of KS2 all pupils use mathematics confidently to solve problems and check their results, considering whether they are sensible answers. Most pupils present their information and results clearly.
- 191 By the end of KS1 all pupils count reliably and most have good mental skills of addition and subtracting single figures. A majority of pupils, in discussion, showed their understanding of place value, and recognise odd and even numbers. A minority of pupils identify and use halves.
- 192 By the end of KS2 virtually all pupils understand place value and multiply and divide whole numbers and decimals correctly. They add and subtract negative numbers in context. All pupils use all four mathematical operations (additional, subtraction, multiplication and division) correctly and recognise fractions and percentage parts of quantities and measurements. All pupils use and interpret co-ordinates correctly.

- 193 By the end of KS1 pupils can name simple two-dimensional shapes such as squares and circles and recognise cubes. In discussion, a minority of pupils described the properties of two-dimensional shapes. Most pupils use standard units to measure length.
- 194 By the end of KS2 most pupils name, recognise and draw a good range to two and three-dimensional shapes and their properties. All pupils know how to calculate the perimeter of simple shapes and most can calculate the perimeter of irregular shapes on squared paper. Most pupils can calculate areas of these shapes correctly and calculate volume.
- 195 All pupils, by the end of KS1, sort and classify objects based on simple criteria such as shape and colour. Many pupils record their results in simple tables in order to communicate their findings.
- 196 All pupils, by the end of KS2, use frequency tables and group data illustrating their results as block and pie graphs. Most pupils can compare and draw conclusions based on their graphs such as comparing temperatures in two different countries.

Shortcomings

- 197 Pupils in year 2 are insufficiently challenged and the work is sometimes too simplistic and repetitive.

Science

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

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

Good features

- 198 In KS1, pupils show good knowledge of aspects of the natural world and are beginning to investigate the behaviour of different plants and animals. They have made a survey of the creatures in the school garden and have begun to keep appropriate records.
- 199 The pupils can conduct an investigation fairly well. When investigating if seeds need water, light and soil in order to grow, they record with increasing correctness. When creating research into melting, most of the older pupils in key stage 1 can record well in table form and are beginning to use standard measurements such as mm.
- 200 Pupils are aware of the dangers of electricity and recognise equipment around the house that uses it. They can begin to explain why equipment does not work if there is not a complete circuit. A minority of pupils can create a diagram of a simple circuit. The majority can give good descriptions of surfaces and different materials around the school. They make quite detailed observations about the qualities of different materials.

- 201 In KS2, the pupils have a good understanding of electrical circuits and how to create a circuit using different components. They can draw detailed circuit diagrams by using the correct symbols consistently well. The majority can suggest theories as to why a circuit does not work.
- 202 When investigating the ingredients of chewing gum they are good at choosing which information source to use. By contacting the local chemist they are questioning a very sensible source of information in order to begin their investigations. They can compare different chewing gums well.
- 203 When studying different habitats, such as The Estuary, they can conduct a bird survey well. Most of the pupils can create a pie graph by making very good use of the appropriate information technology programme. The majority can analyse these data results sensibly. They present their facts about birds in an attractive manner by making very good use of IT.
- 204 When observing a collection of shells the majority show good attention to detail. They create observations of what they would like to know about the shells. They make good presentations to the class while forming sensible scientific theories.

Shortcomings

- 205 There are no important shortcomings.

Information technology

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

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

Good features

- 206 Pupils in KS1 use information technology equipment and software with increasing skill in a variety of appropriate contexts. They compose pieces of written work effectively on the screen and modify the titles as needed. By year 3, many of the pupils can store work, then retrieve and modify it before printing.
- 207 Pupils use simple art packages skilfully to create pictures and patterns associated with their work and, with help, can draw simple block graphs. They use a mouse with confidence to move objects displayed on the screen.
- 208 When working as a class, around half the pupils can contribute effectively to a class booklet about a forest in the Amazon. They use a publishing programme well and can import pictures and add an appropriate title.
- 209 Most pupils in KS2 can use information technology apparatus and software effectively to communicate information. Their command of the word processor is good as they modify, store and retrieve their work. They are skilful in creating different effects and they can collect information from the Web without help and

convert it into their own words. They can plan a series of multimedia pages on different areas of the curriculum for a class presentation.

210 The majority of pupils use IT creatively by creating very good animated effects. They use the appropriate software and understand the importance of accuracy when giving information and commands to the computer.

211 All pupils make effective use of the Internet to glean information to support their learning. They also make effective use of the e-mail in order to communicate with others. They use software for constructing simple graphs and they can import information and pictures from different sources.

212 Most pupils have clear ideas as to how they can use ICT to improve the quality of their work.

Shortcomings

213 There are no important shortcomings.

Design technology

Key stage 1: Grade 3. Good features outweigh shortcomings

Key stage 2: Grade 3. Good features outweigh shortcomings

Good features

214 Pupils in both key stages have used simple tools for cutting and measuring and used glue and strengthening materials in their artefacts.

215 All pupils, by the end of Y2, when designing and making, talk about familiar products and their particular likes and dislikes, such as their favourite foods.

216 All pupils select, prepare and use materials appropriately when making their selections, such as selecting sandwich fillings and use simple tools correctly and safely.

217 Many pupils can talk about their likes and dislikes and all pupils, when prompted, can record their findings.

218 By the end of KS2 most pupils can draw on their knowledge and understanding from their studies to develop their ideas. Pupils used their knowledge of electrical circuits for example, in their constructions and could include switches and buzzers in their models.

219 In discussion, a majority of pupils indicated that they planned their investigations and selected the most appropriate materials for their models. Pupils were able to investigate why the models did not work as expected and to make changes.

220 A majority of pupils showed that they were able to briefly evaluate their final products and suggest improvements.

Shortcomings

221 Pupils' designing skills in both key stages are underdeveloped. Pupils do not sufficiently clarify their ideas and requirements neither do they sufficiently plan their activities.

222 Pupils do not evaluate their designs, models or finished products and do not highlight how improvements can be made.

223 Pupils' understanding of the place of design and technology in meeting the needs of society is underdeveloped.

History

Key Stage 1 - Grade 3: Good features outweigh shortcomings.

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

Good features

224 In KS1, most of the pupils have a developing awareness of change over a period of time.

225 Pupils' knowledge of periods in history makes good progress after field trips to different places.

226 In KS2, the majority of pupils have a good knowledge of the periods they are studying. The vast majority of pupils are making a clear and increasing development in their chronological awareness.

227 Almost every pupil can devise and use a time line well. They come to appreciate that the Victorian era was one of the large developments. They know of many of the important developments and changes of the period and of their place within a time line of the age. They can arrange which were the most important by discussing, voicing their opinions and reasoning in a very sensible manner.

228 When studying the Victorian Age the majority of the pupils can compare the lives of people within the era well. They expand on this by comparing some of the notable features of the people of the Victorian age with the lives of the Celtic people.

229 By using a mind map most of the pupils can select, remember and organise information and historical opinion about the Victorian age very well.

230 Older pupils begin to appreciate data, such as census records, as the basis for useful evidence upon which to form opinions about the lives of people within a specific period of history. Most of the pupils are aware that there are different interpretations of the Celtic Age and recognise some of the historical features of the lives of the Celts quite well.

231 When studying the Second World War the majority of the pupils have a good awareness of the effect of this period on people. They have a thorough appreciation of the effect of war on the lives of children. They make good comparisons between the lives of children before and during the war.

232 Most pupils plan what they would like to know about the Second World War very effectively by asking mature questions and prioritising which are the most important questions they would like answered.

Shortcomings

233 In KS1, the pupils do not convey their historical knowledge and understanding in a sufficient variety of ways. The methods used by the pupils to organise and present their findings are of inconsistent quality.

Geography

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

Key Stage 2 - Grade 1: Good features with outstanding features.

Outstanding features

234 Pupils in KS2 make excellent use of their geographical knowledge after field trip visits. Their direct understanding of the world around them is enriched in an outstanding manner because of these practical experiences.

Good features

235 In KS1, the pupils understand the patterns and processes of human geography very well when studying shops. The majority of pupils can explain well which shops they like and why. After visiting a village shop in Bethesda, and having the opportunity to ask the owner several questions, most of the pupils can give a good description of the shop, including many relevant geographical features.

236 When observing the different types of buildings around the Pencarnisiog area, the pupils have a good knowledge of their purpose and recognise their location. A few of the pupils can write effectively about their local area and use appropriate geographical vocabulary.

237 Most of the pupils can recognise similar features, and those that are different between one village and another. When considering the villages of Llanfaelog, Rhosneigr and Pencarnisiog the majority of pupils can list the different things

that are there by using simple but correct geographical vocabulary such as bridge, signs, surgery, river and so on.

- 238 The map handling skills of pupils in KS1 are developing progressively. They move on from creating a plan of their classroom to being able to design a plan of woodland with many sensibly placed geographical features. The majority of pupils can use co-ordinates increasingly well.
- 239 Most of the pupils in KS2 think carefully about the rural environment and create purposive rules to protect areas from pollution. The pupils have a good knowledge of the importance of recycling and of issues that place our environment under strain.
- 240 By creating reports about locations such as Iceland, most of the pupils develop a good awareness of the relevance of geography to environmental, social, economic and political matters and to the different values and approaches of people.
- 241 Most of the oldest pupils in KS2 can interweave their knowledge of human and physical geography well in order to discuss and theorise about the advantages and disadvantages of living on the coast.
- 242 When comparing Wales and Lesotho, most of the pupils have a firm understanding of the relationship between people and the environment, sustainable development and global citizenship. A minority are extremely thoughtful when considering the lives of individuals in other countries, by coming to understand how human and physical geographical features can actually influence the lives of others.
- 243 The map handling skills of the oldest KS2 pupils are developed well by studying maps of places in other countries such as Semonkong and Maseru. The majority of the oldest pupils can interpret a map by good use of a 6-figure grid reference.

Shortcomings

- 244 There are no important shortcomings.

Art and design

Key stage 1: Grade 3. Good features outweigh shortcomings.

Key stage 2: Grade 1. Good with outstanding features.

Outstanding features.

- 245 Pupils in KS2 have worked with artists and craftworkers in a range of media and the standard of the work produced by the pupils and on display in the school is an outstanding feature. This includes mosaics and work in three-dimensions.

Good features

- 246 By the end of KS1, all pupils have used a good range of materials and tools and produced imaginative visual presentations. They select paints and mix to produce different tones and shades.
- 247 All pupils record images from observation using chalk, pencil, crayons, charcoal and paint and have examined work of artists, both local and National and compared their methods of working.
- 248 In KS1 pupils' artwork is well used to illustrate work and stories pupils have heard.
- 249 All pupils in KS2 record their observations in sketchbooks. These illustrate the way the pupils are developing their thoughts and different ways of representing familiar objects in the environment.
- 250 All pupils by the end of KS2 make perceptive comparisons between methods and techniques used by famous artists and craftworkers. They experiment imaginatively with different methods and modify their work where necessary.
- 251 All pupils in KS2 are able to magnify their drawn pictures using charcoal – in many instances these were of a high standard.
- 252 Pupils in KS2 have worked successfully with different artists and used different techniques to produce large displays. These have included three-dimensional work currently on display.
- 253 Pupils in KS2 have studied in detail the work of local artists and, in discussion, reflect critically on their work.
- 254 Overall, the school benefits substantially from the displays of pupils' work that stimulates and support visual investigation.

Shortcomings

- 255 Pupils in KS1 are insufficiently challenged and their experiences are limited.

Music

- Key stage 1: Grade 2. Good features and no important shortcomings.**
Key stage 2: Grade 2. Good features and no important shortcomings.

Good features

- 256 Pupils in both key stages sing tunefully and enthusiastically, with good diction and control. All pupils identify and name a good range of musical instruments.

In both key stages pupils have opportunities to hear performances by famous Welsh musicians, such as Bryn Terfel.

- 257 Pupils in KS1 perform simple patterns using percussion instruments in time to a steady beat. These pupils work co-operatively and produce simple patterns.
- 258 Most pupils, by the end of Y2, can differentiate musical elements and use the different elements effectively.
- 259 All pupils in KS2 demonstrate technical competence appropriate to their age and ability when using percussion instruments. All pupils work co-operatively in small groups, contributing to the musical composition.
- 260 By Y6, most pupils are able to appraise their own composition and that of others and offer constructive advice as to how improvements could be made.
- 261 Pupils in KS2 have opportunities to listen to well known musical compositions. In discussion, many pupils expressed their preference – some giving reasons for their choice.
- 262 The school provides opportunities for a limited number of pupils to receive tuition, for example violin tuition.

Shortcomings

- 263 There are no significant shortcomings.

Physical education

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

Good features

- 264 Most of the pupils in KS1 listen appropriately to instructions and to an explanation regarding an activity.
- 265 During floor work, they are aware of the need to use different parts of the body and they can develop methods of pulling and pushing across the floor, showing good body shapes. They respond well by varying their methods of moving on both feet.
- 266 During dance lessons, they can create very good movements and body shapes in response to music. The majority of pupils can move with appropriate accuracy when considering their age. They use a range of movements confidently and demonstrate firm control when jumping, dodging and changing direction. They are very aware of the space available to them in order to achieve their movements.

- 267 The majority are very ready to persevere and show a willingness to remain physically active for extended periods.
- 268 Most of the pupils respond well to opportunities prepared for them in aspects of adventure activities, by completing orienteering exercises well.
- 269 In KS2, the pupils perform gymnastic shapes and movements well. They can create a series of gymnastic activities well, showing evident mastery by changing shape, speed, level and direction in an accurate and detailed manner.
- 270 They review and appreciate their own performances and those of their peers effectively, showing a good understanding of the expectations. They discuss their work with confidence and offer mature suggestions as to how the performance could be improved.
- 271 The older pupils in KS2 can orienteer well. They are aware of distance on a map and can communicate this on the floor of the hall with detailed accuracy. They are very good at moving from one specific place to another by recognising exact points on a plan.
- 272 Pupils in both key stages work with energy and purpose in lessons. They have a good awareness of the need to prepare for activities by warming up muscles. They recognise and understand the effect of exercise on the body and know the reasons for this.

Shortcomings

- 273 There are no important shortcomings.

Religious education

Key stage 1: Grade 3. Good features outweigh shortcomings.

Key stage 2: Grade 2. Good features and no important shortcomings.

- 274 The school has adopted the Local Education Authority agreed syllabus for religious education.

Good features

- 275 Pupils in both key stages have a basic knowledge and understanding of Christian beliefs as required by the locally agreed syllabus.
- 276 By the end of Y2 pupils know some stories from the New Testament and understand the significance of Christian festivals, such as Christmas and Easter.
- 277 Pupils in KS1 know that children in other parts of the world suffer from lack of care and lack of food and know the work of Mother Teresa in India and of Dr Barnardo's in Great Britain.
- 278 Pupils in KS1 write their own prayers of thanks for family and friends.

279 By the end of KS2 all pupils can relate some of the stories Jesus told and of their significance. They know the story of the birth of Jesus in Bethlehem, the visits of the shepherds and the wise men. In discussion, many of the pupils can relate the story of the Crucifixion.

280 Nearly all the pupils, in discussion, could name other major faiths and where they originated. They had good knowledge and understanding of Hinduism, its origin, its symbols and of Divali as the festival of light. They are also able to compare and contrast Christianity and other religions.

281 In KS2, all pupils understand the need to care for each other and for people less fortunate than themselves. This is illustrated through discussion of the importance of recycling and avoiding waste.

282 Pupils make good use of their ICT skills to obtain information about different world religions.

Shortcomings

283 Pupils in KS1 have a limited knowledge of stories Jesus told and their significance.

School's response to the inspection

The governing body and staff are pleased that the inspection findings recognise that the school has undertaken successfully the task of improving its educational provision and raising standards since the last inspection.

We are very pleased that the inspection found that substantial improvements had taken place in a comparatively short period of time. The inspection also drew attention to some of the strengths of the school, including the extra curricular provision that supports pupils' learning that broadens and enriches their experiences and is reported to be an outstanding feature of the school, and also the Cwricwlwm Cymreig that is also an outstanding feature.

The inspection reported that the school has values that promote equality for all and this is reflected in its work. Good account has been taken of national priorities, such as developing the Foundation Phase curriculum and local partnerships are strong. Good links with the Cylch Meithrin facilitate the transfer of young children and the link with the secondary school is well established.

The inspection noted that the school is well staffed and the contribution of support staff is an outstanding feature of the school.

The Inspection noted that the school environment, both indoor and outdoor, most notably the garden and outside area, provide excellent opportunities for all pupils' learning. The inspection also reports that the accommodation is very well maintained and in good decorative order. The indoor facilities are welcoming and attractive and good use is made of the available space as a setting for effective learning and teaching.

The School Development Plan will tackle and will focus on the recommendations made in the inspection report. Where possible, the staff and governors will answer to the recommendations in the 2009-10 school year.

A copy of the school development plan will be sent to all parents. The governors' yearly report to parents will report on the progress being made to answer the recommendations in the report.

The governors, staff and pupils thank the inspection team for their professionalism in undertaking the inspection. It was a valuable experience and very worthwhile in further developing the school.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Pencarnisiog
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Ysgol Gymraeg Pencarnisiog, Pencarnisiog, Ty Croes Anglesey
Postcode	LL63 5RY
Telephone number	01407 810622
Headteacher	Mrs Tegwen Morris
Date of appointment	2003
Chair of governors/ Appropriate authority	Mr Wynne Williams Anglesey LEA
Registered inspector	Mr Eifion R Morgan
Dates of inspection	16 th – 18 th June 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	4	10	4	9	10	7	10	5	59

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	4	2.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:25
Pupil: adult (fte) ratio in nursery classes	4:1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	25.6
Teacher (fte): class ratio	1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2009	95.8	97.7	95.9
Autumn 2008	98.0	97.6	96.8
Summer 2008	91.4	85.5	91.6

Percentage of pupils entitled to free school meals	13%
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 2009	Number of pupils in Y2	9
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	90%	In Wales	80%

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2009	Number of pupils in Y6	2
As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included		

Appendix 4

Evidence base of the inspection

Three inspectors spent nine inspection days in the school. A Peer assessor was also included in the team.

The inspectors inspected:

- 25 full or part lessons;
- every class; and
- collective worship.

The inspection team met prior to the inspection and with:

- staff, governors and parents; and
- the headteacher, teachers, school council and other groups of pupils during the inspection.

The team also considered :

- the self evaluation report;
- 9 parental responses;
- evidence offered by the school during the inspection period; and
- a range of pupils', work.

The headteacher in her role as a nominee attended meetings.

After the inspection a meeting was held with the staff and the governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Eifion R Morgan Registered Inspector	Context Summary & Recommendations Key Questions 1,3,5,7 Foundation Phase Welsh (1) Mathematics Design and technology Art and design Music Religious education
Mr William Owen Lay Inspector	Contributions to Key Questions 1, 4 and 7.
Mr Anthony Bate Team Inspector	Key Questions 2, 4, 6 Contributions to KQ 1,3,5 and 7. English (KS2) Science, Information & communications technology. History Geography Physical education.
Ms Sian Hart Peer Assessor	Contributions to all key questions, subjects and areas of learning.
Mrs Tegwen Morris Nominee	Contributions to all key questions.

Acknowledgement

The inspectors wish to thank the governors, headteacher, staff and pupils for their welcome, co-operation and courtesy throughout the inspection.

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