

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

A Report on the Quality of Education in

**Ysgol Parc Y Bont
Llanddaniel fab
Ynys Môn
LL60 6ES**

School Number: 6603034

Date of Inspection: 11/11/08

by

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Ysgol Parc Y Bont 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 Parc Y Bont took place between 11/11/08 and 13/11/08. An independent team of inspectors, led by Jean Marshall undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Ysgol Parc y Bont is located in the centre of the rural village of Llanddaniel Fab on Anglesey and it serves the village of Llanddaniel, the parish of Llanedwen, and the rural hinterland. It is a school under the voluntary control of the Church in Wales and is maintained by Anglesey Local Education Authority. The school opened in a new building on the present site in 2001.
- 2 Children are admitted on a part-time basis in the September following their third birthday and on a full-time basis in the September following their fourth birthday. During the inspection, there were eight part-time nursery children and 68 full-time pupils on the school register. Approximately half the pupils are conveyed from outside the school catchment area.
- 3 Although more than half the pupils come from homes where English is the main language of communication, some 73% of them speak Welsh to first language standard. The school describes the area as being neither prosperous nor economically disadvantaged. Pupils come from a wide range of backgrounds, and 16% come from different ethnic backgrounds. The percentage of pupils (13%) entitled to receive free school meals is lower than county and national percentages.
- 4 Nine pupils (15%) are designated as having additional learning needs (ALN), two of whom have a statement of special educational needs (SEN).
- 5 Pupils are taught by three full-time teachers, including the headteacher, and by three part-time teachers. Every class contains pupils of mixed ages.
- 6 The headteacher was appointed to her post in January 1998 and the school was last inspected in December 2002.
- 7 The school received a standard inspection on this occasion.

The school's priorities and targets

- 8 The school's main priorities according to the School Development Plan (SDP) for the year 2008-2009 are to:
 - act on the requirements of the Foundation Phase and the 2008 Revised Curriculum;
 - undertake a review and appraisal of the provision for religious education and collective worship across the school; and
 - structure and improve the arrangements for the professional development of staff.

Summary

- 9 This is a good school with many outstanding features. It exudes an ethos that values imagination, creativity and reflection, and which encourages pupils to ask questions. The emphasis placed on developing pupils' thinking skills makes a major contribution to the standards they achieve.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
3 How well do the leadership 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?	1
6 How well do learners and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	2

Standards

- 10 The standards achieved by pupils in the lessons observed are as follows:

Standards achieved by pupils	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	21%	74%	5%	0%	0%

- 11 The above percentages are higher than the average percentages for Wales as a whole.
- 12 The overall quality of the educational provision for under-fives is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Phase.
- 13 In key stage 1 (KS1) and key stage 2 (KS2), in the subjects inspected, the standards achieved are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 1	Grade 1
History	Grade 2	Grade 1
Music	Grade 2	Grade 2
Religious education	Grade 1	Grade 1

- 14 The under-fives make good progress in all the key skills. In KS1 and KS2, pupils achieve good standards in their mathematical skills across the curriculum, and in their communication and literacy skills in Welsh and English medium lessons. They achieve outstanding standards in their information and communications technology (ICT) skills across the curriculum.
- 15 The under-fives and KS1 pupils achieve good standards in their bilingual skills, and by KS2, the standards are outstanding. All pupils have an outstanding knowledge and understanding of the Cwricwlwm Cymreig.
- 16 The pupils' spiritual, social, moral and cultural development is outstanding.
- 17 There are outstanding features to the progress pupils make in their learning, and to their understanding of what they do and how successful they are. Pupils come from a wide variety of social, ethnic and linguistic backgrounds, but every pupil succeeds in achieving his or her potential.
- 18 The pupils work together outstandingly well to solve problems, and they perform their tasks independently, constantly thinking, questioning, concentrating and persevering.
- 19 Pupils throughout the school behave well and they have an outstanding awareness of equal opportunity issues and of respect for diversity in society.
- 20 They have a very good knowledge and understanding of the world of work and they plan and organise a number of different activities that successfully develop their enterprise skills.

The quality of education and training

- 21 In the lessons observed, the quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25 %	67 %	8 %	0%	0%

- 22 These percentages are considerably higher than the average percentages for Wales as a whole.
- 23 Teachers have a very good knowledge and understanding of curriculum subjects and of the recent developments in primary education. Intensive attention has been given to the principles of the revised curriculum, and particularly so to the need to develop pupils' thinking skills and to give them greater independence across the school. This is an outstanding feature of the school's provision and it has had a positive impact on standards of learning and teaching.
- 24 Teachers use skilful questioning techniques that encourage pupils to think and to discover for themselves when solving problems, and the warm working relationship between them raises pupils' confidence and encourages them to question further.
- 25 In a small number of lessons, the tasks, expectations and resources were not suited to pupils' age, ability and maturity, and the function of the support staff had not been defined and structured in sufficient detail. Although the number of such lessons was small, it is adjudged that the shortcomings are important.

- 26 The arrangements for assessing and recording the progress of the under-fives and of pupils in KS1 and KS2 are thorough and they are used effectively for the purposes of forward planning and for improving the educational provision and the standards achieved by pupils. The annual reports to parents conform fully to statutory requirements.
- 27 The school responds outstandingly well to pupils' interests and needs and offers equal access to a broad and balanced curriculum. The curriculum is organised effectively in a thematic, cross curricular manner that offers regular opportunities for pupils to participate actively and interactively in the activities.
- 28 The wide range of educational visits and studies of the local area make a clear contribution to nurturing in pupils a sense of pride in their locality and to developing their knowledge and understanding of the Cwricwlwm Cymreig. Highly effective use is made of visits by members of the community, artists, experts and volunteers to share their knowledge with pupils and to help with various projects.
- 29 The school provides a comprehensive programme of personal and social education (PSE) that fosters pupils' understanding of moral, spiritual, social and cultural issues to outstanding effect.
- 30 The school is in effective partnership with parents, the community, the Church in Wales, other schools and agencies, and this enhances the provision for pupils and makes a considerable contribution to raising standards.
- 31 The quality of the care, support and guidance offered to pupils is outstanding. They are very happy at school and there is an excellent relationship between them and the teaching staff and support staff. There is a caring and inclusive ethos at the school and pupils are valued and supported as individuals by every adult.
- 32 The youngest children settle happily at the school, and the pupils who transfer from other schools, some of whom are from different ethnic or cultural backgrounds, settle very quickly and integrate easily into all the school's activities.
- 33 The school's policies related to pupils' wellbeing, health and safety are all operational, and outstanding attention is given to promoting good practices in terms of health and fitness.
- 34 The provision for pupils with ALN is outstanding and it conforms fully to statutory requirements.
- 35 All the school's activities, and the emphasis placed on respect and tolerance, promote gender equality, good racial inter-relationships, and the avoidance of stereotyping. Everyone involved with the life and work of the school naturally accepts and embraces diversities in terms of language, culture and beliefs.

Leadership and management

- 36 The quality of the headteacher's leadership is outstanding. She has a clear philosophy in terms of ethos, and learning and teaching methods. She leads by example and works particularly effectively with an enthusiastic team of teachers, governors and support and ancillary staff in order to secure the success and development of the school.

- 37 All members of staff work together effectively to respond to national priorities, and the school is at the forefront of innovative methods of teaching and introducing the curriculum.
- 38 The school plays an active part in partnerships with the Local Education Authority and with neighbouring primary schools, and this has a positive impact on educational provision and the standards achieved by pupils.
- 39 The school's procedures for managing and improving staff performance, including the outstanding support for the newly qualified teacher, set a clear sense of direction for the school's development and for improving the quality of teaching and raising standards.
- 40 Governors have a good understanding of their responsibilities and of the school's procedures. They help to set the school's direction and they monitor the provision on a regular basis.
- 41 The school's self-evaluation systems are detailed and thorough, and they ensure that the headteacher and the other curriculum co-ordinators, together with the governors, have a clear knowledge and understanding of the school's performance.
- 42 Detailed attention has been given to the key issues identified in the report of the last inspection of the school in 2002 and it has successfully achieved each of the objectives.
- 43 The school has a very good staffing complement and the teachers possess suitable qualifications, expertise and experience to teach all aspects of the curriculum. Although the support staff work conscientiously, enhancing and extending pupils' experiences, they do not receive sufficient opportunities to work with teachers in the planning of activities and recording progress, and as a result, they are not used to their full potential.
- 44 The headteacher and governors review on a regular basis the use made of resources, including the school's financial resources. The school offers very good value for money.

Recommendations

In order to improve, the school needs to:

- R1 improve standards of teaching by ensuring that the tasks given to pupils, and the resources used, are appropriate to their age and ability; and
- R2 develop the role of assistants so that they work effectively with teachers in planning, teaching and recording pupils' progress.

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 1: Good with outstanding features

45 The findings of the inspection team do not concur with the Grade 2 awarded by the school in its self-evaluation report. Inspection evidence shows that the school has not acknowledged the outstanding quality of the standards achieved by pupils in important learning skills across the curriculum.

46 The standards achieved by pupils in the lessons observed in the subjects inspected are as follows:

Standards achieved by pupils	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	21%	74%	5%	0%	0%

47 The above percentages are higher than the average percentages for Wales as a whole, as published in the Annual Report of Her Majesty's Chief Inspector (HMCI) 2006-2007, namely that standards are good or better (grade 1 and 2) in 80% of lessons and outstanding (grade 1) in 10% of lessons.

48 The overall quality of the educational provision for under-fives is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Phase.

49 In KS1 and KS2, in the subjects inspected, the standards achieved are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 1	Grade 1
History	Grade 2	Grade 1
Music	Grade 2	Grade 2
Religious education	Grade 1	Grade 1

50 The pupils throughout the school achieve good standards with outstanding features in terms of their knowledge, understanding and skills. Every pupil, including pupils with ALN, succeed in achieving the challenging targets set for them. Almost all the parents who attended the pre-inspection meeting, and those who responded to the questionnaire, state that they are satisfied with the progress and standards of their children's work.

51 The standards and progress made by the under-fives and by pupils across the school in the key skills of speaking and listening, reading and writing Welsh are good. They watch and listen attentively to the presentations and questions of adults and fellow pupils and they respond freely by speaking confidently and clearly. They make good use of their Welsh reading and writing skills when handling information books, researching on the Internet, reading instructions and recording in a variety of forms and styles across the curriculum.

- 52 Pupils make regular and effective use of the key skills of speaking and listening, reading and writing in English in KS2, and they achieve good standards.
- 53 The under-fives and KS1 pupils make good progress in their bilingual skills. The children who come from non Welsh-speaking homes come to understand and speak Welsh at an early stage, and in KS1, they make consistent use of language in discussing and recording work across the curriculum. By KS2, pupils achieve outstanding standards in bilingual skills. Almost all of them use both Welsh and English with equal ease when discussing and recording their work in different subjects. When conducting investigations, they use English language sources effectively to discover information and they subsequently record it correctly in Welsh.
- 54 Pupils make outstanding progress in their knowledge and understanding of the Cwricwlwm Cymreig. From the early years, they are familiar with a wide range of Welsh literature, and they have an outstanding knowledge of the history and culture of their local area, Anglesey and Wales.
- 55 Pupils throughout the school achieve good standards in key mathematical skills across the curriculum. They cope skilfully with the mathematical demands such as counting, measuring, classifying, arranging and comparing that arise from day to day in their curricular work.
- 56 There are outstanding features to the standards and progress achieved by pupils across the school in ICT skills. Younger pupils make regular and confident use of a computer, the interactive whiteboard and other ICT equipment to reinforce their literacy and numeracy skills, and to create and record their work in a number of different contexts.
- 57 By KS2, pupils make skilful use of a wide range of ICT equipment and software in order to discover and analyse information, to investigate and develop their ideas, and to prepare, process and present information effectively.
- 58 In KS1, every pupil attained the expected levels in teacher assessments over the last three years, and as a result, the school is in the 25% highest performing group of comparable schools in terms of the percentage of pupils receiving free school meals.
- 59 At the end of KS2, the school's results are considerably lower than those of comparable schools but the comparison in terms of the number of pupils receiving free school meals is not dependable due to the relatively small number of pupils in each year and the high number of pupils with ALN.
- 60 The pupils vary considerably in terms of their social, ethnic and linguistic backgrounds, but despite this all pupils succeed in achieving their potential.
- 61 There is no significant pattern to be detected when comparing the performance of boys and girls over the last three years.
- 62 There are outstanding features to the progress pupils make in their learning. When working on a cross curricular basis, they acquire knowledge, understanding and new skills effectively and with ease and these are regularly reinforced in a wide range of different contexts.

- 63 Pupils throughout the school have a good awareness of what they do and of how successful they are. By KS2, pupils have an outstanding understanding of the particular strengths and shortcomings of their work; they discuss them regularly and set themselves targets for improvement.
- 64 There are outstanding features to the standards achieved by pupils in their personal and social skills. They develop a feeling of inquisitiveness; they raise questions, and respond intelligently, when considering their own lives and beliefs and those of others.
- 65 In designated PSE sessions, sessions of collective worship and School Council activities, pupils make moral decisions through a process of mature reasoning, displaying a sound awareness of values such as honesty, fairness and respect.
- 66 Pupils work together outstandingly well and the quality of the relationship amongst them and between pupils and staff means that they feel free to express and investigate their viewpoints in an open and honest manner. At a very early stage, they come to respond very positively to the ethos of the school that values imagination, creativity and reflection and that encourages pupils to ask questions.
- 67 The pupils' cultural development is very good. They regularly study a wide range of aspects of their own culture and of other cultures as they work on cross-curricular themes.
- 68 There are outstanding features to pupils' learning skills. They show real interest in their work, they work productively in lessons, and participate enthusiastically in the various activities provided. They make outstanding use of their creative skills as they design, organise and present their work and when solving problems in cross curricular activities.
- 69 Pupils throughout the school succeed outstandingly well in completing tasks independently, as they question, strive, concentrate and persevere on a constant basis to apply their knowledge to solve challenging problems.
- 70 Pupils throughout the school behave well, showing respect and courtesy towards each other, school staff and visitors.
- 71 Average levels of attendance for the three full terms prior to the inspection were 96%, which is good. Pupils arrive at school punctually in the mornings.
- 72 Pupils have an outstanding awareness of equal opportunity issues and of respect for diversity in society. Through direct practical experiences, both curricular and social, they come to understand and respect the diversity of beliefs, attitudes and cultural traditions.
- 73 Pupils have a very good awareness and understanding of the world of work and of their community. During 'Enterprise Week', they engage successfully in a number of projects that give them opportunities to work together in groups to develop ideas, and to plan, organise and hold activities that develop their enterprise skills.

The quality of education and training

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

Grade 1: Good with outstanding features

74 The findings of the inspection team do not concur with the Grade 2 awarded by the school in its self-evaluation report. Inspection evidence shows that the school has not acknowledged the outstanding features in the quality of teaching, particularly so in terms of methods that develop pupils' learning skills and that ensure that they contribute actively in lessons.

75 In the lessons observed, the quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25 %	67 %	8%	0%	0%

76 The above percentages are higher than the average percentages for Wales as a whole, as published in the Annual Report of HMCI 2006-2007, namely that the quality of teaching is good or better (grade 1 and 2) in 80% of lessons and outstanding (grade 1) in 14% of lessons.

77 The outstanding features to the teaching include:

- teachers highlight very good awareness and understanding of curriculum subjects and of recent developments in primary education;
- very well structured sessions, with cross curricular activities that are planned in detail and that relate effectively to pupils' previous work and experiences;
- ensuring that pupils understand the requirements of the tasks and what they need to do to succeed, and holding winding up sessions to lessons that effectively reinforce what has been achieved;
- introducing tasks that develop pupils' thinking and problem solving skills and that foster them to reflect on what they have learned and on the learning process;
- encouraging pupils to play an active and interactive part in lessons, by leading activities and explaining them to the rest of the class;
- a warm working relationship between staff and pupils and a natural interaction that raises pupils' self-confidence and that encourages them to question further;
- skilful questioning techniques that encourage pupils to think and to discover for themselves.

78 The good features to the teaching include:

- clear and lively presentations with wonderful touches of humour;
- teachers assessing pupils' understanding and progress throughout the lesson;
- good use of ICT, including the interactive whiteboard;

- careful supervision of activities and effective intervention, giving sensitive attention to pupils' needs;
 - firm control and every pupil having a clear understanding of the way the class works;
 - dividing tasks into manageable steps in order to give good pace to the session;
 - taking advantage of every opportunity and context to extend and enrich pupils' language and broader knowledge, and to promote their bilingualism;
 - tasks that have been suitably differentiated to meet the needs of pupils of different abilities;
 - valuing the contribution of every pupil and allowing them to pursue their own ideas and to learn from their mistakes;
 - relating tasks and information to real day-to-day situations.
- 79 In the few lessons where there were shortcomings to the teaching:
- the tasks, expectations and resources were unsuited to the pupils' age, ability and maturity;
 - the function of the support staff had not been defined and structured in sufficient detail.
- 80 Pupils' awareness of equal opportunities is promoted in every lesson and teachers ensure that all pupils are treated equally. The contributions of each individual are respected.
- 81 The school has appropriate arrangements for assessing and recording the progress of the under-fives and of pupils in KS1 and KS2. The assessment system is thorough and it is used effectively to plan and improve educational provision and the standards achieved by pupils. The teachers' continuous assessments, together with the results of standardised tests, are analysed regularly and in detail, at a whole-school and individual pupil level, in order to monitor progress. The assessment tools and the methods used to set levels are appropriate and consistent, albeit a little harsh. Overall, the assessment for learning that occurs on a day-to-day basis is very good and it provides valuable and valid information for the purposes of forward planning.
- 82 The system of setting individual targets for pupils is an aspect that receives outstanding attention by teachers. Pupils play an increasing part, on the basis of their age, in the process of setting targets for themselves, and the targets are regularly discussed with the parents. The method employed by the school for monitoring and analysing the progress of each individual pupil is detailed, and it has led to appropriate and effective intervention in certain cases, and has led to improving the school's results over the years.
- 83 Pupils' work is marked regularly and there are many good examples of offering guidance to pupils in order that they may think further about their work. Developing the role of pupils in the task of assessing their work and their understanding is an area in which the school has excelled, and it has promoted improvement in learning across the curriculum. Pupils make effective use of the 'two stars and a wish' principle, whereby they note two positive comments for each shortcoming, as they evaluate their own work and that of their peers.

- 84 The school has concise subject-based portfolios in the majority of subjects, together with further detailed assessment guidelines in the core subjects. The headteacher leads elements of the important work of jointly moderating pupils' work and reconciling expectations between catchment primary schools and the secondary school. The discussion group activities strengthen teacher assessments in KS2 and KS3.
- 85 The annual reports to parents conform to statutory requirements. Parents are of the view that they give a full picture of their children's progress; they described the information shared with parents at the open evenings as outstanding.

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
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- 86 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 87 The school responds outstandingly well to pupils' interests and needs and offers equal access to a broad and balanced curriculum that fully conforms to legal requirements.
- 88 The curriculum is planned in detail and organised effectively on a cross curricular basis, and it fully satisfies the requirements of the Foundation Phase and the National Curriculum. Although the themes followed in classes are wide-ranging, they are planned effectively to address the requirements of the study programmes for each subject and so as to ensure balance, breadth and progression.
- 89 The quality of planning to develop pupils' basic skills and key skills, including their bilingual skills, across the curriculum is outstanding. The school has gained the Basic Skills Agency Quality Mark accreditation for the second time for its work in targetting groups of pupils who were at risk of under-performing in the basic skills.
- 90 Under the clear leadership of the headteacher, the school has already succeeded outstandingly well in responding to the challenge of the revised curriculum that became operational in September 2008. As a result of specific projects in recent years, intensive attention has been focussed on fostering pupils' thinking skills and problem solving skills. This work has led to overwhelming success in these elements and has made an obvious contribution to improving pupils' self-image and to making them effective learners.
- 91 The curriculum is enhanced outstandingly well by planning a wide range of educational visits and studies of the local area that are relevant to class themes, such as a visit to a farm and a shop selling its produce, a Marine Zoo, museum, and an archaeological dig site. These visits make an obvious contribution to fostering pupils' pride in their locality and nurturing their

- knowledge and awareness of the Cwricwlwm Cymreig. A good variety of extra-curricular activities is arranged that further extends pupils' experiences.
- 92 A number of people come to school to share their knowledge and skills with pupils. Highly effective use is also made of grants to arrange for various artists and experts to work with the pupils on different projects or to develop the school grounds for educational purposes. These are outstanding features.
- 93 A comprehensive programme of PSE is provided across the age range. Through a wide variety of relevant curricular activities and through the contribution of specific elements such as 'Circle Time' and the School Council, pupils receive valuable opportunities to develop and practise their personal and social skills.
- 94 The sessions of collective worship fulfil statutory requirements. The regular opportunities provided for pupils to discuss and consider fundamental life issues in the sessions of collective worship and in lessons make a very good contribution to nurturing their understanding of moral and spiritual matters, and help them to respect diversity, truth and justice.
- 95 The school promotes the pupils' social skills to outstanding effect by offering them regular opportunities to take responsibility and show initiative. The quality of the relationship between adults and pupils fosters self-discipline and care and concern for others.
- 96 The pupils' cultural development is promoted very well by providing them with opportunities across the curriculum to study and appreciate their own culture and that of others.
- 97 There are very strong links between the school and the home and this was confirmed by parents' responses at the pre-inspection meeting and in the questionnaires sent to them. Almost all parents praised the regular flow of information they receive from the school, in the form of letters, information in the homework book, and at the meeting arranged to introduce and explain the principles of the Foundation Phase. A Home/School Agreement has been adopted and the school handbook contains all the necessary information. The Parents' and Friends' Association organises a wide range of activities and raises considerable sums of money for school funds.
- 98 The school works closely with the Church in Wales and with the local community. Teachers and pupils work with the Community Council to develop the play area near the school, and extensive use is made of the building by organisations such as the 'Ti a Fi' club, the youth club, Women's Institute, the Urdd and the after school Fun Club. The school has useful links with local businesses, and members of the workforce come to school to discuss their work with pupils as part of their educational programme.
- 99 The school also works well with other catchment primary schools. There is an effective relationship, both curricular and pastoral, between the school and the secondary school to which the pupils transfer at the end of KS2. Valuable opportunities are provided to pupils, students and prospective teachers to receive training at school.
- 100 Very good attention is given in the educational programme to promoting pupils' awareness of global citizenship and sustainable development. The

school has gained the 'Green School' gold award and has incorporated relevant activities into several aspects of the life of the school. Good attention is given to charitable and humanitarian work, including raising money for good causes. The links with people from other countries and their visits to the school promote pupils' awareness of global issues. All these links are outstanding features and they enhance pupils' experiences and promote their personal development, and prepare them for being responsible members of the community.

- 101 The attention given to developing pupils' enterprise skills is outstanding. An 'Enterprise Week' is organised in the summer, when pupils are given opportunities to plan collectively, to produce goods, price and market them before selling them to parents on stands that are erected on the school yard. The profit made from this event is kept in a bank account by the School Council and managed by the members.

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

Grade 1: Good with outstanding features
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- 102 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 103 The quality of the care, support and guidance offered to pupils is outstanding. They are very happy at school and there is an excellent relationship between them and the teaching staff and support staff. There is a caring and inclusive ethos at the school and pupils are valued and supported as individuals by every adult.
- 104 The school works in outstanding partnership with parents. Almost all the parents who expressed opinions at the pre-inspection meeting and who responded to the questionnaire spoke of their confidence in the care and guidance their children receive, and testified that their children are happy to approach any member of staff at any time for support.
- 105 Through the School Council, pupils receive valuable opportunities to discuss, express opinions and make decisions and choices on issues that affect them.
- 106 The teachers know their pupils very well, both personally and educationally. Because the 'Clwb Ti a Fi' meets at the school, and as sufficient opportunities are organised for children and parents to visit and familiarise themselves with the nursery class before they come to school, the youngest pupils settle quickly and they are well supported by teachers and support staff. The care shown by the older pupils towards the youngest pupils is impressive.
- 107 The pupils who transfer from other schools, some of whom are from different ethnic or cultural backgrounds, settle very quickly and integrate easily into all the school's activities.
- 108 The school monitors attendance and punctuality well and it responds appropriately to any concern. The school has appropriate measures for responding to any oppressive behaviour, and regular emphasis is placed on respect for others, kindness and tolerance.

- 109 There are clear policies and procedures for ensuring pupils' well being, health and safety and they are all operational at the school. Health and safety inspections are undertaken, and risk assessments are conducted on a regular basis. The school organises appropriate supervision as pupils arrive and leave school and there was high praise for the quality of care provided at the Breakfast Club and at the after school Fun Club.
- 110 Outstanding attention is given to promoting healthy practices in terms of health and fitness. A wide range of specific projects has been organised to promote these aspects, including regular physical education lessons, the school fruit shop, Dragon Sports Club, Breakfast Club, and the 'Dal i Fynd' running club. The school has fulfilled all the requirements of the 'Healthy School' scheme, and it now completes a number of projects on an annual basis that ensure that standards are maintained.
- 111 There are sound arrangements and guidelines in the area of child protection and they have been followed effectively in the past. The headteacher and the designated member of the Governing Body are responsible for this area, and all members of staff have a sound knowledge and understanding of the procedures.
- 112 The provision for pupils with ALN is outstanding and it conforms fully to statutory requirements. The school has effective arrangements in order to secure the early identification of pupils with ALN. The ALN co-ordinator keeps orderly and updated records of the work, and she regularly reviews the provision. The designated governor fulfils her duties conscientiously and she visits the co-ordinator on a regular basis to receive information about the school's procedures and the pupils' progress.
- 113 The individual education plans (IEP) contain appropriate learning targets that fully match the learning needs of these pupils. Pupils' progress is carefully monitored, the IEP is regularly reviewed, and they are discussed on a regular basis with the pupil where appropriate..
- 114 The school works closely and effectively with the parents of pupils with ALN and with external agencies in order to secure the best possible support for pupils. Effective additional support is provided, both inside and outside classes, by four ALN assistants, together with a language therapist and a teacher from the authority's dyslexia section.
- 115 Outstanding attention is given to ensure equal opportunities for every pupil and adult at the school. The emphasis placed on respect and tolerance across the curriculum and in extra-curricular activities promote gender equality, good racial inter-relationships, and the avoidance of stereotyping. Everyone involved with the life and work of the school naturally accepts and embraces diversities in terms of language, culture and beliefs.
- 116 Although there are no pupils with physical disabilities currently at the school, it does have a disability equality scheme and an appropriate action plan. The building provides suitable access for pupils and visitors with physical disabilities, and the school has effective arrangements for seeking the views of pupils and adults on how to further improve provision through the 'Facilitating Access' scheme.

Leadership and management

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

Grade 1: Good with outstanding features

- 117 The findings of the inspection team do not concur with the Grade 2 awarded by the school in its self-evaluation report. Inspection evidence shows that the school has not acknowledged the outstanding quality of the headteacher's leadership and management and those of the other curriculum leaders in coming to a view.
- 118 The quality of the headteacher's leadership is outstanding. She has a clear vision and philosophy in terms of ethos, and learning and teaching methods. She succeeds in creating a sense of purpose that promotes high standards and quality of provision and sustains developments and continuous improvement.
- 119 The headteacher is very well respected by pupils and staff, and by everyone else associated with the school. She leads by example and works to very good effect with an enthusiastic team of teachers to offer real and practical experiences to pupils.
- 120 The school has sound aims, values and policies that promote equal opportunities for staff and pupils and that are clearly reflected in all aspects of the work of the school. All members of staff and governors have a sound awareness of all procedures and they work conscientiously as a team in order to secure the school's success and development.
- 121 All members of staff work together effectively to respond to Welsh Assembly Government priorities and pupils and staff have benefitted considerably from activities related to being involved in different projects. The school has gained the Basic Skills Agency Quality Mark and the 'Green School' scheme Gold Award. Considerable emphasis is placed on promoting pupils' health and fitness, and all the requirements of the 'Healthy School' scheme have been fulfilled.
- 122 The school gives intensive and thorough attention to the guidance offered in documents published by the Welsh Assembly Government. Through its involvement in the Skills Assessment project in the area of Thinking Skills, the school is at the forefront of innovative teaching practices and presenting the curriculum and has been operating the revised 2008 curriculum for several years.
- 123 The school plays an active part in a number of partnerships, including those with the Local Education Authority and with neighbouring primary schools. The headteacher spent a period on secondment from her post providing training and guidance to schools as an advisory teacher for Welsh. She was also a prominent member of the catchment working party that looked at attainment levels and moderating expectations when producing portfolios of examples of pupils' work in Welsh and English. The other teachers also receive valuable opportunities to work in partnership with other schools or on

- working parties. All of this has a positive impact on educational provision and the standards achieved by pupils.
- 124 Staff and governors have high expectations in terms of ethos, behaviour and standards. The school ensures that all pupils achieve their potential by setting and meeting challenging and realistic targets that had a positive impact on achievements and attainments.
- 125 An effective system has been established for managing and improving staff performance. Governors set challenging targets for the headteacher, and they are reviewed annually. The headteacher conducts an annual interview with each member of the teaching staff in order to discuss their professional development needs, and to set specific objectives for the forthcoming year. The quality of the guidance, support and provision for the newly qualified teacher who has recently completed her induction period at the school was outstanding. There is clear evidence that these procedures set a clear direction for the development of the school, and that they improve the quality of teaching and raising standards.
- 126 Governors have a good understanding of their responsibilities and of the school's procedures. They meet regularly, receive detailed reports from the headteacher, and help to set the direction of the school through regular discussion, and by making decisions in relation to the SDP and the progress the school makes towards achieving its objectives.
- 127 Governors help to evaluate the quality of the school's work by discussing detailed self-evaluation reports drawn up by curriculum leaders and by making occasional visits to classes during lessons. They are supportive of the school and they operate confidently as a 'critical friend', questioning and challenging certain statements and decisions.
- 128 The governing body fulfil all the legal requirements placed upon them.

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

Grade 1: Good with outstanding features
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- 129 The findings of the inspection team do not concur with the Grade 2 awarded by the school in its self-evaluation report. Inspection evidence shows that the school has not acknowledged the outstanding quality of the self-evaluation system in coming to a view.
- 130 The headteacher and the other curriculum leaders have a detailed and thorough knowledge of the school's performance in the subjects or areas for which they are responsible and they make effective use of this knowledge to make improvements. The minutes of staff meetings show that they discuss strategic priorities on a regular basis, focussing in detail on standards and quality.
- 131 Systems and procedures have been established for many years, and it is now an ongoing process that is an integral part of the ethos of the school. Curriculum leaders work together conscientiously as a team to analyse and compare assessment data, review and modify schemes of work and examine

pupils' work. They regularly observe each other's work in order to evaluate the learning and teaching, and to share good practices. Following the evaluations, they prepare and discuss detailed reports that offer an open and honest assessment of strengths and shortcomings.

- 132 Pupils at the school are given opportunities to express opinions and to make changes and improvements through the School Council. Parents' views are sought informally through discussions at meetings of the Parents' and Friends' Association, and on a more formal basis by sending a questionnaire to every home. The questionnaires are analysed in detail and they lead to action steps and improvements in provision.
- 133 The school makes effective use of the expertise of the local authority's officers and advisers in order to obtain an unbiased view on standards, the educational provision and the effectiveness of leadership and management.
- 134 Effective use is made of the information collected through the self-evaluation arrangements in order to identify priorities for the SDP. There is clear evidence that the action steps for improvement have had a positive impact on standards and on the school's provision.
- 135 The SDP is a working document that guides the strategies for ensuring improvement. It contains a detailed review of the previous development plan and clearly identifies the school's main priorities for the coming year. It lists the action steps and the criteria for success in considerable detail and identifies the costs for the various priorities. However, it does not contain the details of how the school budget is allocated and used in order to maintain the provision and to support priorities.
- 136 The self-evaluation report produced by the school for the inspection is clear and comprehensive and it offers objective and honest views on the seven key questions. The inspection team concurs with the school's judgement in its self-evaluation in three of the seven key questions. A higher grade was awarded for the other four key questions as inspection evidence in each case showed that the school had not acknowledged the outstanding quality of provision in coming to a view.
- 137 Detailed attention has been given to the key issues identified in the report of the last inspection of the school in 2002 and it has successfully achieved each of the objectives.

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

Grade 2: Good features and no important shortcomings

- 138 The findings of the inspection team do not concur with the school's judgement in its self-evaluation report. The grade does not correspond to the grade 1 awarded for key questions 1, 5 and 6 as inspection evidence does not indicate that there are outstanding features to the way in which the school manages its resources in order to ensure value for money.
- 139 The school has a very good staffing complement and the teachers possess suitable qualifications, expertise and experience to teach all aspects of the school curriculum. Effective use is made of the expertise and interests of

- staff by regularly exchanging classes to introduce certain aspects of the curriculum.
- 140 Two part-time teachers are employed in order to provide teachers with non-contact time for planning, preparation and assessment. They have specific curricular responsibilities and they contribute effectively to the quality of provision and to the standards achieved by pupils. The school employs a clerical officer in order to fulfil the current requirements with regard to teachers performing administrative duties.
- 141 There are enough skilled support staff who help teachers by supporting the curriculum and offering additional support to pupils with ALN. They fulfil their duties conscientiously, enhancing and extending the experiences of the under-fives and pupils in KS1 and KS2. However, the assistants in classes do not receive sufficient opportunities to work with teachers in the planning of activities and recording progress, and as a result, they are not used to their full potential.
- 142 Ancillary staff fulfil their duties effectively and efficiently. They play a full part in the life of the school and work very well with teaching staff.
- 143 There is a sufficient supply of resources for all ages and across all areas of the curriculum. They are in good condition and are used effectively to improve the quality of work in different areas and to raise pupils' awareness of cultural and social diversity. The supply of ICT resources in KS2 is outstanding and they are regularly used across the curriculum. The Parents' and Friends' Association raises considerable sums of money and makes a valuable contribution to the amount and quality of resources.
- 144 The school buildings and grounds provide a stimulating learning environment and they are well maintained. The colourful displays on the walls of rooms make a good contribution to creating an attractive environment that stimulates pupils. Effective use is made of the gardens and yard around the school as outdoor learning resources, particularly so for the early years.
- 145 The school has effective procedures for developing its teaching staff. All members of staff benefit considerably from the opportunities to share good practices with each other and from the constant support they receive from the headteacher. The training programme is planned in detail to correspond to individuals' professional development needs and to the school's priorities for development.
- 146 The headteacher and governors review on a regular basis the use made of resources, including the school's financial resources. They have a good knowledge and understanding of the budget and they regularly discuss costs and expenditure.
- 147 The school makes good use of the financial resources at its disposal in order to obtain the best possible outcomes for all its pupils and it offers very good value for money.

Standards achieved in subjects and areas of learning

Welsh

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

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

Good features

- 148 Pupils throughout the school follow an integrated work programme in literacy, reading and writing, making effective use of the inter-relationships between them, and they achieve good standards.
- 149 Pupils in KS1 listen attentively to presentations and stories, and they give correct and confident oral responses. They express feelings, likes and dislikes with ease when discussing a familiar story. They understand that there is diversity in spoken language and are able to explain the meaning of certain words in the south Wales dialect.
- 150 In KS1, many pupils read well, using context and disassembling new words effectively in order to discover the meaning of words and text.
- 151 Pupils at the lower end of KS1 write simple sentences independently and they present their work in a clean and tidy manner. By Year 2, they give good attention to progression and sentence patterns and the order of events as they combine a series of sentences to create a story. They have an appropriate awareness of basic punctuation and many come to understand the importance of punctuation as a means of conveying meaning.
- 152 In KS2, pupils listen carefully to adults' presentation and to the opinions of their peers, and they make extended responses, identifying the main points, reasoning, questioning and offering intelligent observations. The majority speak confidently, and in an orderly and interesting manner, expressing opinions and supporting viewpoints eloquently.
- 153 The majority of pupils in KS2 read fluently and meaningfully. When reading and studying a poem, they respond intelligently, making appropriate references to the characteristics of poems, such as pattern, rhyme and personalisation. They read a wide range of material with confidence, including computerised material, when searching for information.
- 154 Pupils in KS2 write clearly and coherently in a range of different forms and for different audiences, modifying their style in accordance with the task. By Years 5 and 6, many of the pupils question, analyse and rationalise in a mature fashion as they write pieces that express views and argue a case. The majority of pupils make effective use of punctuation to convey meaning and they have a good understanding of how to use the compact forms of verbs.

Shortcomings

- 155 A minority of pupils in both key stages do not read fluently and with appropriate expression.

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

- 156 Pupils in KS1 have a sound knowledge and understanding of life processes and of living things. They know about the development of people and animals, and understand that some creatures have different habitats, such as the beach. They can name and explain the functions of different parts of the bodies of animals and fish, and they use magnifying glasses skilfully to conduct detailed observations of plants for the purposes of sketching them. They have a good understanding of the senses, and of what foods are most beneficial for us.
- 157 Pupils in KS1 know and name different materials and can make clear comparisons between their characteristics. They use relevant scientific terms as they describe and classify them, differentiating correctly between those to be found naturally and those that are man-made.
- 158 They know and name different forces, such as pushing, stretching and pulling. They have a good understanding of how to create a working electrical circuit, and are able to differentiate correctly between objects that require electricity to work and those that do not.
- 159 With guidance, pupils in KS1 conduct scientific investigations and inquiries in an orderly manner, showing an appropriate awareness of the importance of holding a fair test. They record their findings in a sensible manner, in the form of a picture, a pre-prepared table or in writing.
- 160 When investigating different habitats, pupils in KS2 carefully classify living things and create keys. They have a sound understanding of how creatures and plants adapt to different habitats and of how food or climate impacts on habitats. They discuss their work confidently as they interpret the keys.
- 161 KS2 pupils have a sound understanding of what constitutes a fair test. As they conduct investigations, they make confident predictions, conduct detailed observations, and come to sensible conclusions on the basis of their findings. They make appropriate use of relevant scientific terminology when discussing and recording their work. They present their findings effectively, using text, diagrams, tables and appropriate graphs.
- 162 By the end of KS2, pupils are aware of the importance of conducting careful and detailed measurements, and recording them in an orderly manner. They have a sound knowledge and understanding of the majority of programmes of study and they remember previous work effectively.

Shortcomings

- 163 A minority of pupils in KS1 are uncertain of what they are seeking to achieve when conducting investigations.
- 164 In certain contexts, a minority of pupils in KS2 make errors when discussing their work on physical processes.

Design and technology

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

- 165 The design and making skills of pupils throughout the school are outstanding. From the early years, they make intelligent choices and decisions when researching, designing and making a wide range of very good quality products.
- 166 Pupils in KS1 conduct detailed investigations into toy vehicles and are able to disassemble some of them in order to observe in detail their shape and form, and how their wheels and axles work. They make effective use of building kits to experiment and to practise skills before beginning to design and make their own moving vehicle.
- 167 When making the vehicle, pupils select suitable materials for the task and they join the materials and components, showing a very good awareness and understanding of the need to work carefully and safely.
- 168 In KS2, pupils make outstanding use of their thinking skills as they work together to design and make a model of a bridge. To begin the process, they visit the Telford Centre in order to research the history, plan and design of the bridges that cross the Menai River. They question and discuss various issues in some detail, extending the investigation using reference books and the internet to generate and develop ideas. Pupils have an outstanding knowledge and understanding of how different types of bridges are designed, and of the technical elements that give them strength.
- 169 Pupils make skilful use of computer programmes to make intricate designs and to link mechanisms to produce different movements and sounds. They exhibit the ability to think creatively and to make intelligent decisions when selecting materials, equipment and apparatus for making the model, and as they seek to solve problems that arise during the making process. They discuss and evaluate their work in an orderly and mature fashion throughout the entire process.

Good features

- 170 Pupils in KS1 work independently and in groups to design and make a costume for Teddy, to make a dolls house and a boat, and to organise a toy party. They make effective use of a wide range of equipment and materials, including paper, cardboard, wood, textiles, clay and food as they make the various products. The quality of the finished products is good.
- 171 Pupils in KS2 plan and complete a wide range of food preparation tasks, showing a good awareness of the need for cleanliness and safety.

Shortcomings

- 172 There are no important shortcomings.

History

Key Stage 1 - Grade 2: Good with no important shortcomings

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

- 173 Pupils in KS2 make very effective use of information sources, such as historical artefacts, information books, photographs and ICT software when researching the history of the 60s of the last century. Their ability to prepare questions on the basis of what they see and read, and to discover answers to their questions, is outstanding.
- 174 Pupils in KS2 explain in detail what constitutes historical evidence. They have a sound understanding of the difference between original evidence and secondary evidence, and they explain intelligently how interpretations of the past can vary, and what is dependable and less dependable.
- 175 Older pupils in KS2 have an outstanding understanding of events in the history of Anglesey. They know about local incidents during the Second World War, about the history of the Royal Charter and about the history of building the bridges over the Menai. They are able to conduct a very effective investigation into the changes in farming methods in the area over the last century. They use a range of sources, including photographs, statistics and interviews to gather the information, and they then interpret the information in a sensible manner, identifying and describing cause and effect.

Good features

- 176 In both key stages, pupils make effective use of visits, such as the burial chamber at Bryngelli Ddu, to collect historical evidence. They discuss the visits in detail.
- 177 In KS1, pupils know how objects and people's everyday lives have changed over time. They have a good awareness of the changes that occurred in people's homes with the onset of electricity, and they give cogent descriptions of some of the differences between old and new toys.
- 178 Pupils in KS1 remember effectively a great deal of previous work. They discuss the history of the clothes designer, Laura Ashley with confidence, referring to women from their own families who wore her clothing in the past. They discuss the changes in methods of communication over the centuries, and give detailed explanations of the differences between old postcards and modern ones.

Shortcomings

- 179 There are no important shortcomings.

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

- 180 Pupils in KS1 know a good range of songs from memory and they sing them enthusiastically.
- 181 They recognise a good number of musical instruments and give confident descriptions of different ways of creating sound by striking, shaking and scraping untuned instruments. They correctly repeat a number of different musical rhythms. They respond creatively to music by speaking, moving or making pictures.
- 182 In KS1, the pupils compose simple three note tunes with ease, and they record them confidently with sol-fa names or using different coloured blocks.
- 183 Younger pupils in KS1 use computer programmes to compose music independently and confidently. The pupils' ability to make extensive and effective use of the software is developing consistently and effectively across the school.
- 184 Pupils in KS2 listen well to short pieces of music and make confident use of relevant terminology such as dynamics, tempo and texture to describe them. They can name a number of different types of music, from classical to contemporary, and music from other cultures, referring to the main features of the pieces and discussing some of the most famous composers. They use this information effectively to express opinions and to select the most suitable music for different kinds of films. They name their favourite pieces and can describe their personal taste confidently. The pupils are very well-informed about contemporary performers from Wales.
- 185 In KS2, the pupils compose and perform a wide range of music. They create and follow a graphic score for a group performance, evaluating and fine-tuning their work as they practise in order to ensure that they create the atmosphere they are seeking to generate. The majority can use standard notation to record their ideas.
- 186 Pupils in KS2 keep to good time and tonality when singing in school concerts and assemblies. The older pupils hold their part skilfully when singing in two-part and are able to give effective explanations of how to produce a better sound when singing.
- 187 The pupils who receive instrumental tuition persevere and make good progress. They regularly perform or accompany the singing in sessions of collective worship or in school concerts, and this has a positive impact on the standards achieved in the subject.

Shortcomings

- 188 There are no important shortcomings.

Religious education

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

- 189 In both key stages, pupils have an investigative and inquisitive spirit and they feel confident in raising questions from their personal and religious experience.
- 190 Pupils in KS1 have a very good awareness of the importance of families and friends and of how to care for each other, and of respecting others and property. They are familiar with examples of a wide range of religious practices and rules and are able to relate them to practices and rules in their own everyday lives.
- 191 By KS2, pupils reflect and discuss profound questions relating to their personal experiences, religion and life in general in an intelligent manner. Their knowledge of religions helps them to develop a sense of tolerance and respect, and to foster responsible attitudes in a local and global context.
- 192 Through a wide range of practical activities related to the environment and by discussing the Story of Creation, pupils in KS1 come to wonder at the beauty of the natural world. They convey this through a wide variety of presentations, such as a story, art, music and personal prayers, and they exhibit a sound understanding of our dependence on the earth's output and of the need to care for the natural world.
- 193 Pupils in KS2 have an outstanding knowledge and understanding of the practices, ceremonies and celebrations of the Christian faith and of some of the other world religions. Following a visit to a church, they describe in detail the different external and internal features of a Christian place of worship and the use made of them. Following a visit to a mosque, they can name the symbols of the Muslim faith and discuss intelligently the significance and purpose of the numerous artefacts they have studied. They conduct detailed observations of pictures of different celebrations of the faith, posing questions and offering mature responses. They show respect and tolerance towards other religions.

Good features

- 194 Pupils in both key stages are familiar with a wide range of Biblical stories and they retell them with ease.
- 195 Pupils in KS1 have a good understanding of Christian rituals and of how different festivals are organised. They give detailed descriptions of the characteristics of the Christmas and Easter festival, retelling the story confidently.
- 196 By making regular contributions to humanitarian charities, pupils throughout the school become familiar with the idea of belonging to a global family.

Shortcomings

197 There are no important shortcomings.

School's response to the inspection

We feel as headteacher, staff and Governors at the school that we have received a very thorough, fair and constructive inspection.

We take pride in the fact that the report highlights our commitment to providing every pupil with a broad and balanced education. We are also proud that the team has identified specific strengths, and has raised the school's evaluation grades.

As a school, we appreciate the highly positive comments made in the context of the most recent educational developments in Wales, and the way in which these strategies have led to improved standards across the school.

We will now internalise the inspectors' recommendations with a view to making further improvements to the School Development Plan and acting upon them.

As a school, we appreciate the professional and courteous attitude of the inspection team during their time at Ysgol Parc y Bont.

Appendix 1

Basic information about the school

Name of school	Ysgol Parc Y Bont
School type	Nursery and Primary
Age-range of pupils	3 - 11
Address of school	Llanddaniel Fab Ynys Môn
Post-code	LL60 6ES
Telephone number	01248 422350
Headteacher	Siwan Tecwyn Jones
Date of appointment	January 1998
Chair of governors/ Appropriate authority	Dafydd Roberts
Reporting inspector	Jean Marshall
Dates of inspection	11 – 13 November 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4	9	10	12	7	9	13	8	72

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	3	4.2

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

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	90.3%	92%	96.4%
Spring 2008	88.4%	97.8%	95.6%
Summer 2008	86.6%	96.7%	95.7%

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 2008	Number of pupils in Y2	8	
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	88%	In Wales	80%

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2008	Number of pupils in Y6	5	
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included			
Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	80%	In Wales	74%

Appendix 4

Evidence base of the inspection

Four inspectors, including the school's nominee, spent the equivalent of eight inspector days in the school. The headteacher acted as nominee and a team meeting was held before the inspection.

These inspectors visited:

- twenty four lessons or part lessons; 19 in the six subjects inspected and 5 in other subjects;
- registrations, assemblies and acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the school council; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- thirty one responses to a parents' questionnaire;

- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection team held meetings with subject departments, senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mrs Jean Marshall	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Welsh; design and technology; religious education
Mr Rolant Wynne	Team	Key questions 2; 3; 4.	Science; history; music
Mr Wil Owen	Lay	Contributions to key questions 1; 3; 4 and 7	
Mrs Judith Owen	Peer Assessor	Contributions to key questions	Contributions to subjects

School's Nominee: Siwan Tecwyn Jones

Contractor: Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

Acknowledgement

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.