

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

**A Report on the Quality of Education in**

**Ysgol Y Parch Thomas Ellis  
Ffordd Tresefion  
Holyhead  
Ynys Môn  
LL65 1LD**

**School Number: 6603033**

**Date of Inspection: 06/10/08**

**by**

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Ysgol Y Parch Thomas Ellis 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 Y Parch Thomas Ellis took place between 06/10/08 and 08/10/08. An independent team of inspectors, led by Wil Williams 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:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	4
<b>Summary</b>	5
<b>Recommendations</b>	8
<b>Standards</b>	9
Key Question 1: How well do learners achieve?	9
<b>The quality of education and training</b>	11
Key Question 2: How effective are teaching, training and assessment?	11
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	13
Key Question 4: How well are learners cared for, guided and supported?	15
<b>Leadership and management</b>	17
Key Question 5: How effective are leadership and strategic management?	17
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	18
Key Question 7: How efficient are leaders and managers in using resources?	20
<b>Standards achieved in subjects and areas of learning</b>	21
Under-fives	21
Welsh second language	24
Mathematics	25
Information and communications technology	26
Geography	27
Physical education	28
<b>School's response to the inspection</b>	29
<b>Appendices</b>	
1 Basic information about the school	
2 School data and indicators	
3 National Curriculum assessments results	
4 Evidence base of the inspection	
5 Composition and responsibilities of the inspection team	

## Context

### The nature of the provider

- 1 Ysgol y Parchedig Thomas Ellis is a voluntary Church in Wales school under the control of Anglesey Local Education Authority. Most of the pupils come from the immediate area of the school and the remainder travel from outside the school's natural catchment area.
- 2 The area is described by the school as being primarily an area that is economically disadvantaged. It is a 'Communities First' area and has high percentages of unemployment and deprivation. 42% of pupils are entitled to receive free school meals, and this is considerably higher than county and national levels.
- 3 There has been a gradual reduction in pupil numbers over the last five years but they have now stabilised. There are currently 92 full-time pupils and nine part-time nursery children at the school. The pupils are organised into four mixed age classes and they are taught by four full-time teachers and the headteacher.
- 4 English is the first language of almost all pupils and English is also the main medium used at the school for teaching the core subjects. Welsh is the operational and administrative language of the school and it follows the Welsh Second Language Programmes of Study.
- 5 According to Baseline Assessment, the attainment levels of a considerable number of pupils are low when they are first admitted to school. Over 41% of pupils have additional learning needs (ALN) which is very much higher than county and national averages. There are nine pupils with statutory statements of ALN. The Cybi catchment ALN unit is located at the school during morning sessions; it is attended by one pupil from the school.
- 6 There have been no significant changes at the school since the last inspection in the autumn of 2002. The headteacher has been in post for eleven years.

### The school's priorities and targets

- 7 The aim of the school is to serve the community by providing the highest possible quality of education within Christian context and practice.
- 8 The school's main priorities for 2008 – 2009 include;
  - raise standards of writing in Welsh and English and develop pupils' ability to improve their own work;
  - ensure that pupils receive opportunities to develop into independent learners;
  - make more effective use of formative assessment and review and modify the subject portfolios; and
  - review all schemes of work to incorporate the requirements of the 2008 Curriculum.

## Summary

- 9 A very important feature of the work of this school is the good leadership provided by the headteacher in improving and developing the school. She is very well supported by hardworking staff and conscientious governors, all of whom work effectively as a team and have shared expectations and values about learning, behaviour and relationships.
- 10 There have been considerable improvements at the school since the last inspection in 2002. Standards across the school have improved and the best possible environment has been created for effective teaching and learning.

### Table of grades awarded

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

- 11 The school's judgement in its self-evaluation report agrees with the findings of the inspection team in four of the seven key questions.

### Standards

- 12 The standards achieved by pupils in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	87%	13%	0%	0%

- 13 The standards in lessons are slightly higher than the national picture as published in Her Majesty's Chief Inspector's (HMCI) latest Annual Report that states that standards are Grade 2 or better in 80% of lessons.
- 14 The standards achieved by under-fives are as follows:

<b>Areas of learning</b>	<b>Nursery and Reception</b>
Personal and Social Development, Wellbeing and Cultural Diversity	Grade 2
Language, Literacy and Communication Skills	Grade 2
Mathematical Development	Grade 2
Knowledge and Understanding of the World	Grade 2
Physical Development	Grade 2
Creative Development	Grade 2

15 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.

16 The standards achieved by pupils in the subjects inspected are as follows:

<b>Areas of learning</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information and communications technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

17 Most of the pupils, including those with ALN, make good progress towards achieving the personal targets set for them.

18 Pupils of all ages make good progress in the key skills of language and communication and in the use and application of mathematics. They are confident users of information and communications technology (ICT).

19 The pupils' bilingual proficiency is developing well, and by the beginning of KS2, most are able to communicate with growing ease in both Welsh and English.

20 Over the period 2005 - 2008, the performance of KS1 pupils was in the main amongst the 50% highest performing similar schools. The performance of KS2 pupils was mainly amongst the 50% lowest performing similar schools. The attainment levels of boys in both key stages are consistently lower than those of girls in English and mathematics.

21 Across all ages, pupils make good progress in their personal, social and learning skills. They respond positively to their learning experiences and make good progress towards developing into independent learners.

22 The standards of behaviour of pupils in all classes are consistently good. They respond well to the behaviour support strategies employed by staff and have a clear understanding of the school's expectations.

23 Pupils have a very good understanding of their community and they play a practical part in a good number of local activities.

- 24 The average level of pupil attendance over the three terms prior to the inspection is a little over 91% and this is lower than local and national averages. A small number are absent without valid reasons and fail to arrive punctually at school.

### **The quality of education and training**

- 25 The quality of teaching was adjudged to be as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	87%	13%	0%	0%

- 26 These percentages are slightly higher than the national picture, namely that the quality of teaching is Grade 2 or better in 80% of lessons.
- 27 Relationships between teachers and pupils are consistently good. There are clear aims to lessons, and at the beginning and end of lessons teachers reinforce knowledge and check understanding effectively. They make good use of ICT to support the learning and provide tasks that fulfil the needs of pupils of all abilities, including those with ALN.
- 28 In a very few lessons, the teachers' lack of subject expertise hampers the pupils' understanding and progress, and tasks are not organised in a sufficiently thorough manner.
- 29 The quality of assessment, recording and reporting to parents is good. The teachers know the pupils well and they make effective use of assessment information when planning and improving the learning.
- 30 The majority of pupils have an appropriate awareness of their personal targets but this is not consistent throughout the school.
- 31 The educational provision fulfils the needs of the entire range of pupils and it offers a curriculum that is broad, balanced and differentiated.
- 32 Pupils' educational experiences are greatly enhanced by a wide range of extra-curricular experiences and by visits from members of the community.
- 33 There are numerous opportunities to develop pupils' bilingual proficiency and the Cwricwlwm Cymreig is a strong feature of all aspects of the life and work of the school.
- 34 Personal and social education (PSE) is planned very thoroughly.
- 35 There is a good partnership with parents and catchment secondary schools. The transfer links with local secondary schools are effective.
- 36 A productive partnership has been developed with a number of local industries and businesses and good opportunities are provided to develop pupils' enterprise skills.
- 37 Pupils' awareness of global citizenship and sustainable development is promoted very effectively.

- 38 The school is a happy and caring community, and every pupil is valued as an individual. They all feel happy to approach staff for support or guidance.
- 39 A high priority is given at the school to pupils' safety and wellbeing and there are appropriate arrangements that encourage and enable learners to be healthy. There are comprehensive child protection procedures.
- 40 The provision for pupils with additional learning needs is good with outstanding features.
- 41 Equal opportunities are provided for all and the school ensures that any pupil with physical disabilities is treated as favourably as any other pupil.

### **Leadership and management**

- 42 Staff fulfil their leadership and management responsibilities very thoroughly and they play a prominent role in the development of the school.
- 43 Governors have a good understanding of their responsibilities, and through close co-operation with the headteacher, they provide strategic direction to the development of the school.
- 44 The school's arrangements for self-evaluation and planning for improvement are good with outstanding features and they have led to significant developments in standards achieved and in the quality of education provision over recent years.
- 45 The school's staff, resources and budget are managed economically by the headteacher and governors, and they secure value for money.

### **Recommendations**

- 46 The school needs to:
- R1 \*raise the pupils' attainment levels in the National Curriculum assessments at the end of both key stages;
- R2 \*ensure that pupils have a better understanding of their personal targets; and
- R3 \*continue to work with the Local Education Authority to develop strategies for improving attendance.

\* aspects for development identified in the self-evaluation report.

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

- 47 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 48 The standards achieved by pupils in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	87%	13%	0%	0%

- 49 The standards in lessons are slightly higher than the national picture, namely that standards are Grade 2 or better in 80% of lessons.
- 50 The standards achieved by under-fives are as follows:

Areas of learning	Nursery and Reception
Personal and Social Development, Wellbeing and Cultural Diversity	Grade 2
Language, Literacy and Communication Skills	Grade 2
Mathematical Development	Grade 2
Knowledge and Understanding of the World	Grade 2
Physical Development	Grade 2
Creative Development	Grade 2

- 51 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.
- 52 The standards achieved by pupils in the subjects inspected are as follows:

Areas of learning	Key Stage 1	Key Stage 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information and communications technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

- 53 Across the school, good standards are achieved in all the areas and subjects inspected. Most of the pupils, including those with ALN, make good progress towards achieving the personal targets set for them.
- 54 Foundation Phase children make good progress in the key skills. They express themselves in their mother tongue with growing confidence, they listen attentively in collective sessions and begin to master early reading and writing skills. Their ability to use their mathematical skills and their ICT skills is developing well.

- 55 Pupils in KS1 and KS2 make good progress in the key skills of language and communication. They make purposeful and confident contributions in class discussions, using appropriate subject vocabulary, and they use their reading skills effectively to gather information from different sources. They make appropriate progress in their ability to write for various curricular purposes.
- 56 The ability of KS1 and KS2 pupils to use and apply their mathematical skills in practical situations is good. They are also skilful in their use of ICT resources for various curricular purposes.
- 57 The bilingual proficiency of foundation phase children and pupils in both key stages is showing good progress. By the beginning of Key Stage 2, most of them are able to communicate orally with growing ease and to read and write in both Welsh and English.
- 58 Pupils of all ages make good use of their creative skills to investigate situations, to play imaginatively and to express their ideas through different media.
- 59 With the exception of science in KS1, the pupils' attainment levels in KS1 and KS2 in the National Curriculum in 2008 were lower than national performance in all subjects. The largest differences were in mathematics in KS1 and English in KS2. In both key stages, over a quarter of pupils achieved the highest levels in the three subjects.
- 60 The school's detailed analysis of assessment results at the end of key stage 2 shows that the performance of the cohort assessed was much lower than expected due to the large influx of pupils with ALN into the school during the year.
- 61 Over the period 2005 - 2008, the performance of KS1 pupils was in the main amongst the 50% highest performing schools with a comparable percentage of pupils eligible to receive free school meals. The performance of KS2 pupils was mainly amongst the 50% lowest performing comparator schools.
- 62 The attainment levels of boys in both key stages are consistently lower than those of girls in English and mathematics.
- 63 Pupils make good progress in their knowledge and understanding and in their skills as they move through the school. Although the baseline assessment indicates that the attainment levels of many of the pupils are low when they enter the reception class, a good number of them have made progress equivalent of two levels by the time they reach the end of KS1. They go on to make similar progress during KS2 so that they are in a good position at the end of Y6 to move on to key stage 3.
- 64 Pupils of all ages respond positively to their learning experiences. They are confident in acquiring new information and skills and they face new challenges or unfamiliar situations with confidence. With teachers' guidance, they show a good comprehension of the strengths and shortcomings of their work, and by Y5 they suggest ways of improving it.
- 65 Across all ages, pupils make good progress in their personal, social and learning skills. Most show an interest in their work, they listen attentively in lessons and avail themselves enthusiastically of all the learning experiences provided for them. They

contribute eagerly in collective sessions and concentrate well on their tasks over extended periods.

- 66 The standards of behaviour of pupils in all classes are consistently good. They show high levels of self-discipline as they move about the school and they set about their work immediately, showing respect and friendship towards other pupils and adults. They respond well to the behaviour support strategies employed by staff and have a clear understanding of the school's expectations. This makes a major contribution to creating a pleasant learning environment that ensures that each individual is treated fairly in his or her work.
- 67 Pupils of all ages make good progress towards developing into independent learners. Occasionally, they choose which activity to pursue and make their own decisions about learning. By Y5 and Y6, pupils undertake a number of responsibilities in the day-to-day life of the school and they are confident in planning and organising their own work.
- 68 The pupils' ability to work with others is good. In group situations, they listen to and respect each other's views and come to a consensus of opinion when involved in collaborative tasks. Almost all pupils exhibit honesty and fairness in their involvement with each other and they develop positive personal values. They recognise, understand and respect the diversity of beliefs, attitudes and social and cultural traditions.
- 69 Through a number of purposeful activities, the pupils' awareness of the world of work is developed effectively. They have a very good understanding of their community and play a practical part in a good number of local activities.
- 70 The average level of pupil attendance over the three terms prior to the inspection is a little over 91% and this is lower than local and national averages. Although most pupils attend school regularly and arrive punctually in the morning, a small number are absent without valid reasons and fail to arrive punctually at school.

## **The quality of education and training**

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

#### **Grade 2: Good features and no important shortcomings**

- 71 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 72 The quality of teaching was adjudged to be as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	87%	13%	0%	0%

- 73 These percentages are slightly higher than the national picture, namely that the quality of teaching is Grade 2 or better in 80% of lessons. Grade 1 was not awarded

to the teaching in any lessons at the school, but nationally the teaching is outstanding in 14% of lessons.

- 74 The teaching in the early years is consistently good. A wide range of activities is provided that motivate children and there is appropriate balance between activities under the teacher's guidance and those initiated by the children themselves.
- 75 Relationships between teachers and pupils are consistently good. The effective use of praise motivates pupils and encourages them to give of their best. There are clear aims to lessons that are shared with pupils. In their presentations and at the end of lessons teachers reinforce pupils' knowledge and check their understanding and achievements effectively. They make good use of ICT to support the learning and provide tasks that fulfil the needs of pupils of all abilities, including those with ALN.
- 76 In very many lessons, due prominence is given to developing pupils' bilingual proficiency.
- 77 In almost all lessons, the teachers have a good knowledge of the subjects they teach and they make effective use of resources, including interactive whiteboards. They encourage pupils to be independent learners and to take more responsibility for their own learning.
- 78 Across the age groups, very effective use is made of learning assistants to support pupils as individuals or as a member of a group.
- 79 Where there are shortcomings to the teaching, the teachers' lack of subject expertise hampers the pupils' understanding and progress, and tasks are not organised in a sufficiently thorough manner so as to make best use of time.
- 80 There are a number of good features and no important shortcomings in the quality of assessment, recording and reporting to parents. The teachers know the pupils well and they make effective use of assessment information when planning and improving the learning.
- 81 The progress made by the under-fives is regularly reviewed and careful notes are kept of examples of work that give a clear picture of their development and achievements. Purposeful use is made of the information to set targets for learning.
- 82 Thorough and effective strategies have been established to assess children in KS1 and KS2. They include reading and spelling tests together with other standardised tests. The results are analysed in detail in order to identify strengths and shortcomings.
- 83 The subject portfolios include a wide range of examples of children's work and they offer useful comments to support levels of attainment in the National Curriculum (NC). Meetings are held with other schools, including secondary schools, to moderate the standards of work.
- 84 Teachers keep comprehensive records of the progress made by the pupils in their class and there is a clear whole-school system for tracking pupils' progress. There are suitable arrangements for transferring the records with the pupils to the secondary schools.

- 85 Pupils' work is marked regularly and constructive comments are appended, and occasionally targets are set to improve their work. However, the guidance given to pupils on how to improve their work is inconsistent.
- 86 The majority of pupils have an appropriate awareness of their personal targets but this is not consistent throughout the school. The system of having pupils to self-assess and evaluate their own work in order to make improvements is good.
- 87 The quality of the annual reports to parents is good and they contain clear information on their child's efforts and progress. They also provide useful information on their social development and their targets for future progress. .

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

**Grade 2: Good features and no important shortcomings**

- 88 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 89 The educational provision fulfils the needs of the entire range of pupils and it offers a curriculum that is broad, balanced and differentiated. It conforms fully to legal requirements.
- 90 A wide range of learning experiences is provided for the foundation phase children that ensure that they are all given a good start at school. Interesting indoor activities have been planned effectively and these experiences lead naturally to the NC programmes of study in KS1.
- 91 The school has already reviewed and modified its subject schemes in order to respond to the requirements of Curriculum 2008. In KS1 and KS2, the long and short term planning promotes continuity and progression and a strong emphasis is placed on matching the work to individual need and ability, and there is very good provision for pupils with ALN.
- 92 The provision for developing the key and basic skills of speaking, listening and reading in Welsh and English is good. Pupils also receive good opportunities to use their mathematical and ICT skills across the curriculum.
- 93 A high priority is given to developing pupils' ability in the basic skills. Those who need support are identified at an early stage and specific programmes are provided for them.
- 94 The provision out of school hours is good. Every pupil receives equal opportunities to take part in competitive sports, local eisteddfodau and a good number of educational, cultural and community activities. Purposeful visits are organised to places that are linked to classroom studies and visitors to school make an important contribution to the pupils' education. These experiences enhance the pupils' educational experiences and make a good contribution to their personal development.

- 95 Homework is provided on a regular basis and it is well supported by pupils and parents. The tasks reinforce class-based work and make a good contribution to pupils' educational progress.
- 96 There are numerous opportunities to develop pupils' bilingual proficiency. The Welsh language is given due prominence in the curriculum but inadequate attention is given to the development of pupils' oracy skills in the different subjects.
- 97 The Cwricwlwm Cymreig is a strong feature of all aspects of the life and work of the school. There is a wide range of opportunities to raise their awareness of their heritage and culture on a local level and beyond.
- 98 Personal and social education (PSE) is planned very thoroughly. A major emphasis is placed on improving pupils' self-image and enabling them to reflect and to consider the impact of their actions on others. They are regularly encouraged to be caring of others. The practice of giving responsibilities to the older pupils makes a significant contribution towards these attitudes.
- 99 The School Council is an effective means of enabling pupils to influence decisions about their own wellbeing and that of their environment.
- 100 There is a good partnership with parents and catchment secondary schools. There is a good partnership with parents and this was reflected in the very positive response from parents through the questionnaire and at the pre-inspection meeting. Parents are appreciative of the work of the school and they raise considerable sums of money to buy resources for the pupils.
- 101 There is effective communication between the school and home and parents receive good quality information about events at the school and about their children's progress. The Home/School Agreement is operational and the school prospectus and other relevant documents conform fully to statutory requirements.
- 102 The partnership between the school and home is further enhanced by the family literacy and numeracy programmes and by the Language and Play schemes organised for parents and their children.
- 103 Visitors from the local community, such as priests, an artist, members of the police and the fire service have a positive impact on pupils' learning. They provide a range of valuable experiences of the world of work.
- 104 Good links have been established with catchment primary schools and the transfer links with local secondary schools are effective. The school provides good training facilities for prospective teachers and assistants from local colleges.
- 105 A productive partnership has been developed with a number of local commercial organisations, industries and businesses that provide pupils with a good introduction to the world of work. Good use was made of a grant received through the Communities First scheme to work with the Forestry Commission to plant trees in school grounds.

- 106 Good opportunities are provided to develop the enterprise skills of pupils of all ages. By planning, producing and selling a range of different goods, they have had valuable opportunities to solve problems and make decisions.
- 107 The provision to develop pupils' awareness of global citizenship is promoted very effectively. The school has received the Eco-Schools Bronze Award and has established sound processes for recycling and reducing waste. Good attention is given to this aspect, together with aspects of global citizenship in the school curriculum. Through the Comenius project links have been developed with a number of other schools and pupils in Europe and there is a clear focus on fair trade principles in the life and work of the school.
- 108 The pupils' experiences across the curriculum enable them to develop a number of different skills that are important in terms of lifelong learning.

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

##### **Grade 2: Good features and no important shortcomings**

- 109 The findings of the inspection team differ from the Grade 1 awarded by the school in its self-evaluation report. Despite the outstanding features to certain aspects of the key question, there are not enough to award a Grade 1.
- 110 Under the headteacher's careful leadership, the school plans and manages its support arrangements and services effectively and succeeds in creating a happy and caring community that promotes values such as tolerance, fraternity and kindness.
- 111 The school works closely with parents, carers and LEA support services on issues related to pupils' wellbeing and safety. All pupils are valued as individuals and they feel comfortable in being able to approach any member of staff for support or guidance. This was confirmed at the pre-inspection meetings and the parents' questionnaire.
- 112 The School Council is well established and it has now taken its place as an integral part of the life of the school. An open democratic system is operated to elect new members to the Council and there are good links between the Council and the governing body. All year groups are represented on the Council and there are clear arrangements for ensuring that the school considers pupils' views when making decisions.
- 113 There are effective arrangements for enabling the youngest children to settle in quickly and for facilitating a smooth transfer from the nursery class to the reception class. They feel safe and homely at school and they are well supported by all staff. The arrangements are further promoted by the close partnership between the Cylch Meithrin and foundation phase staff.
- 114 Pupils receive high quality personal support and guidance. Staff know the pupils well and they are very much aware of their personal and educational needs. There are detailed systems for tracking the progress of individual pupils and prompt action is taken in any cases relating to the welfare or wellbeing of any individual.

- 115 There are sound procedures for monitoring pupil attendance, punctuality, behaviour and performance. The school takes purposeful and firm action on these aspects and ensures that parents are given an active part in the relevant processes. Detailed records are kept of any significant events such as allegations of bullying or racist attitudes, and parents are informed about the school's methods of operation. There has been close co-operation with Local Education Authority officers in an effort to improve the attendance levels of a small core of pupils but they have not yet led to any considerable improvement.
- 116 A high priority is given at the school to pupils' safety and wellbeing. A number of detailed procedures and policies have been established that make a good contribution to the pupils' wellbeing when they are in the school's care, be it on school grounds or on educational visits. Staff, governors and parents have a good awareness of these arrangements.
- 117 The school has appropriate arrangements that encourage and enable learners to be healthy. A high priority is given to promoting healthy eating practices during snack and meal times and pupils are given good opportunities to improve their fitness levels.
- 118 The school has comprehensive child protection procedures. There are clear definitions of the roles of staff and governors within the processes and immediate action is taken if there are any signs or symptoms of abuse.
- 119 The provision for pupils with additional learning needs is good with outstanding features. It fully conforms to the requirements of the Code of Practice.
- 120 Through its detailed assessment arrangements, the school succeeds effectively in identifying pupils with ALN at an early stage and this enables staff to intervene and to provide early and effective additional support.
- 121 The headteacher, as the ALN co-ordinator, the catchment ALN Unit teacher, staff and assistants at the school co-operate very effectively in order to secure the best possible provision for all pupils.
- 122 There are numerous outstanding features to the provision for pupils with ALN. The quality of the support provided for pupils in class by teachers and assistants in small groups is very effective and it enables them to make good progress in their learning. The individual education plans are clear and very detailed and they are reviewed regularly and thoroughly as a result of careful monitoring. New assessment information is used to very good effect in order to modify the work for the needs of individual pupils.
- 123 Parents receive regular information on their children's progress and they are encouraged to support their learning at home.
- 124 The quality of the provision offered to pupils from the school in the catchment ALN Unit is very high. The school also benefits considerably from the expertise of the Unit's leader and from the resources and advice she provides to pupils and teachers.
- 125 There is good provision for pupils whose behaviour has an adverse effect on their own progress and that of others. *Webster Stratton* principles are well established in

class and purposeful strategies are employed by teachers and support staff when dealing with specific situations. This provides consistency across the school and promotes positive behaviour.

- 126 Features such as fairness and equal opportunities for all are a very strong element at the school, and girls and boys are treated equally. There is an effective policy and strategies for nurturing positive attitudes such as recognising diversity and promoting equality on grounds on race.
- 127 The school has responded effectively to ensure that any pupil with physical disabilities is treated as favourably as any other pupil. An appropriate accessibility scheme together with a Disability Equality Scheme are operational.

## **Leadership and management**

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

#### **Grade 2: Good features and no important shortcomings**

- 128 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 129 The enthusiastic and purposeful leadership of the headteacher gives clear direction to the development of the school and has a direct impact on the quality of educational provision and the standards achieved by pupils. She is very well supported by hardworking staff and conscientious governors, all of whom work effectively as a team and have shared expectations and values about learning, behaviour and relationships.
- 130 Staff fulfil their leadership and management responsibilities very thoroughly. They play a prominent role as curriculum leaders and provide good support to their fellow teachers. They are supported by highly effective support staff who fulfil their responsibilities conscientiously and thoroughly.
- 131 There are clear management policies that are operated effectively by staff and governors. Equal opportunities are promoted for all and the contribution of each individual is valued.
- 132 Good attention is given to local and national priorities in the school's programme of work. It has gained its third Basic Skills Agency Quality Mark accreditation and has put in place a number of schemes to raise the literacy and numeracy standards of pupils and parents. It has also gained Healthy School accreditation and is working towards the Green School silver award accreditation.
- 133 There is productive co-operation between the school and training agencies for teachers and assistants and with the Anglesey Early Years Development and Child Care Partnership. There is also good co-operation with Local Education Authority officers and advisers.

- 134 There are detailed arrangements for setting end of key stage whole school targets. The targets are based on a detailed assessment of pupils' achievements and on their likely performance at the end of the key stage. These targets are ambitious and achievable and give clear aims to teachers and pupils.
- 135 The headteacher has ultimate responsibility for managing and improving the performance of individual staff and teams. She monitors the quality of teaching in each class on at least two occasions a year and agrees improvement targets with the teachers. These arrangements are very effective and they ensure that the headteacher has an influential role in the professional development of all members of staff.
- 136 All the requirements of staff performance management arrangements are implemented. When agreeing improvement objectives with individuals, appropriate consideration is given to personal needs as well as to the school's main priorities for the year. Purposeful use is made of the outcomes of the process in order to agree a programme of continuous professional development for staff.
- 137 Governors have a good understanding of their responsibilities. They perform their duties very conscientiously, and through close co-operation with the headteacher, they provide strategic direction to the development of the school. They shoulder a good measure of responsibilities and play a key role in the process of drawing up and monitoring the SDP. They take seriously their role as a critical friend for the school and they have effective strategies for monitoring and evaluating standards and the quality of learning and teaching.
- 138 The governing body has an appropriate policy and system for responding to complaints. They include clear action steps and set specific timescales for resolving any complaints. They execute their legal responsibilities in full.

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

**Grade 1: Good with outstanding features**

- 139 The findings of the inspection team differ from the Grade 2 awarded by the school in its self-evaluation report. The school was not confident enough to award Grade 1 for this key question despite the fact that it identified a number of outstanding features in its self-evaluation report.
- 140 A culture of self-evaluation and planning for improvement is well established at the school and it has led to significant improvements in the standards achieved and in the quality of educational provision over recent years. Under the headteacher's leadership, the school's performance is regularly monitored and evaluated in a detailed and systematic manner and the information collected is used effectively in order to make further improvement. These are outstanding features.
- 141 The school's judgement in its self-evaluation report concurs with the views of the inspection team in four of the seven key questions. In two key questions, the

school's judgement was higher than the findings of the inspection team and in the other it was lower.

- 142 The self-evaluation procedures are comprehensive and systematic and they focus specifically on the standards achieved by pupils and on the quality of educational provision. Evidence is gathered from a wide range of sources that include pupils' work, planning documents, lesson observations and an audit of resources.
- 143 Self-evaluation outcomes are discussed with staff and governors and early steps are taken to address any shortcomings identified. These are outstanding features.
- 144 Purposeful use is made of the quantitative data that stems from assessments and standardised tests in order to identify trends and compare the school's performance with that of a similar school.
- 145 Through questionnaires and purposeful discussions, parents are given numerous opportunities to express their views on the life of the school and the educational provision. Parents' responses are analysed carefully and the school responds purposefully to any concerns they may have raised.
- 146 Members of the School Council receive good opportunities to influence decision-making processes, particularly so on aspects of the life of the school that have a direct bearing on their own experiences. They have already sent a questionnaire to pupils to discover their views on different aspects of the life of the school.
- 147 The quality of the school's self-evaluation report is generally good, but it is too long and repetitive. The judgements made are based on a detailed analysis of the school's strengths and shortcomings in all aspects of the seven key questions and there is clear reference to the steps to be taken to secure improvement.
- 148 The SDP is a detailed and specific document that gives clear direction to the work of the school. The clear links between the priorities contained in the SDP and the main outcomes of the self-evaluation arrangements are an obvious strength of the process of planning for improvement. Developments are planned carefully, the expected outcomes are noted, responsibilities are assigned to individuals and the necessary resources are identified.
- 149 The practice of reviewing and updating the SDP on a termly basis ensures that it is a live document that makes a considerable contribution to school improvement.
- 150 Inspection evidence supports the school's view that self-evaluation has over a period of years led to significant improvements in standards and in the quality of educational provision.
- 151 The findings of the inspection team support the school's judgements in its self-evaluation that it has made good progress in addressing the seven Key Issues noted in the most recent Estyn report in 2002. Standards across the school have improved, all the curricular schemes have been refined and a detailed and effective monitoring system has been put in place. Comprehensive systems have been established to monitor attendance and a high security fence has been built along the school boundary.

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

### **Grade 2: Good features and no important shortcomings**

- 152 The findings of the inspection team differ from the Grade 1 awarded by the school in its self-evaluation report. The school did not give sufficient consideration to all aspects of this key question in coming to a view.
- 153 There is an adequate number of teachers who possess the necessary knowledge and expertise to teach all aspects of the curriculum for all pupils, including under-fives. They are supported by skilled support staff who have the ability and experience to work independently with groups of pupils and individuals. They work very effectively with teachers when planning and teaching.
- 154 Detailed attention has been given to workforce remodelling requirements and resources have been used effectively to review and allocate teachers' curricular and leadership responsibilities.
- 155 The quality and range of resources are good and they have been effectively tailored to fulfil the needs of pupils of different abilities and age groups. The library is used regularly by pupils, although some of the books are now dated. The indoor provision for the foundation phase children is good and the school has operated within its budgetary resources to create an outdoor learning environment. The provision for ICT is very good and it makes a direct contribution to the good standards achieved by pupils in this field.
- 156 The school building and grounds offer a suitable location for the teaching and learning of pupils of all ages. The standards of building and ground maintenance are good and the general environment of the school is clean and attractive; it is used effectively and efficiently by teachers and pupils. The building is accessible to all learners and there are effective security measures for controlling access to the site.
- 157 Although the school grounds are expansive, there is insufficient funding available to create a designated outdoor learning area for foundation phase children. This is one of the school's main priorities.
- 158 Effective use is made of teaching and support staff. The teachers regularly update their skills and knowledge by attending training sessions that are well matched to their needs and to the school's priorities. Support staff also benefit from attending a wide range of training.
- 159 Very effective use is made of the time allocated to teachers for planning, preparation and assessment purposes by taking advantage of the expertise of a supply teacher to teach different aspects of the curriculum. These arrangements have led to raising standards in a number of subjects and have greatly improved the class teachers' assessment arrangements.
- 160 Appropriate attention has been paid to teachers' workload agreement by ensuring that they are not required to undertake unnecessary clerical and bureaucratic tasks.

- 161 The school's financial resources are managed economically by the headteacher and governing body. There is tight budgetary control and steps are taken to prevent unnecessary duplication of resources in classes. Expenditure decisions are linked effectively with the priorities identified in the SDP and the governing body monitors expenditure thoroughly in order to secure cost effectiveness.
- 162 The school provides value for money.

## **Standards achieved in subjects and areas of learning**

### **Under fives**

#### **Personal and Social Development, Wellbeing and Cultural Diversity**

##### **Grade 2: Good features and no important shortcomings**

###### **Good features**

- 163 The nursery and reception children are happy in the school environment. They face up to new challenges confidently and enthusiastically and develop positive attitudes to learning. They are alert and eager to take part in activities organised by the teacher or initiated by them. They establish good relationships with other children and adults and they behave well. They work happily together during activities, displaying increasing sensitivity to the needs and feelings of other children. As they mature, they show a good understanding of the need to take turns and to share equipment.
- 164 The children make good progress in their ability to concentrate, to work independently and to persevere with their learning. They take responsibility for their own personal hygiene and almost all the children dress and undress themselves independently with little difficulty.
- 165 The children's appreciation of their own wellbeing and that of others is developing appropriately. They show care, respect and a liking of other children and have a growing interest in the world around them. Under the teacher's guidance, they discuss the difference between happy and sad feelings and those things in their everyday lives that affect their feelings. They know that exercise is beneficial to the body and that they should eat healthy foods.
- 166 The children's awareness of being Welsh and of belonging to the local community develops well. As a result of specific activities, their awareness of other religions and cultures is also developing well.

###### **Shortcomings**

- 167 There are no important shortcomings.

## **Language Literacy and Communication Skills**

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

- 168 The listening skills of the majority of nursery and reception children are good. They listen attentively to stories introduced to them from a book or the interactive whiteboard and they respond enthusiastically to questions and instructions. They take turns to speak and are eager to talk to adults and with each other about their experiences and use an increasing range of words fluently. As they play imaginatively in the wendy house and in their role-play activities, they make conscious use of movements and language that are appropriate to the situation.
- 169 The children become increasingly aware of the sounds of different letters and words. Many recognise their own names; they are interested in the contents of books and use pictorial clues to follow the course of a story. They discuss the content of their favourite story in appropriate detail.
- 170 Their early writing skills are developing well and a minority write their own names and familiar words independently.
- 171 The children make good progress in learning and understanding Welsh. They respond confidently during registration periods and as they name items and colours. They recall a good variety of nursery rhymes and verses in Welsh, and by the reception class they begin to form simple sentences independently.

#### **Shortcomings**

- 172 Although there are no important shortcomings, a small number of nursery and reception children have difficulty in giving oral expression to what they are thinking.

## **Mathematical Development**

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

- 173 Through their involvement in a number of practical and purposeful activities, the mathematical understanding of the nursery and reception children is developing well. They know a number of number rhymes and songs from memory, and they use them purposefully to assist them in solving problems, for example, to count how many children there are in the class. They count, compare, sort, match and identify objects or colours with confidence. By the reception class, a good number can count up to ten and more items independently and can recognise and write one digit numbers correctly.
- 174 The children's ability to use mathematical language across a range of contexts develops gradually as they engage in role-play and talk to adults about their work. They present their work orally, pictorially, in graphs and in written form, exhibiting an appropriate ability to rationalise and interpret their answers. By playing with blocks and other practical equipment, they recognise simple patterns and sequences and

discuss their work sensibly. They understand the comparative value of different items of coinage and they know how to handle money.

- 175 The children's awareness of the shape, size and weight of different objects is developing appropriately. They make effective use of mathematical equipment to measure the size of each other's feet in the class shoe shop.

### **Shortcomings**

- 176 There are no important shortcomings.

## **Knowledge and Understanding of the World**

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

- 177 The children investigate and experiment inquisitively and with a wide range of stimuli. They ask sensible questions, offer their own ideas and use their senses effectively in order to learn about the world around them. With assistance, they can sort and group information, and make occasional use of ICT to record the information in graphical form.
- 178 The children speak confidently about themselves and their families. They are aware of the changes in the weather and of the need to dress sensibly for the different types of weather. They begin to develop an awareness of the passage of time and are familiar with the order of the school day and of the difference between night and day. They know that certain animals appear during the night and sleep during the day.
- 179 The children's awareness of themselves and of their growth is developing well. Following a visit by a mother and baby to the class, they are well informed about how their bodies and their way of eating change as they grow.
- 180 They realise that people in the community undertake different types of work and have an appropriate understanding of the contribution made by different people to their lives and wellbeing. They can act out their work in a realistic manner during their role-play activities.
- 181 Children have an appropriate knowledge of common materials and they classify them according to simple characteristics such as warm and cold, hard and soft.

### **Shortcomings**

- 182 There are no important shortcomings.

## **Physical Development**

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

- 183 The nursery and reception children move about the class safely, showing increasing co-ordination skills. As they follow a range of physical activities in the hall, they display good balance and control. They walk, run, roll, jump and land confidently and

produce interesting shapes as they stretch their bodies. They show an increasing awareness of quality and tension and follow a series of instructions carefully. Individuals make good progress in their beanbag throwing and catching skills.

- 184 The children's understanding of the rules and elements of games and their ability to play fairly are developing well. They wait their turn on the equipment, work together effectively and their spatial awareness is developing appropriately.
- 185 Most of the children exhibit appropriate manipulative skills when using a scissors, brushes and marking equipment. They handle small world equipment and jigsaws with great skill.
- 186 When playing on the bicycles in the hall, they display good pedalling and steering skills.

### **Shortcomings**

- 187 There are no important shortcomings.

### **Creative Development**

#### **Grade 2: Good features and no important shortcomings**

#### **Good features**

- 188 The children confidently investigate the indoor learning environments. They take part enthusiastically in a wide range of play activities, including role-play, displaying an appropriate degree of imagination and inventiveness. They enjoy different kinds of play activities including those that they themselves have initiated.
- 189 The children make good progress in their art, craft and design skills. They investigate and experiment with a variety of techniques and materials and make certain decisions themselves in terms of media and resources. They are confident when mixing colours and they work on large and small scales. When creating a *collage*, they shape, arrange and combine materials skilfully in order to create particular effects.
- 190 The children's musical skills are developing well. They know a wide range of songs from memory and sing them tunefully and with good expression. They are very enthusiastic when investigating different sources of sound and thoroughly enjoy using instruments to create their own musical ideas or when composing impromptu accompaniment to a familiar song.

### **Shortcomings**

- 191 There are no important shortcomings.

<b>Welsh second language</b>
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**Key Stage 1 - Grade 2: Good features and no important shortcomings**

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

### **Good features**

- 192 Pupils in both key stages listen well and exhibit a broad understanding when responding to lesson presentations and instructions.
- 193 In KS1, pupils make good progress in their speaking skills. Most use short sentences for greetings, to describe the weather and to express their likes and dislikes and they use language items, such as numbers, colours and relevant vocabulary, with relative ease. A small number of pupils respond ebulliently to questions, using extended sentences.
- 194 Pupils in KS1 make good progress when reading books that accord to their age. The most able pupils read confidently and correctly, showing an understanding of the content.
- 195 KS1 pupils make good progress in their written work. They record simple phrases and sentences about current themes, using simple patterns and vocabulary relating to the theme. A small number write independently, and sometimes extensively, making correct use of punctuation.
- 196 Overall, standards of speaking are good across KS2. In Y3 and Y4 there is good progress in the pupils' vocabulary and in their ability to make effective use of a variety of language patterns when speaking. When describing a specific character, most pupils in Y5 and Y6 put two or three sentences together and they describe the difference between factual sentences and those that express an opinion.
- 197 The reading standards of the majority of pupils in KS2 are good. They read factual and narrative material clearly and confidently, and a good number of them read their own work, work sheets and books with appropriate expression and understanding.
- 198 KS2 pupils make good progress in their writing skills. Most write coherent sentences with the help of a vocabulary bank and the most able older pupils write in extended mode and in a number of forms, such as a letter, portrait and factual descriptions.

### **Shortcomings**

- 199 Although there are no important shortcomings, pupils in KS2 do not always read books that are in accordance with their interests and ages.

<b>Mathematics</b>
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**Key Stage 1 - Grade 2: Good features and no important shortcomings**

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

### **Good features**

- 200 KS1 pupils read, write and arrange numbers with increasing accuracy, and by the end of the key stage they have a sound understanding of place value. They have good recollection of a wide range of previous work, they understand key concepts and can recall number bond facts quickly.

- 201 They use the correct mathematical terminology to describe their work. By Y2 they explain their work logically, they count aloud in steps of various sizes and use a number of mental work strategies effectively. They have an appropriate understanding of money and fractions.
- 202 The understanding developed by KS1 pupils of the characteristics of two and three-dimensional shapes is good. They recognise shapes according to their mathematical names and describe their main features in detail. Y2 pupils make effective use of standard units to measure length, mass and volume and their understanding of time is developing appropriately.
- 203 The majority of pupils in Y3 and Y4 read, write and arrange four digit numbers confidently, displaying an appropriate understanding of the place value of digits. They count forwards and backwards in different multiples and use mathematical symbols correctly. They use an appropriate range of mental work strategies and with assistance they solve number problems effectively.
- 204 The data handling skills of Y3 and Y4 pupils are good. They collect data independently for a number of different purposes and present and interpret it effectively in tables and graphs.
- 205 In Y5 and Y6, pupils' understanding of place value in numbers of six digits or more is sound. They recall and use multiplication and division facts with appropriate speed and use a good number of mental calculation strategies effectively. When solving mathematical problems they make sensible estimates of the most likely answers and they use the four rules confidently. They handle decimals confidently and have a thorough understanding of fractions and percentages.
- 206 Pupils in Y5 and Y6 use diagrams, graphs and spreadsheets to very good effect to present findings and ideas to others in a clear manner.

### **Shortcomings**

- 207 Although there are no important shortcomings, a minority of less able pupils in Y3 and Y4 have difficulty in interpreting graphs and asking questions independently.

<b>Information and Communications Technology</b>
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**Key Stage 1 - Grade 2: Good features and no important shortcomings**

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

### **Good features**

- 208 In KS1, pupils produce pieces of written work effectively on screen, modifying the text as required. They save work, retrieve and modify it before printing it with a high degree of independence. They use art packages effectively to create pictures and patterns and they confidently input information to a pre-prepared database and represent it in graphical form.
- 209 KS1 pupils are very confident in using a mouse to move images on-screen. They have an elementary understanding of controlling movement by inputting instructions

into a floor toy. With assistance, individuals search for information from the Internet and download it for their own purposes.

- 210 KS2 pupils' skills in discovering and analysing information and in creating and transferring information are good. They find information from a variety of sources, including Internet websites, before evaluating and modifying it for specific purposes.
- 211 KS2 pupils display a sound mastery of word processing and they use a wide variety of equipment in order to set, edit and create effects. They skilfully move from one text to another and produce a good quality multimedia presentation. Throughout the key stage, pupils are proficient in their use of electronic methods to share and exchange information.
- 212 Y3 and Y4 pupils achieve good standards as they produce, use and search databases in order to supplement their scientific work on the planets.
- 213 Y5 and Y6 pupils are very skilled in producing and using spreadsheets to calculate and graph sales at the school fruit shop.

### **Shortcomings**

- 214 There are no important shortcomings.

<b>Geography</b>
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**Key Stage 1 - Grade 2: Good features and no important shortcomings**

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

### **Good features**

- 215 Pupils in KS1 have a good awareness of the different geographical features and buildings in the area. Their mapping skills are developing well as they provide simple directions and show the location of their school and other familiar places on a map of the town of Holyhead. They express opinions about their locality and discuss sensibly how they would improve it, creating a map of an ideal village.
- 216 KS1 pupils can confidently locate Holyhead on a map of Anglesey and Wales and they have a sound awareness of some areas outside their own locality, such as Norway.
- 217 Through a variety of activities that include fieldwork, KS1 pupils differentiate appropriately between physical features and human features. They use geographical vocabulary correctly when discussing their work.
- 218 Pupils in Y3 and Y4 make good progress in their knowledge and understanding of economically under-developed countries. They discuss intelligently the types of foods that can be bought in order to promote fair trade and they gather opinions on the issue by drawing up a special questionnaire.

- 219 In Y5 and Y6, pupils make intelligent comparisons between their own locality and other areas in Wales and beyond. They understand how the weather, the temperature and the seasons affect the lives of people in different parts of the world.
- 220 Pupils in Y5 and Y6 have an appropriate knowledge of countries and capitals of the world and of oceans and seas. They use maps and grid references confidently.
- 221 KS2 pupils' understanding of the need to care for the environment and their ability to offer ideas about different ways of controlling pollution are good.

### **Shortcomings**

- 222 There are no important 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**

- 223 Pupils in both key stages listen to and follow instructions effectively. They concentrate on their tasks and regularly make effective use of space. They understand the importance of warm-up sessions and appreciate the beneficial effect of exercise on different parts of the body. They know about the importance of keeping fit for growth and for a healthy body.
- 224 In KS1, pupils show increasing control and co-ordination in their physical movements. They build sequences and shapes on the floor and on apparatus, and they make appropriate progress in their problem-solving skills and in the quality of their movements.
- 225 In KS2, pupils respond well to music and creative movements. They plan and refine their performances well and create a series of imaginative movements.
- 226 KS2 pupils contribute sensibly to questions and discussions in gymnastics lessons and they work well together to extend and improve elements such as tension and shape.
- 227 A good number of pupils take full advantage of the range of extra-curricular activities offered by the school, such as 'Dragon Sports' and practising soccer skills.

### **Shortcomings**

- 228 Although there are no important shortcomings, the quality of the movements and shapes created by Y3 and Y4 pupils is variable.

## **School's response to the inspection**

The Governing Body and the staff are proud of the findings of the inspection, which is an acknowledgement of the committed work of all those who are involved in the school.

The recommendations will be incorporated in the Development Plan for 2009/10 and will be acted upon to ensure continuity in the school's development.

The Inspectors' professionalism and courtesy were greatly appreciated.

## Appendix 1

### Basic information about the school

Name of school	Y Parchedig Thomas Ellis
School type	Voluntary Controlled
Age-range of pupils	4 – 11 years
Address of school	Ffordd Treseifion Holyhead Ynys Môn
Post-code	LL65 2AP
Telephone number	01407 762387
Headteacher	Mrs Alison Jones
Date of appointment	October 1997
Chair of governors	Rev Canon Christine Llewellyn
Reporting inspector	Wil Williams
Dates of inspection	6 – 8 October 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	4.5	14	14	13	14	12	10	15	96.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	0	5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	4.5:1
Pupil: adult (fte) ratio in special classes	12:1
Average class size, excluding nursery and special classes	19
Teacher (fte): class ratio	1.25:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	77.5%	92.1%	91.6%
Spring 2008	75.5%	87.7%	91%
Summer 2008	76.4%	90%	91.4%

Percentage of pupils entitled to free school meals	41%
Number of pupils excluded during 12 months prior to inspection	1

## Appendix 3

### National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2						12
			D	N	W	1	2	3	
English:	Teacher Assessment	School			8	16	42	33	
		National			3	14	63	20	
English: Oracy	Teacher Assessment	School				8	58	33	
		National			2	11	64	23	
English: Reading	Teacher Assessment	School			8	25	33	42	
		National			4	15	55	26	
English: Writing	Teacher Assessment	School			8	25	58	8	
		National			5	16	68	11	
Mathematics	Teacher Assessment	School			8	25	59	8	
		National			2	10	63	24	
Science	Teacher Assessment	School				8	67	25	
		National			2	9	65	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	50%	In Wales	80.6%

### National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6								16
			D	N	W	1	2	3	4	5	
English	Teacher assessment	School					6	38	31	25	
		National				1	4	16	50	29	
Welsh	Teacher assessment	School				13	25	13	37	6	
		National	1	1	1	1	5	19	49	24	
Mathematics	Teacher assessment	School						25	50	25	
		National				1	3	15	50	30	
Science	Teacher assessment	School						25	44	31	
		National					2	12	52	32	

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	56.3%	In Wales	74.1%

D Pupils who have been disapplied under statutory arrangements, or those for whom teachers were unable to provide an assessment.

N Pupils who have failed to register a level for reasons other than disapplication

W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

Three inspectors, including the school's nominee, spent the equivalent of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- twenty three lessons or part lessons in the six subjects inspected;
- 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;
- twenty-two 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
Wil Williams	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Under-fives; mathematics; information and communications technology
Lisa J Davies	Team	Key questions 2; 3; 4.	Welsh second language; geography; physical education.
Wil Owen	Lay	Contributions to key questions 1; 3; 4 and 7	
Bethan Jones	Peer Assessor	Contributions to key questions	Contributions to subjects

**School's Nominee:** Alison 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.