



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Gymunedol Pentraeth
Pentraeth
Anglesey
LL75 8UP**

Date of inspection: June 2012

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Ysgol Gymunedol Pentraeth is situated in the middle of the village of Pentraeth on Anglesey. The school serves the village and the surrounding rural area.

There are 90 pupils on roll, including 10 part-time nursery children. Pupil numbers have increased over the last three years.

Nineteen per cent of pupils come from Welsh-speaking households. Two per cent of pupils come from an ethnic minority background.

Six per cent of pupils are entitled to receive free school meals, which is lower than the county and national percentages. Twenty four per cent of pupils are on the additional learning needs register and 2% have a statement. These figures are lower than the national figures. No permanent or temporary exclusions were recorded in the year before the inspection.

The current headteacher has been in post since 2009.

The individual school budget per pupil for Ysgol Gymunedol Pentraeth in 2011-2012 is £3,341. The maximum in terms of school budget per pupil in primary schools in Anglesey is £6,563 and the minimum is £2,636. Ysgol Gymunedol Pentraeth is in 30th position out of the 50 primary schools in Anglesey in terms of individual school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

Ysgol Gymunedol Pentraeth's current performance is good because:

- the school's performance at the end of key stage 1 over the last two years has risen, and compares favourably with average figures for the family of schools and Wales;
- the standard of work seen in pupils' books and in lessons is consistently good;
- the school is an environment that encourages effective learning and fosters a feeling of pride; and
- the school council plays a prominent part in school life.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher has a strong vision that is shared successfully with staff, pupils, parents and governors;
- the headteacher has created a caring community in which pupils' wellbeing and voice have a prominent place in school life;
- the headteacher knows the school well; and
- there is a strong team spirit among the school's staff

However:

- the self-evaluation report does not give a sufficiently detailed and evaluative picture of school life and the school development plan is not quantitative enough to monitor progress in performance.

Recommendations

In order to improve further, the school needs to:

- R1 raise standards at the end of key stage 2 in Welsh and English writing;
- R2 raise expectations in terms of standards and challenge pupils to attain higher levels at the end of both key stages;
- R3 develop assessment for learning strategies and respond to work and ensure consistency across the school;
- R4 respond to shortcomings in the building;
- R5 develop the role of governors, and their understanding of the school's data in order to challenge the school about its performance; and
- R6 ensure that the self-evaluation is correct and much more evaluative, and that the school development plan uses quantitative and measurable targets.

What happens next?

The school will prepare an action plan showing how it will address the recommendations above. Estyn will ask the local authority to report on the school's progress against the recommendation in a year's time.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils across the school concentrate well and recall their previous learning. They work well together and respond appropriately to tasks presented to them. Most pupils are developing into independent learners.

Nearly all pupils across the school listen well.

Nearly all pupils in the Foundation Phase are making good progress in their literacy skills. Most pupils have a firm grasp of the Welsh language that is appropriate to their age, and the oral proficiency of pupils from non-Welsh-speaking homes is developing very quickly. Most of them contribute enthusiastically in class activities, using increasing vocabulary, in a clear and accurate manner. Most pupils show a liking of books and are making appropriate progress in reading them. They read with expression and understanding, paying careful attention to punctuation. They are very willing to discuss aspects of the text, and the most able turn to the text when searching for relevant information.

The majority of pupils in the Foundation Phase are making appropriate progress in their ability to write independently, and a few are beginning to write at length. By the end of the Foundation Phase, the majority of pupils can write for a variety of purposes, showing an appropriate grasp of form and basic punctuation. The quality of presentation of work and most pupils' handwriting is good.

By the end of key stage 2, most pupils are making good progress in their reading skills. They can read meaningfully and with good expression in both languages. In English, most pupils are developing into confident readers and they use their skills of gathering information effectively in order to find specific information from a book. The reading skills of the majority of pupils in Welsh are developing appropriately. They read with expression and understanding and are very willing to express an opinion on the text.

Pupils who have received additional support to improve their reading skills are making good progress against their targets.

By the end of key stage 2, the oral skills of most pupils are developing appropriately. They become confident when talking about their work and in informal conversations, in both languages.

The majority of pupils in key stage 2 write intelligently in a wide range of written forms in both languages. They show an appropriate standard in terms of accuracy of language and use phrases and a range of vocabulary effectively. By the end of key stage 2, the majority of pupils arrange their work into paragraphs and present it neatly. In key stage 1, the percentage of seven-year-old pupils who achieved the expected level (level 2) in Welsh, mathematics and science in combination has been

a little lower than family of similar schools and all-Wales averages over the last four years. However, the school's performance over the last two years has improved, and in 2011 the school's performance in the core subjects was higher than the similar schools average and the average figures for Wales. Pupils' achievement over time in mathematics has compared favourably with that of the family of similar schools.

Over the last five years, the school's performance in key stage 1 has varied but has placed the school, for the most part, in the bottom 25% to the lower 50% of schools in terms of entitlement to receive free school meals.

In key stage 2, the percentage of pupils who achieved the expected level (level 4) in Welsh or English, mathematics and science in combination has been higher than the average for the family and Wales over the last two years. The percentage of pupils who achieved level 4 in Welsh, English, mathematics and science has been lower than the average for the family of over the last four years. However, the school's performance in these subjects has improved over the last two years. In general, the percentage of pupils who achieved level 5 or higher does not compare favourably with the figures for the family of schools and Wales.

There is no significant gap between the achievements of boys and girls in key stage 1. However, in key stage 2, over time, boys have performed better than girls at level 5 in science.

Over a period of five years the percentage of pupils who achieved level 4 in mathematics has placed the school among the top 50% to 25% of similar schools in terms of free school meals for two of those five years.

Although the data shows a mixed picture, the quality of work in pupils' books and the progress they make in lessons are consistently good.

Wellbeing: Good

Most pupils have a good awareness of health issues and they achieve very well in their personal, social and cultural development. By attending sports clubs, pupils' awareness of the importance of keeping healthy is developing appropriately. They all feel safe at school and know to whom to turn for advice. Nearly all show an interest in their lessons, and voice their opinion sensibly about what they are learning.

Pupils' behaviour is good across the school and nearly all pupils are courteous and respond respectfully to their peers and to adults.

Over a period of three years the attendance rate has risen to 94%, which compares very favourably with that of some similar schools and with the national average. Most pupils arrive at school punctually.

Members of the school council and the play council take a prominent and active part in decision-making, which has a positive effect on the life and work of the school.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school plans successful learning experiences that capture pupils' interest and motivation across the school. Pupils are given opportunities to contribute their ideas to the themes that are taught in class, and this gives them ownership over their learning. Provision to ensure that pupils acquire literacy, numeracy and communication and information technology skills is effective. However, planning does not always ensure progression and continuity in skills across the school.

The principles of the Foundation Phase have been established firmly and they ensure that all pupils benefit from stimulating and lively activities.

Provision for developing independent learning skills is robust and manifests itself well in the school's daily life.

Effective use is made of external visitors and educational visits in order to enrich experiences. The school takes full advantage of visits from poets and artists and in this way develops their understanding of literature and art.

The school develops pupils' understanding of sustainability and global citizenship through various activities such as art, cookery and music workshops.

Provision for developing the Welsh language and the Welsh dimension is developed strongly. Opportunities to compete in eisteddfodau enrich pupils' experience of Welsh culture.

Teaching: Good

In general, teaching is good across the school. Good features include skilful questioning that extends pupils' understanding in a positive learning environment. A successful working relationship exists between pupils and staff. Teachers use information and communication technology resources in order to reinforce learning and teaching effectively. Teachers have a firm understanding of the curriculum. All the teaching staff, including support staff, model language correctly, and use behaviour strategies effectively to keep pupils on task.

In a very few classes, teaching does not always stimulate pupils to work at levels that are appropriate to their ability and the work does not meet the needs of all pupils, especially more talented pupils. At times, tasks are too structured and prevent pupils from thinking for themselves.

Pupils benefit from the fact that their teachers speak to them with sensitivity and praise about the quality of their work and give them suggestions and encouragement to them on how to improve it. Where there are good examples of responding to written work, constructive comments are given on how to improve. However, this is not consistent.

Assessment for learning strategies are developing appropriately in some classes. However, there are some inconsistencies in procedures across the school.

The school assesses work effectively and effective use is made of assessments in order to track pupils' progress and to provide additional support.

Reports to parents are good and give appropriate information on their child's progress and achievement.

Care, support and guidance: Good

The school is an inclusive and caring community in which adults and pupils show care and respect towards one another and others. The school promotes pupils' spiritual, moral, social and cultural development successfully.

Aspects of living healthily are promoted effectively across the curriculum and in extra-curricular activities.

The school has a thorough system that is managed well for identifying and meeting the needs of pupils with additional learning needs. Early intervention provides effective support for pupils who need additional support with their work. The school provides individual education plans that set clear and appropriate targets. These are reviewed and monitored consistently and they have a positive effect on pupils' outcomes.

There are effective links between the school and external agencies and, as a result, the quality of care and support for pupils is good.

The school has an appropriate policy and has procedures for safeguarding.

Learning environment: Good

The school is a close, caring and welcoming community that promotes equal opportunities well. The school provides a colourful and stimulating learning environment, which is a means of enriching pupils' learning experiences. The physical environment of the school is good; there is enough space and the rooms are decorated with stimulating displays and artwork. All classes are attractive and the displays show pupils' current work.

The school building and grounds are used effectively and are maintained appropriately. However, there are a small number of issues in the physical environment that need prompt attention in order to ensure pupils' safety.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher has a clear vision and she shares it successfully with governors. The headteacher knows the school well and offers a clear direction to the life and work of the school. By working with others, she offers an environment that encourages effective learning by fostering a feeling of pride in the school and the community.

Following a period of change in the staffing of the school, the headteacher implemented robust strategies that have a positive effect on pupils' outcomes. However, they have not all been formalised or been developed fully across the school. Staff's responsibilities and role have been defined appropriately and all the school's staff co-operate effectively as a team to implement the priorities for improvement. This is a strength. The school is beginning to analyse performance data more effectively and this has led to providing additional support for groups of pupils and to improvements in reading.

The governing body is very supportive of the life and work of the school and their role is developing appropriately. Some members of the body visit the school to monitor aspects of the curriculum in order to have a wider picture of the school's standards and performance. The body receives termly reports from the headteacher and governors are aware, in general, of the areas that need to be developed in the school curriculum. They have an awareness of data, but their understanding of it has not been developed fully to challenge the school in relation to the school's performance and pupils' achievements.

The school pays due attention to national and local priorities. A notable example of this is provision in the Foundation Phase, which offers stimulating experiences to pupils and encourages effective learning. Professional learning communities are in place in the school; this has led to raising standards of literacy, especially in reading.

Improving quality: Adequate

The headteacher has begun to include everyone in the self-evaluation process and in the school's development planning. Self-evaluation is based on appropriate observations of monitoring learning and teaching. The school has effective arrangements for collecting the opinion of parents and pupils through questionnaires and it responds to their aspirations and suggestions appropriately.

The new system of self-evaluation was introduced to teachers and the governing body recently but these processes have not been developed sufficiently. Some aspects of the document are unclear. End of key stage data is not analysed in enough detail by the school in order to develop their understanding of standards and to give a clear picture of the school's performance. However, the school has identified the need to develop reading and has put strategies in place to respond to this.

There is some connection between self-evaluation and the school development plan. The school development plan identifies appropriate strategies and time limits. However, some of the improvement targets are not quantitative enough.

The school's leaders monitor the plan regularly; however, as there are no quantitative targets, they do not have enough information to measure progress. The school works in partnership with other schools, external agencies and the local authority, and there is clear evidence that this leads to raising standards.

Partnership working: Good

The school has an appropriate range of strategic partnerships that contribute to extending provision and to raising pupils' standards.

The school works very successfully with parents and carers and responses to the questionnaires confirm this. There is a strong partnership between the school and parents in order to develop literacy and to promote eating healthily. Parents contribute effectively to the work of the school through the activities of the Parents and Teachers Association.

The school makes appropriate use of the community in order to improve provision. Some members of the community are invited to school to work with pupils and to expand their knowledge in a variety of areas, including music and craft. The nursery school is situated in the school and this partnership is close and effective.

Successful transfer arrangements exist between the school and the local secondary school. The school co-operates well with partners to plan and manage provision. These links enrich the process of moderating and standardising jointly at the end of key stage 2.

The school has a close partnership with the local authority, which influences the standard of provision.

Resource management: Good

The school has an appropriate level of staff to teach the curriculum effectively. Effective use is made of staff expertise through exchanging classes. The use that is made of the school's support staff is good and they work effectively alongside teachers in order to support specific groups.

Staff performance is managed appropriately and the process is used to identify and offer opportunities for continuous professional development.

Expenditure is linked clearly to priorities in the development plan and the budget is monitored regularly and effectively.

The school provides good value for money.

Appendix 1

Commentary on performance data

As a comparatively small number of pupils are assessed at the end of key stages, data must be treated carefully, as results for one child count for a high percentage of the cohort in each year.

In assessments at the end of key stage 1, the percentage of pupils who achieved the expected level (level 2) in Welsh, mathematics and science in combination has been consistently lower than the averages for the school and for Wales over the last three years. This is also true of the subjects individually. However, the school's performance in 2011 in the core subjects was higher than averages for the schools in the family and the figures for Wales. Pupils' achievement over time in mathematics has compared favourably with that of the family of similar schools. Over a period of five years, pupils' achievements in reading and writing have been consistently lower than the family average for a large part of the time.

Over the last five years, the school's performance in key stage 1 has varied but has placed the school, for the most part, in the bottom 25% to 50% in comparison with similar schools in terms of entitlement to free school meals.

In key stage 2, the percentage of pupils who achieved the expected level (level 4) in Welsh or English, mathematics and science in combination has been higher than the average for the family and Wales over the last two years. The percentage of pupils who achieved level 4 in Welsh, English, mathematics and science has been consistently lower than the average for the family of similar schools over a period of time. However, pupils' performance in these subjects has risen over the last two years.

Performance in writing in Welsh and English has been considerably lower than the average figures for the family and Wales for a period of four years. However, percentages in writing in both languages have risen during the last year.

In general, the percentage of pupils who achieved level 5 or higher has been lower than the average figures for the family of schools and for Wales over the last five years.

Over a period of five years, the percentage of pupils who achieved level 4 in mathematics has placed the school among the top 50% to 25% in comparison with similar schools in terms of entitlement to receive free school meals for two of those five years.

In key stage 1, there is no consistent pattern of boys' underachievement in comparison with girls'. The percentage of boys in key stage 2 who achieved level 5 or higher in English, mathematics and science has been higher than that of girls for three of the last five years.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Forty-three responses were received from pupils.

All pupils state:

- that they feel safe at school and that they know to whom to speak if they are worried or anxious;
- that there are many opportunities in school to take regular physical exercise and that the school teaches them how to keep healthy;
- that they are doing well at school and that they know what to do and to whom to speak if they find the work difficult;
- that they have enough books, equipment and computers to do their work and that homework helps them to understand and improve their work in school; and
- that almost all children behave well at playtime and lunchtime.

Nearly all state:

- that teachers and other adults at the school help them to learn and make progress; and
- that the school deals well with any bullying.

Most believe:

- that other children behave well and that they can do their work.

Ninety-eight per cent of pupils believe that the school deals well with any bullying, which is higher than the national figure of 92% for primary schools in Wales.

Responses to parent questionnaires

Fifty-one completed responses were received by parents/carers.

All agree:

- that they receive regular information about their child's progress;
- that their child had support to settle in at the school and that there is a good variety of activities, including trips and visits;
- that their children are encouraged to be healthy and to take physical exercise;
- that their child is safe at school and that they understand the school's system for dealing with complaints;
- that the school helps children to become more mature and to shoulder responsibility;
- that staff expect their child to do his/her best, and that their child has appropriate additional support in relation to any specific individual needs; and
- that pupils behave appropriately and that staff treat all children with respect.

Nearly all agree:

- that their children like school, that the school is well run and that they are satisfied with the school;
- that teaching is good and that they feel comfortable in asking a question of the school, making suggestions or identifying a problem; and
- that their child has been prepared well for moving on to the next school.

Most believe:

- that homework builds on that which is learnt at school.

One hundred per cent of parents believe that their child is making good progress at school, which is higher than the national figure of 96% for primary schools in Wales

Appendix 3

The inspection team

Anwen Griffith	Reporting Inspector
Carolyn Thomas	Team Inspector
Jeremy Turner	Lay Inspector
Helen Griffiths	Peer Inspector
Lynne Jones	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority. If it is available, the data report can be seen on our website alongside this report.

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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FPYear 1 refers to the year group of pupils who reach the age of six 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	FPR	FPY1	FPY2	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 four key stages cover the following year groups:

Foundation Phase	Reception, 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

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.