



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: March 2019

by

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

About Ysgol Gymunedol Pentraeth

Ysgol Gymunedol Pentraeth is situated in the centre of the village, near the town of Menai Bridge in Anglesey local authority. Welsh is the main medium of the school's life and work, and English is introduced to pupils in key stage 2.

There are 111 pupils between 3 and 11 years old on roll. Around 43% of pupils come from Welsh-speaking homes. Over a three-year-period, around 8% of pupils have been eligible for free school meals. This is lower than the national percentage of 19%. The school has identified around 32% of its pupils as having additional learning needs. This is higher than the national percentage of 21%. Most pupils come from white British backgrounds and very few pupils are from ethnic backgrounds.

The headteacher was appointed to the post in March 2009 and the school was last inspected in June 2012.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

The headteacher knows the school and all pupils very well. She has developed staff who work together effectively to promote a robust vision successfully.

One of the school's strengths is the way in which staff work together effectively and successfully, and forge and maintain a good working relationship with pupils. This has a positive effect on pupils' standards and wellbeing, particularly in the foundation phase.

The influence of the pupil's voice is one of the school's strengths, and most pupils are enthusiastic about undertaking roles of responsibility. The work of members of the different pupil committees and groups has a positive effect on school life and the wellbeing of their peers.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Establish a manageable leadership structure by distributing responsibilities more effectively
- R2 Ensure that teaching in key stage 2 challenges all pupils regularly, and makes better use of the progress-tracking system in order to sharpen provision for more able pupils
- R3 Increase pupils' use of the Welsh language in informal situations and in the classrooms
- R4 Address the safeguarding issues that were raised during the inspection

What happens next

The school will produce an action plan to address the recommendations from the inspection.

Main findings

Standards: Good

On entry to the school, a minority of pupils have skills that are close to the expected level for their age. By the end of their time at the school, many pupils, including those with additional learning needs, achieve well from their starting points.

Many pupils make good progress in their oracy skills, listen attentively in lessons and show an understanding of instructions. By Year 2, many communicate clearly and develop their oral skills with increasing confidence. Most pupils in key stage 2 communicate clearly in Welsh and English, and contribute purposefully to class discussions in both languages. They use extensive vocabulary to create effect, for example when discussing the effect of bullying on a child's self-image. A majority of pupils show pride towards the Welsh language; however, a minority have a tendency to communicate with each other in English in their lessons and in less formal situations.

Most foundation phase pupils' reading skills are developing soundly. They use an appropriate range of phonic strategies confidently to read new words. By Year 2, many read with increasing confidence and a good level of accuracy, fluency and understanding of what they are reading. Most key stage 2 pupils make strong progress in their reading in Welsh and English. They express a liking for books and discuss them intelligently, by referring sensibly to the features of different texts. By Year 6, many develop higher order reading skills by gathering information from different sources, for example when studying the strike at Penrhyn.

By the end of the foundation phase, many write increasingly independently for different purposes. A good example of this is more able pupils writing a newspaper report on the story of Grace Darling, and showing a good grasp of vocabulary, syntax and punctuation. By the end of key stage 2, most pupils use a wide range of writing genres. They present their ideas effectively, for example when writing a script for a news programme. When they are given an opportunity, pupils structure their work effectively and show a secure grasp of spelling patterns, paragraphing and punctuation to create effect in both languages. However, over-use of ready-made worksheets restricts more able pupils from writing freely regularly and achieving to the best of their ability.

Across the foundation phase, many pupils have a sound understanding of number skills. In the reception class, they use money purposefully to solve problems by applying their numeracy skills to buy goods up to 10p. They are also able to create a block graph to identify how creatures move by slithering, flying or crawling. By Year 2, many pupils are able to buy fireworks in 3D shapes effectively by using 20p, 50p and £1 coins. A notable example of the way in which pupils reinforce a range of numeracy skills practically is by using non-standard units of measurement to measure a tree trunk on the school grounds. In key stage 2, most pupils have a sound understanding of addition, subtraction, multiplication and division. By Year 6, most pupils are able to recall previous knowledge of equivalent fractions well when comparing the size of fractions. Many pupils apply their numeracy skills confidently

in everyday situations. An example of this is the way in which they measure the height of mountains and distance across the Snowdonia mountains.

Most pupils in the foundation phase develop a range of information and communication technology (ICT) skills skilfully, and apply them confidently across the areas of learning. For example, pupils in the reception class develop early control skills by steering a programmable toy purposefully. Many develop creative and linguistic skills beneficially by using apps to convey the story of Little Red Riding Hood. In key stage 2, on the whole, pupils build appropriately on their previous ICT skills. Many research the history of the Celts and present this information purposefully. They also develop early programming skills well by designing a computer game. However, their ability to use spreadsheets to model, and to use and interrogate a database, has not been developed to an appropriate level.

Wellbeing and attitudes to learning: Good

Most pupils show obvious pride in the school, as well as their successes in the Urdd Eisteddfod. They take pride in their community and take part in various activities, such as singing and participating in activities in the local home for the elderly, which promotes a bridge and understanding between the ages very successfully.

Most pupils feel safe at the school and know whom to approach if they are concerned. Most have a sound understanding of how to stay safe on the internet.

Most pupils are happy, polite and very respectful towards each other, staff and visitors. This is a prominent strength across the school and leads to good standards of behaviour and discipline among most pupils. Another strong element is the way in which most pupils discuss things meaningfully and respectfully among themselves in lessons and within the different committees.

Most pupils have a sound awareness of the importance of eating healthily and keeping fit, and the positive effect this has on their health. A majority of pupils enjoy and benefit from weekly physical activities. In the foundation phase, they develop ball control skills and balance, and in key stage 2 they benefit from fitness circuit training. By the end of key stage 2, all pupils enjoy challenging water sports, such as kayaking, sailing and adventure activities such as walking with the support of ropes at height.

Most pupils show high levels of perseverance and benefit from a specific programme to enable them to improve their independent learning and not be afraid of making a mistake. As a result, most develop as confident learners who show resilience when facing challenges or new situations in their work. A specific example of this is pupils' ability to remember resilience skills when facing a new situation in the swimming pool.

The pupil's voice is given prominent attention in all aspects of school life, and pupils enjoy responsibilities. Through the various councils, pupils take pride in what they achieve. A good example of this is the way in which pupils organise discos to buy a defibrillator for the community, and grow and sell herbs. Pupils are given regular opportunities to express an opinion about what they would like to learn by contributing towards planning the term's themes. A good example is the way in

which pupils in Years 5 and 6 contribute to the theme, “Chwarelwr Ydw i” (“I am a Quarryman”). As a result, pupils apply themselves fully to tasks and work robustly with others.

Most pupils understand the importance of regular attendance, and the school has succeeded with recent initiatives to ensure that the school’s attendance percentage is improving. However, a few pupils’ punctuality is not good enough.

Teaching and learning experiences: Good

One of the school’s strengths is teachers’ ability to forge and maintain a supportive working relationship with pupils. This has a beneficial effect on pupils’ standards and wellbeing. They create a stimulating learning environment in lessons, especially in the foundation phase. Teachers’ presentation is interesting and offers a range of activities that engage most pupils’ interest successfully. Across the school, staff model language effectively and in ways that stimulate pupils’ response. For example, original rap songs are used to introduce numerals and mutations in a fun way. In addition, foundation phase teachers make very purposeful use of apps to develop language patterns. This strengthens pupils’ oral skills successfully and has a positive effect on pupils’ linguistic development. This is particularly true of those from non-Welsh speaking backgrounds and those pupils for whom the Welsh language is completely new.

Teachers support each other and work together effectively. An example of this is the joint co-ordination and planning by foundation phase staff in order to ensure progression and continuity in pupils’ experiences. The effective and successful co-operation between teachers and support staff is a strength and support is offered to pupils according to their needs. This enables pupils to complete their tasks successfully and for pupils with learning needs to make sound progress.

Teachers share the lesson aim regularly with pupils and offer them beneficial opportunities to review and evaluate their work. They explain tasks clearly and ask purposeful questions in order to ensure that pupils have a sound understanding. They give pupils beneficial feedback on how to improve their work further, but they do not provide pupils with regular enough opportunities to respond to and act on the comments.

The principles of the foundation phase have been established very successfully and are one of the school’s obvious strengths. They are also beginning to be used at the start of key stage 2 in preparation for the new curriculum. There is imaginative and purposeful use of the outdoor learning area to ensure rich learning experiences. This develops pupils’ skills and independence very successfully.

In key stage 2, adventurous activities are an effective means of extending pupils’ learning experiences. Forest school activities and teamworking experiences on water at Glanllyn are good examples of this. The school places emphasis on making effective use of educational visits in order to enrich the curriculum, for example visiting the Slate Museum in Llanberis to learn about the slate industry and quarrymen’s working conditions.

Teachers plan in detail and effectively and this leads to varied and stimulating learning activities that engage most pupils successfully. On the whole, teachers provide tailored tasks to meet the wide range of pupils' ability, particularly those with additional learning needs. However, tasks do not always challenge more able pupils effectively enough.

Across the school, pupils have regular and rich opportunities to develop their literacy and numeracy skills consistently across the areas of learning. However, key stage 2 pupils do not have opportunities to develop the full range of ICT skills across the curriculum. This is mainly because pupils do not have opportunities to use a spreadsheet for modelling or to interrogate a database.

Care, support and guidance: Good

The wellbeing and care of pupils is completely central to the life of the school. An excellent feature is the familial and caring ethos which ensures that pupils and staff care for each other naturally. As a result, pupils feel happy and safe at the school.

The school provides purposefully for developing pupils' spiritual, moral, social and cultural attitudes. Periods of collective worship provide valuable opportunities for pupils to reflect on values and to respect diversity, as well as opportunities to learn about fair trade to ensure a fairer world. There is a central emphasis on forging positive relationships and pupils display courtesy when dealing with each other and with adults, including visitors. There are successful strategies for encouraging pupils to play together and to care for each other during break times.

The school has comprehensive arrangements for promoting healthy eating and drinking. The influence of the school council's healthy eating campaigns contributes positively to the habits of fellow pupils by encouraging them to drink water regularly and to eat fruit at break times. The school places emphasis on promoting physical health through exercise lessons and a range of challenging outdoor activities. The school has adopted a strategy of building confidence and resilience that promotes positive attitudes to learning among pupils and develops their independence as learners successfully.

Teachers and learning assistants know the pupils very well. The school has suitable systems for tracking pupils' wellbeing and progress and activities are tailored to meet the needs of most pupils within their classes. However, they do not use the progress-tracking systems effectively enough to respond to the needs of higher ability pupils in key stage 2.

The school provides very well for pupils with additional learning needs. Teachers use a variety of methods to identify pupils' needs at an early stage and take appropriate steps to meet their needs effectively. They provide purposeful individual education plans and parents and pupils are included regularly in the process of producing and reviewing them. Staff support pupils with emotional and social needs skilfully and provide very purposeful support programmes for them. As a result, the school ensures that most pupils make good progress against their personal targets.

The school has a strong, supportive and co-operative relationship with parents, and the open-door policy is appreciated. The school is willing to listen to their views and

suggestions and welcomes them to play a part in school life. An example of this is parents helping with running the cookery club. The school's parent-teacher association is active and organises a programme of fundraising activities to support the school. This enables the school to offer a variety of external activities and to purchase ICT equipment.

The school maintains various links with the local community. Visitors are invited in from the community, such as members of the lifeboat, the vicar, a paramedic and a range of poets, writers, musicians and artists, to enrich the learning. The school identifies regular opportunities to organise charitable activities and pupils develop their understanding of the importance of helping others who are less fortunate, such as blind people.

The school develops the learner's voice very effectively through a number of school councils. These provide valuable opportunities for pupils to shoulder responsibilities and to make decisions and are an effective means of developing a wide range of skills. A good example of this is the way in which the Eco Committee has developed a Herb Garden and sold the produce within the local community.

The school provides very effectively for pupils to develop their creative skills through various activities that offer valuable opportunities for pupils. These include working with local artists and an opportunity for key stage 2 pupils to benefit from instrumental tuition. The school has experienced success in vocal competitions at national level through Urdd Eisteddfodau.

During the inspection, the school's attention was drawn to a few safety issues. Overall, arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Good

The headteacher knows the school and all pupils very well. She has a sound vision for creating a friendly and happy school that gives pupils every encouragement to learn and develop to the best of their ability. She is passionate about ensuring that the vision is implemented in every class and is able to monitor this on a weekly basis since she teaches in each class in turn. This is one of the school's strengths. All staff promote the vision successfully and work well together to develop the school's provision and to raise standards.

Almost all staff members are aware of their roles and responsibilities and are developing effectively as a team. The school responds positively to most national priorities. For example, the headteacher has ensured that a new teacher has received very beneficial support to ensure that the requirements of the foundation phase are met extremely effectively. The headteacher has begun to allocate leadership responsibilities to a wider number of staff. However, responsibilities have not yet been shared effectively enough in order to develop the leadership skills of others fully and to ease the burden on the headteacher.

Members of the governing body have a good awareness of what works effectively in the school together with issues that are in need of improvement. They support the school successfully and challenge the headteacher when necessary. A recent

example of this is challenging the targets for pupils' standards. Very effective use is made of the expertise of members of the governing body, especially in the area of additional learning needs.

Leaders have purposeful procedures for evaluating the effectiveness of provision and standards. They include staff and governors in the process of scrutinising books and in learning walks and consult with parents and pupils as part of the process. On the whole, reports that derive from the process are accurate and evaluative and identify strengths and issues for improvement successfully.

The priorities of the current development plan are based on the direct findings of the school's self-evaluation procedures. The document includes purposeful targets, clear accountability and a practical timetable. However, the plan is too long and contains too much outline information before arriving at the main priorities. An attempt has been made to evaluate the previous plan but it does not use the original targets to measure progress consistently enough. Nevertheless, the school has a successful track record of ensuring improvements, for example in terms of robust provision in the foundation phase and developing standards of oracy and writing in Welsh across the school.

School staffing levels meet its needs and the school has robust procedures for managing teachers' performance. This ensures that they receive support in implementing the priorities of the school development plan as well as individual professional needs. Effective use is made of visits to observe good practice in neighbouring schools in order to meet the priorities of the development plan. An example of this is the support for developing methods of challenging more able pupils at the top of the school. Leaders make very effective use of teachers from a dyslexia centre to support individual pupils and specific groups of pupils with a variety of interventions and strategies. This is one of the school's strengths and it has a positive effect on the wellbeing and standards of these individuals. For example, it develops pupils' self-esteem, promotes resilience and perseverance and encourages them not to be afraid of making mistakes.

Grants are targeted appropriately in order to enrich provision and expand resources. This has a very positive effect on improving the literacy standards of groups of learners. The headteacher and the governing body monitor the use of the budget carefully.

Copies of the report

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

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

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

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