



*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 Gynradd Llanegryn  
Llanegryn  
Tywyn  
Gwynedd  
LL36 9SS**

**Date of inspection: October 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:

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

This small, rural school is situated on the outskirts of the village of Llanegryn in Dyffryn Dysynni. It serves the village and the wide surrounding catchment area and it is maintained by Gwynedd local authority.

The school provides education for pupils of between three and 11 years of age. Children are admitted part-time in the September following their third birthday and full-time in the September following their fourth birthday. During the inspection, there were 26 pupils on roll. They are taught by two full-time teachers and one part-time teacher. Teaching is mainly through the medium of Welsh. Pupil numbers have declined since the last inspection.

The area is described as one that is neither prosperous nor economically disadvantaged and pupils' attainment varies when they start at school. About 20% of pupils come from homes where Welsh is spoken. There are no children from an ethnic minority background at the school. The percentage of pupils (15%) who are entitled to free school meals is higher than the average for Gwynedd but lower than the average for Wales. Six (24%) pupils are on the school's additional learning needs register. These figures are higher than the percentage for the county and for Wales.

The current headteacher was appointed permanently in March 2011, following a period of five years in charge. She has responsibility for a class for four days.

The individual school budget per pupil for Ysgol Gynradd Llanegryn in 2012-2013 is £5,167. The maximum per pupil in primary schools in Gwynedd is £9,577 and the minimum is £2,839. Ysgol Gynradd Llanegryn is in 25th position of the 102 primary schools in Gwynedd in terms of the school budget per pupil.

The school has received an official notice of closure as part of the plan to reorganise education in Bro Dysynni. A new district school will open on the outskirts of the village in September 2013.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

Ysgol Llanegryn's performance is good because:

- most pupils make progress and achieve well;
- by the end of key stage 2, nearly all pupils are confidently bilingual;
- pupils across the school behave well, are courteous and have a good attitude towards learning;
- the quality of most teaching is good and support staff support learning effectively;
- there is effective provision to promote wellbeing and an inclusive, homely ethos in which pupils feel happy and safe; and
- there is a good range of partnerships that have a positive effect on pupils' achievement.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher, during a period of uncertainty, has created a happy, inclusive atmosphere, in which staff and pupils feel that they are appreciated;
- the quality of managerial structures has improved recently and the headteacher is beginning to give a clear focus to the school's strategic direction;
- all members of staff are clear about their roles, support each other, share common values and model the Welsh language effectively;
- the governing body is aware of the way in which the school is performing in comparison with similar schools.

However:

- planning does not offer sufficient guidance to teachers to ensure enough of a challenge to pupils of all abilities;
- the school's self-evaluation processes do not do enough to analyse and evaluate the quality and effect of the school's systems and strategies;
- the success criteria in the school development plan are not sufficiently specific or measurable; and
- the role of the governing body as a critical friend to the school is just beginning to develop.

## Recommendations

- R1 Raise the standards of extended writing across the curriculum in both languages.
- R2 Ensure activities that will extend pupils of all abilities fully.
- R3 Improve the quality of planning across the school.
- R4 Provide more opportunities for pupils to take responsibility for their own learning.
- R5 Ensure that self-evaluation arrangements pay due attention to the effectiveness of the school's systems and strategies.
- R6 Ensure that targets in the development plan are specific and measurable, in order to enable governors to monitor and challenge the school's performance effectively.

### **What happens next?**

The school will produce an action plan to show how it will address the recommendations. Estyn will monitor the school's progress.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

The results of the children's foundation assessments on entry to the school show that most of them have a good level of ability in basic skills except in Welsh, which is a new language to many of them.

In lessons and over time, most pupils make good progress in relation to their ability and their previous performance. This good progress is seen in pupils' achievement in their work, their books and in lessons. They recall previous learning well and show a good knowledge and understanding of what they have learnt in several subjects. Pupils with special educational needs make good progress in line with their age and ability. In some aspects of their work, pupils of higher ability do not achieve as well as they could. It is not possible to compare the achievement of pupils who are entitled to free school meals with the remainder over time because there were no such pupils in a number of year groups during the last five years. As pupil numbers are so small, it is not appropriate to compare boys' achievement with that of girls.

Nearly all pupils across the school listen attentively to their teachers during lessons. They are eager to offer answers or comments when talking about their work. They make good progress in their use of Welsh from the time that they start at school. They develop a wide range of appropriate vocabulary and use it clearly and appropriately when talking about their work. The oral skills of pupils who come from non-Welsh speaking homes develop very quickly. By the end of key stage 2, most pupils ask relevant questions and respond to the contributions of adults and other pupils sensibly. They communicate freely and confidently in Welsh and English.

Most pupils' standard of reading in both languages is appropriate to their age and ability. In the Foundation Phase, most pupils read simple texts increasingly confidently and accurately, using appropriate strategies when reading unfamiliar words. By the end of the Foundation Phase, nearly all read Welsh confidently for various purposes, including searching for information. In key stage 2, many read accurately and meaningfully in Welsh and English. The best of them read aloud with clear expression. Many older pupils use their reading skills effectively to glean information, using their translanguaging skills skilfully to present it.

In the Foundation Phase, most pupils make good progress in their ability to write independently. They use suitable and interesting vocabulary, and are beginning to vary sentences and punctuate correctly. In key stage 2, many make good progress in their ability to write for several purposes. By the end of the key stage, their work shows a good awareness of the features of various forms of writing. The work of most older pupils shows good standards in terms of accuracy of language in Welsh and English. However, examples of extended writing in both languages across the curriculum are scarce.

Trends in pupils' achievement at the end of the school's key stage 2 in the core subject indicator (the percentage of pupils who attain level 4 in a combination of

Welsh or English, mathematics and science) are uneven over a period of four years. The trend is consistently high in the percentage of pupils who achieved level 4 or higher in mathematics and science. Their achievement in English and Welsh was lower than the averages for the family and the whole of Wales in two of these years. In 2012, all pupils achieved the expected level in Welsh, English, mathematics and science. In comparison with similar schools in terms of entitlement to free school meals, this placed the school among the top 25% in Wales.

The percentage of pupils who achieved a level higher than expected (level 5) has also been inconsistent over the last four years. In 2012, the percentage of pupils who achieved the higher level was higher than the average for the family and the whole of Wales in every core subject. The school's achievement in comparison with that of similar schools in terms of free school meals has varied between the top 25% and the bottom 25% during the previous three years in every core subject.

### **Wellbeing: Good**

Pupils' awareness of staying healthy and safe is good, and they understand its importance. Most take part in a wide range of physical activities and are keen members of the 'Dal i Fynd' fitness club and the sports club. They are proud of their school, feel safe and happy there and know to whom to turn for support and advice.

Most pupils are enthusiastic and keen to learn. They work together effectively in their lessons and their activities. However, their skills in improving their own learning are only just beginning to be developed. Only a minority have the confidence and ability to assess their own work.

All pupils get along well together and standards of behaviour are high. Pupils of all ages play together happily at break times and lunchtimes. They are polite and courteous and show respect and care towards their peers.

The attendance percentage over the last year is 94.2%, which is higher than the averages for the family of similar schools and the whole of Wales. Punctuality is good.

Members of the school council are active and understand that they are representing the viewpoints of other pupils within the school community. They feel that staff listen to them and respect their ideas. A good example of this is their decision to introduce the language detective in the playground, which has led to improving the standard of oral language in the school.

As a result of taking part and contributing to a range of events and social activities, pupils have a strong awareness of their area and the local community.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Adequate**

Teachers provide an appropriate range of interesting experiences in the school and beyond, which respond appropriately to most pupils' needs. There is adequate

provision for learning areas in the Foundation Phase, although external provision is not wholly effective. In key stage 2, teachers provide a good range of activities that capture the interest of most pupils. However, planning does not ensure that all pupils build systematically on knowledge, understanding and current skills as they move through the school. In addition, there is not always enough of a challenge for the full range of ability in both classes, especially for those of higher ability.

There is beneficial provision for developing communication, numeracy and information and communication technology skills across the school. However, neither planning nor provision are as successful in terms of ensuring the development of extended writing across the curriculum.

Provision for developing the Welsh language is good. All staff model language of a good standard effectively. This has a very positive effect on the oral skills of pupils of all ages. The school also provides a range of opportunities for pupils to learn about their heritage and culture through their joint activities with the Urdd, as well as curricular aspects in their history lessons.

There is effective provision to enable pupils to learn about sustainability and global citizenship.

### **Teaching: Good**

The quality of most teaching is good. A very good working relationship has been established across the school and this fosters effective learning. Teachers have good knowledge about all the learning areas and they use a range of methods and resources in order to capture the interest of most pupils. In the few lessons in which teaching is less effective, learning tasks do not always respond to the needs of pupils of various abilities. Support staff support learning effectively, especially in the Foundation Phase and when supporting pupils with additional needs in key stage 2.

Staff use standardised tests skilfully to measure progress and to identify where support is needed by pupils who are underachieving. Assessment for learning strategies are beginning to be embedded in the school's procedures. Teachers' oral response to pupils' work is good and pupils respond positively to them. However, teachers' written comments do not always give enough support to pupils to improve their own work.

Annual reports to parents meet statutory requirements and pay good attention to their children's progress and development.

### **Care, support and guidance: Good**

The school is a friendly and caring community and all staff promote high values. Provision for promoting health and wellbeing is effective. Provision for moral, social, cultural and spiritual development is good. All staff have a good relationship with pupils and pupils show them respect and trust. The school council chooses a charity to support every half-term and supports national charitable initiatives such as Children in Need.

The school's arrangements for safeguarding pupils meet requirements and they are not a cause for concern.

There is an effective relationship between the school and specialist agencies and all staff are aware of their responsibilities in terms of guidance.

The process for identifying and supporting pupils who have additional learning needs is good. Teachers very quickly address provision of additional support to those pupils. All pupils on the additional needs register have an individual education plan and these are reviewed effectively twice a year with parents.

### **Learning environment: Good**

There is a family spirit in the school and a very homely feeling. It is a happy and welcoming community with a friendly atmosphere among staff and pupils. The ethos is inclusive and all pupils have equal rights to all the school's provision. Good emphasis is placed on recognising, respecting and celebrating diversity.

The building offers plenty of room for the number of pupils. The school is on a pleasant site with plenty of room outside. However, space inside the building is limited and external resources for the Foundation Phase are scarce. Staff make good use of the space that is available and colourful, stimulating displays create an attractive learning atmosphere. The school makes use of local facilities to expand provision. A good example of this is the use of the community hall for physical education lessons.

There is an extensive supply of resources that match the needs of pupils well and recent investment in information and communication technology resources and keep fit equipment add effectively to pupils' experiences.

Although the building is old and unsuitable for people with disabilities, the level of cleanliness is high.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
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### **Leadership: Adequate**

The headteacher has created a happy atmosphere in which pupils and staff feel they are being appreciated. Members of staff on all levels are clear about their roles, support each other and share common values effectively. They fulfil their duties successfully to develop the school as an inclusive learning community.

The quality of managerial structures has improved recently and the headteacher is beginning to place a clear focus on the school's strategic direction. Specific strategies have been produced for developing teaching and raising standards. However, the school's systems for monitoring and performance management are not robust enough.

The governing body is supportive and has helped to offer the school a strategic direction during a period of uncertainty. Many of the school's policies have been

reviewed and adapted recently. The quality of the headteacher's reports to the governing body has improved recently and they make better use of data analysis. As a result, governors are more aware of the school's performance. This has enabled them to identify the aspects that need to be improved. However, their role as critical friends has not been developed fully.

The school pays appropriate attention to national and local priorities and the need to raise standards of literacy. The principles of the Foundation Phase receive suitable attention. Health and fitness and bilingualism are promoted successfully. Assessment for learning strategies are beginning to be developed appropriately across the school.

### **Improving quality: Adequate**

Self-evaluation procedures are developing appropriately. All members of staff play an active part in the evaluation, and consider several sources of evidence. The headteacher makes appropriate use of results of standardised tests and of assessments at the end of a key stage to track pupils' progress. However, the system does not pay enough attention to direct evidence of quality of teaching and learning in order to come to a definite judgement about what needs to be improved.

The self-evaluation report that was prepared by the school is comprehensive and offers an appropriate picture of the school. It comes to a clear judgement on the standards of pupils' attainment. However, it is not sufficiently evaluative or analytical in relation to the effectiveness of the school's systems and strategies.

Through the school council, pupils have opportunities to express an opinion about the school and they do this with obvious maturity. Neither parents nor governors have enough opportunity to contribute to the self-evaluation process.

The school's development plan outlines appropriate priorities, which arise from the self-evaluation report and focus on raising standards. However, targets are not sufficiently specific or quantitative. As a result, it is not easy for governors to review progress.

Teachers are beginning to expand their involvement in learning communities with the schools in the cluster. As yet, these links have not had an opportunity to have a full effect on teachers' teaching and assessment methods.

### **Partnership working: Good**

There is a strong partnership with parents and the local community. The headteacher and staff communicate effectively with parents and they are very supportive of the life and work of the school. The school benefits from a constructive link with the community and pupils take part successfully in community activities regularly. These links have a positive effect on pupils' standards of achievement and wellbeing.

An appropriate range of external agencies and organisations, such as health and social services, contribute their expertise well to support the school's work. The recent strong link between the school, the local authority and the advisory service has led to improvements in provision across the school.

The close relationship with the local Cylch Ti a Fi ensures that children settle in quickly. There is an effective procedure in place to standardise and moderate teachers' assessments at the end of key stage 2 in the core subjects. In addition, joint training is arranged with nearby schools to accompany national priorities that contribute well to joint planning, provision of resources and quality assurance. The transfer arrangements to the secondary school contribute extensively towards preparing older pupils well for the next stage in their education.

**Resource management: Good**

The school has an appropriate level of staff in order to teach the curriculum effectively. The use that is made of the school's support staff is good and has a positive effect on pupils' achievement and wellbeing.

Planning, preparation and assessment periods are used effectively to ensure purposeful planning. Teachers' performance management arrangements are appropriate and good opportunities are provided for the professional development of the whole staff in line with the school's priorities.

The school has a good range of resources that are used effectively to promote and enrich learning.

Expenditure is managed carefully by the headteacher and the governing body with the support of a local authority official. This ensures a good supply of resources that respond to the school's needs. Funds are allocated annually in line with the school's priorities. A good example of this is the recent expenditure on information and communication technology equipment and fitness equipment that have had a positive effect on pupils' skills and wellbeing.

Considering pupils' outcomes, the school provides good value for money.

## Appendix 1

### Commentary on performance data

Trends in the school's performance data should be considered with care as the number of pupils at the end of both key stages is very small.

There is no data report on pupils in the Foundation Phase. This is because the number of pupils in the Foundation Phase that were assessed in 2012 is too small to report without identifying individual pupils. As this is the first year for publishing Foundation Phase data, there is no trend data available.

Trends in pupils' achievement at the end of key stage 2 at the school in the core subject indicator (the percentage of pupils who attain level 4 in a combination of Welsh or English, mathematics and science) are uneven over a period of four years. Attainment levels in the core subject indicator have been higher than the average for the family of similar schools and the average for the whole of Wales in two of these years.

In 2012, all pupils achieved the expected level in Welsh, English, mathematics and science. In comparison with similar schools in terms of entitlement to free school meals, this placed the school among the top 25% in Wales.

The trend is also consistently high in the percentage of pupils who achieved level 4 or higher in mathematics and science, and all pupils achieved the expected level every year for four years. Their achievement in Welsh and English was uneven and lower than the averages for the family and for the whole of Wales in two of these years.

The percentage of pupils who achieved a level higher than expected (level 5) has also been inconsistent over the last four years. In 2012, the percentage of pupils who achieved the higher level was higher than the average for the family and the whole of Wales in all core subjects. The school's performance in comparison with that of similar schools in terms of free school meals has varied between the top 25% and the bottom 25% during the previous three years in all core subjects.

It is not possible to compare the achievement of pupils who are entitled to free school meals with the remainder over time as were no such pupils in a number of year groups over the last five years. As the number of pupils is so small, it is not fair to compare boys' achievement with that of girls.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to parent questionnaires

There is no report on parents' response to the questionnaire as only a small number of them were returned.

#### Responses to learner questionnaires

The learner questionnaires were completed by 11 key stage 2 pupils. Although the number of responses is very small, the responses of pupils at Ysgol Llanegryn compares favourably with the average responses of pupils across Wales in the majority of statements.

All pupils feel safe, and know to whom to turn if they feel anxious or to ask for advice. They all feel that the school deals well with any bullying. They all agree that the school teaches them to stay healthy and that there are many opportunities to take regular physical exercise.

Nearly all feel that they are doing well at school, that teachers help them to learn and make progress and that there are enough books, equipment and computers for them. Nearly all believe that all children behave well at play time and lunchtime.

However, two pupils say that homework does not help them to understand and do their work. Four pupils believe that other children do not behave well and that they can do their work.

## Appendix 3

### The inspection team

Goronwy Morris	Reporting Inspector
Eirian Youngman	Lay Inspector
Tegwen Ellis	Peer Inspector
Elain Heledd	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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.

### 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. FYear 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.