

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

A Report on the Quality of Education in

**Ysgol Llanefydd
Llanefydd
Denbighshire
LL16 5EA**

School Number: 6622131

Date of Inspection: 5 October 2009

by

**Edward Goronwy Morris
78283**

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Introduction

Ysgol Llanefydd 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 Llanefydd took place between 05/10/09 and 07/10/09. An independent team of inspectors, led by Edward Goronwy Morris 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Ysgol Llanefydd is a natural Welsh primary school that is maintained by Conwy Unitary Authority (UA) and is situated in the rural village of Llanefydd. Education is provided for children between three and 11 years of age. The school serves the village and the surrounding farming community. A small number come from communities further away in order that they can attend a school where they can enjoy a Welsh ethos and education through the medium of Welsh. Some 80% of learners come from homes that are completely Welsh. Learners' backgrounds and their attainment on entry to the school represent the full range of circumstances and attainment. There are no severe social difficulties in the area. Three per cent of learners are registered as being entitled to receive free school meals. This is substantially lower than the UA average of 15% and the percentage across Wales of 17.5%. Results of baseline assessments at the school are around the county average.
- 2 Currently, there are 75 learners on the school's register from reception age to year (Y) 6. In line with the UA policy, learners are accepted on a full-time basis to the school in the September following their fourth birthday. Children are accepted into the nursery during the mornings only in the first full term following their third birthday; at present there are three children who attend the nursery on a part-time basis. Eleven learners have been identified as having special educational needs (SEN) including three on 'school action plus'. No learner holds a statement of SEN. No learner in the school receives learning support in English as an additional language, neither is there a learner in the care of the local authority.
- 3 As well as the headteacher, who is responsible for a class for four days of the week, there are three other full-time teachers. In addition, there is one part-time teacher. There are four classes in the school, all are of mixed age. The headteacher was appointed to her post in September 1997. Numbers at the school have risen since the school was last inspected in November 2003.

The school's priorities and targets

- 4 The school's main aim is to provide a happy, secure and lively environment for learners, where there is a varied educational provision that extends each learner. It aims at instilling confidence and pride in them and to ensure that they are aware of their Welsh heritage. A strong emphasis is placed on a high standard of behaviour, self-discipline and courtesy towards fellow pupils and adults.
- 5 In the school development plan (SDP) for 2009-2010, priority is given to:
 - reviewing the school's aims and objectives;
 - developing learners' thinking skills;
 - continuing to adapt the schemes of work to meet the requirements of the 2008 Curriculum
 - developing assessment in the Foundation Phase, and
 - improving information and communications technology (ICT).

Summary

- 6 Ysgol Llanefydd is a good school. There are outstanding features in the learning experiences provided and in the care, support and guidance offered to learners. There is a happy inclusive ethos and a very positive atmosphere based on good interrelationships and collaboration between everyone. This has a positive effect on learners' achievement. They make progress, achieve well and develop to be confidently bilingual. The school has made good progress since the previous inspection.
- 7 The inspection team's findings agree with the school's judgement in each of the seven key questions.

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

- 8 Teachers' statutory assessments in 2009 show that 85.7% of learners in key stage 1 achieve the core subject indicator (CSI), that is the expected level 2 in the three subjects of Welsh, mathematics and science in comparison with the national percentage of 80.7%. In key stage 2 in the same year, 88.9% of learners achieved the CSI at level 4 or higher in Welsh or English, mathematics and science in comparison with the national percentage of 75.5%. Learners' attainments according to teachers' assessment are higher than the UA and national averages.
- 9 The number of learners who take part in national curriculum (NC) assessments at the end of both key stages is too small to make a meaningful comparison with annual national data by subject. Results over time vary but in comparison with similar schools are around the median. There is no obvious significant pattern in the performance of boys and girls. Girls' performance overall is better than that of the boys and a reflection of the pattern nationally.
- 10 Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	80%	7%	0%	0%

- 11 These figures exceed the picture nationally as reported by Her Majesty's Chief Inspector (HMCI) in his annual report for 2007-2008.
- 12 The overall quality of the educational provision for children under five is appropriate for their needs and children make good progress towards the Foundation Phase outcomes.

- 13 In key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subjects	Key Stage 1	Key Stage 2
English	N/A	Grade 2
Science	Grade 2	Grade 2
Information and communications technology	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 1
Religious education	Grade 2	Grade 2

- 14 Throughout the school most learners, including learners with SEN, make good progress towards attaining their potential.
- 15 Learners' reading, writing and oral communication skills are good. They use their mathematical, creative, problem solving and ICT skills effectively in a range of subjects. Older learners make wide use of their skills to research, experiment and presenting information. This is a strength. Pupils' bilingual competence is good.
- 16 The behaviour of the majority of learners is good. This has a positive effect on the standards achieved. The school's attendance level across the last three full terms is 95%. This is higher than the local and national average. With a few exceptions, punctuality is good.
- 17 The attitude of the majority of learners towards learning is good. They work happily and pleasantly together. Even so, although most work well independently under the guidance of their teachers, their ability to recognise for themselves how to improve their work is insufficiently developed. The school acknowledges this.
- 18 Learners of all ages make good progress in their spiritual, moral, personal, social and cultural development. They show a good awareness of equal opportunities issues. They are aware of the need to keep healthy.
- 19 Learners' awareness of the world of work and the workplace is good. There is an element of excellence in learners' contribution to community life. This enables them to develop a good understanding of the world around them and gives them a sound foundation in the importance of the world of work and citizenship.

The quality of teaching and training

- 20 In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	75%	15%	0%	0%

- 21 These figures compare well with the picture nationally as reported by HMCI in his annual report for 2007-2008.
- 22 In the lessons judged to be outstanding, there are energetic and lively presentations, extended questioning skills and a variety of teaching strategies that promote independent learning. In the vast majority of lessons, there is evidence of thorough preparation and effective planning in response to the needs of the different abilities within the class. Good use is made of the assistants'

skills. There is an organised and positive atmosphere and an appropriate variety of learning strategies are used. In the few lessons where shortcomings were identified, the objectives are not clear enough and the tasks do not ensure learners' active participation. At times, there is an element of over direction by teachers that limits learners' ability to make decisions for themselves.

- 23 Good features outweigh shortcomings in assessment procedures. The school meets the statutory requirements. Teachers mark pupils' work regularly. Even so, the comments do not always offer suggestions on how to improve. The learners are not sufficiently involved in evaluating their own work. The school acknowledges this.
- 24 The school offers a wide range of experiences that meet the learning needs and interests of learners and satisfy statutory requirements. There are outstanding features in the way learners' experiences are enriched by activities outside school hours and extremely effective partnerships. The school's commitment to its community is outstanding.
- 25 There are outstanding features to the quality of care, support and guidance offered to learners. The co-operation between the school and parents is particularly effective. The school has clear policies and procedures that contribute to learners' well being, health and safety whilst they are in the care of the school. The provision for learners with SEN fully meets the requirements of the Code of Practice. The school's procedures relating to equal opportunities is in place and extremely effective. All these are reflected in the school's daily life and work.

Leadership and management

- 26 The headteacher has sound values and offers sensitive and caring leadership. She is highly regarded in the school community and receives good support from all the staff. Appropriate aims and policies have been drawn up that focus on the needs of learners and the school gives good consideration to national and local priorities. The governing body is extremely supportive, active and thorough.
- 27 A culture of self-evaluation and planning for improvement exists within the school. The procedures are inclusive although they currently do not take sufficient advantage of direct evidence of the quality of teaching and learning. The priorities set for improvement are appropriate for the school's development. Even so, they do not focus specifically enough on the standards achieved by learners and that which needs to be done in order to improve. The school acknowledges this.
- 28 The school has a sufficient number of teachers and support staff for the number of learners. The commitment of all staff promotes the school's aims effectively. There is sufficient space in the building and on the site for the number of learners and it offers an environment that promotes learning and teaching. A health and safety issue relating to the school entrance was identified and discussed with the governing body.
- 29 There is a good supply of resources for each age group and these are used effectively for teaching and learning. The school's financial management is good. Finance is carefully supervised in order to ensure good value for money.

Recommendations

In order to improve, the school and governing body need to:

- R1 develop further pupils' ability to make decisions for themselves and become increasingly responsible for their own learning;
- R2 make better use of assessment for learning and ensure that learners are actively engaged in the process;
- R3 refine the self-evaluation and planning processes to focus on raising standards of specific groups of learners, and
- R4 respond to the health and safety issue identified during the inspection.

Recommendations R2 and R3 are already priorities in the self-evaluation report or the SDP.

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

- 30 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 31 Teachers' statutory assessments in 2009 show that 85.7% of learners in key stage 1 achieve the CSI, that is the expected level 2 in the three subjects of Welsh, mathematics and science in comparison with the national percentage of 80.7%. The attainments of learners at seven years of age in Welsh and science according to teacher assessment are higher than UA and national averages. They are slightly lower in mathematics.
- 32 In key stage 2 in the same year, 88.9% of learners achieved the CSI at level 4 or higher in Welsh or English, mathematics and science in comparison with the national percentage of 75.5%. This, in comparison with other similar schools, that is those schools with similar numbers of learners entitled to free school meals, places the school in the upper 50%.
- 33 The number of learners who take part in NC assessments at the end of both key stages is too small to make a meaningful comparison with annual national data by subject. Results over time vary but in comparison with similar schools are close to the median. There is no obvious significant pattern in the performance of boys and girls. Girls' performance overall is better than that of the boys and a reflection of the pattern nationally.
- 34 Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	80%	7%	0%	0%

- 35 These figures exceed the picture nationally as reported by HMCI in his annual report for 2007-2008. Nationally, standards are good or better (Grade 1 and 2) in 84% of lessons and standards are outstanding (Grade 1) in 12% of lessons.
- 36 The overall quality of the educational provision for children under five is appropriate for their needs and children make good progress towards the Foundation Phase outcomes. They show positive attitudes towards learning, work together well and engage enthusiastically in challenging activities that strengthen and develop their learning.
- 37 In key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subjects	Key Stage 1	Key Stage 2
English	N/A	Grade 2
Science	Grade 2	Grade 2
Information and communications technology	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 1
Religious education	Grade 2	Grade 2

- 38 Most learners, whatever their age, gender, ability, social, ethnic or linguistic background, including learners with SEN, make good progress in gaining skills knowledge and understanding. They achieve agreed targets and objectives. As they move through the school, they acquire knowledge and show a good understanding of their skills and use these in new situations confidently and successfully.
- 39 Throughout the school the oral communication skills of most learners with each other and with adults is good. Learners in key stage 1 listen well, communicate with each other and read and write according to their age and their ability. Most express themselves well, showing an appropriate grasp of syntax and vocabulary. They speak confidently with each other and with adults. In key stage 2, learners' demonstrate good oral skills as they express themselves in formal and informal situations. Most are very willing to discuss their work. They speak confidently, showing a good grasp of syntax and phrases. The majority listen intently to the teachers and to each other. Their ability to read in Welsh is good with most reading fluently, with good expression and understanding of the text. Most use their writing skills appropriately to record their work. The more able write well, using different language formats.
- 40 In key stage 2, learners' communication skills in English improve progressively across the key stage. The majority read fluently and confidently and use their writing skills effectively when dealing with a number of aspects of the curriculum.
- 41 Throughout the school most learners' mathematical and problem solving skills develop well. They make effective use of their skills in numeracy, measuring and data analysis to support their work in a number of subjects. They use ICT confidently and older pupils in key stage 2 make extensive use of their skills to research, experiment and present information. This is a strength. Pupils' creative skills are good throughout the school.
- 42 Pupils' bilingual competence is good. They develop to be bilingually confident and deal well with texts in both languages.

- 43 Throughout the school, the attitude of the majority of learners towards learning is good. They show a clear interest in what they do, concentrate well and receive obvious enjoyment from their experiences. Their ability to work independently under the guidance of their teachers is good. By the end of key stage 2, some learners begin to show an awareness of their levels of achievement and show an understanding of the strengths and weaknesses in their work. Even so, overall, learners' ability to recognise for themselves how to improve their work is insufficiently developed. The school acknowledges this.
- 44 The behaviour of most learners is good. They show respect for their teachers and also towards visitors to the school. Inclusion is a clear part of the school's life and values. Learners are aware of the importance of tolerance and kindness. This has a positive effect on the standards achieved. The school council operates maturely.
- 45 The school's attendance level across the last three full terms is 95%. This is higher than the local and national average. With a few exceptions, punctuality is good.
- 46 Learners' spiritual, moral, personal, social and cultural development is good. They are considerate, friendly and courteous to each other, staff and visitors. Most work well together. They are aware of the need to keep healthy. Learners show a good awareness of equal opportunities issues together with respect for diversity in society.
- 47 Learners' awareness of the world of work and the workplace is good. There are outstanding features in their contribution to community life. This enables them to develop a good understanding of the world around them and gives them a sound foundation in the importance of the world of work and citizenship.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

48 The findings of the inspection team match the judgement made by the school in its self-evaluation report.

49 In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	75%	15%	%	0%

50 These figures compare well with the picture nationally as reported by HMCI in his annual report for 2007-2008. Nationally the quality of teaching is good or better (Grade 1 and 2) in 83% of lessons and the quality of teaching is outstanding (Grade 1) in 16% of lessons.

51 There are outstanding features in the quality of relationships between teachers, the learning support assistants and the learners. The teachers and support staff work together closely to create a climate that is conducive to effective learning.

52 Where lessons have outstanding features, they include:

- interesting and lively presentations and tasks that stimulate learners' interest and motivation including opportunities for them to develop their independent learning skills, and

- exceptionally good questioning skills which extend learners' basic and problem solving skills.
- 53 In the majority of lessons where teaching is good, good features include:
- evidence of thorough preparation and effective planning;
 - good subject knowledge and suitable tasks which correspond to each individuals' needs;
 - a good range of teaching techniques and appropriate resources, and
 - skilful use of the classroom assistants who work with groups and individuals to help raise standards.
- 54 In the few lessons where shortcomings were noted:
- objectives for learning are not made clear;
 - lessons lack pace and learners are not sufficiently focussed on their learning, and
 - there is an element of over direction in the teaching and an overdependence on worksheets.
- 55 Teaching in the early years is very carefully organised. A good range of learning experiences is provided, many of which are innovative and stimulate learners' interest effectively. The adults work closely together.
- 56 Equality of opportunity is promoted well in the school. All learners are treated equally whatever their gender, race or disability. Teachers challenge stereotypical images effectively.
- 57 Purposeful use is made of a wide range of good quality resources including ICT, in order to stimulate learners and provide them with a wide range of rich experiences. Work set for learners with SEN relates appropriately to targets identified in their individual educational plans (IEPs).
- 58 Arrangements for assessing and recording learners' achievements have good features that outweigh shortcomings. The school meets statutory requirements for assessing, recording and reporting pupils' achievements. The information gained from assessment is not currently used consistently and effectively to inform the next steps in teaching and learning. Teachers mark learners' work regularly and offer encouraging comments. Marking, however, does not always show learners how they need to improve their work.
- 59 Older learners in key stage 2 are encouraged to judge their success in meeting lesson objectives and to evaluate how well they have met them. The current assessment procedure does not ensure that learners plan their own progress and improvement. There are insufficient opportunities for them to identify their own targets, formulating their own success criteria and assess each other's work.
- 60 The process of creating portfolios of learners' levelled and annotated work is underdeveloped. This is acknowledged by the school.
- 61 Annual reports to parents meet statutory requirements. They provide good information on learners' progress. Parents can respond in writing to the report and visit the school during the autumn and spring terms to discuss their children's progress.

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

Grade 1: Good with outstanding features

- 62 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 63 There are outstanding features in the way the school provides learning experiences that meet the needs and interests of learners and the wider community.
- 64 The school's curriculum is broad, balanced and relevant to the pupils of the school community. Good quality learning experiences are provided to meet learners' needs, promote equality of opportunity and challenge stereotyping. The curriculum meets statutory requirements. Teachers have worked hard to update and adapt schemes of work to meet the requirements of the revised curriculum and assessment arrangements in Wales. There is, however, a lack of consistency in planning across the age range.
- 65 The overall quality of the educational provision for the under fives is good. Learners are provided with varied and stimulating learning experiences across all aspects of the Foundation Phase.
- 66 The school makes good provision for the development of pupils' basic and key skills and in particular their ICT skills. This is a strength of the school.
- 67 There are outstanding features in the way learners' learning experiences are broadened and enriched through a variety of activities including out-of-hours and off-site provision. Visits and visitors to school together with extra curricular activities such as sporting clubs, cookery, dance and choir significantly enrich pupils' learning experiences and help to promote their personal and social development. The many and varied opportunities to engage in sporting competition successfully promotes co-operation and individual effort. All this enhances pupils' understanding of the importance of life long learning.
- 68 There are outstanding features in the provision for pupils' spiritual, moral, social and cultural development. It is very well integrated into the school's daily life. These aspects are promoted very effectively through very good opportunities for all learners to discuss moral issues in classroom activities. They are further developed by learner initiatives to raise money for good causes both locally and nationally. Their visits to the community and participation in community activities provide opportunities for good social development.
- 69 Pupils' personal and social development is promoted very well by the school's positive ethos and strong sense of values. Very good opportunities are provided for learners to take responsibility for their own community through membership of the school council and eco council. Such opportunities enable them to play a full part in the school community.
- 70 Daily collective worship, which conforms to statutory requirements, makes a valuable contribution to pupils' spiritual and moral development. Good opportunities are provided for them to reflect quietly and thoughtfully on important issues that affect their daily lives.
- 71 There are outstanding features in the school's partnerships with parents and other providers. Links with other cluster schools and the local secondary school

are very effective. Relationships with parents are very positive. They are kept well informed about the life and work of the school through regular newsletters, information about new initiatives and frequent meetings. Parents who attended the pre-inspection meeting and who responded to the questionnaire were very supportive of the quality of the partnership. Parents also praised the way that homework provided involved the whole family. Parent volunteers accompany classes on trips and both parents and children have positively accepted a home/school agreement. The Parents' Association is very active and raises substantial sums for the school.

- 72 The schools provision for work related education is good. Arrangements to develop pupils' entrepreneurial skills are less well developed. The school council sells fruit at break times. Pupils have organised a coffee morning to promote Fair Trade. The school council decide to which charity they wish to donate annually.
- 73 The promotion of pupils' bilingual skills is effective. Provision for developing pupils' awareness and appreciation of the culture and heritage of Wales is outstanding. 'Y Cwricwlwm Cymreig' is fully integrated into the curriculum. This is a strength of the school. Pupils' understanding of other cultures is well promoted through subjects such as geography and religious education.
- 74 There are outstanding features in the way the school encourages pupils' awareness of their community. Learners' participation in a local eisteddfod in poetry and prose and are highly regarded. Other activities include Harvest and Christmas services and a celebratory service for St David's Day. The school actively promotes sustainability, citizenship and care of the environment and ensures that learners make a real contribution to their community. The school is successfully laying the foundations for lifelong learning and community regeneration.

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

Grade 1: Good with outstanding features

- 75 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 76 There are outstanding features in the manner in which the school cares for, guides and supports its learners. It provides a very happy, safe, caring environment. All learners are confident in approaching adults at the school to seek help. The support given by older learners to the younger ones on the playground is very effective.
- 77 The very close, effective relationships and partnerships between learners, staff, parents and the local community are an outstanding feature of the school. Views are well analysed, feedback given and where possible, action taken in response to the views expressed. Learners' views are also sought through the school council, which makes a significant contribution to the life of the school and enhances learners' awareness of the democratic process.
- 78 There are very clear procedures for ensuring that learners settle at the school promptly and happily. Parents receive appropriate opportunity to visit the school and meet the teachers.

- 79 The school expects learners to attend regularly and punctually and the system for recording attendance is effective. Registers are marked promptly at the start of the morning and afternoon sessions. Attendance is recorded electronically and the monitoring and follow-up procedures are effective. Generally, good behaviour is promoted well. There is, however, some inconsistency in the strategies used to ensure that a minority of learners in key stage 2 are fully focused on their learning.
- 80 Constant attention is given to the healthy development of learners and to safety in the lessons and during activities. The school promotes the importance of healthy lifestyles amongst its learners and has achieved Step 3 of the Healthy Schools award. Arrangements to ensure pupils develop a high level of physical fitness are outstanding. There is a fruit only policy for snacks at break times.
- 81 Procedures for ensuring the protection of learners are clear. The headteacher, the designated person for child protection, has received the appropriate training.
- 82 The quality of provision for additional learning needs is good. The provision is in accordance with the SEN Code of Practice and the framework for Inclusive Education. A support teacher works closely with the class teachers. Appropriate targets are set for learners that are monitored and reviewed appropriately. The assessment of these learners' attainment and progress in relation to basic and key skills is appropriate. Parents are fully consulted regarding their child's additional learning needs. Teachers are well supported by effective learning support assistants who work effectively as a team. Their contribution has a significant impact on learners' progress.
- 83 There are outstanding features in the way in which the school ensures that learners are aware of diversity in society. Although there are currently no pupils from ethnic minority backgrounds and none with English as an additional language, the recognition of the diverse nature of society is very well addressed in celebration topics and assembly plans. The curriculum is very well structured to include aspects of diversity and racial equality in personal and social education (PSE) and other subjects.
- 84 The school actively promotes gender equality and challenges male and female stereotypes. This is particularly evident during physical activities.
- 85 Arrangements for identifying and addressing any form of oppressive behaviour such as bullying are very clear. Learners, when asked, were insistent that instances of such inappropriate behaviour are dealt with promptly and effectively. Parents who contributed to the pre-inspection parents meeting and questionnaire, almost without exception support this view. The school has a disability equality plan and also an accessibility plan.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 86 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 87 The headteacher has sound values and offers sensitive and caring leadership. She is held in high regard in the school community and receives good support

from all the staff. Appropriate aims and policies have been drawn up that focus on the needs of learners. They are reflected well in the work and ethos of the school. The opinions of learners of all ages are respected through the school council; pupils receive good opportunities to influence a number of aspects of school life.

- 88 The school gives good consideration to national and local priorities. It received Investors in People accreditation in July 2008 and Active Mark Wales in May of this year. The school has received the Basic Skills Agency's Quality Mark award for the second time. Appropriate emphasis is placed on the principles of Healthy Schools and Green Schools. The school has responded positively in preparing for the Foundation Phase and in reviewing the termly schemes of work in response to the revised curriculum and assessment arrangements for pupils in key stage 2. There is good collaboration with other local schools within the cluster, for example in developing aspects of physical education and sports. The school has begun the work of jointly moderating assessments for key stage 2/ key stage 3.
- 89 The school has an appropriate method of target setting. Challenging but attainable targets and objectives are set based on pupils' previous performance. Learners' assessments are carefully analysed to identify strengths and weaknesses.
- 90 Staff shoulder significant responsibilities for aspects of the curriculum. They contribute and work together effectively for the development of the school. Effective performance management have been established to improve teachers' skills and proficiency. Even so, the process currently does not focus sufficiently on pupils' achievement. Good opportunities are provided for staff to attend appropriate courses.
- 91 The governing body is extremely supportive of the school and responds well to setting the school's strategic direction. They are active and thorough. Regular meetings are arranged and minutes of their discussions and decisions are kept neatly. Through various means, governors receive opportunities for input to the SDP and the targets are duly included in the headteacher's report to governors.
- 92 Through receiving the headteacher's and advisers' termly report and the visits of individual governors, the governing body has a good picture of the school's activities. They take their budgetary responsibilities seriously and the governing body satisfies all its legal obligations. The relevant policies are in place.

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

Grade 2: Good features and no important shortcomings

- 93 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 94 The headteacher and staff are fully committed to maintaining high standards. By exchanging classes, they become increasingly aware of the school's strengths and the aspects for development.
- 95 A number of methods are used within the self-evaluation process, including looking at teacher planning, discussing examples of learners' work together and

carefully analysing results of formal assessments. Currently, the arrangements do not take sufficient advantage of direct evidence of the quality of teaching and learning. The process does not focus specifically enough on evaluating the standards achieved by the learners across the school and that which needs to be done in order to improve.

- 96 The process is inclusive and the school actively seeks the opinions of learners, staff, parents and governors. The governing body, parents and learners have an opportunity to offer an opinion on aspects of the school through questionnaires. Pupils also have an opportunity to express an opinion through the school council.
- 97 The self-evaluation report prepared by the school prior to the inspection is open and honest and identifies strengths and aspects for development. The inspection team's findings agree with the school's opinion in each of the seven key questions. Subject portfolios have been created in the majority of subjects although the school recognises the need to standardise the level of learners' work in many of them. A subject self-evaluation was prepared for the six inspection areas. Overall, these identify strengths and aspects for development in the provision rather than focussing on standards of attainment.
- 98 The priorities in the SDP for 2009-2010 are appropriate for the school's development. Actions and expected outcomes are noted under the different priorities together with the proposed monitoring. It also identifies responsibility for implementation and earmarks resources for supporting the developments. Even so, although aspects of learners' standards of work are included, the success criteria are not specific enough in terms of the achievement of specific groups of pupils. The school acknowledges this.
- 99 The school has made good progress since the previous inspection. Appropriate steps have been taken in response to all the key issues. The steps taken have had a positive effect on pupils' standards of achievement in English, science and physical education that were judged to be satisfactory in the previous inspection. By now, the governors' annual report to parents conforms to the statutory requirements. The self-evaluation procedure continues to develop.

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

Grade 2: Good features and no important shortcomings

- 100 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 101 The teacher to learner ratio is good and although there have been a number of staff changes recently; they have the appropriate experience and qualifications to teach all subjects of the curriculum. They are all enthusiastic and industrious and take responsibility for keeping up to date. They regularly attend training and development courses and activities. Where they take advantage of expertise by exchanging classes, this has a positive effect on pupils' achievement. Support staff make a very effective contribution to the teaching and to pupils' standards of achievement. They work very effectively with the teachers and undertake their responsibilities very conscientiously. All support staff make a valuable contribution to the school. All members of staff work together well as a team.

- 102 The school acts in accordance with statutory requirements to allow non-contact time for teachers. Effective use is made of the time for planning, preparation and assessment. This has led to an overall improvement in the educational provision.
- 103 The school ensures that learners have access to appropriate learning resources that match the requirements of their learning experiences. All available resources are used efficiently, economically and effectively. Resources correspond well to the school's priorities for development. The school succeeded in obtaining community grants to increase the number of laptops at the school in order to work more effectively on multimedia aspects within ICT.
- 104 The building and classrooms offer an appropriate environment for good teaching and learning and support for all learners. The outdoor area built recently offers an appropriate location as the school responds to the challenge of the Foundation Phase. The size of the hall limits the flexibility of the teachers as they provide some activities. The school makes good use of the nearby community hall to ensure suitable opportunities for physical education. The school is maintained well, and the standard of hygiene is high. The building is suitable for learners with disabilities. Pupils are supervised carefully as they leave at the end of the day. Even so, a health and safety issue was identified with regard to entry to the school and this was discussed with the governing body.
- 105 Financial management is good. The headteacher and governors carefully plan the use of the budget and regularly review their decisions in order to ensure good value for money.

Standards achieved in subjects and areas of learning

English

English is not taught formally in key stage 1.

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

Good features

- 106 Most learners communicate clearly and confidently. They listen purposefully to their teachers and to other adults. They are polite and considerate listeners when their classmates are explaining their ideas and reading out their work. Learners listen very well to their talking partners.
- 107 Overall standards in reading in are good. Generally, learners read with accuracy, fluency and good expression. The majority demonstrate good word attack skills when they encounter unfamiliar words. Most demonstrate a keen interest in reading both for pleasure and for information. Learners borrow books from school that are suitably challenging for their age and stage of learning. They all use reading diaries and read regularly to adults and to pupils younger than themselves.
- 108 By the end of key stage most learners have a good understanding of the difference between fiction and non-fiction. They use reference books correctly and successfully search the Internet for information they need in lessons.

Generally, their use of a dictionary and thesaurus to improve their work is not firmly embedded.

- 109 Across the key stage, learners write successfully for a variety of purpose and in different styles. Younger learners' writing is generally well organised. Most develop a good understanding of various sentence structures and use punctuation well. More able learners identify nouns, verbs and adjectives in their writing. They use appropriate vocabulary and grammar for their age and ability.
- 110 Most older learners write effectively in a variety of genres including stories, reports, newspaper articles and diaries. By the end of the key stage, the majority use the full range of punctuation appropriately and spelling is generally accurate.
- 111 Most learners' handwriting skills are well developed. They present their work neatly and legibly. Learners use their ICT skills successfully to draft and improve their work. This enhances and develops their linguistic skills.

Shortcomings

- 112 There are no important shortcomings.

Science

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

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

Good features

- 113 Learners in key stages 1 and 2 discuss their work confidently, showing an increasing command of scientific vocabulary. They use equipment safely and are aware of the need to pay attention to health and safety factors.
- 114 In key stage 1, learners show an increasing understanding and knowledge of science through exploring the familiar world around them. They can speak about their work knowledgeably. They make detailed comments, responding confidently to suggestions and offering their own ideas on how to find things out when comparing hands. They are aware of the need to measure carefully in order to undertake a fair test. They make simple records of their findings, using tally charts to record data.
- 115 Most learners in key stage 2 discover and use a variety of scientific evidence, information and ideas. They arrange and convey their findings using relevant scientific language and display them in simple tables and graphs.
- 116 Younger learners in the key stage become increasingly aware of planning and undertaking a fair test, for example to find the ideal tights for 'Carys Coesau'. The majority follow simple instructions correctly to gather findings and offer a simple explanation for what happened. They display their findings in the form of a table and bar chart.
- 117 By the end of the key stage, learners are familiar with gathering information from a variety of sources including the Internet. They are aware of the importance of deciding on success criteria. Most plan and undertake their investigations methodically and are aware of how to vary one variable and keep others the same. They make careful and effective use of scientific equipment and make correct observations and measurements, for example in comparing the weight of

a potato and an apple. They present their findings carefully, using suitable tables and bar charts. They use scientific language effectively to discuss their work.

- 118 They all use ICT equipment skilfully to communicate their findings. They come to sensible conclusions based on their research and their observations and can offer an explanation for what was discovered. They consider each other's comments and opinions sensibly.

Shortcomings

- 119 There are no important shortcomings.

Information technology

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

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

Good features

- 120 In key stage 1, most learners create written pieces of work effectively on the screen, adapting the text when necessary. They save their work, with help, before printing. They are confident in using the mouse to move images on the screen and use art packages effectively to create pictures and patterns. They enter information on to a prepared data base correctly and represent it in the form of pictograms. They have an elementary understanding of controlling movement through inputting directions for a floor robot. They discuss their work confidently.
- 121 In key stage 2 most learners demonstrate good skills when arranging, adapting and presenting information. Across the key stage, learners are increasingly competent in using electronic methods to share and exchange information. They find information from a variety of sources including web sites, and adapt them appropriately. They become increasingly confident and independent, saving and recalling their work and adapting it through changing the font, highlighting, centring text and setting borders.
- 122 By the end of the key stage, most learners demonstrate good word processing skills and use a variety of hardware and software confidently. They present information, edit and create effects skilfully. They move text from one document to another effectively when preparing a multi-media presentation, for example to present their work in history.
- 123 Learners make regular and effective use of computerised equipment to support their literacy and numeracy skills and to extend their work in several aspects of the curriculum such as religious education, music and science.
- 124 Older learners use ICT effectively to record and arrange data. They use a spreadsheet confidently to record sales in the fruit shop. They add to and adapt data bases skilfully and correctly arrange them in the form of bar and line graphs. They make effective use of the web to gather information and to send messages through e-mail. Learners are aware of the dangers involved in misuse of the internet.

Shortcomings

- 125 There are no important shortcomings.

Music

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

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

Good features

- 126 Throughout the school, most learners sing with enthusiasm and clear diction. They perform confidently with enjoyment. By the end of key stage 2, most learners understand musical terms such as 'melody' and 'pitch', keep good time and display a growing sense of rhythm.
- 127 All learners in key stage 1 use percussion instruments well and keep in time to a steady beat. On listening to African music they can make broad distinctions about musical elements and use simple terms to describe how they are used for expressive purposes.
- 128 In key stage 2 most younger learners work well collaboratively to compose simple tunes using 'Music Toolkit'. They follow a simple score and perform in groups varying the rhythm. They appraise their own and others performance and make thoughtful comments about the feelings that are evoked when listening to a xylophone being played on a CD.
- 129 Older learners understand the term 'appraising' and offer detailed and well conceived suggestions as to how their peers could improve their music. They enhance a composition they have created based on a woodland scene by adding more percussion instruments. Nearly all learners understand tempo, dynamics, texture and timbre.

Shortcomings

- 130 There are no important shortcomings.

Physical education

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

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

- 131 Older learners in key stage 2 work physically hard throughout their lessons. Almost without exception, they develop skills such as finding space, changing direction and speed very successfully. They make outstanding progress in their ball handling skills. They form an opinion on their own performance and that of others using this information to plan how to improve.
- 132 They work together very effectively in pairs and groups. They are all keen and fair players. They take part in a wide variety of physical activities that have a positive effect on their health, their fitness and their self confidence. Their efforts are rewarded with successes in local and national competitions in several aspects.

Good features

- 133 Throughout the school learners are increasingly aware of the effect of exercise on the body and that exercise is important for health and fitness. They work energetically, responding well to instructions. They concentrate well when working. They show a good awareness of safety requirements and understand the need to warm up and down when exercising. The ability of learners across

both key stages to make constructive comments when evaluating their own performance is developing well.

- 134 In key stage 1, learners display good control of the basic skills of controlling the body when travelling. They demonstrate good skills when throwing, catching and travelling with beanbags and balls of different sizes. They make good use of space and work together effectively in pairs and groups. They are beginning to evaluate their own performance and that of others, using suitable vocabulary.
- 135 In key stage 2, younger learners show good techniques in controlling the body. Most make good use of space when walking, skipping and jogging confidently around the hall. They all work together effectively in pairs and display good self-discipline. They have a good knowledge of the features of basic gymnastic shapes and can successfully maintain their balance. Most create creative movements and sequences, displaying various shapes, body tension and smooth flowing movements.
- 136 By the end of key stage 2, according to school records, most learners can swim up to 25 metres unaided.

Shortcomings

- 137 There are no important shortcomings.

Religious 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

- 138 Learners demonstrate good understanding of Christianity and other major religions (Islam, Judaism and Hinduism). The new agreed syllabus for religious education is being used well to promote learners' knowledge and understanding.
- 139 Learners respond well to interesting resources/photographs, the internet, books and artefacts.
- 140 In key stage 1 most learners demonstrate awareness of values and beliefs such as caring and sharing. They begin to develop an understanding of Christianity. They understand that the Bible is an important book for Christians and display knowledge about Baptism and its importance.
- 141 Throughout key stage 2, learners are aware of ways in which people's lifestyles are affected by their religious and other beliefs. Younger learners' study of the work of Sister Frances setting up 'Helen and Douglas House' enables them to express opinions and describe their own feelings.
- 142 By the end of key stage 2, most learners demonstrate good knowledge of the main religious beliefs and practices and are very respectful of differing viewpoints. They are able to explain and justify fundamental questions in the light of their investigations and experiences. When analysing art work depicting the faces of 'Jesus Christ' learners' understanding of principles such as friendships, caring for others and sharing is good. Their contribution to humanitarian charities enables learners to appreciate their place as members of a worldwide family and people's responsibility towards each other.

Shortcomings

- 143 There are no important shortcomings.

School's response to the inspection

The headteacher, staff and governors would like to thank the inspection team for undertaking this inspection in such a supportive and constructive way. They came to know our school well in two and a half days and the report is fair and one that encourages us to continue with our work.

We are very pleased that the inspectors agreed with our self-evaluation and that they agreed with the areas for development.

We are pleased that inspectors found aspects of excellence in our provision for the pupils and that the education and experiences that we offer here are relevant to the children's lives today.

We were especially pleased that the children's awareness of their community and the part that the school plays in that community were found to be outstanding. In the same way, the school's relationship with the parents was identified as being outstanding.

The report confirms that the school has improved since the previous inspection.

The headteacher, staff and governing body will now work on responding to the recommendations in the report and will distribute a copy to parents of the school's action plan in response to these recommendations. The governors' annual report to parents will report on progress each year.

Appendix 1

Basic information about the school

Name of school	Llanefydd Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Llanefydd Nr Denbigh Conwy
Postcode	LL16 5EA
Telephone number	01745 540228

Headteacher	Miss Sioned Williams
Date of appointment	September 1997
Chair of governors	Mr Dylan Williams
Registered inspector	Mr Goronwy Morris
Dates of inspection	5-7 October 2009

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	1.5	12	5	9	14	14	10	11	76.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	7:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	19
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	92.7%	94.1%	95.7%
Spring 2009	85.9%	95.8%	94.6%
Summer 2009	83.9%	91.6%	96.5%

Percentage of pupils entitled to free school meals	3
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

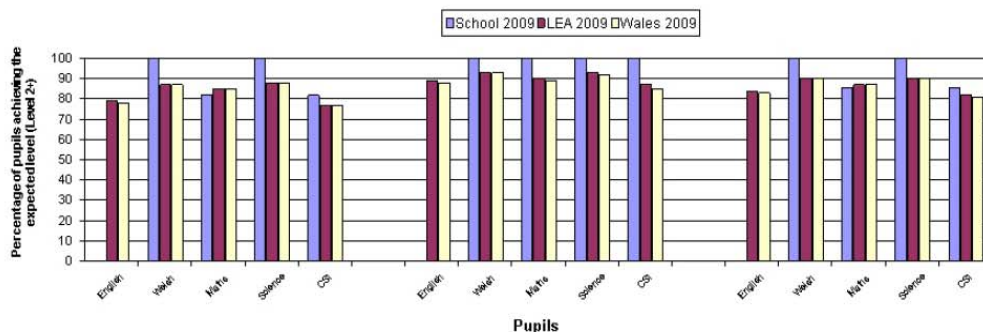
Ysgol Llanefydd
Conwy

LEA/School no: 662/2131

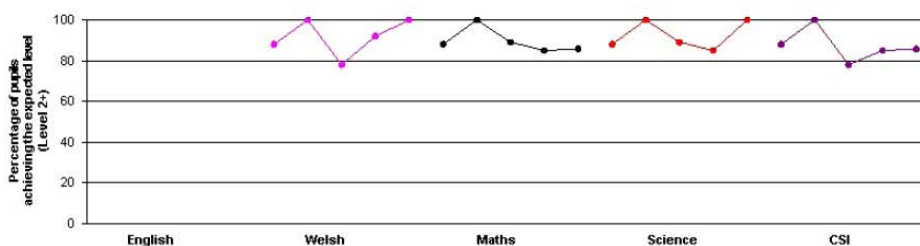
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	100	79	78	100	89	88	100	84	83
Welsh	100	87	87	100	93	93	100	90	90
Maths	82	85	85	100	90	89	86	87	87
Science	100	88	88	100	93	92	100	90	90
CSI	82	77	77	100	87	85	86	82	81



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

- Quartile 1 School is in the top 25 per cent. Free School Meal Group
- Quartile 2 School is in the top 50 per cent but not the top 25 per cent.
- Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent. **Less than 8 percent eligible for FSM**
- Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		86		92		100	
Welsh		85		100		100	
Maths	86	88		96		100	
Science		92		100		100	
CSI		82	86	90		100	

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2009		Number of pupils in Y6	9
As the number of pupils eligible for assessment at the end of key stage 2 in was greater than four but fewer than 10, overall performance indicators only are included			
Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	88.9%	In Wales	75.5%

Appendix 4

Evidence base of the inspection

Three inspectors spent seven inspector days at the school.

Inspectors visited:

- 20 lessons or parts of lessons;
- all classes, and
- collective worship.

Members of the inspection team met as a team at the beginning of the inspection and with:

- staff, governors and parents, and
- with the headteacher, teachers, the School Council and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- 25 responses to the parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection, and
- a wide range of pupils past and current work.

The headteacher in her role as nominee was also part of all team meetings.

After the inspection, meetings were held with the staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Goronwy Morris Registered Inspector	Context, Summary, Recommendations, Appendices Key Questions 1, 5, 6 and 7 science, information and communications technology, physical education
Mr Gwynoro Jones Lay inspector	Contributions to Key Questions 1, 3, 4, 5 and 7
Mrs Lowri Evans Team Inspector	Key Questions 2, 3 and 4 Contributions to Key Question 1 English, music, religious education
Miss Sioned Williams Headteacher	Nominee

Acknowledgement

The inspection team would like to thank the governors, the headteacher, staff, pupils and parents for their co-operation and courtesy throughout the inspection.

Contractor: EPPC-Severn Crossing Ltd
Suite F2A
Britannic House
Britannic Way
Llandarcy
Neath SA10 6JQ