

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**YSGOL LLANLLECHID
BETHESDA
BANGOR
GWYNEDD
LL57 3EH**

School Number: 661/2069

Date of Inspection: 12 – 14 October 2004

by

**Mr D M Cray
Registered Inspector 92/16768**

Date: 14 December 2004

Under Estyn contract number: T/10/04/P

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Ysgol Llanllechid was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Llanllechid took place between 12-14 October 2004. An independent team of inspectors, led by Mr D M Cray 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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 Llanllechid, which is maintained by Gwynedd Local Education Authority, serves the rural and close-knit communities of Rachub, Llanllechid and the vicinity, near Bethesda, and within close proximity to the city of Bangor. The area is considered to be deprived, with pupils' backgrounds and circumstances varying greatly.
- 2 The school has 217 pupils between 3 and 11 of age on its register and they are admitted on a part-time basis in the September following their third birthday and on a full-time basis in the September following their fourth birthday. Pupil numbers have remained relatively constant over the years.
- 3 Twenty two per cent of pupils are entitled to receive free school meals – a figure that is higher than county (15%) and national (19%) averages - and 54 (24.9%) are designated as pupils with special educational needs. Some of these pupils are educated on a part-time basis at the catchment special needs unit located at Ysgol Llanllechid. Some two thirds of pupils come from homes where Welsh is spoken as a first language and Welsh is the main medium of teaching and learning up to the beginning of key stage 2.
- 4 The school was last inspected during the spring term of 1999 and since then an extension for the under-fives has been completed. The school is managed by a headteacher who has been in post since 1997, assisted by her management team.

The school's priorities and targets

- 5 The school's aims are published in the handbook that is distributed to parents, and they read as follows:

Provide education of the highest possible quality for every pupil in accordance with their age, ability and interests, so that they may be allowed to grow into complete personalities, to develop and practise all their gifts and apply themselves to become responsible members of society.
- 6 The priorities set for the current year are the result of the school's self-evaluation of:
 - science;
 - information and communications technology;
 - English;
 - mathematics;

- personal and social education.

7 The following targets have been set for 2004/5:

Percentage of key stage 1 pupils attaining level 2 or above

Subject	Welsh	Mathematics	Science
Target	100%	100%	100%

Percentage of key stage 2 pupils attaining level 4 or above

Subject	Welsh	English	Mathematics	Science
Target	86.2%	82.7%	79.3%	86.2%

Summary

- 8 Ysgol Llanllechid is a good school with outstanding features. Pupils and members of staff are committed to high standards.

Table of grades awarded

- 9 The inspection team adjudged the school's work as follows:

Key question	Inspection grade
1 How well do the learners achieve?	1
2 How effective is the teaching, training and assessment?	1
3 How well do the learning experiences fulfil learners' needs and interests and those of the wider community?	1
4 How good is the care, leadership and support for learners?	2
5 How effective is the strategic leadership and management?	1
6 How well do the leaders and managers evaluate and improve quality and standards?	2
7 How efficient are the leaders and managers in their use of resources?	2

Standards

- 10 The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards achieving the Desirable Outcomes for Children's Learning.
- 11 In key stage 1 in 2004, according to teacher assessments, 79.5% of pupils attained level 2 or above in the core subjects of Welsh, mathematics and science at the end of the key stage. The school's results for 2004 were slightly above national and county averages in Welsh and science and were slightly lower in mathematics.
- 12 In key stage 2 in 2004, 78% of pupils at the school attained level 4 or above, as determined by test/task results in the core subjects of Welsh, English, mathematics and science. The results for 2004 were considerably higher than national and county averages in Welsh, English, mathematics and science.
- 13 Pupils with special educational needs make good and consistent progress.
- 14 In relation to comparator schools in Wales, pupil performance in key stage 1 over recent years has been within the lowest performing 50%, but above the

lowest performing 25%. Pupil performance in key stage 2 has been consistently within the highest performing 50%, and often within the highest performing 25%. There is a clear pattern of progress as pupils move through the key stages.

- 15 The majority of under-fives make good progress in their key skills of speaking and listening, numeracy and in their use of information and communications technology across the six areas of learning of the Desirable Outcomes. In key stages 1 and 2, pupils make very good progress in the development of their key skills across curriculum subjects. Pupils' ability in key stage 2, and particularly so the older pupils, to express themselves clearly and to discuss viewpoints with great maturity, is an outstanding feature of their work. Similarly, pupils' bilingual ability, including those with special educational needs, is one of the school's major strengths. They are able to move between Welsh and English without any difficulty.
- 16 The vast majority of pupils behave very well inside and outside their lessons, and are respectful to all. They are particularly friendly. The behaviour of the older pupils in particular is an outstanding feature.
- 17 Pupils have a very good awareness of equal opportunity issues and they show respect for the diversity of beliefs and cultural traditions to be found in society.

Quality of education and training

- 18 In the lessons observed, it was adjudged that the quality of education is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
48%	43%	9%	---	---

- 19 The percentage of good teaching is higher than the Welsh Assembly Government target of 95% of lessons to be satisfactory or better and the percentage of good lessons is considerably higher than the Assembly target of 50% of lessons to be good or better.
- 20 There are outstanding features in half the lessons observed, with skilful planning apparent. The work is stimulating and challenging tasks are set to correspond to the varying needs of pupils of different abilities, including those with special educational needs.
- 21 Teachers keep comprehensive records of pupil achievement, including baseline and performance assessments in national tests and other standard assessments.
- 22 The reports to parents conform to requirements and they are of very good quality.

- 23 The school responds well to pupils' learning needs and it provides equal access to a broad and balanced curriculum.
- 24 Pupils' spiritual, moral, social and cultural development is promoted successfully. The act of collective worship makes a good contribution to developing pupils' understanding of equality and their respect for truth and justice.
- 25 The partnership between the school and the home is strong and supportive. Parents are highly appreciative of the school's efforts. The information provided for them, together with the quality of communication, are outstanding features.
- 26 There are strong links with the community through activities to entertain senior citizens, curricular and other visits. The community appreciates the school's work and plays a full part in the partnership.
- 27 There is outstanding provision for developing pupils' awareness of the importance of global citizenship.
- 28 Pupils study some matters relating to sustainable development and have begun to develop their entrepreneurial skills. However, there is room to further develop these aspects of its work.
- 29 Pupils feel happy in a caring environment. They talk freely with staff and are happy to approach them for support and guidance.
- 30 Over the three terms leading up to the inspection, pupils' average attendance levels were around 94% and there is room to improve this figure. The development plans for the current year set a target to improve attendance by 1%. From an inspection of the registers, it can be seen that the school is on course to achieve this. There are some examples of unpunctuality at the beginning of the day.
- 31 Teachers and support staff, including the lunchtime supervisors, work closely together to provide support for the pupils. Some health and safety issues were identified and brought to the attention of the local education authority and the governing body.
- 32 There is very good provision for pupils with special educational needs. Needs are identified at an early stage and appropriate progression and continuity in their development is ensured.
- 33 The school promotes positive action to overcome any prejudices and presumptions based on gender, race, language or social background, and to respect diversity.

Leadership and management

- 34 The headteacher, supported by her staff, manages the school to particularly good effect. They operate in an environment of agreed values and high expectations.
- 35 The governing body is very proactive and governors are completely aware of their responsibilities. They make a very important contribution to setting the direction of the school and to its strategic planning. The headteacher greatly appreciates their professional input.
- 36 A culture of self-criticism has existed at the school for several years. A range of performance management tools are used and teachers make a considerable and valuable contribution to its self-evaluation processes.
- 37 The self-evaluation report presented to inspectors prior to the inspection identifies effectively the school's strengths, but it is less effective in terms of highlighting shortcomings. However, the evidence in the documentation relating to self-evaluation processes supports the view that the school recognises fully the actions required and acts accordingly. There is room to develop clearer links between the body of valuable information emanating from the self-evaluation procedures and the development plan.
- 38 The findings of the inspection team differ from the school's self-evaluation in four of the seven key questions. Where there was a difference of judgement, the team has awarded higher grades in two of the key questions.
- 39 The school has made very good progress since the previous inspection. The targets in the action plan that resulted from the key issues in the previous inspection have been fulfilled.
- 40 Lines of communication and day-to-day procedures are very good, and this ensures that the daily work of the school is undertaken smoothly.
- 41 Overall, the range of resources for supporting the pupils' curriculum is good and is appropriate to their needs and age range. They are used effectively and efficiently.
- 42 The number of rooms available for teaching purposes is adequate, including a new and pleasant room for the nursery-age children that is used by the reception children in the afternoon. The use made of this room is not completely efficient, given that the children in this age group receive just two hours' daily education. There is no designated, enclosed outdoor area for the under-fives.
- 43 The buildings provide suitable disabled access.
- 44 The external appearance of the school, together with some internal areas, does not reflect the high standards achieved by pupils and staff. Parts of the building and the campus in general are in a tired state of repair. Vandalism also causes considerable difficulties.

- 45 The school's expenditure decisions are effectively linked to the development plans. The budget is carefully monitored under the skilful guidance of the finance sub-committee. Overall, the school provides very good value for money.

Recommendations

- 46 In order to improve the areas inspected at the school, the staff and governors need to:
- maintain and build on the existing high standards and good practice;
 - forge clearer links between the outcomes resulting from the self-evaluation procedures and the development plans;
 - promote further pupils' entrepreneurial skills and their awareness of sustainable development;
 - address the health and safety issues that have been brought to the attention of the local education authority and the governing body.

The governing body is responsible for changing its present development plan to incorporate action steps to be taken in response to the recommendations within 45 working days of receipt of the report showing how the school intends to address the recommendations. This plan, or a summary of it, will be distributed to all parents at the school.

Standards

Key question 1: How well do learners achieve?

Grade 1: Good, with outstanding features.

- 47 The findings of the inspection team are different to the school's self-evaluation to the extent that the school has awarded Grade 2 to this key question.
- 48 The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards achieving the Desirable Outcomes for Children's Learning.
- 49 In key stage 1 in 2004, according to teacher assessments, 79.5% of pupils attained level 2 or above in the core subjects of Welsh, mathematics and science at the end of the key stage. In 2003 the figure was 75% (Wales 79%; Gwynedd 79%) and in 2002 it was 74% (Wales 80%; Gwynedd 79%). The school's results for 2004 were slightly above national and county averages in Welsh and science and were slightly lower in mathematics. There is a tendency for girls' performance to be higher than those of boys in this key stage.
- 50 In key stage 2 in 2004, 78% of pupils at the school attained level 4 or above, as determined by test/task results in the core subjects of Welsh, English, mathematics and science. In 2003 it was 80% (Wales 71%; Gwynedd 72%) and in 2002 the figure was 73% (Wales 68%; Gwynedd 71%). The results for 2004 were considerably higher than national and county averages in Welsh, English, mathematics and science. By the end of this key stage, boys attain similar standards to those of girls.
- 51 Pupils with special educational needs make good and consistent progress and they achieve the targets set for them.
- 52 In relation to comparator schools in Wales, pupil performance in key stage 1 over recent years has been within the lowest performing 50%, but above the lowest performing 25%. Pupil performance in key stage 2 has been consistently within the highest performing 50%, and often within the highest performing 25%. There is a clear pattern of progress as pupils move through the key stages.
- 53 The majority of under-fives make good progress in their key skills of speaking and listening, numeracy and in their use of information and communications technology across the six learning areas of the Desirable Outcomes. In key stages 1 and 2, pupils make very good progress in the development of their key skills across curriculum subjects. Pupils' ability in key stage 2, and particularly so the older pupils, to express themselves clearly and to discuss viewpoints with great maturity, is an outstanding feature of their work. Similarly, pupils' bilingual ability, including those with special educational

needs, is one of the school's major strengths. They are able to move between Welsh and English without any difficulty.

- 54 Pupils make good and consistent progress in their education and the ethos of the school ensures that they work at the highest level of their ability and that they fulfil their potential. The targets set for them are based on a sound recognition of the ability of individual pupils. They are always challenging and are consistently achieved. Some of the older pupils conduct effective self-evaluations of their own work.
- 55 The attitude to work of the majority of pupils, together with their interest and ability to concentrate, is an outstanding feature. They work diligently, with a fair degree of independence and are happy to persevere when difficulties are encountered. They are happy to ask questions, in the knowledge that their efforts will be appreciated. They support each other effectively in solving problems and they arrange their work to very good effect without supervision. They display the ability to work very creatively and they enjoy and gain great pleasure from their experiences at school.
- 56 The vast majority of pupils behave very well inside and outside their lessons and are respectful to all. They are particularly friendly. The behaviour of the older pupils in particular is an outstanding feature. They display considerable maturity and this has a positive impact on their progress.
- 57 Over the three terms leading up to the inspection, pupils' average attendance levels were around 94% and there is room to improve this figure. There are some examples of unpunctuality at the beginning of the day. The procedures conform to the requirements of National Assembly of Wales Circular 3/99.
- 58 Pupils have a very good awareness of equal opportunity issues and they show respect for the diversity of beliefs and cultural traditions to be found in society.
- 59 Pupils' awareness of the world of work is developed effectively through their local links with several businesses. They contribute very well to a wide range of activities and events in the local community throughout the year.

The quality of education and training

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

Grade 1: Good, with outstanding features.

60 The findings of the inspection team are different to the school's self-evaluation to the extent that the school has awarded Grade 2 to this key question.

61 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
48%	43%	9%	---	---

62 The percentage of good teaching is higher than the Welsh Assembly Government target of 95% of lessons to be satisfactory or better and the percentage of good lessons is considerably higher than the Assembly target of 50% of lessons to be good or better.

63 Teachers are very well informed about national requirements. All teaching is done at the appropriate level and at a suitable pace. The learning is set in context to very good effect and teachers make their expectations clear, concise and understandable to pupils at the beginning of the lesson. They have a very good relationship with their pupils.

64 There are outstanding features in half the lessons observed, with skilful planning apparent. The work is stimulating and challenging tasks are set to correspond to the varying needs of pupils of different abilities, including those with special educational needs. A range of different strategies and resources are employed, including very good use of information and communications technology to stimulate, explain concepts and to sustain pupils' further interest.

65 Pupils are encouraged to develop independence in their learning throughout the school and to adopt research methods that enable them to come to terms with issues in depth and in detail.

66 Teachers are skilled at questioning pupils in order to develop their understanding and appropriate time is allocated during the lesson for pupils' responses. Teachers are very good role models in presenting vocabulary and effectively improving the quality of pupils' language. Pupils' achievements are acknowledged and reinforced. The efforts and achievements of each pupil are commended and this is an outstanding feature of the work of the school.

67 The school offers equal provision and experiences to all pupils. It successfully nurtures pupils' bilingual competence through a range of appropriately planned experiences. This is also an outstanding feature of its provision.

- 68 The school has a comprehensive assessment system. It includes making use of results from a range of national and standardised tests. Assessment is used regularly to guide, plan and set targets. Very good use is made of assessment data in order to target improvements in teaching and learning. Clear guidance is given to pupils on how to improve their work, and the marking is thorough. The information resulting directly from assessment is used to set targets for each pupil. Information about pupil progress is regularly shared with parents.
- 69 Teachers keep comprehensive records of pupil achievement, including baseline and performance assessments in national tests and other standardised assessments. Detailed records are kept of pupils' personal and social development.
- 70 The reports to parents conform to requirements and are of very good quality. The comments offer an outline evaluation of pupils' achievements and skills in each subject, together with clear and practical recommendations for improvement.

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.

- 71 The inspection findings correspond to the school's judgement in its self-evaluation report.
- 72 The school responds very well to pupils' learning needs and it provides equal access to a broad and balanced curriculum. It is well designed and reflects an awareness of the entire spectrum of pupils' needs, including those with special needs. This is an outstanding feature.
- 73 The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards achieving the Desirable Outcomes for Children's Learning.
- 74 There is co-ordinated provision for developing pupils' key skills across the curriculum, and experiences such as working together on the *Safe Routes to School* scheme gives them opportunities to nurture a range of new skills, including managing their own learning.
- 75 Pupils' spiritual, moral, social and cultural development is promoted successfully. The act of collective worship makes a good contribution to developing pupils' understanding of equality and their respect for truth and justice.
- 76 The school makes effective provision for personal and social education through schemes such as *Health Promoting Schools* and *Criw Clên* that assist with the implementation of the school's behaviour and anti-bullying procedures. *Circle Time* is given due prominence in the school's provision.
- 77 Pupils benefit from the operation of the equal opportunities policy that reflects the school's firm commitment to this aspect of its work. They take part in a range of extra-curricular activities that extend and enhance the curriculum. They include projects such as working with *Wales National Opera* and winning first prize in a national journalism competition.
- 78 Parents provide generous financial support for the school, and also give of their time, such as listening to pupils reading. In the questionnaires returned to the inspectors, it was seen that they are very appreciative of the school's efforts. The information provided for them, together with the quality of communication, are outstanding features. The prospectus fulfils requirements and a very good response has been received to the home-school agreement.
- 79 There are strong links with the community through activities to entertain senior citizens, curricular and other visits. The community appreciates the school's work and plays a full part in the partnership.

- 80 There are strong links between the school and local businesses, University of Wales Bangor, Coleg Menai, and the local secondary school.
- 81 Particular emphasis is placed on promoting pupils' bilingual skills and the Cwricwlwm Cymreig in order to raise pupils' awareness of the importance of their community and heritage.
- 82 There is outstanding provision for developing pupils' awareness of the importance of global citizenship, as evidenced by the pupils' work in creating a website that has gained national recognition from *British Telecom*, to create a link with Jamaica, holding African days and welcoming visitors from other continents.
- 83 Pupils study some matters relating to sustainable development and have begun to develop their entrepreneurial skills. However, there is room to further develop these aspects of its work.

Key question 4: How good is the care, leadership and support for learners?

Grade 2: Good features and no major shortcomings

- 84 The findings of the inspection team are different to the school's self-evaluation to the extent that the school has awarded Grade 1 to this key question.
- 85 The planning and management of the care and support arrangements and services are effective. The teachers recognise the different needs of each pupil and makes supportive provision on their behalf. There is a good contribution from support staff at the school and from the specialist external agencies that support the work of the special unit in addition to the mainstream classes.
- 86 The partnership between the school and the home is strong and supportive.
- 87 Overall, the induction programmes for nursery age children are effective. Pupils who are latecomers are welcomed by teachers and their peers. They settle into the life and ways of the school without difficulty.
- 88 Pupils feel happy in a caring environment. They talk freely with staff and are happy to approach them for support and guidance. All pupils receive access to the personal and social education programme, and there are appropriate arrangements in place to secure support from specialist services.
- 89 The school has good policies and procedures in place to monitor pupil attendance and punctuality. As referred to earlier in this report, there are some instances of unpunctuality, but the school is striving to address this through the headteacher's personal supervision at the beginning of the day. The development plans for the current year set a target to improve attendance levels by 1%. On inspecting the registers, it can be seen that the school is on course to achieve this.
- 90 The school operates a comprehensive behaviour policy which includes implementing fair and consistent procedures that emphasise self-respect and respect towards others. No instances of bullying, racism or any other kinds of discrimination were seen during the inspection.
- 91 Teachers and support staff, including the lunchtime supervisors, work closely together to provide support for the pupils. Some health and safety issues were identified and brought to the attention of the local education authority and the governing body.
- 92 There are detailed policies and procedures for child protection, first aid, sex education and fire prevention, and these are known to all.
- 93 There is very good provision for pupils with special educational needs. Needs are identified at an early stage and appropriate progression and continuity in their development is ensured. Parents co-operate fully in the process of

producing the individual education plans. The pupils attending the special needs unit in the mornings are fully integrated into the life and work of the school.

- 94 The school promotes positive action to overcome any prejudices and presumptions based on gender, race, language or social background, and to respect diversity.
- 95 The school is taking reasonable steps to ensure that no disabled pupils would suffer from being treated less favourably. Appropriate plans are in place to make improvements.

Leadership and management

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

Grade 1: Good, with outstanding features.

- 96 The inspection findings correspond to the school's judgement in its self-evaluation report.
- 97 The management of the school by the headteacher, supported by her staff, is very effective. They operate in an environment of agreed values and high expectations. The tangible sense of purpose to be found at the school makes a key contribution to the high standards achieved by pupils. All members of the school community are wholly dedicated to their respective duties.
- 98 The school's policies provide clear guidance for promoting equal opportunities for all. They are implemented effectively and the school's success in this regard is one of its outstanding features.
- 99 Under the leadership of the headteacher, careful consideration is given to Welsh Assembly Government priorities, such as *The Learning Country* as well as priorities resulting from strategic plans produced by the local education authority. Staff have a highly developed awareness of current issues in the world of education.
- 100 All members of the school community are aware of the agreed targets set for them, as pupils and adults. The support for individuals within the school is very good and this has a very positive impact on quality and standards. The school's procedures for performance management and teacher appraisal meet national requirements.
- 101 The school has very good arrangements in place to provide support for and to facilitate the early development of newly qualified members of staff.
- 102 The governing body is very proactive and governors are fully aware of their responsibilities. They meet regularly in sub-committees in addition to the full governing body. They operate in a supportive capacity, whilst acting as a critical friend. They are very well informed about the school's performance and of the factors that impact upon it. They make a very important contribution to setting the direction of the school and to its strategic planning. The headteacher greatly appreciates their professional input.
- 103 The requirements in relation to the legal duties of the governing are met in full, including the need to take reasonable steps to advise the procedures to be followed if a complaint is made.

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

Grade 2: Good features and no major shortcomings

- 104 The inspection findings correspond to the school's judgement in its self-evaluation report.
- 105 The school's self-evaluation procedures ensure that the headteacher, staff and governors have a well-developed awareness of performance across the areas for which they are responsible. Effective use is made of this information for the purposes of making improvements and a culture of self-criticism has existed at the school for several years.
- 106 A variety of methods are used to inform the performance management process, including evidence gained directly from teaching, an evaluation of pupils' work across the subject areas and a detailed analysis of performance in end of key stage assessments. There is a good awareness of performance in county and national contexts, including comparisons with comparator schools.
- 107 Teachers make a considerable and valuable contribution to the self-evaluation processes. It was seen that it is the intention to strengthen further their contribution in this regard.
- 108 The school is an institution that operates in a climate of transparency, and by means of questionnaires, parents, pupils and governors receive opportunities to make their views and opinions known to the school.
- 109 The school has a highly comprehensive development plan, containing carefully costed short and long term priorities, that either are or likely to lead to improvement. There is room to forge clearer links between the body of valuable information resulting from the self-evaluation procedures and the development plan.
- 110 The self-evaluation report presented to inspectors prior to the inspection identifies effectively the school's strengths, but it is less effective in terms of highlighting shortcomings. However, the evidence in the documentation relating to self-evaluation processes supports the view that the school recognises fully the actions required and act accordingly.
- 111 The findings of the inspection team differ from the school's self-evaluation in four of the seven key questions. Where there was a difference of judgement, the team has awarded higher grades in two of the key questions.
- 112 The school has made very good progress since the last inspection. The targets in the action plan dealing with the key issues in the previous inspection have been fulfilled.

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

Grade 2: Good features and no major shortcomings

- 113 The findings of the inspection team are different to the school's self-evaluation to the extent that the school has awarded Grade 1 to this key question.
- 114 The governing body provides an appropriate number of suitably qualified and knowledgeable teachers to teach effectively all aspects of the school curriculum. There is a good balance between experienced and recently qualified teachers. All members of staff are supportive of each other and there is effective co-operation, including the nursery and classroom assistants.
- 115 Job descriptions provide a clear outline of responsibilities, giving teachers the opportunity to work as members of curricular teams. This is an effective arrangement and facilitates their professional development across a range of curricular areas. The three members of the school management team shoulder the main burden for co-ordinating curriculum subjects. Currently, the allocation of responsibilities for physical education is not as clearly outlined as for the other subject areas.
- 116 The school is well supported by the specialist services provided by Gwynedd County Council.
- 117 Lines of communication and the day-to-day procedures are very good, and they ensure that the school's daily administration is undertaken smoothly.
- 118 Overall, the range of resources for supporting the pupils' curriculum is good and is appropriate to their needs and age range. They are used effectively and efficiently. The school has a reasonable supply of computers in all classrooms and there are plans in place to add to its supply of interactive whiteboards. It was seen that they are used regularly and effectively by pupils and teachers.
- 119 The number of rooms available for teaching purposes is adequate, including a new and pleasant room for the nursery-age children that is used by the reception children in the afternoon. The use made of this room is not completely efficient, given that the children in this age group receive just two hours' daily education. There is no designated, enclosed outdoor area for the under-fives.
- 120 The buildings provide suitable disabled access.
- 121 The external appearance of the school, together with some internal areas, does not reflect the high standards achieved by pupils and staff. Parts of the building and the campus in general are in a tired state of repair. Vandalism also causes considerable difficulties.

- 122 The formal procedures that are in place to identify staff needs are effective and there are specific plans for further development.
- 123 The school's expenditure decisions are effectively linked to the development plans. The budget is carefully monitored under the skilful guidance of the finance sub-committee. Overall, the school provides very good value for money.
- 124 The school has not received an audit of its financial arrangements by the County's internal auditors for a number of years. The report produced following the last audit was positive and the points raised were addressed.

School's response to the inspection

The governors, headteacher, staff, parents and pupils of Ysgol Llanllechid welcome this report and take pride in the fact that “Ysgol Llanllechid is a good school with outstanding features”.

We believe it to be fair reflection of the efforts of all members of the team at Ysgol Llanllechid as they work together in order to provide the best possible education for pupils, as evidenced by the fact that 91% of the teaching is adjudged to be good or very good with outstanding features.

We thank the inspection team for their thoroughness.

Appendix A

Basic information about the school

Name of school	Ysgol Llanllechid
School type	Community school
Age-range of pupils	3 – 11 years
Address of school	Llanllechid Bethesda Bangor Gwynedd
Post-code	LL57 3EH
Telephone number	(01248) 600600
Headteacher	Mrs Gwenan Davies Jones
Date of appointment	January 1997
Chair of governors/ Appropriate authority	Mr G Northam
Reporting inspector	Mr D M Cray
Dates of inspection	12-14 October 2004

Appendix B

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	11.5	31	29	21	39	20	25	29	205.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	-	9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	27.7:1
Pupil: adult (fte) ratio in nursery classes	11
Pupil: adult (fte) ratio in special classes	7
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1.1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Summer 2004	94.9%	94.9%	94.3%	94.5%
Spring 2004	94.25%	94.4%	95.2%	94.9%
Autumn 2003	93.4%	95.5%	92.6%	93.6%

Percentage of pupils entitled to free school meals	22%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS 1 Results 2004			Number of pupils in Y2:					39
Percentage of pupils at each level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School		3	10	28	59	
		National	1	1	11	64	23	
We: oracy	Teacher Assessment	School		3	10	31	56	
		National	1	2	12	63	22	
We: reading	Teacher Assessment	School		5	8	62	26	
		National	1	3	17	59	21	
We: writing	Teacher Assessment	School		5	8	62	26	
		National	1	3	20	65	10	
Mathematics	Teacher Assessment	School			21	51	28	
		National		2	11	63	24	
Science	Teacher Assessment	School		3	7	67	23	
		National		2	10	66	22	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	79.5%	In Wales	79%

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2004			Number of pupils in Y6					29				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School							19	44	37	
		National					1	6	16	45	31	
	Test/Task	School							11	41	41	
		National		2	1	1		5	12	38	40	
Welsh	Teacher assessment	School							12	44	44	
		National	1			1	1	4	18	51	25	
	Test/Task	School							15	44	41	
		National	1	1	2			3	15	50	28	
Mathematics	Teacher assessment	School							19	70	11	
		National						4	19	46	30	
	Test/Task	School						11	7	74	8	
		National		2	1			4	18	42	33	
Science	Teacher assessment	School							8	59	33	
		National						2	13	49	35	
	Test/Task	School							11	63	26	
		National		2				1	9	48	39	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	81.5%	In the school	77.8%
In Wales	70%	In Wales	71%

D	Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A	Pupils who have failed to register a level because of absence
F	Pupils who have failed to register a level for reasons other than absence
W	Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

- The team of three inspectors inspected work in all classes. Between them they spent seven full days at the school;
- pre-inspection meetings were held with governors, staff and parents;
- a range of management and curricular documentation produced by the school was examined;
- twenty three lessons or sessions were observed;
- morning assemblies were attended;
- discussions were held with the under-fives and pupils in the two key stages;
- school registers were inspected;
- discussions were held with the headteacher and school staff relating to curricular and management matters;
- minutes of governors' and staff meetings were examined as well as documents relating to the school's financial matters;
- pupils were observed as they arrived and departed from school, and during breaks;
- six parents were present at the pre-inspection meeting and 32 questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

Appendix E

Composition and responsibilities of the inspection team

Inspector	Type	Responsibilities
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.
Mrs E W Honour	Team	Key questions 2; 3; 4.
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7

Contractor: Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

Acknowledgement

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.

Report by D M Cray
Ysgol Llanllechid December 2004