

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

A report on the quality of education in

**Ysgol Gynradd Llanaelhaearn
Llanaelhaearn
Gwynedd
LL54 5AL**

School number: 6612059

Date of inspection: 05/10/09

by

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78291**

Date of publication: 07/12/09

Under Estyn contract number: 1100509

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Introduction

Ysgol Gynradd Llanaelhaearn 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 Gynradd Llanaelhaearn took place between 05/10/09 and 07/10/09. An independent team of inspectors, led by Gwilym Trebor Roberts 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 Llanaelhaearn is a community, primary, naturally bilingual school maintained by Gwynedd Unitary Authority (UA). It serves the village which is on the main road between Pwllheli and Caernarfon and the surrounding rural area. Nineteen per cent (19%) of the pupils come from outside the school's natural catchment area.
2. The catchment area is described as underprivileged. Thirty one per cent (31%) of pupils are entitled to free school meals this year. This percentage is substantially higher than the average for the county and for Wales.
3. The school accepts nursery age children on a part time basis in the September following their third birthday. Children are accepted on a full time basis in the September following their fourth birthday. The number of pupils on roll has remained fairly constant since the last inspection. Currently, there are 36 pupils on roll, including four children who attend on a part time basis.
4. Around 66% of pupils come from homes where Welsh is the main language of communication and almost every pupil is able to speak Welsh to first language standard early on during their time at school. Welsh is the main medium of education.
5. A high number of pupils (38%) are given additional support under the arrangements for Special Educational Needs (SEN), including one pupil who has a statement of SEN. No pupil has been disapplied from the requirements of the National Curriculum (NC).
6. No pupil receives support to learn English as an additional language and there are no pupils in local authority care.
7. The current head teacher was appointed in 2001. The school was last inspected in the autumn term, 2003.
8. The school received a standard inspection this time.

The school's priorities and targets

- To continue to raise the standards of oracy in both languages.
- To review the methods of providing activities in science.
- To develop a more formal system for the professional development of ancillary staff, as well as teaching staff.
- To develop the principles of assessment for learning.
- To continue to develop the Foundation Phase provision, paying particular attention to developing the area outside.
- To further promote sustainable development and global citizenship in the school.

Summary

9. Ysgol Llanaelhaearn is a good school which places great emphasis on maintaining a caring atmosphere, based on a respectful relationship between staff and their colleagues and between staff and pupils. The school ensures that every pupil without exception is given full access to a wealth of curricular and extra curricular activities. The school makes outstanding use of the area surrounding the school to develop the pupils' experiences beyond classroom confines.

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?	Grade2
4 How well are learners cared for, guided and supported?	Grade2
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

10. The school's judgements in its self evaluation report coincide with the findings of the inspection team in all seven key questions.

Standards

11. Standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	83%	0%	0%	0%

12. The standards of achievement in lessons are better than the statistics for the whole of Wales for 2007-2008, as reported in Her Majesty's Chief Inspector (HMCI) in his Annual Report, namely that standards are grade 1 and 2 in 84% of lessons and a grade 1 in 12% of lessons.
13. The general quality of the educational provision for children under five is appropriate to their needs, and the children make good progress towards the outcomes of the Foundation Phase.
14. In key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Inspection Area	Key Stage 1	Key Stage 2
English	-	2
Design and technology	2	2
Information and communications technology	2	2
Art and design	2	2
Music	2	1
Religious education	2	1

15. Great care needs to be taken in analysing assessment results at the end of both key stages because of the small numbers of pupils in each school year.
16. The school is successful in obtaining assessment results that are in line with the pupils' ability.
17. Most of the children under five and key stage 1 pupils listen well. By key stage 2, listening is an outstanding feature. Across the school, the majority of pupils speak well and contribute readily, mainly in Welsh, to class discussions.
18. Most of the children under five develop early reading skills well. In key stage 1 and key stage 2, many of the pupils make good use of their reading skills and display some outstanding features in Welsh. In key stage 2, their reading skills in English are good as they use them for different purposes and within various contexts across the curriculum.
19. Most of the pupils across the school achieve good standards in their writing skills and achieve good standards in their mathematical and information and communication technology skills when involved with activities across the curriculum.
20. The pupils make good progress in their bilingual competency.
21. As they learn, the pupils make good progress towards achieving their potential, in line with their ability. Most pupils reach the targets set for them.
22. Pupils display good motivation and use their time productively and effectively during their lessons. Many solve problems well in a number of varied contexts across the curriculum. By key stage 2, in problem solving, their achievement is good with outstanding features. The pupils' creative skills in key stage 1 and key stage 2 are good with outstanding features.
23. The pupils' behaviour and attitude are outstanding. In a happy, homely environment, the pupils are friendly, eager and polite. Pupils of all ages play together well during break times.
24. Pupils arrive punctually but the school's average attendance has fallen since the last inspection. The school's average attendances are lower than county and national averages and unauthorised absences are higher. In the 2008-09 academic year, the average attendance for pupils of statutory school age was 92.4%.

25. The progress pupils across the school make in their personal, social, spiritual and moral development is outstanding.

The quality of education and training

26. The quality of the teaching in the lessons observed is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	76%	6%	0%	0%

27. The quality of the teaching in the lessons is better than the statistics for the whole of Wales for 2007-2008 as published in the HMCI's Annual Report, namely that the quality of teaching is grade 1 and 2 in 83% of lessons and a grade 1 in 16% of lessons.
28. The outstanding features of the teaching include challenging tasks that stretch the pupils, extended opportunities for pupils to investigate their ideas and incisive questioning.
29. The features of the good teaching include carefully planned lessons based on good subject knowledge and a good working relationship with pupils. The teachers support the pupils well during lessons as regards individual or linguistic needs. The lessons are well paced and the teachers use praise and reward to encourage success.
30. In the very few lessons where there are shortcomings in the teaching, the tasks are insufficiently challenging and the pace of the lessons too slow.
31. There are appropriate arrangements in place for the assessment and recording of assessments in the Foundation Phase and for all the subjects of the curriculum in key stage 1 and key stage 2.
32. The school responds well to the learning needs and interests of its range of pupils and they are given equal opportunities to derive benefit from a broad and balanced curriculum. The whole-school schemes of work are comprehensive and offer good guidelines to ensure progression and progress in the pupils' learning.
33. The school promotes sustainable development and global citizenship well. The school promotes bilingualism and Welsh culture well. Work related education and the development of entrepreneurial skills are not sufficiently embedded to contribute to good standards. There are some valuable links with the business community and the pupils derive outstanding benefit from the links between the school and the local community.
34. Collective worship as well as religious education lessons promote the pupils' spiritual development well. The school also promotes the moral, social and cultural development of the pupils well.
35. There is an outstanding partnership with parents, the community, schools and other establishments.

36. The personal and social education programme, as well as circle time sessions, promote the pupils' personal development well. The School Council is a conscientious voice for the pupils' points of view as regards matters that are important to them.
37. The school places much emphasis on maintaining a caring atmosphere, based on respectful relationship between staff and colleagues and between staff and pupils. The school pays careful attention to requirements for safeguarding children. The school pays good attention also to matters relating to the pupils' wellbeing, health and fitness.
38. The school complies fully with the requirements of the Code of Practice for SEN. The co-ordinator plans the provision for SEN and manages it in an outstanding way.
39. In its daily life and work, the school promotes respect towards diversity and equality.

Leadership and management

40. The head teacher offers consistent and supportive leadership which provides a clear direction for the school's work. Every member of staff and the school governors, strongly supported by parents, share the same values and objectives as regards the school's work and direction.
41. The staff work together closely and effectively.
42. The governors are supportive of the school and fulfil their statutory responsibilities thoroughly. They are effective in their role as a critical friend.
43. The teachers and the governors possess good knowledge of the school's performance.
44. Appropriately qualified and experienced teachers are employed to enable the school to present a broad and balanced curriculum. A team of classroom assistants provide good support.
45. The school has enough resources for every age and subject.
46. As the school does not have a hall or canteen, it makes good use of a centre close by for the breakfast club and physical education. The school's building and grounds are kept clean and tidy.
47. The school's budget is administered efficiently. Constant and effective use is made of resources. The school provides value for money.
48. There are good features outweighing shortcomings in the progress made since the last inspection. The school has made good progress in most matters but there is still concern about the school's entrance. There has been concern for a number of years about the traffic by the school's main entrance. Progress towards finding an acceptable solution has been very slow. The inspectors share this concern as the pupils go out of the school gate immediately to the midst of traffic.

Recommendations

In order to improve, the school needs to:

- R1. maintain the outstanding standards and build on the good standards that exist in those areas inspected;
- R2. improve attendance;
- R3. ensure that work related education and entrepreneurial skills influence standards in a cohesive manner, and
- R4. continue to hold discussions with the local authority so that action can be taken on the risk assessment report concerning the pedestrians' entrance to school.

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 and no significant shortcomings

49. The findings of the inspection team correspond with the judgement expressed by the school in its self evaluation report.
50. The grade allocated for this question is higher than what could be expected by looking at end of key stage assessment percentage results in isolation. The numbers of pupils in year cohorts are very small and therefore statistics must be analysed with great care; during the past four years, there were more than five pupils in Y2 and Y6 in 2008 only.
51. Currently, there is a large percentage (38%) of pupils with SEN, and 25% of the school's full time population receives AU support on the 'school action plus' stage and above.
52. The school is successful in obtaining assessment results that are in line with the pupils' ability.
53. The standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	83%	0%	0%	0%

54. The standards of achievement in lessons were better than the statistics for the whole of Wales for 2007-2008, as reported in the HMCI's Annual Report, namely that standards are grade 1 and 2 in 84% of lessons and a grade 1 in 12% of lessons.
55. The general quality of the educational provision for children under five is appropriate to their needs, and the children make good progress towards the outcomes of the Foundation Phase.
56. In key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Inspection Area	Key Stage 1	Key Stage 2
English	---	2
Design and technology	2	2
Information and communication technology	2	2
Art and design	2	2
Music	2	1
Religious education	2	1

57. Pupils across the school, including boys and girls and more able and talented pupils, achieve good standards in their knowledge, understanding and skills. Most pupils, including those with SEN and the more able pupils, are successful in achieving the targets set for them.

58. During the past four years, there were more than five pupils in the end of key stage 1 and end of key stage 2 cohorts in 2008 only. Because of these small numbers, it is not appropriate to draw detailed conclusions about trends in end of key stage results.
59. However, over the past four years, despite results for science in 2009 being in the top 25% of schools, and above those of the county and the whole of Wales, results at the end of key stage 1 in almost every subject, according to teacher assessment, have been below county and national results and have placed the school in the lowest 25% of schools which are similar as regards the number of pupils entitled to free school meals. Over the same period, the core subject indicator, that is the percentage of pupils who reached level 2 or above in Welsh, mathematics and science at the end of key stage 1, has been below county and national results and has placed the school in the lowest 50% and, occasionally, in the lowest 25% when compared with the results of similar schools as regards the percentage of pupils entitled to free school meals. There is no difference between the pattern of boys' performance and that of girls that cannot be explained by the SEN of individual pupils.
60. Over the past four years, the end of key stage 2 teacher assessment results for Welsh, English, mathematics and science have varied from the top 25% to the lowest 25% when compared with similar schools as regards the numbers of pupils receiving free school meals. Performance in every subject has also been sometimes above and sometimes below county and national performance. The core subject indicator result at the end of key stage 2, that is the number of pupils gaining a level 4 or above in Welsh or English and mathematics and science, has varied between the top 50% and the lowest 25% in comparison with similar schools as regards the percentage of pupils receiving free school meals. There is no pattern of difference between the boys' performance and that of girls.
61. Most children under five and key stage 1 pupils listen well. By key stage 2, listening is an outstanding feature. Across the school, most pupils achieve well and contribute willingly, mainly in Welsh, to classroom discussions.
62. Most of the children under five develop early reading skills well. In key stage 1 and key stage 2, many of the pupils make good use with outstanding features of their Welsh reading skills. In key stage 2, their skills are good when they read in English for different purposes and in varied contexts across the curriculum.
63. Most pupils across the school achieve good standards in their writing skills across the curriculum in line with their age and ability.
64. Across the school, most pupils achieve good standards in their mathematical and information and communication technology skills as they undertake activities across the curriculum.

65. The pupils make good progress in their bilingual competency. Before the end of key stage 1, almost every pupil speaks, reads and writes confidently in Welsh. The standards of most key stage 2 pupils in speaking and listening, reading and writing in English are good. Increasingly, they become able to use both Welsh and English confidently to study aspects of the curriculum.
66. As they move up through the school, the pupils make good progress in their learning skills. They consolidate and reinforce new knowledge in the lessons and develop a number of new skills. Increasingly, by key stage 2, they understand what they are doing and what they need to do in order to improve in an outstanding manner.
67. Increasingly, across the school, pupils develop the ability to work independently in an outstanding manner.
68. The pupils make good progress, in line with their ability, towards reaching their potential. They display good motivation and use their time productively and effectively during their lessons. This prepares them well to move onto the next stage of their education.
69. They solve problems well in a number of varied contexts across the curriculum. By key stage 2, their achievement in problem solving is good with outstanding features.
70. The pupils' creative skills in key stage 1 and key stage 2 are good with outstanding features.
71. The pupils' attitudes and behaviour are outstanding. In a happy and homely atmosphere, pupils are friendly, eager and polite. Pupils of all ages play together well during break times.
72. The progress pupils make in their personal, social, spiritual and moral development is outstanding. They are caring of each other and keen to take responsibility and to offer fellow pupils support in all the school's activities. They show a firm awareness of values such as courtesy, honesty, respect and fairness.
73. They show very firm awareness of equal opportunity issues in every activity. The pupils show strong empathy towards others, for example by putting their ideas into practice when they regularly collect monies for good causes.
74. The pupils are punctual to school but the average attendance at school has fallen since the last inspection. A small number of pupils are absent regularly and that affects the attendance figures for the rest of the school. The school's average attendances are lower than county and national averages, and unauthorised absences are higher. In the 2008-09 academic year, the average attendance of pupils of statutory school age was 92.4%.
75. The pupils derive great benefit from the links between the school and the local community.

The quality of education and training

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

Grade 2: Good and no significant shortcomings

76. The findings of the inspection team correspond with the judgement expressed by the school in its self evaluation report.

77. The quality of teaching in the lessons inspected is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	76%	6%	0%	0%

78. The quality of the teaching in the lessons is better than the statistics for the whole of Wales for 2007-2008 as published in the HMCI's Annual Report, namely that the quality of teaching is grade 1 and 2 in 83% of lessons and a grade 1 in 16% of lessons.

79. The outstanding features of the teaching include:

- challenging tasks that stretch the pupils;
- extended opportunities for pupils to investigate their own ideas individually and in groups;
- incisive questioning that consolidates the learning and moves it forward, and
- ensuring equal opportunities for every pupil and meeting individual needs.

80. The good features of the teaching include:

- lessons planned in detail, based on good subject knowledge;
- maintaining a warm and mature working relationship with pupils;
- use of a range of teaching methods and resources, including the interactive whiteboard;
- good support for pupils in lessons in their individual and linguistic needs;
- maintaining a good lesson pace, and
- use of praise and reward to encourage success.

81. In the very few lessons where there are shortcomings, the following was observed:

- tasks that are not sufficiently challenging and an insufficient pace to lessons.

82. The arrangements for assessment and recording for pupils with SEN are good. The arrangements fulfil the statutory requirements for assessing and reporting.

83. There are suitable arrangements for assessing and recording assessments in the Foundation Phase and for all subjects of the curriculum in key stage 1 and key stage 2.

84. Pupils' work is marked regularly and comments are offered which recognise success and offer possible improvement. Suitable targets for improving achievement, in language mainly, are shared with the pupils. Also, the increasing practice of sharing criteria for success with the pupils enables them to understand how to improve their work and to become aware of the purpose of assessment. The more able pupils, at the top end of the school, derive substantial benefit from the good opportunities to assess written work jointly with a partner.
85. At the end of key stage 2, the school participates in standardising exercises and moderation work jointly with other primary schools and the local secondary school. These arrangements, and the portfolios for core and foundation subjects that are a product of these arrangements, make a good contribution to common levels of understanding of NC levels of attainment and confidence in the assessment arrangements.
86. The parents are invited to the school twice a year to discuss their child's progress. A written report is provided at the end of the school year. These reports are of good quality and comply fully with the statutory requirements. The parents appreciate the personal comments which form part of these reports.

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

Grade 2: Good and no significant shortcomings

87. The findings of the inspection team correspond with the judgement expressed by the school in its self evaluation report.
88. The school responds well to the learning needs and interests of its range of pupils and they are given equal opportunities to benefit from a broad and balanced curriculum. The arrangements comply with legal requirements.
89. The whole school schemes of work are comprehensive and offer good guidelines to ensure progression and progress in the pupils' learning. The short term planning is consistently good throughout the school and pays good attention to key and basic skills and suitable activities for pupils of different abilities in every class.
90. The school makes outstanding use of the area around it to extend the pupils' experiences beyond the confines of the classroom. The pupils speak eagerly about visits both near and far. The parents are particularly pleased with the numerous opportunities the school's pupils are given to perform in instrumental groups, Urdd activities, writing work, sports and environmental work. A number of these activities are arranged as after school clubs. This aspect is an outstanding feature of the school's work.
91. The school complies with the statutory requirement to hold a daily act of collective worship. The acts of daily worship combined with the religious education lessons promote the pupils' spiritual development well. The school also promotes the pupils' moral, social and cultural development well. The personal and social education programmes incorporated into the cross curricular provision and the circle time sessions also promote the pupils' personal development well. The School Council is a conscientious voice for the pupils' points of view regarding matters that are important to them.
92. There is an outstanding partnership with parents, the community, schools and other establishments. The parents praise the school's open door policy, the regular letters they receive and the valuable open evenings arranged by the school. The parents help with extra curricular activities and raise money to buy additional resources through the activities of the hard working parent association.
93. Members of the community come into school to share their experiences and also to lend support in the day to day life of the school. The pupils derive much benefit from this link. The school also participates in numerous events and celebrations in the community. All these activities enrich the pupils' experiences in an outstanding manner.
94. The school co-operates closely with other primary schools locally to jointly arrange such events as sports, dancing and curricular planning. There are good social and curricular bridging links with the local secondary school.

95. The school promotes bilingualism and the culture of Wales well.
96. The school ensures that every pupil without exception has full access to rich curricular and extra curricular activities.
97. The school promotes sustainable development and global citizenship well. The curriculum, in science and geography, pays particular attention to these areas and pupils learn about the importance of acting in a sustainable manner by supporting recycling ventures. The pupils had an active role in planning the play area and a nature area close by.
98. Global citizenship is promoted well through curricular subjects, by supporting Fairtrade ventures and by collecting money for good causes. Pupils develop a good knowledge of different traditions, customs and global religions.
99. The youngest pupils learn about people who help us through occasional visitors to school and through role play in imaginary areas such as a café and shop. The older pupils learn about aspects of the local economy in subjects such as geography and history. The oldest pupils produce goods and sell them in school fairs. However, work related education and the development of entrepreneurial skills have not become sufficiently established in order to contribute to raising standards.
100. The school plays a full role in local community regeneration efforts.

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

Grade 2: Good and no significant shortcomings

101. The findings of the inspection team correspond with the judgement expressed by the school in its self evaluation report.
102. The school places much emphasis on maintaining a caring environment based on a relationship of respect between members of staff and between staff and pupils. The school's staff are very aware of the importance of paying careful attention to the wellbeing and safety of pupils in their care. Pupils feel completely safe in school, and nursery age children settle down quickly in school.
103. The parents bear strong testimony to their trust in the partnership between them and the school, and in the close relationship and the sense of family. Parents and pupils say that this school is particularly friendly and that staff respond quickly and appropriately to any concern.
104. The school discusses any specific cases linked to pupil welfare with parents at an early stage. Similarly, the school calls upon external expertise in a wholly appropriate manner to ensure the pupils' welfare and wellbeing. This is as an outstanding feature.
105. The PSE programme, circle time and the secret talking box ensure that there are good opportunities for pupils to receive personal support and guidance of a high standard and to express any concerns they may have. The school pays good attention to the pupils' views in general through the School Council.
106. The school complies with requirements to record attendance and differentiates appropriately between different types of absences.
107. The school monitors and analyses pupils' attendance thoroughly recognising and discussing individual and pupil group attendance patterns. In some instances, the county welfare officer's assistance has been sought.
108. There are very effective strategies to promote good behaviour, with the emphasis on praise and nurturing every pupil's positive self image.
109. The school pays good attention to health and safety matters. Appropriate and current risk assessments are conducted. Equipment is checked regularly and fire practices are held on a termly basis. One member of staff holds a full, current first aid qualification.
110. The school pays good attention to matters that relate to pupil health and fitness. The school is working towards the highest accreditation under the Healthy School Scheme. A daily fruit shop promotes healthy eating with members of the School Council helping to arrange orders. A good number of pupils ride their bicycles to school and take advantage of an appropriate place to store their bikes during the day.

111. Careful attention is paid to requirements for safeguarding children. A governor and a senior member of staff have been designated to oversee this matter as is legally required. The necessary procedures are discussed with staff and they are aware of their responsibilities.
112. The school complies fully with the requirements of the code of practice for SEN.
113. The co-ordinator plans and manages the provision for SEN in an outstanding manner. The individual pupil profiles are comprehensive and organised. The co-ordinator works closely with parents, a designated member of the Governing Body and external agencies.
114. The standard of the individual action plans (IEP) prepared for every individual with SEN is outstanding. They include achievable targets which are regularly reviewed in line with the pupils' progress. The IEPs guide a practical programme of support in class, on an individual or small group basis, for those pupils who require it, in an outstanding manner.
115. The school has appropriate procedures for identifying more able and talented pupils. Good consideration has been given to the statutory framework for inclusive education.
116. Good emphasis is placed on ensuring social inclusion and good support and guidance is offered to all pupils. Every individual pupil in the school is given access to activities and from time to time the arrangements are modified in line with the school's equality plan and disability action plan in order to promote this.
117. Boys and girls alike are given equal access to activities, including extra curricular activities.
118. The school's arrangements within the curriculum and when arranging groups and playtime arrangements challenge stereotyping. There are appropriate procedures in place to respond to any instances of oppressive behaviour or racism and to keep records of such events, if the need arises.
119. In its daily life and work, the school promotes respect towards diversity and equality well.

Leadership and management

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

Grade 2: Good and no significant shortcomings

120. The findings of the inspection team correspond with the judgement expressed by the school in its self evaluation report.
121. The head teacher offers constant and supportive guidance which sets a clear direction for the school's work. Every member of staff and the governors, strongly supported by parents, share the same values and objectives as regards the school's work and direction.
122. Members of staff work closely together. Pupils have equal opportunity and access to all aspects of the curriculum and to extra curricular activities. This is reflected in an outstanding manner in the school's work and ethos.
123. The school pays good attention to local and national priorities. Good attention is paid to ensuring that teachers are given planning, preparation and assessment (PPA) time and to reducing the administrative tasks they perform. The school participates in county activities relating to the transfer of pupils from the primary to the secondary sector and pays good attention to presenting the revised NC (2008) and to the Foundation Phase. Work related education and entrepreneurial activities have not developed to the same extent.
124. The school sets targets for individual pupils in language and uses assessment information well in setting realistic targets at whole school level. The targets of the school development plan (SDP) relate well to the outcomes of the school's self evaluation.
125. The school has established an effective system for staff's performance management and this leads to recognising professional development needs. The arrangements have a positive impact on the educational provision and on the pupils' standards of achievement.
126. The governors are supportive of the school and fulfil their statutory responsibilities thoroughly. They receive regular reports from the head teacher. They assist the head in setting a strategic direction for the school and they are effective in their roles as a critical friend.
127. The governors have a good awareness of the school's priorities and some have visited the school to discuss developments in curricular areas. This contributes towards raising the governors' awareness of the quality of the provision and standards of achievement.
128. The school's handbook and the governors' annual report for parents comply with requirements.

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

Grade 2: Good and no significant shortcomings

129. The findings of the inspection team correspond with the judgement expressed by the school in its self evaluation report.
130. The teachers and the governors have good knowledge of the school's performance. The school's judgements in its self evaluation report coincide with the findings of the inspection team in all seven key questions.
131. The teachers work together when they conduct self-evaluation activities paying good attention to assessment results, pupils' work, staff discussions, external advice and lesson observation. Working together with another school nearby is good practice.
132. In addition to the contribution made by the School Council in discussing matters that are important to the school's pupils, their voice has also been heard by preparing appropriate questionnaires. The school has also consulted the parents through appropriate questionnaires. The school analyses the information carefully and takes action on the findings. Parents attending the pre-inspection parents' meeting praised the way the school responded to important matters on an individual child level and also at the organisational level.
133. The governors receive regular reports from the head teacher and also visit the school to raise their awareness of the provision. One of the governors has also met the School Council.
134. The self-evaluation report prepared for the inspection is comprehensive and pays good attention to matters contained in the Inspection Framework in line with Estyn's seven key questions. The report is evaluative and attends to matters that require attention as well as strengths. At times, however, it is descriptive.
135. The SDP is of good quality and is a useful document for guiding the strategic development of the school's priorities. It pays good attention to the practical aspects of implementation from the point of view of time, finance and who is responsible. It includes action steps and success indicators against every priority but the indicators are not always sufficiently quantitative in nature.
136. These arrangements have led to definite progress in areas such as design and technology and co-operating with parents to establish good behaviour.
137. There are good features that outweigh shortcomings in the progress made since the last inspection. Good progress has been made with the majority of the issues but there is still concern about the school entrance.
138. Amongst the subjects inspected this time, standards have improved in English at key stage 2 and in design and technology at key stage 1 and key stage 2, and the standards are good. The good standards have been maintained in information and communication technology at both key stages as have the good standards with outstanding features in music and religious education in key stage 2.

139. Music and religious education in key stage 1 and art and design in both key stages were deemed to be very good in the last inspection but now standards are deemed to be good with no important shortcomings.
140. In this inspection, the provision through the medium of English in key stage 2, short term planning, providing an enclosed area for children under five as well as fully meeting the requirements for collective worship and the content of the governors' annual report to parents have all improved. The field that is the responsibility of the community has recently been upgraded substantially. Despite the fact that the school currently has no pupils in local authority care, the school is fully aware of the arrangements that need to be implemented for such pupils. The supply of toys and large equipment is sufficient.
141. The turning area outside the school entrance is the responsibility of the UA. Concern still exists that pupils can go out of the school entrance to an area where cars turn and reverse. The inspection team shares this concern.

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

Grade 2: Good and no significant shortcomings

142. The findings of the inspection team correspond with the judgement expressed by the school in its self evaluation report.
143. The school's staffing levels are good and ensure a favourable pupil: adult ratio. Appropriately qualified and experienced teachers are employed to enable the school to present a broad and balanced curriculum.
144. An effective and dedicated team of classroom assistants provide good support for learning and teaching. They work in close conjunction with the teachers and they ensure that individuals and groups receive good support in learning.
145. The school has sufficient resources for every age and subject. The large equipment for children under five is adequate. Much of the equipment is in a good condition and used regularly and effectively in lessons.
146. The school recently increased its information technology capacity by purchasing a number of laptops. There is an interactive whiteboard in every classroom. This makes a good contribution towards the provision and promotes standards of achievement.
147. As a result of regular maintenance work, the condition of the school buildings is generally good. Effective use is made of every part of the building. On the ground floor, a stimulating learning environment has been created although there is a shortage of space for storage. The first floor is used as a staff room. On that floor also, an old library has been adapted into a design and technology room.
148. Effective use is made of the school yard and grounds to present aspects of the curriculum. As there is no hall or canteen, the school makes good use of a centre close by for the breakfast club and physical education. A sports centre at a town not far away is used for swimming lessons. The school building and grounds are kept clean and tidy.
149. Concern has existed for a number of years about parking and traffic by the school's main entrance. The progress towards finding an acceptable solution has been very slow because of uncertainty about responsibility for the land. Concerns about the situation were raised during this inspection. The inspectors share the concerns as pupils go out of the school gate immediately into traffic. As the area is restricted in size and busy during specific times of the school day, it is unacceptable that pedestrians, whether children or adults, are not separated from reversing vehicles.
150. The teachers update their skills and knowledge by following regular training sessions in the school or those provided externally. This training corresponds to the school's needs and the aspirations of individual members of staff. The school also attends to the training needs of ancillary staff well. These arrangements have a positive impact on the educational provision and the standards of achievement.

151. The good attention paid to workforce remodelling ensures that there are arrangements in place to reduce teachers' workload and to safeguard their non contact time for PPA. Time has also been safeguarded for the head teacher to lead and manage the school. This has a positive impact on standards of achievement and on the effectiveness of the provision. The school has established an effective staff performance management system which leads to the recognition of professional development needs.
152. The school's budget is managed efficiently on a day to day basis and the school self-evaluates its processes constantly, using the county's proforma. The Governing Body pays good attention to the expenditure programme, pupil number predictions and likely future needs, as well as a programme to act on priorities noted in the SDP.
153. Constant and effective use is made of resources. The school provides value for money.

Standards achieved in subjects and areas of learning

English

Key stage 1

154. No judgement is expressed on standards in English as it is not taught formally in this key stage.

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

Good features

155. Throughout the key stage, pupils of all abilities listen intently and respond well orally using a wide vocabulary.
156. They discuss their tasks together confidently and there is obvious development in their vocabulary, phrases and constructions as they move up through the school. By Y6, most of the pupils across the ability range respond and offer comments and express opinions in the appropriate register, and the most able pupils use extended vocabulary.
157. The standard of reading of most pupils is good and they possess good understanding of the text. In line with their age and ability, most pupils read correctly and meaningfully. Most are able to discuss character and convey sensible views about the books they read. Many of the pupils make good use of their reading skills to gather information from books and other sources.
158. The pupils produce a varied range of written work for different purposes and audiences. Most of the pupils succeed in varying their sentences purposefully. They make good use of a thesaurus to enrich their written work and select words to convey their intentions. Standards of spelling are developing well across the key stage.
159. The ablest pupils in Y6 use rich language in appropriate contexts and they write effective extended pieces which are well presented and paragraphed.

Shortcomings

160. There are no important shortcomings.

Information and communications 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

161. Y1 pupils display good control of the mouse in order to move images on the screen. They are confident in using the interactive whiteboard in whole class work.
162. All Y1 and Y2 pupils use a simple on screen word processor well. They use simple art packages to create good pictures and patterns linked to their work.
163. Many Y1 and Y2 pupils make good use of a simple database program to record information and to draw graphs.
164. Most Y1 and Y2 pupils, given assistance, experiment with their ideas about the movements of a toy that can be programmed.
165. Y1 and Y2 pupils use a digital camera appropriately to record evidence of their own work.
166. In key stage 2, pupils use information and communication technology hardware and software confidently and with increasing independence to communicate and exchange information in different forms, including text, graphs and pictures.
167. Most key stage 2 pupils are able to word process, import images and vary the size, colour and appearance of text in line with their intentions to a good standard. The most able Y6 pupils are confident when creating multi media presentations of a good standard.
168. Most key stage 2 pupils gather, organise and input information well when they use a database for a specific purpose.
169. By Y6, the most able pupils draw up procedures to model their ideas and make good changes for improvement. The most able in Y6 use a spreadsheet effectively and independently to support their learning.
170. Most pupils across key stage 2 make good use of the internet to gather information to support their work. They send e-mail messages confidently.
171. Key stage 2 pupils are able to discuss matters relating to the safety of using information and communication technology meaningfully.

Shortcomings

172. Pupils in key stage 2 do not interrogate a data bank sufficiently.

Design and 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

173. Pupils in both key stages complete activities in a variety of media such as wood, paper, cardboard, clay, textiles, building kits and food to a good standard.
174. In key stage 1, the pupils experiment well with their ideas for building their own models using straws.
175. Previous work shows that Y2 pupils pay good attention to the detail of their designs. They consider different ways of joining parts of their products appropriately when they make models of cars. They express simple views about their work and they have good ideas about how they can improve their work.
176. Most Y1 and Y2 pupils discuss the characteristics of fruit such as colour, taste and texture well when they carry out research before preparing fruit salad. They express their own views and choices based on their experience. They use equipment appropriately and show good understanding of simple hygiene requirements when they deal with food.
177. Most Y1 and Y2 pupils, when given assistance, input simple directions into the memory of a programmable toy in order to experiment with controlling its movement.
178. Most key stage 2 pupils investigate their task by gathering information from relevant websites well.
179. As part of their design process, most pay good attention to identifying steps to follow in making their products. They record their final designs in appropriate sketches. The most able pupils in Y5 and Y6 draw up detailed designs.
180. Almost all Y3 and Y4 pupils have good knowledge about how to use pneumatics for producing movement in their products. They pay good attention to the finish of their products and make appropriate choices when they paint models of creatures.
181. Most Y5 and Y6 pupils experiment well with their ideas about the movement of cams by making a cardboard model and by looking at ready made examples. They design a prototype model and improve their ideas on that basis. When they undertake their tasks, most pupils display an appropriate range of measuring, marking, cutting, shaping and joining skills.
182. Previous work done by Y5 and Y6 pupils shows good use of electrical circuits to control the movement of a fair ride, using a motor. The most able pupils in Y5 and Y6 draw up and store instructions to control a series of events, using computer software well.

183. Most key stage 2 pupils evaluate their own products honestly and recognise ways of improving their work. The majority bear the requirements of the original specification in mind when they do this.

Shortcomings

184. There are no important shortcomings.

Art and design

Key stage 1 - Grade 2: Good features and no important shortcomings

Key stage 2 - Grade 2: Good features and no important shortcomings

Good features

185. Key stage 1 pupils observe Van Gogh's work in detail when they emulate the work of that artist, paying good attention to form and colour.
186. Most use scissors neatly when they cut out for their own weaving work. They make creative choices in selecting materials and textiles to create interesting effects in line with their intentions.
187. Most Y1 and Y2 pupils use resources to hand such as buttons, nuts, pasta, and glue them onto paper to convey their ideas well. Using their own words, they discuss their ideas about texture, colour and shape well.
188. Most Y1 and Y2 pupils investigate with pencil work into specific parts of the face before they start drawing self portraits of a good standard in pastels.
189. Pupils across key stage 2 select and use material and making techniques confidently in order to express their own ideas well.
190. All key stage 2 pupils use sketch books to experiment with their ideas creatively when they work with a famous artist. They have benefited greatly from that experience.
191. Many key stage 2 pupils investigate and discuss a picture according to shade and line. They appreciate the effect of different media, such as watercolour, pastel, chalk and acrylic well.
192. Many pay careful attention to mixing colours to create the effects they desire in imitating photographs, following research into a natural environment whilst visiting the seaside.
193. The previous work of pupils across key stage 2 shows a variety of creative responses to the visit such as textile work, rubbings, 3D work and work showing form and colour in the style of Catrin Williams, all of a good standard.
194. Y5 pupils are able to discuss the style of artists such as Anthony Evans and Rob Piercy well, drawing attention in their own words to the features of the work of those artists.
195. Many key stage 2 pupils evaluate their own work and that of their fellow pupils maturely according to the characteristics of art and design.

Shortcomings

196. There are no important shortcomings.

Music

Key stage 1 - Grade 2: Good features and no important shortcomings

Key stage 2 - Grade 1: Good with outstanding features

Outstanding features

197. Key stage 2 pupils are able to compose pieces of music based on poems for various instruments and perform them very skilfully and confidently. They are able to offer improvements to their own work and that of their peers in a very constructive and mature way. This is an outstanding feature.

Good features

198. Pupils in both key stages use a variety of percussion instruments skilfully.

199. All the school's pupils are given the opportunity to listen to and evaluate the work of famous composers, and key stage 2 pupils are able to discuss them and offer sensible views about them.

200. In key stage 1, most of the pupils sing a range of songs appropriate to their age well. They show an understanding of dynamics and rhythm in their performances. The pupils work in groups or as individuals and achieve good standards. They display pleasure when performing.

201. Key stage 2 pupils are able to sing a good variety of songs in unison and two part harmony to a good standard. They pay careful attention to pitch, dynamics and breathing. Many of them possess good understanding of musical terms such as ostinato, major and minor.

202. The pupils who have instrumental lessons from peripatetic teachers make good progress.

Shortcomings

203. There are no important shortcomings.

Religious education

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

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

- 204. Many key stage 2 pupils have outstanding knowledge and understanding of Christian customs, ceremonies and celebrations and also of some other world religions.
- 205. They know about the importance of pilgrimage to believers and their knowledge of the pilgrimage destinations of the various religions is outstanding.

Good features

- 206. In both key stages, most of the pupils have an investigative and inquisitive spirit and they feel confident in raising questions from their personal and religious experience.
- 207. Most key stage 1 pupils discuss principles such as friendship, tolerance, care for others and behaviour towards each other well.
- 208. They are aware of the significance of baptism to the Christian and they are able to discuss the christening ceremony and the significance of the font.
- 209. All the pupils have visited places of worship and they discuss their features and purpose confidently.
- 210. Key stage 2 pupils have good knowledge of many Bible stories. Many of the older pupils are able to analyse, interpret and adapt stories to everyday life well.
- 211. Increasingly, key stage 2 pupils understand concepts such as conscience, forgiveness and obedience and they show strong awareness of the effect and influence of belief on believers.
- 212. Through their efforts to raise money and supporting national and international charities, the pupils across key stage 2 become aware of the fact that they are members of a global community and that they have a responsibility towards their fellow humans.

Shortcomings

- 213. There are no important shortcomings.

School's response to the inspection

The governors, staff and pupils of Ysgol Llanaelhaearn wish to convey their gratitude for the report and the positive comments made about the school.

It was pleasing to read about the appreciation of the school's ethos in the report and confirmation that the school has very many good and some outstanding features. It was pleasing that the team recognised the issue regarding the school's entrance and parking area.

The school will draw up an action plan in response to the recommendations made and its implementation will be an item on the agenda on the governors' annual meeting with parents.

We wish to thank the team for their courteous professionalism during the inspection.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Llanaelhaearn
School type	Primary, naturally bilingual, community
Age-range of pupils	3 – 11
Address of school	Llanaelhaearn Gwynedd
Postcode	LL54 5AL
Telephone number	01758 750263

Head teacher	Mrs Sianelen Fleming
Date of appointment	September 2001
Chair of governors / Appropriate authority	Mrs B. Hughes
Registered inspector	Gwilym Trebor Roberts
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	1.6	4	2	6	4	8	5	3	33.6

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	2.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	14.6:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	16.8
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	91.5	94.2	90.7
Spring 2009	89.5	94.8	91.7
Summer 2009	95.7	95.7	94.2

Percentage of pupils entitled to free school meals	31%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2009	Number of pupils in Y2	4
As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included		

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2009	Number of pupils in Y6	1
As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included		

Appendix 4

Evidence base of the inspection

Three inspectors as well as the school nominee spent the equivalent six inspection days at the school and met as a team before the inspection.

These inspectors visited:

- 17 lessons or part lessons;
- registration sessions, services and communal worship.

Members of the team had meetings with:

- staff, governors and parents before the inspection;
- the head teacher, teachers and ancillary staff, and
- the School Council.

The team also considered:

- the school's self-evaluation report;
- 15 responses to the parental questionnaire;
- documents prepared by the school before and during the inspection;
- a wide range of pupils' previous and current work, and
- samples of pupils' reports.

After the inspection, the team had meetings with the staff and the governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Gwilym Trebor Roberts Registered inspector	Context, summary, key question 1, 2, 5 and 6, information and communication technology, design and technology and art and design
Hazel Hughes Team Inspector	Key question 3, 4 and 7, English (KS2), music and religious education
John Roberts Lay Inspector	Contribution to key questions 1, 3, 4 and 7
Mrs Sianelen Fleming	School nominee
There was no peer assessor during the inspection of this school.	

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Acknowledgement

The inspectors wish to thank the school's governors, the head teacher, staff, pupils and parents for their willing co-operation during the inspection.