

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

A Report on the Quality of Education in

**Ysgol Babanod Llanfairfechan
Ffordd Y Pentref
Llanfairfechan
Conwy
LL33 0PA**

School Number: 6623020

Date of Inspection: 15 October 2007

by

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Ysgol Babanod Llanfairfechan 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 Babanod Llanfairfechan took place between 15/10/07 and 17/10/07. An independent team of inspectors, led by Jean Marshall 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.

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 Babanod Llanfairfechan, which is a Church in Wales voluntary school, is located in the centre of the village of Llanfairfechan in the county of Conwy. The area is described as one that is neither prosperous nor economically disadvantaged.
2. It is a naturally bilingual school. Some subjects, or aspects of them, are taught through the medium of Welsh and others through the medium of English. In accordance with the school's policy, pupils' parents have the choice to select between a Welsh first language and second language curriculum for their children, and to choose between English and Welsh for assessing their progress.
3. Children are admitted to the school, on a part-time basis to the nursery class, in the September following their third birthday, and full-time to the reception class in the September following their fourth birthday. Pupils transfer to Pant y Rhedyn junior school at the end of key stage 1. During the inspection, there were 25 part-time nursery children and 61 full-time pupils on the school's register. This is a considerable reduction on the number of pupils at the school at the time of the last inspection.
4. The vast majority of pupils (97%) come from homes where English is the main language of communication, and apart from a very small percentage of pupils whose parents choose for them to follow the Welsh first language course, all pupils learn Welsh as a second language.
5. Pupils come from varied backgrounds with a wide range of attainment on entry to the school. The percentage of pupils (10%) entitled to receive free school meals is lower than the county and national percentages. Fifteen pupils (20%) have been identified by the school as having additional learning needs [ALN] and two of these have statements of ALN.
6. The school was last inspected in November 2001 and the headteacher was appointed to her post in September 1997.
7. On this occasion, the school received a standard inspection.

The school's priorities and targets

8. According to the school development plan [SDP] for the year 2007-2008, the school's targets and priorities are:
 - raising pupils' writing standards in their mother tongue;
 - reducing the gap between the performance of boys and girls in mathematics by providing more practical activities
 - preparing for the foundation phase, and
 - continuing to strengthen the links with parents and the community.

Summary

9. Ysgol Babanod Llanfairfechan offers educational provision of a good quality, ensuring constant care and support, and equal opportunities for each pupil.
10. The inspection team judged the school's work as follows:

Key Question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	3
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

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

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	66%	28%	6%	0%

12. The overall quality of the educational provision for children under five years of age is appropriate for their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
13. In key stage 1, standards in the subjects inspected were judged as follows:

Inspection Area	Grade - Key Stage 1
English	3
Welsh second language	2
Information technology	2
History	2
Art	2
Music	3

14. Pupils with ALN make good progress both educationally and socially. They achieve the targets set for them.
15. In key stage 1, pupils' standards and progress in the key skills of speaking and listening across the curriculum in English and in Welsh (first and second language), are good.
16. Although pupils in key stage 1 use and develop their reading and writing skills in English in a good range of areas across the curriculum, and Welsh in a minority of areas, a significant number of them find difficulty in reading worksheets and simple instructions on the computer, and to record their work unaided.
17. Pupils achieve good standards in their bilingual skills and they have a good knowledge and understanding of the *Cwricwlwm Cymreig*.

18. The standards and progress of children under five years of age and pupils in key stage 1 in their mathematical and information and communications technology [ICT] skills across the curriculum are good.
19. Over the last three years, results of teacher assessments at the end of key stage 1 were low in comparison with similar schools in relation to the percentage of pupils receiving free school meals. The school states that approximately a third of the pupils in these years had ALN.
20. Although the vast majority of pupils understand the tasks given to them in lessons and are aware of their strengths in some areas, they do not show sufficient understanding of the lesson objectives, the success criteria or their individual targets.
21. Even though the vast majority of pupils behave well, the bad behaviour of a small number of pupils impairs the progress made in some lessons.
22. The average attendance for the three terms prior to the inspection is around 94% which compares well with the county and national averages.

The quality of education and training

23. In the lessons observed, the quality of education was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	44%	44%	6%	0%

24. In the nursery and reception classes, teachers provide a wide range of experiences which means that children use and develop their key skills and their basic skills, including bilingualism, in an integrated way. This is an outstanding feature of the provision for children under five years of age.
25. Across the school, the good features of the teaching include appropriate planning and effective use of a range of interesting resources. Teachers use effective methods to foster pupils' confidence and oral skills, questioning is lively and they offer positive encouragement.
26. In lessons where there are shortcomings in the teaching, a lack of control and organisation impairs the teaching and teachers do not take advantage of opportunities to stimulate pupils' imagination and improve their understanding. These lessons are not planned thoroughly enough and the tasks given do not ensure that all the lesson objectives are realised.
27. Overall, the quality of assessment, recording and reporting to parents is good. However, as pupils' individual targets for improvement are not visible enough for them, their ability to self-evaluate their work is insufficiently developed.
28. The school provides a curriculum that is broad and balanced, conforms to the legal requirements, and ensures equal opportunities for each pupil.
29. Overall, teachers' schemes of work ensure interesting, differentiated experiences, which offer continuity and progression in pupils' education. Even so, at times in key stage 1, the short-term planning is not detailed enough to ensure development of important skills that are relative to the activities.
30. Although the school provides appropriately for developing pupils' key and basic skills across the curriculum, the opportunities to develop these skills are not being recognised and planned in a structured enough way for all curricular areas.

31. The curriculum is enriched by a variety of educational visits, as well as visits to the school by members of the community who share their knowledge, expertise and skills with the pupils. The effective partnerships between the school, the parents and the community enrich the provision further.
32. The school promotes pupils' personal development, including their spiritual, moral, social and cultural development, well. The school succeeds well in promoting education for sustainable development.
33. Regular opportunities are planned and carried out to promote pupils' awareness of the *Cwricwlwm Cymreig* and to promote their bilingual development.
34. Arrangements for caring for pupils are effectively planned and managed by the school. Teachers and support staff know the pupils well and pay particular attention to their personal and educational progress.
35. The school's personal and social education [PSE] programme, which includes regular 'circle time' sessions, succeeds well in developing pupils' positive attitudes and values. Good behaviour is effectively promoted through following the Assertive Discipline plan which places appropriate emphasis on praise, reward and drawing constant attention to successes.
36. The activities relating to the Healthy Schools' scheme effectively promote pupils' health and fitness.
37. The provision for pupils with ALN is good and fully conforms to the requirements of the Code of Practice. Pupils with ALN are fully included in the life and work of the school.
38. The school ensures equal opportunity in each aspect of the school's work, and acknowledges the diversity of pupils' backgrounds.

Leadership and management

39. The quality of the headteacher's leadership is good. She offers constant leadership and support and succeeds well in creating a team spirit where all members of staff work together conscientiously and effectively in order to ensure the development of the school.
40. The school pays outstanding attention to Welsh Assembly Government [WAG] priorities and these are having a positive impact on standards and on the school's provision.
41. Governors support the school well and shoulder their responsibilities conscientiously. They help to set the school's strategic priorities through monitoring and evaluating whole-school aspects.
42. The school has established a self-evaluation procedure which is comprehensive, systematic and based on a good range of direct evidence. Teachers and governors understand the self-evaluation arrangements and contribute fully to them.
43. Effective use is made of the self-evaluation information to plan for improvement. The SDP is a useful document that lists the school's priorities clearly but the targets for improvement are not always measurable and the document does not show in enough detail how the financial resources available to the school are used.

44. The judgement of the inspection team agrees with the school's judgement in its self-evaluation in four out of the seven key questions. Lower grades were awarded to key questions 1, 2 and 4.
45. Key issues identified in the school's last inspection report in 2001 have been addressed in detail and it succeeded in achieving the majority of the priorities in the action plan following the inspection. However, the need to improve standards in English and music remain.
46. The school is well staffed and teachers have a wide range of expertise and qualifications. The classroom assistants and nursery assistants provide support of a high quality.
47. Staff and pupils make effective and efficient use of a good range of a high standard of resources to support the learning. There is an interactive whiteboard and a good number of computers in each classroom.
48. Although the school building is old, the headteacher and the governors have ensured a number of relevant improvements since the last inspection. The site is ideal for any person with physical disabilities.
49. The headteacher and governors regularly discuss the budget and they have a good awareness of future financial priorities. The school offers good value for money.

Recommendations

In order to improve, the school needs to:

- R1 raise standards in English* as a subject, and standards in English reading and writing skills across the curriculum;
- R2 raise standards in music;
- R3 improve the teaching through addressing the identified shortcomings;
- R4 ensure that pupils understand the lesson objectives, the success criteria and their individual targets in order to promote their ability to self-assess their work;
- R5 improve the short-term planning by recognising opportunities to develop the key skills and basic skills in the activities;
- R6 ensure that the SDP includes measurable targets and plan in more detail how to use the financial resources available to the school.

* *already identified as a priority in the SDP*

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

50. The findings of the inspection team do not agree with the Grade 2 judgement made by the school in its self-evaluation report. Although there are a number of good features in relation to pupils' standards of achievement, there are also some shortcomings, especially in standards of reading and writing in English.

51. Standards of achievement in the lessons observed were as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	66%	28%	6%	0%

52. The overall quality of the educational provision for children under five years of age is appropriate for their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

53. In key stage 1, in the subjects and areas inspected, standards of achievement are as follows:

Subject	Grade Key Stage 1
English	3
Welsh (second language)	2
Information technology	2
History	2
Art	2
Music	3

54. Pupils with ALN make good progress both educationally and socially. They attain the targets that have been set for them.

55. In key stage 1, pupils' standards and progress in the key skills of speaking and listening across the curriculum, in English and in Welsh (first and second language), are good. The vast majority listen intently, speak confidently and discuss their work easily in a good range of contexts.

56. Although pupils in key stage 1 use and develop their reading and writing skills in English in a good range of areas across the curriculum, and Welsh in a minority of areas, a significant number of them have difficulty reading worksheets and simple instructions on the computer, and to record their work unaided.

57. Pupils achieve good standards in their bilingual skills. Even though only a very small percentage of children (some 3%) come from homes where Welsh is the main language of communication, children under five make extensive and effective use of Welsh in the different activities and pupils in key stage 1 understand and respond appropriately to a good range of greetings and instructions in Welsh in a number of contexts.

58. Pupils throughout the school have a good knowledge and understanding of the *Cwricwlwm Cymreig*. They have a sense of Welshness and a good awareness of their Welsh heritage and culture.

59. Children under five years of age and pupils in key stage 1 make constant and effective use of mathematical skills across the curriculum. They create and discuss a simple time line in history lessons and count, compare, classify and order objects in a number of different contexts.
60. In the reception class and in key stage 1, pupils' standards and progress in ICT across the curriculum are good. Pupils make extensive use of computers to reinforce and enrich their work in the vast majority of lessons. They record their work systematically in different formats using the word processor, art program, data handling program and the music composition program.
61. Pupils' creative skills are good throughout the school. They make effective use of their imagination and their creativity during role-play in the under-fives classroom and in art lessons in key stage 1.
62. Over the last three years, results of teacher assessments at the end of key stage 1 were low in comparison with similar schools in relation to the percentage of pupils receiving free school meals. The school states that approximately a third of the pupils in these years had ALN.
63. Despite the school's efforts to lessen the gap between the performance of boys and girls through adapting teaching methods and the purchase of appropriate resources, girls continue to outperform boys at the end of the key stage.
64. The vast majority of pupils understand the tasks given to them in lessons and are aware of their strengths in some areas. They evaluate their own work and that of their peers effectively in art and music lessons. Even so, pupils do not show sufficient understanding of the lesson objectives, the success criteria or their individual targets.
65. The vast majority of pupils behave well. They are aware of the school's rules and expectations and adhere to them. They show respect and courtesy towards each other, staff and visitors. However, the poor behaviour of a small number of pupils impairs the progress made in some lessons.
66. The average attendance for the three terms prior to the inspection is around 94% which compares well with the county and national averages.
67. Pupils make good progress in their personal, social and moral skills and their broader development. The vast majority concentrate and persevere for extended periods and work productively on tasks using their time effectively. They display respect towards diversity in society and have a good awareness of equal opportunity issues.
68. At an appropriate level, pupils have a good knowledge and understanding of the world of work and of the duties of different workers in the community.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

69. The findings of the inspection team do not agree with the Grade 2 judgement made by the school in its self-evaluation report. Evidence from the inspection shows that there are shortcomings in the teaching, some of them important.

70. In the lessons observed, the quality of education was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	44%	44%	6%	0%

71. The percentage of 50% of lessons where the quality of teaching is Grade 1 or Grade 2, is substantially lower than the average of 79% for primary schools in Wales as identified in the Annual Report of Her Majesty's Chief Inspector of Schools for 2005-2006.

72. Teachers have a good knowledge of the subjects they teach and of the Desirable Outcomes for Learning for children under five years of age. In the nursery and reception classes, teachers plan and organise in detail in order to provide a wide range of experiences which means that children use and develop their key skills and their basic skills, including bilingualism, in an integrated way. This is an outstanding feature of the provision for children under five years of age.

73. Throughout the school, the good features of the teaching include:

- good quality relationships between pupils and adults;
- appropriate planning with a clear focus on specific learning objectives;
- purposeful and effective use of a range of interesting resources, including interactive whiteboards and ICT equipment, in order to fire and enrich pupils' learning;
- positive encouragement and effective strategies for managing behaviour;
- lively questioning, verifying pupils' understanding of the subject in question;
- provision of suitably differentiated tasks for pupils of differing abilities, and
- effective methods to foster pupils' confidence and speaking skills, especially during lesson introductions and plenary sessions.

74. In lessons where there are shortcomings in the teaching:

- a lack of control and organisation impairs the learning;
- teachers do not take advantage of opportunities to stimulate pupils' imagination and improve their understanding;
- a lack of detailed planning means that there is not enough variety of learning methods presented, and insufficient attention given in tasks to developing pupils' key skills, and
- teachers to not succeed in achieving some of the lesson objectives by giving appropriate tasks.

75. Overall, the quality of assessment, recording and reporting to parents is good. The assessment procedure is an integrated part of the teaching and learning process. Teachers know the pupils well and use a suitable range of methods in coming to a judgement on the standards achieved.

76. There are comprehensive arrangements for assessing the progress of children under five years of age. Assessment outcomes give a clear picture of each individual's progress and is useful when planning on their behalf.

77. In key stage 1, pupils' achievement in the core subjects are assessed regularly and national and standardised assessment tests are assessed fairly and accurately. This contributes effectively to target setting and planning future work in order to raise standards.
78. The comprehensive language portfolio is an effective tool for standardising teachers' judgements and moderating standards of achievement. A good range and variety of examples of pupils' work in the core subjects was gathered and these files are useful in order to show continuity and progression in the work, especially in art. As yet, they contain few comments pertaining to National Curriculum [NC] level descriptors.
79. Teachers' records in measuring pupils' progress in reading are not thorough enough. This limits their ability to eliminate weaknesses and improve standards.
80. Pupils' work is marked regularly with encouraging comments. Pupils also receive constructive oral support during lessons. Even though personal targets are set for each pupil, as they are not visible enough for them, they do not sufficiently promote their ability to self-evaluate their work.
81. Annual reports to parents provide useful information on their children's progress and identify targets for further development. Parents appreciate the opportunities to discuss their children's progress with the teachers during the parents meetings that are held three times a year.

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

Grade 2: Good features and no important shortcomings

82. The findings of the inspection team agree with the judgement given by the school in its self-evaluation report.
83. The school provides a curriculum that is broad and balanced and conforms with the legal requirements. It responds well to the needs of different pupils and ensures equal opportunities for each one, including pupils with ALN.
84. Overall, teachers' schemes of work ensure interesting, differentiated experiences, which offer continuity and progression in pupils' education. Even so, at times in key stage 1, the short-term planning is not detailed enough to ensure development of important skills that are relative to the activities.
85. Although the school provides appropriately for developing pupils' key and basic skills across the curriculum, the opportunities to develop these skills are not being recognised and planned in a structured enough way for all curricular areas.
86. The curriculum is enriched by a variety of educational visits that match the classroom themes and activities well. These include visits to the local church, the Cathedral in Bangor, a local farm and the fire station. Pupils benefit greatly from visits to the school by members of the community who share their knowledge, expertise and skills with them.
87. The school promotes pupils' personal and social development well through a range of curricular activities, 'circle time' and the discussions and activities of the school council. These aspects contribute effectively to improving pupils' motivation to be responsible members of the school community.

88. Acts of collective worship contribute well towards pupils' spiritual development. Pupils' moral development is promoted through fostering values such as honesty, fairness and respect throughout the activities of the curriculum. Regular opportunities are provided for pupils to collect money and contribute towards worthy causes.
89. Regular and effective attention is given to promoting pupils' cultural development by providing opportunities to study their own culture as well as other cultures in music, art and religious education lessons and through participating in performances and concerts.
90. Regular opportunities are planned and carried out to promote pupils' awareness of the *Cwricwlwm Cymreig* through a number of subjects and through purposeful educational visits in the local community.
91. The immersion in the Welsh language provided for children under five years of age gives a particularly sound foundation for developing pupils' bilingual skills.
92. The school's partnership with the parents and the community is good. Even though only a small number of parents come together to raise funds through the 'Friends of the School', evidence from the pre-inspection meeting with parents and the questionnaires completed by them shows sound support. The provision is enriched further through effective links with the home for the elderly, the church, the carnival and local companies, and the junior school to which the pupils transfer at the end of key stage 1.
93. The school pays good attention to the development of pupils' awareness of the world of work by arranging visits to the workplace and by inviting visitors such as members of the police force, the fire service and the school nurse to talk about their work. Pupils' understanding of entrepreneurial skills are developed simply and effectively through buying and selling goods in the School Fair, raising money for charities, and the activities of the school council. The sponsorship received from some local businesses contributes well to the amount and quality of resources available.
94. Through encouraging staff and pupils to collect materials for recycling, creating a garden and a place to work in the open air, and other activities relating to the Eco-Schools scheme, the school succeeds well in promoting education for sustainable development.

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

Grade 2: Good features and no important shortcomings

95. The findings of the inspection team do not agree with the Grade 1 judgement made by the school in its self-evaluation report. Even though the care, support and guidance offered to the pupils is certainly good, there are no outstanding features to these aspects.
96. Arrangements for caring for pupils are effectively planned and managed by the school. Teachers and support staff know the pupils well and pay particular attention to their personal and educational progress. Pupils have confidence in the adults and can turn to them easily to discuss any matters that are of concern to them.

97. The school works well with parents, listens to them and pays appropriate attention to any complaints or concerns they may have.
98. Pupils are happy in the school and new children settle in quickly to the life and routines of the school and feel comfortable and confident in the learning environment. Effective transition arrangements have been established, including working together on dance projects with the organisations that provide education for children under five years of age and with the local primary school.
99. The school's PSE programme, which includes regular 'circle time' sessions and school council activities, succeeds well in developing pupils' positive attitudes and values.
100. Standards of pupils' attendance and punctuality are monitored regularly and the school acts immediately and appropriately according to need. Good behaviour is effectively promoted through following the Assertive Discipline plan which places appropriate emphasis on praise, reward and drawing constant attention to successes. Recently, the 'PATHS' scheme was adopted which presents specific strategies for pupils to help them recognise and respond to their feelings, and to lessen the problems of aggressive behaviour.
101. There are clear and effective arrangements to ensure the healthy development, safety and well-being of all pupils within the schools boundaries. Teachers carefully supervise children during break times and when releasing them at the end of the day. The activities relating to the Healthy Schools' scheme effectively promote pupils' health and fitness.
102. There are sound arrangements for the protection of children and all members of staff are aware of the requirements of the procedure. The school listens to all pupils, records any concerns, and works closely with other responsible agencies.
103. The provision for pupils with ALN is good and fully conforms to the requirements of the Code of Practice. The school identifies pupils' special needs at an early stage and intervenes and acts according to need. Pupils with ALN are fully included in the life and work of the school.
104. The individual educational plans [IEPs] prepared for the pupils are of a good quality. Clear targets are set that are relative to their needs and suitable activities are provided in order to attain these targets. Teachers keep careful records of pupils' progress and regularly review and adapt the targets. Effective links have been established with the parents and outside agencies.
105. The support that pupils with ALN receive from the classroom assistants, in groups both within and outside the classroom, is effective and promotes the progress and good behaviour of the pupils in their care. Valuable support is also offered by specialists from the authority.
106. The school ensures equal opportunity in each aspect of the school's work, and acknowledges the diversity of pupils' backgrounds. A healthy inter-relationship is promoted between pupils with different home languages and pupils' awareness and understanding of different races is raised effectively through religious education and PSE lessons.
107. The school has made many modifications in order to ensure equal treatment of disabled pupils and the governors are willing to discuss any further modifications according to need.

Leadership and management

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

Grade 2: Good features and no important shortcomings

108. The findings of the inspection team agree with the judgement given by the school in its self-evaluation report.
109. The quality of the headteacher's leadership is good. She offers constant leadership and support and succeeds well in creating a team spirit where all members of staff work together conscientiously and effectively in order to ensure the development of the school.
110. The school has sound objectives, values and policies that promote equal opportunities that are clearly reflected in the work of the school. These are constantly reviewed and discussed in staff and governors' meetings in order to ensure that everyone understands them.
111. The school pays outstanding attention to WAG priorities. The school gained the Basic Skills Agency Quality Mark and Investors in People accreditation. Pupils and staff have benefited greatly from activities relating to its involvement in the Eco-Schools and Healthy Schools schemes, the PESS physical education scheme and the school council. The preparations in the classrooms for the under-fives for establishing the foundation phase are outstanding.
112. Both the headteacher and the deputy headteacher have received accreditation in national training on leading and managing schools, a member of the support staff has gained higher assistant status, and two of the teachers are members of a county working party that produces mathematics resources for the authority's schools. These are all having a positive impact on standards and on the school's provision.
113. The school has succeeded well in developing pupils' bilingual skills by giving high priority to this aspect in all the school's procedures and by working effectively with the junior school to which the pupils transfer at the end of key stage 1.
114. Leaders and managers set, and very often meet, challenging but realistic targets for improving pupils' standards of attendance and standards of achievement in the core subjects. An effective procedure has been established for managing and improving staff performance and the headteacher states that achieving the set objectives is having a positive effect on the provision and on standards at the school.
115. Governors support the school well and shoulder their responsibilities conscientiously ensuring that all the school's procedures meet with regulatory and legal requirements. They meet regularly and receive relevant reports and information on all aspects of the school's work from the headteacher.
116. They help to set the school's strategic priorities by regularly monitoring and evaluating whole-school aspects such as the quality of the building and health and safety issues, as well as the curricular provision. Following visits to lessons, governors present reports and relevant recommendations to the full body.

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

Grade 2: Good features and no important shortcomings

117. The findings of the inspection team agree with the judgement given by the school in its self-evaluation report.
118. The school has established a self-evaluation procedure which is comprehensive, systematic and based on a good range of direct evidence. Teachers and governors understand the self-evaluation procedures and fully contribute to them.
119. Responsibilities for curricular areas have been fairly shared between members of the school's teaching staff. Curricular leaders have a good knowledge of the performance in the vast majority of curricular areas and use this knowledge effectively.
120. They monitor their subjects systematically through reviewing and adapting the schemes of work, examining pupils' work, analysing data from results of teachers' assessments and observing each other's lessons. They lead staff discussions and offer feedback and guidance to their colleagues following in-service training courses. Following the judgements, detailed monitoring reports are drawn up that clearly identify the strengths and the aspects that need further attention. These reports are discussed in staff meetings and presented to the governors. All this is good practice.
121. The school sends a questionnaire to each home in order to seek parents' opinions on aspects of the school's work, and gives full consideration to the findings. Pupils have a valuable opportunity to express an opinion and to make choices and decisions through the school council.
122. Effective use is made of the self-evaluation information to plan for improvement. The SDP is a useful document that lists the school's priorities clearly and identifies the resources needed in order to achieve them. However, the targets for improvement are not always measurable and the document does not show in enough detail how the financial resources available to the school are used.
123. The judgement of the inspection team agrees with the school's judgement in its self-evaluation in four out of the seven key questions. Lower grades were awarded to key questions 1, 2 and 4.
124. Key issues identified in the school's last inspection report in 2001 have been addressed in detail and it succeeded in achieving the majority of the priorities in the action plan following the inspection. However, the need to improve standards in English and music remain.

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

Grade 2: Good features and no important shortcomings

125. The findings of the inspection team agree with the judgement given by the school in its self-evaluation report.
126. The school is well staffed for its needs and teachers have a wide range of expertise and qualifications that are appropriate. Effective use is made of specialists that visit the school to support in areas such as art and ALN.
127. The school places strong emphasis on training and supporting staff and the good and purposeful training opportunities offered to each member of staff are having a positive effect on the educational provision. Overall, the training programme conforms well to the school's priorities and the developmental needs of individuals. An effective procedure for regularly monitoring the effectiveness and efficiency of the annual programme has been established.
128. Effective processes have been established in order to ensure non-contact time for teachers for planning, preparation and assessment.
129. The classroom assistants and nursery assistants provide support of a high quality. They are an integral part of the school team and through their contribution and their specialism; they considerably enhance the quality of the provision and the standards of achievement of children under five years of age and pupils in key stage 1. The other ancillary staff undertake their duties effectively and efficiently.
130. Staff and pupils make effective and efficient use of a good range of a high standard of resources to support the learning. There is an interactive whiteboard and a good number of computers in each classroom.
131. Although the school building is old, the headteacher and the governors have ensured a number of relevant improvements since the last inspection. They have made good use of the maintenance budget in order to secure the site, decorate the classrooms, created a safe place for the children under five years of age to play, and ensured appropriate facilities for the disabled. The site is ideal for any person with physical disabilities.
132. Classrooms are of an appropriate size and the hall is sufficient. Throughout the school, there are a good number of colourful displays of pupils' work and school activities on the walls. There is sufficient playing area with a hard surface around the school.
133. Governors and the headteacher have worked together well over time to ensure that the school's budget is spent pertinently in order to ensure a good education for the pupils. Although the number of pupils has reduced significantly since the last inspection, the school has succeeded until now, to keep the staffing levels high. As a result, as a percentage of the school's budget, staffing costs are high.
134. The headteacher and governors regularly discuss the budget and they have a good awareness of future financial priorities. The school offers good value for money.

Standards achieved in subjects and areas of learning

English

Key stage 1 - Grade 3: Good features outweigh shortcomings

Good features

135. The majority of pupils speak confidently with each other and with adults about experiences and events within their experience and interest. When listening to a story or a presentation, pupils in Y1 and Y2 listen intently and respond to them intelligibly and to instructions and questions. During circle time sessions, individuals express their favourite events in a familiar story confidently and effectively.
136. Overall, pupils read books appropriate to their ages and reading levels. They are familiar with some reading strategies. In reading individually, a small number in Y1 and Y2 make an effort to express meaningfully and display understanding through discussing the contents.
137. A small minority of pupils succeed in attaining good standards. They display an increasing understanding of sentences and punctuation as they write independently to a variety of purposes. By Y2, the majority understand how to write in a poetic format, as well as descriptive pieces and recording factual information.

Shortcomings

138. In Y2, there are a significant number of pupils who cannot resolve familiar words correctly and there is a lack of appropriate expression and fluency in their reading.
139. Pupils do not have effective strategies for improving their spelling and punctuating skills and the writing range is limited.

Welsh second language

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

Good features

140. Pupils make good progress in their speaking and listening skills. From the beginning, in Y1, they speak with good accents and clear diction. They greet and welcome adroitly when communicating with adults and respond well to instructions.
141. They have a broad vocabulary in describing a variety of topics, such as the autumn, parts of the body, colours, pets and people that help them. When answering questions and playing games, they use the vocabulary with an appropriate number of prepositions correctly. Within their linguistic limitations, a few can occasionally offer spontaneous comments during the school day.
142. Pupils read with an understanding from flash cards and sentence headings. The vast majority cope confidently and correctly when reading simple books that repeat a small number of patterns. They display a good understanding of the

topic. When writing, they record simple phrases and sentences that reinforce what has been learnt.

143. Pupils learn a range of Welsh rhymes and songs effectively to reinforce their language work.

Shortcomings

144. Pupils do not use their Welsh enough when working in pairs and during role-play.

Information technology

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

Good features

145. From the early years, pupils use a good range of computer programs and games effectively to reinforce their learning. Pupils throughout the school use the interactive whiteboard skilfully.

146. In key stage 1, pupils show a good command of the 'mouse' as they move clothes displayed on the screen in order to dress a teddy bear. They use an art program effectively to create free hand patterns and pictures as ones where they select shapes displayed on the screen. When making bookmarks, they choose and change a picture or pattern and save and print their work unaided.

147. Pupils in key stage 1 make good use of a data handling program for collecting, arranging and recording information in the form of a pictograph, simple block graphs or a pie chart. They experiment confidently in using a program to compose simple pieces of music. They save their work with little help and print it independently.

148. By the end of key stage 1, the vast majority of pupils use the word processor confidently and make effective use of the computer for drafting and re-drafting their work in order to improve the accuracy and quality of the presentation.

149. Pupils have a good awareness of the use of computer systems in every day life. They can simply describe the use made of computers in shops and the use made in the home by buying goods on the Internet and sending e-mail messages. They experiment with the 'Bee-Bot' toy and control it successfully by feeding it simple instructions.

Shortcomings

150. There are no important shortcomings.

History

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

Good features

151. Key stage 1 pupils' understanding of chronology is developing well. They understand that there is an order to events and things can change over time.

152. Pupils in Y1 discuss old toys effectively and use historical vocabulary effectively in comparing them with toys today. They ask and answer questions about the past through interviewing their grandparents and other adults when studying old toys.

153. Following a visit to Penrhyn Castle where they played the role of a school child in the Victorian Era, pupils express an opinion confidently and begin to empathise with people from that period.
154. Pupils in Y2 have a sound understanding of the concept of past and present. Following their visit to Llynonn Mill, they have good knowledge of the work of a miller two hundred years ago and can confidently explain the procedure of producing flour in past times. They use historical vocabulary and terms correctly when describing and explaining the function of the equipment and artefacts to be seen in a windmill.
155. Pupils compare windmills from times gone by with modern windmills, describing clearly the different features and saying what they produce.

Shortcomings

156. There are no important shortcomings.

Art

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

Good features

157. Pupils use a wide range of materials, equipment and techniques confidently to create paintings, pictures and objects, which are often of a good standard. They mix paint effectively, experimenting and understanding that colour combinations create a variety of possibilities, and use the different materials in an interesting way, for example, in their leaf and wheel *collages*.
158. A project emanating from the book 'Frances the Firefly', shows pupils' awareness of how to use strong colours and different shapes and lines.
159. In their two- and three-dimensional work, pupils produce work on a large and small scale that is lively and striking. For example, pupils in Y2 have benefited greatly from working with a local artist to create a class mural on the theme 'Windmills'.
160. When emulating the work of the masters, such as Van Gogh, Mondrian, and Constable, pupils show appropriate knowledge of the varied methods and the ability to adapt them to their own work.
161. They are constantly developing their skills in evaluating their own work and the work of others.

Shortcomings

162. There are no important shortcomings.

Music

Key stage 1 - Grade 3: Good features outweigh shortcomings

Good features

163. Pupils in key stage 1 sing a variety of songs and nursery rhymes in a lively and enthusiastic manner. They have memorised the words and pronounce them clearly. The standard of singing is good.
164. They experiment with a wide range of untuned instruments when researching into different sounds in order to convey elements of the weather as an

accompaniment to a simple song. The majority of pupils succeed in keeping a steady beat when clapping to the rhythm of the music.

165. Pupils use a computer program easily, under the guidance of the teacher, when composing impromptu tunes together.

166. They listen well to music and can differentiate correctly within some musical elements, such as quiet and strong. They confidently evaluate each other's performances orally, describing, discussing and expressing an opinion simply.

Shortcomings

167. A significant number of pupils show a lack of concentration and discipline when using instruments and this impairs on the standards.

168. Pupils do not make enough progress in creating, selecting and organising sounds in order to compose simple tunes.

School's response to the inspection

The staff and governors of Ysgol Babanod Llanfairfechan would like to thank the inspection team for their thorough and conscientious work, for listening and discussing, and for the opportunity to voice an opinion.

We welcome the inspection team's positive findings and believe them to be a fair reflection of the work of the school. At the same time we accept the team's recommendations relating to aspects for development and are already drawing up an action plan to respond to the report's recommendations. We will take appropriate steps to improve standards and we will, where possible, respond to the recommendations in the SDP for the current year.

A copy of the school's action plan which responds to the report's recommendations will be sent to each parent. The governors' report to parents will report on the progress we are making in implementing the plan.

Appendix 1

Basic information about the school

Name of school	Ysgol Babanod Llanfairfechan
School type	Nursery and Primary
Age-range of pupils	3-7 years
Address of school	Ffordd Y Pentref Llanfairfechan Gwynedd
Postcode	LL33 0PA
Telephone number	01248 680289

Headteacher	Catherine Price Southall
Date of appointment	September 1997
Chair of governors	Councillor Janice Pavey
Registered inspector	Jean Marshall
Dates of inspection	15 – 17 October 2007

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	12.5	20	23	18					73.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15:1
Pupil: adult (fte) ratio in nursery classes	12.5:1
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	20
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	88	89	95
Spring 2007	87	89	94
Summer 2007	90	92	93

Percentage of pupils entitled to free school meals	10%
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 2007			Number of pupils in Y2:					33
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	13	17	57	13	
		National	0	3	13	63	20	
En: reading	Teacher assessment	School	0	9	22	57	13	
		National	0	4	14	55	27	
En: writing	Teacher assessment	School	0	13	30	52	4	
		National	0	5	14	68	12	
En: speaking and listening	Teacher assessment	School	0	13	0	70	17	
		National	0	2	10	63	24	
Welsh	Teacher assessment	School	0	0	0	67	33	
		National	0	1	10	64	25	
We: oracy	Teacher assessment	School	0	0	0	67	33	
		National	0	1	11	64	24	
We: reading	Teacher assessment	School	0	0	0	67	33	
		National	0	2	15	59	23	
We: writing	Teacher assessment	School	0	0	33	33	33	
		National	0	3	19	66	12	
Mathematics	Teacher assessment	School	0	12	19	58	12	
		National	0	2	10	64	23	
Science	Teacher assessment	School	0	8	23	54	15	
		National	0	2	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	65.38	In Wales	80.6

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

The school was inspected over two and a half days by a team of three inspectors, including the registered inspector, team inspector and lay inspector. During the period:

- 18 sessions were observed, trying to share the time fairly equally between the classes;
- discussions were held with the pupils, the headteacher and all the staff;
- pupils' knowledge and understanding of the work undertaken by them was examined;

- inspectors listened to the vast majority of pupils reading in both languages;
- samples of pupils' work were inspected;
- analyses were made of the school's policy and planning documents, including teachers' short and long-term planning;
- attendance registers, pupils' records and teachers' assessment records were examined;
- detailed attention was paid to the school's financial information;
- pre-inspection and post-inspection meetings were held with the staff;
- formal meetings were held with the governors both before and following the inspection;
- a pre-inspection meeting was arranged for the parents which was attended by 12 of them, and the 29 parents' questionnaires and two letters received were analysed.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Jean Marshall Registered inspector	Context Summary and recommendations Key questions 1, 5 and 6, information technology, history, music
Lisa Jên Davies Team Inspector	Key questions 2, 3 and 4, English, Welsh (second language), art
Gwynoro Jones Lay Inspector	Key question 7
Catherine Southall Headteacher	Nominee

Acknowledgement

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

Contractor

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