

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

**Ysgol Gynradd Llanbedrgoch  
Llanbedrgoch  
Ynys Môn  
LL76 8SX**

**School Number: 6602146**

**Date of Inspection: 10/10/06**

**by**

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- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
- \* the education, guidance and training elements of Jobcentre Plus.

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- \* makes public good practice based on inspection evidence.

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Ysgol Gynradd Llanbedrgoch 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 Llanbedrgoch took place between 10/10/06 and 12/10/06. An independent team of inspectors, led by David Martin Cray undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

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

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

- 1 This small, rural school, that celebrated its centenary two years ago, is located in the village of Llanbedrgoch, near the east coast of Anglesey. It is maintained by Ynys Môn Local Education Authority and the area is described as being neither prosperous nor economically disadvantaged. Pupils represent the full range of ability and their attainment levels vary when they are first admitted to school.
- 2 There are currently 44 pupils between 3 and 11 years of age on the school register, including six of nursery age. They are admitted on a part-time basis in the September following their third birthday and on a full-time basis in the September following their fourth birthday. Pupil numbers have remained fairly constant over recent years.
- 3 Just two per cent of pupils are entitled to receive free school meals – a figure that is considerably lower than county (21%) and national (19.7%) averages. Twelve pupils, (28%) are designated as having additional learning needs. Two have statements of their needs.
- 4 Some one third of pupils come from homes where Welsh is spoken as the main family language, but by the end of Key Stage 2, it is expected that all pupils are fluent. The school follows the National Curriculum in Wales Welsh first language programmes of study.
- 5 The headteacher has been in post since September 2001. The last inspection was held in November 2000.

### The school's priorities and targets

- 6 The school's current priorities and targets include:
  - raise writing standards throughout the school;
  - develop standards in athletics;
  - continue with the planning for the Foundation Phase;
  - develop the provision for information technology.

## Summary

- 7 The inspection team agrees with the school's judgement in four of the seven key questions. A lower grade was awarded for Key Questions 5 and 6, and a higher grade for Key Question 4.

### Table of grades awarded

- 8 The inspection team adjudged the work of the school as follows:

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

### Standards

- 9 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	92%	--	--	--

- 10 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
- 11 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Science	Grade 1	Grade 2
Design and technology	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

- 12 The under-fives, together with the pupils in both key stages, make good progress in the development of their key skills across the curriculum.
- 13 The pupils' bilingual skills develop outstandingly well across the school.
- 14 In relation to similar schools in Wales, in terms of the percentage of pupils entitled to receive free school meals, the school's overall performance in Key Stage 1 over recent years has been within the upper 25%, and in Key Stage 2 within the upper 50% but outside the upper 25%.
- 15 Pupils make good progress in acquiring new information or skills. Their personal, social and learning skills are also developing well. They enjoy their lessons and engage enthusiastically in the various activities. They make good progress in their ability to work independently.
- 16 Pupils' behaviour is good and they are fully aware of the school's expectations. They are respectful and courteous towards peers and adults.
- 17 Average levels of attendance over the last three terms were around 94% and there is room for improvement. The attendance levels of the majority of pupils are consistently high and their punctuality is generally good.

### **The quality of education and training**

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

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
12%	76%	12%	-	-

- 19 The happy and trusting working relationship between teachers and pupils provides a firm foundation for teaching and learning. They show a great deal of respect for the pupils and they support their learning through regular praise and encouragement. All of this has a positive impact on pupils' attitude towards work.
- 20 The school provides broad and balanced learning experiences that are flexible enough to fulfil the needs of all pupils, including those with additional learning needs.
- 21 The schemes of work for the under-fives and Key Stage 1 are comprehensive and carefully structured. In Key Stage 2, the quality of the schemes is variable. There is evidence that a number are in the process of being revised in order to extend their effectiveness and ensure improved continuity and progression.
- 22 The quality of the provision for pupils' personal and social education is good. There are regular opportunities to discuss various aspects within subjects across the curriculum as well as during Circle Time periods.

- 23 The school provides learning experiences that effectively promote the pupils' spiritual, moral, social and cultural development. The morning services fulfil requirements and provide pupils with regular opportunities for reflection.
- 24 The school provides a range of opportunities for pupils to play an active part in numerous extra-curricular activities.
- 25 There are good links with the school's community and it participates in a number of different activities.
- 26 The partnership with parents is an outstanding feature and this is reflected in the support expressed at the pre-inspection meeting and in the content of the questionnaires which, without exception, showed high levels of satisfaction with the provision made for their children.
- 27 The school's arrangements for promoting the Cwricwlwm Cymreig are sound. Pupils' awareness of the cultural traditions of Wales are promoted very effectively.
- 28 The quality of provision for developing the pupils' bilingual proficiency is outstanding. This enables the pupils to become wholly bilingual by the end of their time at the school.
- 29 The school promotes equal opportunities to particularly good effect and this is an outstanding feature. Pupils are aware of the need to show respect for others and the school has high expectations of each pupil, regardless of their age, gender, ethnicity, ability or social background.
- 30 It was seen that the quality of care, support and guidance provided to pupils is outstanding. The school is a close-knit, caring community that very much values and respects its pupils.
- 31 The provision for pupils with additional learning needs is particularly good and it meets in full the requirements of the Code of Practice.

### **Leadership and management**

- 32 The headteacher succeeds in co-ordinating the work of the teachers, support staff and the governing body in order to provide direction for the development of the school and to promote higher standards. However, there is room to provide her with regular periods of non-contact time in order to deal more effectively with management issues.
- 33 The present system for sharing curriculum responsibilities and monitoring all subjects on an individual key stage basis, rather than sharing them in a whole-school arrangement, is heavy and means that roles as curricular leaders are not developed to their full potential.

- 34 The governors fulfil their duties conscientiously. However, they are over-dependent on the headteacher and there is room to further develop the role of the governing body as a critical friend.
- 35 The school fulfils the requirements with regard to hours of teaching, but the attractive and comprehensive school handbook does not contain all the necessary details about the arrangements for pupils with disabilities as required by the 2005 Education Act.
- 36 The self-evaluation arrangements have been established for a number of years. The procedures vary in their thoroughness, and although the processes generally contribute to the school's awareness of its performance, there is a need to better formalise them than is currently the case.
- 37 The self-evaluation report is thorough, it refers to all aspects of the Inspection Framework, and clearly identifies what were seen by the inspectors as being the school's strengths. However, it is less effective in identifying those issues that require further attention in order to secure the development of the school.
- 38 The school development plan focusses strongly on the work of raising standards, and it contains clear action steps, and allocates sufficient resources to realise the priorities. Although it is a document that facilitates the setting of the school's strategic direction, there is a need to strengthen the link between the priorities identified within it and the outcomes of the school's self-evaluation processes.
- 39 Although the school has made generally good progress in acting on the key issues emanating from the the previous inspection, the work related to monitoring and evaluation continues to require attention.
- 40 The school has an appropriate number of suitably qualified teachers to teach the curriculum. They receive particularly good support from the assistants.
- 41 Expenditure decisions are directly linked to the school development plan, and the situation is regularly reviewed at meetings of the governing body. The budget is managed carefully and the school provides value for money.

## **Recommendations**

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1: continue to maintain and build on the existing good standards;
- R2: ensure regular periods of non-contact time for the headteacher for school management purposes;

- R3: re-consider the allocation of teachers' curricular responsibilities and their roles as co-ordinators;
- R4: better formalise the school's self-evaluation procedures;
- R5: develop the role of the governing body;
- R6: ensure that the prospectus fulfils the requirements.

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

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

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

43 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	92%	-	-	-

44 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

45 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Science	Grade 1	Grade 2
Design and technology	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

46 The pupils, including those with additional learning needs, make good progress towards achieving agreed learning aims.

- 47 The under-fives make good progress in the development of their communication, mathematical and information technology skills across the six areas of the Desirable Outcomes.
- 48 Pupils in both key stages make good use of their communication and mathematical skills in a range of contexts across the curriculum. They also make good use of their information technology skills to support their learning across the subjects.
- 49 The pupils' bilingual skills are developing outstandingly well across the school, and from an early age they come to be able to use their oral, reading and writing skills in both languages in a good number of curricular contexts.
- 50 In Key Stage 1 in 2006, according to teachers' assessments, 100% of pupils attained level 2 or above in the core subjects of Welsh, mathematics and science. In 2005 the figure was also 100% (Wales 80.9%; Ynys Môn 82.7%) and in 2004 it was 50% (Wales 80%; Ynys Môn 77%). The school's results for 2006 were higher than county and national averages (2005) in all subjects.
- 51 In Key Stage 2 in 2006, according to teachers' assessments, 83.3% of pupils at the school attained level 4 or above in the core subjects of Welsh, English, mathematics and science. In 2005 it was 77.8% (Wales 74.3%; Ynys Môn 73.2%) and in 2004 the figure was 88.9% (Wales 72%; Ynys Môn 74%). The results for 2006 were also higher than county and national averages (2005) in all subjects.
- 52 In general, in both key stages, the boys and girls perform at comparable levels.
- 53 In relation to similar schools in Wales, in terms of the percentage of pupils entitled to receive free school meals, the school's overall performance in Key Stage 1 over recent years has been within the upper 25%, and in Key Stage 2 within the upper 50% but outside the upper 25%.
- 54 Across the age range, pupils make good progress in acquiring new information or skills. The majority are aware of the strengths of their work and can explain what they need to do to improve it. They make good progress towards achieving their potential.
- 55 The pupils' personal, social and learning skills are developing well. They enjoy their lessons and engage enthusiastically in the various activities. The vast majority come to be able to concentrate and persevere effectively. They make good progress in their ability to work independently.
- 56 Pupils' behaviour is good and they are fully aware of the school's expectations. They are respectful and courteous towards peers and adults.
- 57 Average levels of attendance over the last three terms were around 94% and there is room for improvement. The attendance levels of the majority of pupils are consistently high and their punctuality is generally good.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	76%	12%	--	--

60 The happy and trusting working relationship between teachers and pupils provides a firm foundation for teaching and learning. The teachers succeed in exercising authority with clarity and fairness. They show a great deal of respect for the pupils and they support their learning through regular praise and encouragement. All of this has a positive impact on pupils' attitude towards work.

61 The school places particular emphasis on creating a purposeful and stimulating working environment and the tasks provided motivate and challenge the pupils to work.

62 The teachers know their pupils very well and they are aware of the needs of individuals, including those with additional learning needs. Equal opportunities are provided for all and this is an impressive feature of the life and work of the school.

63 There is evidence of outstanding features to the teaching across the school. They include exciting activities that stimulate pupils to investigate and skilful strategies that successfully expand and enhance pupils' language.

64 Where the teaching is good, the presentations are effective, with a clear focus on the learning objectives. There are clear instructions in order to ensure that the information is understandable to all. The lessons are effectively linked with the previous work in order to build on the pupils' understanding. Teachers present a range of activities that have been differentiated for the entire range of age and ability in a class. They employ good questioning strategies in order to encourage pupils to speculate, express opinions and develop their own ideas, and they succeed in motivating them to work at an appropriate pace.

65 Where there are occasional shortcomings to the teaching, there are lengthy presentations that do not always succeed in adequately engaging pupils' attention, together with a few activities that have not been effectively differentiated for the entire age range.

- 66 The assistants work very closely with the teachers and they make a valuable contribution to the quality of learning and teaching.
- 67 An outstanding feature of the life of the school is the way in which the teachers promote pupils' bilingual skills. Their commitment and sensitivity towards the pupils' linguistic needs leads to success. They use good quality language and there is evidence that they take advantage of every opportunity to promote, extend and enhance the pupils' language skills.
- 68 Pupils' achievements and progress are assessed fairly, accurately and regularly. A range of tests are used for assessment purposes and in order to identify those who require additional support. Purposeful analyses are undertaken in order to guide the teaching. Individual files are kept for all pupils that contain a sensible range of their work and achievements. The school tracks the progress of individual pupils from the baseline assessment to the end of Key Stage 2.
- 69 Overall, pupils' work is marked regularly, and in the best practice it contains comments that give guidance to pupils on how they can improve their work.
- 70 In general, the pupils understand the function of assessment, and following discussions between pupils and teachers a number of individual targets are set. According to its planning, the school recognises the need to continue to develop the practice of encouraging pupils to evaluate their work in order to promote their self-assessment skills.
- 71 Parents are invited to discuss their children's progress and achievements on a termly basis. Additional notes are used by teachers at these meetings to provide additional evidence. The quality of the reports to parents is good and they successfully fulfil the requirements. The practice of including personal targets for the following year is appreciated by parents.

**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**

- 72 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 73 The school provides broad and balanced learning experiences that are flexible enough to fulfil the needs of all pupils, including those with additional learning needs.
- 74 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
- 75 The schemes of work for the under-fives and Key Stage 1 are comprehensive and carefully structured. In Key Stage 2, the quality of the schemes is variable.

- There is evidence that a number are in the process of being revised in order to extend their effectiveness and ensure improved continuity and progression.
- 76 The quality of the provision for pupils' personal and social education is good. There are regular opportunities to discuss various aspects within subjects across the curriculum as well as during Circle Time periods. Pupils' awareness of issues relating to healthy eating and keeping safe are promoted effectively. The school has already completed the third stage of the Healthy Schools Promotion initiative.
- 77 The school provides learning experiences that effectively promote the pupils' spiritual, moral, social and cultural development. The morning services fulfil the requirements and provide pupils with regular opportunities for reflection and they contribute effectively towards their spiritual and moral development.
- 78 The staff work hard to nurture respect and courtesy amongst pupils. As a result, pupils have a sound awareness of the moral values that underpin the life of their community.
- 79 The school provides a range of opportunities for pupils to play an active part in numerous extra-curricular activities. A number of after-school clubs are held, including a sports club, Urdd activities and opportunities for all pupils to attend computer sessions. The residential visits to Glan Llyn centre enhance and promote their social development and the older pupils' sense of personal responsibility.
- 80 There are good links with the school's community and it participates in a number of different activities.
- 81 The partnership with parents is an outstanding feature and this is reflected in the support expressed at the pre-inspection meeting and in the content of the questionnaires which, without exception, showed high levels of satisfaction with the provision made for their children. There was a very good response to the home-school agreement.
- 82 There is a good relationship with catchment primary schools and with the local secondary school.
- 83 The school's arrangements for promoting the Cwricwlwm Cymreig are sound. Pupils' awareness of the cultural traditions of Wales are promoted very effectively through the curriculum, educational visits, and by taking part in activities and events in the local community.
- 84 The quality of provision for developing the pupils' bilingual proficiency is outstanding. This enables the pupils to become wholly bilingual by the end of their time at the school.
- 85 The learning experiences provided in lessons such as art, music, religious education and geography develop the pupils' knowledge and understanding of other cultures.

- 86 The school promotes equal opportunities particularly effectively and this is an outstanding feature. Pupils are aware of the need to show respect for others and the school has high expectations of each pupil, regardless of their age, gender, ethnicity, ability or social background.
- 87 Pupils receive opportunities to study a range of issues related to sustainability, such as the initiative based on environmental improvements to the school grounds and the recycling arrangements. Recently, the school received the silver award under the Gwynedd and Môn Green Schools scheme.
- 88 Pupils' awareness of citizenship and global citizenship is promoted during the sessions of collective worship and through their geography and religious education lessons. They respond positively to the school's efforts to collect money for national and international charities.
- 89 Pupils are given opportunities to develop their enterprise skills. The older pupils run a thriving fruit shop and there is evidence that they have also been selling the produce from their vegetable garden. They show initiative by arranging and holding a range of activities, including producing and directing a film on the theme of 'Bullying'. All of this encourages the pupils to be enterprising and flexible as they work together.
- 90 There are some useful links with the world of work, but this aspect of the provision is still being addressed, as is noted in the self-evaluation report completed by the school prior to the inspection.

#### **Key question 4: How well are learners cared for, guided and supported?**

##### **Grade 1: Good with outstanding features**

- 91 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded Grade 2 for this key question. In coming to a view, the school gave insufficient acknowledgment to the outstanding features to the care, support and guidance provided for pupils.
- 92 It was seen that the quality of care, support and guidance provided to pupils is outstanding. The school is a close-knit, caring community that very much values and respects its pupils. The teachers know their pupils very well and they provide them with a high level of personal support and guidance. Pupils feel happy and completely safe at school; they confide in the teachers and are happy to approach them for assistance.
- 93 The way in which the school co-operates with parents and carers in caring, supporting and guiding pupils is an outstanding feature.
- 94 The induction programmes for the nursery children and the latecomers are well established. The under-fives are gradually introduced to the life and work of the school. Parents are given a range of relevant documentation during their first visit to school. There is evidence that the latecomers have settled in

quickly and that they have benefitted from their time at the Language Unit, Llangefni.

- 95 There are clear and effective arrangements for ensuring the pupils' health and safety during their time at school. Thorough risk assessments are undertaken for activities within and outside the school campus, and effective attention is given to highway safety at the beginning and end of the day. The road is narrow, and parking places are scarce, but the pupils are supervised very carefully.
- 96 The work of the school is effectively supported by specialist agencies such as the community policeman and the nurse.
- 97 The members of the School Council, that was established in accordance with 2006 School Council Regulations (Wales), appreciate the opportunities they receive to take responsibility and to show initiative.
- 98 The pupils' behaviour is monitored effectively. The anti-bullying procedures are communicated very well, and from talking to pupils it was seen that they are firmly of the view that no instances of bullying have occurred. They know that they can approach members of staff if such occurrences were to arise. The school is proactive and good opportunities are provided to discuss a range of issues during Circle Time sessions.
- 99 There are appropriate arrangements for monitoring attendance and punctuality and registers are kept according to requirements.
- 100 The school's child protection procedures are known to everyone working at the school.
- 101 The provision for pupils with additional learning needs is particularly good and it meets in full the requirements of the Code of Practice. The expertise of the designated governor provides effective support for the co-ordinator. The quality of the individual education plans is good; they are reviewed three times a year and parents are invited to participate. Pupils receive sound and comprehensive support and this is an outstanding feature of the provision. It enables the pupils to make good progress according to their ability and to take full advantage of the life and work of the whole school.
- 102 The school's racial equality policy is reviewed annually in order to evaluate the effectiveness of the measures taken. The school succeeds in nurturing a positive attitude amongst pupils on issues such as acknowledging diversity and promoting equality on the grounds of race, background and gender. Equal opportunities are provided across curricular and extra-curricular activities and this is an outstanding feature of the provision.
- 103 Reasonable steps are taken to ensure that pupils with disabilities will not be treated less favourably. The school has produced an accessibility plan in accordance with the requirements of the 2001 Disability and Special Educational Needs Act.

## Leadership and management

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

#### Grade 3: Good features outweigh shortcomings

- 104 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded Grade 2 for this key question. A lower grade was awarded by the inspectors because despite the good features to this aspect of the provision, there are also some shortcomings.
- 105 The headteacher succeeds in co-ordinating the work of the teachers, support staff and the governing body in order to provide direction for the development of the school and to promote higher standards. However, there is room to provide her with regular periods of non-contact time to be able to deal more effectively with management issues.
- 106 There are a number of management and curricular policies in place, but insufficient attention has been given to their currency and ensuring that they contain the appropriate guidance.
- 107 The present system for sharing curriculum responsibilities and monitoring all subjects on an individual key stage basis, rather than sharing them in a whole-school arrangement, is heavy and means that roles as curricular leaders are not developed to their full potential.
- 108 Good consideration is given to Welsh Assembly Government priorities. The school has gained the Basic Skills Agency Quality Mark and Healthy School status. Good attention is paid to the preparations for the Foundation Phase, and there is also some co-operation within a cluster of small neighbouring primary schools.
- 109 Whole-school, rolling targets are set according to requirements. They are based on the school's knowledge of its pupils and of their likely performance.
- 110 The arrangements for performance management correspond to national requirements and they are used effectively in order to promote the teachers' continuous professional development whilst at the same time addressing the school's own priorities.
- 111 The governors fulfil their duties conscientiously. They receive regular information about the work of the school through the headteacher's reports and they provide good support in setting the strategic direction of the school. However, they are over-dependent on the headteacher and there is room to further develop the role of the governing body as a critical friend.
- 112 The school fulfils the requirements with regard to hours of teaching, but the attractive and comprehensive school handbook does not contain all the

necessary details about the arrangements for pupils with disabilities as required by the 2005 Education Act.

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

**Grade 3: Good features outweigh shortcomings**

- 113 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded Grade 2 for this key question. A lower grade was awarded by the inspectors, primarily because of the need to improve the link between self-evaluation and the planning for the development of the school.
- 114 The self-evaluation arrangements have been established for a number of years, and evidence was seen that the school uses formal and informal methods to come to a view on the standards achieved by pupils and on the quality of its provision. The thoroughness of the procedures is variable, and although the processes generally make a contribution towards the school's awareness of its performance, in the absence of a clear timescale for action, the work has lost some of its momentum and there is a need to better formalise it than is currently the case.
- 115 Although there is no formal method of gathering parents' views on the provision, other than through their representation on the governing body, the school encourages them to call in to discuss any concerns they may have. This was confirmed at the inspectors' pre-inspection meeting with parents.
- 116 The self-evaluation report is thorough, it refers to all aspects of the Inspection Framework, and clearly identifies what were seen by the inspectors as being the school's strengths. However, it is less effective in identifying those issues that require further attention in order to ensure the development of the school.
- 117 The school development plan refers to a number of priorities to be targetted for the current year, and gives an outline of those to be addressed over the longer term. It focusses strongly on the work of raising standards, and it contains clear action steps, and allocates sufficient resources to realise the priorities. Although it is a document that facilitates the setting of the school's strategic direction, there is a need to strengthen the link between the priorities identified within it and the outcomes of the school's self-evaluation processes.
- 118 The inspection team agrees with the school's judgement in four of the seven key questions. In Key Questions 5 and 6, the grades awarded by the inspection team were lower than those awarded by the school itself. A higher grade was awarded for Key Question 4.
- 119 Although the school has made generally good progress in acting on the key issues emanating from the the previous inspection, the work related to monitoring and evaluation continues to require attention.

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

### **Grade 2: Good features and no important shortcomings**

- 120 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 121 The school has an appropriate number of suitably qualified teachers to teach the curriculum. They update their curricular knowledge and expertise by following training programmes and by receiving support visits from officers of the local education authority. The learning assistants work particularly well with the teachers and they make a key contribution.
- 122 The arrangements needed for fulfilling the teachers' workload requirements are now in place and they are working effectively.
- 123 The school has a good supply of resources, including computers and interactive whiteboards, for teaching and learning across the age range, and they are used effectively.
- 124 The immediate vicinity of the school, together with visits to places of educational interest and the contributions of visitors to school, make a good contribution to pupils' learning.
- 125 The school buildings are in good condition, they are well maintained and standards of cleanliness are high. The size of the classrooms is adequate and teachers make effective use of the available space. They make good use also of wall space to arrange high quality displays that celebrate the achievements of the school and its pupils. The size of the school yard is adequate, and the playing field is pleasant and spacious.
- 126 The building provides suitable access for people with disabilities.
- 127 Expenditure decisions are directly linked to the school development plan, and the situation is regularly reviewed at meetings of the governing body. The budget is managed carefully and the school provides value for money.

## **Standards achieved in subjects and areas of learning**

### **Welsh**

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

#### **Key Stage 2 - Grade 2: Good features and no important shortcomings**

#### **Good features**

- 128 In Key Stage 1, the pupils' oracy skills are developing well. They clearly enjoy listening to readings of a wide range of stories. They are able to recall the main events and characters from the stories of Rala Rwdins. They contribute

- of their own volition to discussions and enjoy talking about their work and experiences.
- 129 The pupils make good progress in their reading. In general, they read correctly, fluently and with effective expression. They use their phonic knowledge for self-correction purposes and to build unfamiliar words. They are able to discuss the terms related to the world of books.
- 130 Pupils make clear progress in their writing work. They write for various purposes, and a number of pupils use a range of different sentence patterns when writing stories and personal records. They are able to select appropriate adjectives to describe characters and create effective portraits. They have an appropriate understanding of basic punctuation.
- 131 In Key Stage 2, the listening skills of the majority of pupils are good. They are able to express opinions intelligently in response to a wide range of motivational experiences and stimuli. The majority of pupils respond well to questions and they are quite happy to start a conversation.
- 132 The majority of pupils read with increasing fluency as they familiarise themselves with a wider range of fictional and non-fictional texts. They use various sources to retrieve and collate information.
- 133 The pupils write in a range of different forms, including letters, descriptive pieces, newspaper articles, questionnaires and poetry. They are able to revise, re-draft and present their work neatly. They exhibit appropriate mastery of verbal forms, syntax and mutations.

### **Shortcomings**

- 134 Some pupils repeat minor errors in their written work.

<b>Science</b>
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### **Key Stage 1 - Grade 1: Good with outstanding features**

### **Key Stage 2 - Grade 2: Good features and no important shortcomings**

#### **Outstanding features**

- 135 The ability of pupils in Key Stage 1 to convert ideas suggested to them, together with their own ideas, into a systematic scientific investigation is an outstanding feature of their work.

#### **Good features**

- 136 In Key Stage 1, the pupils have come to recognise a range of materials and are able to group them correctly on the basis of simple characteristics. Their investigations have taught them that materials can change as they are mixed with water.
- 137 They are knowledgeable about the life cycle of a butterfly and have conducted a thorough investigation into habitats and the living things to be found in the local environment. Through a simple experiment, they have come to

understand how water reaches petals on a flower and what a plant requires to grow healthily.

- 138 They have experimented with simple circuits, and from questioning them, it was seen that they recognise the different types of electrical equipment to be found in their homes, together with the dangers associated with them.
- 139 In Key Stage 2, the pupils have come to be able to design an investigation in an orderly manner, and with a fair degree of independence, as seen in their current work on friction. They come to understand the meaning of gravity and that upthrust is a force that acts on objects in water and that it is an influential factor in determining whether an object floats or sinks.
- 140 They have completed effective investigations on different materials, such as investigating the best material for keeping water hot and how water temperature affects the dissolution of sugar. They have a developing understanding of solids, liquids and gases and they come to understand the differences between them on the basis of their characteristics.
- 141 In both key stages, the pupils show a clear awareness of the requirements of fair testing and of how to control variables. They conduct detailed observations and are able to communicate their findings effectively, using text, diagrams, graphs and tables.

### **Shortcomings**

- 142 When Key Stage 2 pupils' investigations entail collecting and recording data, they do not fully appreciate the importance of checking their measurements.

## **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**

- 143 In Key Stage 1, the pupils engage very successfully in assignments where they design and make a good variety of products, including cards with moving parts, vehicles, puppets and models of rooms in a house, together with different types of foods. Under the guidance of their teacher, they learn the importance of investigation prior to developing their own ideas. They look in detail at a range of materials for their products before making decisions, and they adhere closely to the brief set for them. They are happy to modify their ideas as they proceed, and their finished work is of a consistently high standard.
- 144 In Key Stage 2, the pupils' work shows a good awareness of the characteristics of materials, such as strength and flexibility, and they are able to select the most appropriate medium for completing a task such as creating bags from the Celtic period. They have a clear understanding of the requirements of a task and they produce a number of rough designs before selecting the one most appropriate for the work. They produce imaginative

ideas and transfer them effectively to finished work, as in the case of making fairground stalls that move on cams.

- 145 Their current work on creating an object that moves on water is developing well, and the pupils discuss different options intelligently, and draw a number of ideas that reflect a good awareness of perspective in the case of the older pupils.
- 146 They evaluate their finished products well and make some modifications in order to improve their effectiveness.

### **Shortcomings**

- 147 There are no important shortcomings.

## **Information technology**

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

### **Key Stage 2 - Grade 2: Good features and no important shortcomings**

#### **Good features**

- 148 In Key Stage 1, the pupils develop into confident computer users. By Year 2, they come to be able to carry on with their work with fair degree of independence.
- 149 They make effective use of their word processing skills for specific purposes such as writing letters of thanks for their holidays and to produce portraits of themselves.
- 150 They use art packages such as Swyn Lliw very effectively to create pictures related to the seasons and different forest animals.
- 151 They make good progress in their data work. They are able to gather and input information about birthdays and their favourite toys, and can present it effectively in graphical format.
- 152 The pupils' Modelling work is developing well as they use the Floor Tortoise and the Bee Bot to map journeys.
- 153 In Key Stage 2, the pupils make good use of the word processor to present their work in order to fulfil the needs of different audiences.
- 154 The older pupils are able to use multi-media sources to make good quality presentations to their peers based on their class projects or personal interests.
- 155 They make effective use of the Internet to undertake investigative work. Their ability to use a digital camera and e-mail is also developing well.
- 156 They make good progress in using their Modelling skills to create and repeat Logo procedures, and to create spreadsheets on energy costs.

### **Shortcomings**

157 There are no important shortcomings.

## **History**

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

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

### **Good features**

- 158 The historical skills and understanding of pupils in both key stages are extended and enhanced through the school's visits to museums and places of historical interest.
- 159 In Key Stage 1, the pupils understand the difference between old and new by arranging pictures into those used in the past and those used today. They show a good awareness of the artefacts associated to washday, school and toys in days gone by.
- 160 Pupils' awareness of characters from the history of Wales is good. They know about the lives of people as diverse as Twm Siôn Cati, Jane Pritchard and Bishop William Morgan.
- 161 The pupils' understanding and use of terms related to the passage of time are developing well as they study simple timelines.
- 162 In Key Stage 2, the pupils show a clear understanding of chronology from the earliest peoples to the present day. They use conventions describing the passage of time such as BC, AD, century and decade.
- 163 The pupils know about the lifestyles of the earliest peoples and they are able to compare farming methods with those of today. They understand the importance of the work of archaeologists. They have a sound knowledge and understanding of the Celtic period.
- 164 They are aware of historical events related to their own square mile such as the shipwreck of the 'Royal Charter'. They refer to and use primary and secondary sources when searching for and collating information about the tragedy.

### **Shortcomings**

165 There are no important shortcomings.

## **Physical education**

- 166 The inspectors' observations of lessons were restricted to gymnastics and dance during the period of the inspection and the judgements made are based exclusively on these lessons. However, having studied the school's documentation, it was seen that it plans for the full National Curriculum physical education programmes of study.

- 167 Opportunities are provided from the under-fives' class upwards to attend swimming lessons.

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

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

**Good features**

- 168 Pupils in both key stages are aware of the need to warm up prior to exercising. They know about the importance of exercise and of the effect it has on the body.
- 169 In Key Stage 1, pupils know how to make effective use of the space available in the hall. They exhibit good control as they speed up their movements and they move confidently when changing direction. They are able to create a range of clear movements. Their awareness of the vocabulary related to location is good. They know the importance of controlled landings and they sustain their efforts throughout the lessons.
- 170 The pupils' dance skills are developing well. They work energetically in order to practise and improve their dance skills. They respond well to the pace of music and move at different levels when emulating the movements of jungle animals.
- 171 In Key Stage 2, the pupils make good progress in their gymnastics skills. They have a growing awareness of the basic shapes in gymnastics. The majority of pupils are able to combine a range of basic rolls and shapes in order to create a sequence of movements on the floor and apparatus. They succeed in performing these sequences, paying due attention to their style. They work effectively with a partner, or in a group, and they evaluate each other's work in order to further refine their skills.
- 172 Evidence from the pupils' previous work shows that they are able to respond to orienteering exercises.

**Shortcomings**

- 173 There are no important shortcomings.

**School's response to the inspection**

The staff and governors of Ysgol Llanbedrgoch acknowledge that the inspection process was positive and constructive and that the inspectors' judgements concurred in large part with those of the school.

We are particularly proud that the report recognises that this is a good school with a happy and trusting working relationship that underpins the learning and teaching, in an atmosphere of care and respect. The teaching and learning are very sound across both key stages and pupils enjoy varied and wide-ranging experiences and their positive attitude towards their work helps them to develop into independent learners.

The report identifies several aspects that contain outstanding features, and this is a matter of great pride to the school community. It is acknowledged that the relationship between the school and parents is also an outstanding feature. It is agreed that progress has been made since the previous inspection, with high standards having been maintained in Welsh, History and Physical Education and standards in Science, Design and Technology and Information Technology having been raised to a high level in both key stages. However, more work is required in developing roles of responsibility within the school and the governing body. The school will respond immediately to these recommendations by producing an action plan.

The governing body and staff wish to thank the inspectors for the professional and courteous manner in which they conducted themselves during the inspection.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Gynradd Llanbedrgoch
School type	Community
Age-range of pupils	3 – 11 years
Address of school	Llanbedrgoch Ynys Môn
Post-code	LL76 8SX
Telephone number	(01248) 450291
Headteacher	Mrs E Edwards
Date of appointment	September 2001
Chair of governors/ Appropriate authority	Mrs W Owen
Reporting inspector	Mr D M Cray
Dates of inspection	10 – 12 October 2006

## 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	3	5	8	7	8	4	3	3	41

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	2.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.6:1
Average class size, excluding nursery and special classes	21
Teacher (fte): class ratio	1.5:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006	98%	96.1%	94.5%
Spring 2006	91.5%	87%	93%
Autumn 2005	96.7%	92.2%	94.9%

Percentage of pupils entitled to free school meals	2%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results: End of Key Stage 1

<b>National Curriculum Assessment KS1 Results 2006</b>	Number of pupils in Y2	8
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100%	In Wales	80.9%

### National Curriculum Assessment Results: End of Key Stage 2

<b>National Curriculum Assessment KS2 Results 2006</b>	Number of pupils in Y6	6
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	83.3%	In Wales	74.3%

## Appendix 4

### Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- seventeen lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

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

The inspection team held post inspection meetings with staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Inspector</b>	<b>Type</b>	<b>Aspects</b>	<b>Subjects/areas of learning</b>
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Science; design and technology; information technology
Mrs SA Taylor	Team	Key questions 2; 3; 4.	Welsh; history; physical education
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

**School's Nominee:** Mrs E Edwards

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

### Acknowledgement

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