

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

**Ysgol Gynradd Llanegryn  
Llanegryn  
Tywyn  
Gwynedd  
LL36 9SS**

**School Number: 6612196**

**Date of Inspection: 17/10/06**

**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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Ysgol Gynradd Llanegryn 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 Llanegryn took place between 17/10/06 and 19/10/06. 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 is located on a site enjoying wonderful views of the Dysenni Valley. It serves the village of Llanegryn and its extensive catchment area and is maintained by Gwynedd Local Education Authority. The area is described as being neither prosperous nor economically disadvantaged and pupils' attainment levels vary when they are first admitted to school.
- 2 There are currently 40 pupils between 3 and 11 years of age on the school register, including five 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 relatively constant over recent years.
- 3 Fourteen per cent of the pupils are entitled to receive free school meals – a figure that is close to the county average (13.8%), but is lower than the national average (19.7%). Eleven pupils, including one who has a statement, (38%), have additional learning needs.
- 4 Approximately one third of pupils come from homes where Welsh is spoken as the main language, but by the end of Key Stage 2, it is expected that the vast majority will be fluent. The school follows the National Curriculum in Wales Welsh first language programme of study.
- 5 Pupils are taught by two members of full-time and three part-time staff. There has been considerable instability in the school's staffing, both recently and during an earlier period. It is currently operating under the leadership of one of the teachers appointed headteacher in charge in January 2006. The other full-time member of staff has only been in post since September 2006. The school was last inspected in November 2000.

### The school's priorities and targets

- 6 The school has noted several priorities and targets for the period 2006 – 2009 under the following headings:
  - Ethos;
  - Curriculum;
  - Staff development;
  - Managerial;
  - Resources;
  - Buildings;
  - Community;
  - Learning and teaching;
  - Budgetary.

## Summary

- 7 The inspection team concurs with the school's judgement in two of the seven key questions. Lower grades were awarded for Key Questions 1, 2, 3, 4 and 6.

### 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?	3
2 How effective are teaching, training and assessment?	3
3 How well do the leadership experiences meet the needs and interests of learners and the wider community?	3
4 How well are learners cared for, guided and supported?	3
5 How effective are leadership and strategic management?	2
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
--	61%	39%	--	--

- 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
English	--	Grade 2
Science	Grade 3	Grade 3
Information technology	Grade 2	Grade 3
Art	Grade 2	Grade 2
Physical education	Grade 3	Grade 3

- 12 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.
- 13 Overall, pupils in both key stages make good use of their communication and mathematical skills in a range of contexts across the curriculum. They use their information technology skills to assist them with their work in some subjects, but they do not develop and extend these skills with sufficient regularity and in a wide enough range of contexts.
- 14 The pupils' bilingual skills are good.
- 15 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance results over time compare very favourably in Key Stage 1, and to a lesser extent in Key Stage 2. It is emphasised that the number of pupils in question is very small.
- 16 Overall, the pupils' personal, social and learning skills are developing well, and the under-fives exhibit skills containing outstanding features.
- 17 Pupils' behaviour is good across the school and it makes a considerable contribution to the warm and homely atmosphere that exists.
- 18 Average levels of attendance at the school over the last three full terms were slightly above 91%. They were affected by a bout of sickness during the Summer term and by the fact that parents withdraw their children from school for holidays during term time. Attendance levels have dropped over recent years and as a result there is room for considerable improvement.

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

- 19 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>
5%	74%	21%	-	-

- 20 The teachers have a good relationship with pupils. They provide high quality role models and this has a positive impact on pupils' attitudes to work and their willingness to work purposefully during lessons.
- 21 Overall, the use made of assessment to enable the school to identify pupils' strengths and weaknesses and to highlight areas for development is superficial and uneven.
- 22 The annual reports to parents conform to requirements.
- 23 The school provides equal access to a broad and balanced curriculum that is relevant to the needs of pupils of all abilities. However, although the school has clear subject policies, together with a number of appropriate and recently

reviewed schemes of work, others, including those for the under-fives, do not provide the required guidance for sufficient continuity and progression in the learning.

- 24 The pupils' spiritual, moral, social and cultural development are effectively promoted through the variety of experiences provided.
- 25 The school has responded well to the guidelines with regard to the development of the pupils' personal and social education. They receive regular opportunities to discuss issues such as the importance of friends and good behaviour.
- 26 Pupils receive a range of experiences to develop their Welshness and their awareness of their roots. The Cwricwlwm Cymreig is a noteworthy feature of the provision.
- 27 There are good links between the parents and the school, although there have been concerns in the past about standards and the quality of provision. They are very supportive of the school's work and various activities. There has been a good response to the home-school agreement.
- 28 There are some useful links with the world of work, but there is room to further extend this aspect of provision, together with the pupils' enterprise skills.
- 29 The school is a close-knit community that had a caring and friendly ethos. All members of staff know their pupils well and they receive good quality personal and educational guidance.
- 30 The school succeeds in promoting pupils' awareness of the need to recognise and respect diversity and good inter-racial relations across all areas of activity.
- 31 Pupils with additional learning needs are identified at an early stage and this enables them to take full advantage of the life and work of the school. However, although the school has plans for individuals with additional learning needs, they do not contain sufficiently appropriate targets and achievement indicators. The arrangements with regard to the revision of plans are also deficient.
- 32 The leadership of the headteacher in charge provides a sense of direction for the work of the school. She has succeeded in a short period of time in co-ordinating the work of teachers, support staff, the governing body and parents very effectively.
- 33 The governors know the school very well. They have a good awareness of the school's performance and of the factors that impinge upon it. They provide good support to the headteacher in setting the strategic direction of the school.
- 34 The self-evaluation arrangements are now more systematic and comprehensive, and are better implemented than was previously the case.

- They continue to evolve as staff become more proficient and confident in this aspect of their work.
- 35 The self-evaluation report produced by the school prior to the inspection provides a useful overview of the school's position. Although it gives a good indication of the school's strengths, it does not succeed to the same extent in identifying those issues that require further attention.
- 36 Although the school has made progress in addressing the key issues highlighted in the 2000 report, the assessment regime and the work of raising standards continue to require attention.
- 37 The school has an appropriate number of suitably qualified teachers to teach the curriculum, together with support staff who work with them effectively.
- 38 The school's human resources are further enhanced by the contributions of others, such as peripatetic teachers and volunteers who assist with reading and teaching art. All of these contributions are greatly valued by the school.
- 39 Overall, the school has a good supply of resources for the age range of its pupils.
- 40 In general, school buildings are in a reasonably good condition. The size of one of the classrooms is small, but optimum use is made of the space available. Toilet space is limited and the heating system is not effective enough.
- 41 Although room is limited, the building provides suitable disabled access. There are no designated disabled toilets or for the under-fives.
- 42 The budget is managed effectively and efficiently, and the school provides value for money.

## **Recommendations**

In order to improve the areas inspected at the school, the staff and governors need to:

- R1: raise standards by addressing the shortcomings identified under the various subjects;
- R2: provide more comprehensive procedures for assessing pupils' progress;
- R3: complete the work of reviewing the schemes of work;
- R4: prepare appropriate Individual Education Plans for those pupils with additional learning needs;

R5: continue to develop the self-evaluation arrangements and operate according to the agreed timetable;

R6: work with parents to improve pupils' attendance levels.

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

43 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. Although there are good features to pupils' work, there are shortcomings that require attention in some of the subjects inspected.

44 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	61%	39%	--	--

45 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.

46 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
English	--	Grade 2
Science	Grade 3	Grade 3
Information technology	Grade 2	Grade 3
Art	Grade 2	Grade 2
Physical education	Grade 3	Grade 3

47 The under-fives, together with the pupils in both key stages, succeed in their work, regardless of their ability or social or linguistic background. The pupils with additional learning needs make progress in accordance with their age and ability.

48 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.

- 49 Overall, pupils in both key stages make good use of their communication and mathematical skills in a range of contexts across the curriculum. They use their information technology skills to assist them with their work in some subjects, but they do not develop and extend these skills with sufficient regularity and in a wide enough range of contexts.
- 50 The pupils' bilingual skills are good. In Key Stage 2, they come to be able to use their oral, reading and writing skills in both languages in a range of curricular contexts. They are able to move with ease from one language to another.
- 51 Over recent years, the school has not published the results of the assessments undertaken on pupils at the end of the key stages in order to safeguard the anonymity of the small number of pupils in question. The numbers are also too small to enable a meaningful comparison with county and national data.
- 52 Over time it was seen that there are no obvious patterns of difference in the performance of boys and girls in either key stage.
- 53 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance results over time compare very favourably in Key Stage 1, and to a lesser extent in Key Stage 2. It is again emphasised that the number of pupils in question is very small.
- 54 The pupils respond well when acquiring new information or skills. They are happy to venture and to ask for support and guidance as and when required. They learn to be aware of the standard of their work and are able to explain what needs to be done to improve it. They make good progress towards achieving their potential.
- 55 Overall, the pupils' personal, social and learning skills are developing well, and the under-fives exhibit skills that contain outstanding features.
- 56 Pupils' behaviour is good across the school and it makes a considerable contribution to the warm and homely atmosphere that exists. They are particularly respectful, welcoming and courteous.
- 57 Pupils' attitudes to their work are also good. They work well together and enjoy their lessons.
- 58 Average levels of attendance at the school over the last three full terms were slightly above 91%. They were affected by a bout of sickness during the Summer term and by the fact that parents withdraw their children from school for holidays during term time. Attendance levels have dropped over recent years and as a result there is room for considerable improvement. Pupil punctuality is good.

- 59 Pupils' creative skills across the school are developing well. They respond very positively to the opportunities they receive to express themselves in a number of different ways.
- 60 Their understanding of equal opportunity issues is good. They show respect for the diversity of beliefs and other cultural traditions.
- 61 Pupils take pride in their community and they play a very active role in a wide range of activities.
- 62 There is room to strengthen their awareness of the world of work.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings

- 63 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. Although the teaching observed was of a consistently high standard, there are shortcomings in the assessment procedures.
- 64 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
5%	74%	21%	--	--

- 65 The teachers have a good relationship with pupils. They provide high quality role models and this has a positive impact on pupils' attitudes to work and their willingness to work purposefully during lessons.
- 66 The teachers provide a purposeful, orderly and stimulating learning environment. They use a wide and appropriate range of strategies to challenge and encourage pupils to work purposefully and confidently.
- 67 The teachers have a good knowledge of the subjects they teach and are aware of recent developments. They are very good language models for their pupils, and this has a beneficial effect on pupils' ability to speak Welsh.
- 68 Equal opportunities are promoted at the school and programmes of work are modified as required to fulfil the needs of individual pupils, including those with additional learning needs.
- 69 The outstanding features to the teaching include:
- challenging and extensive tasks;
  - very high expectations in terms of pupils' achievements, attitudes and behaviour;
  - lessons that proceed at a particularly good pace.

- 70 Where the teaching is good the teachers :
- plan purposefully and in detail and the clear learning objectives at the beginning of lessons are shared effectively with pupils;
  - introduce the work in a manner that engages pupils' interest and enthusiasm;
  - use a wide range of resources and artefacts, including the interactive whiteboard, to engage interest, explain concepts and develop pupils' understanding and skills;
  - use a range of different questions to challenge pupils to give of their best;
  - ensure a good balance between class, group and individual work, and appropriate use of their time when pupils are engaged in various activities;
  - co-operate effectively in partnership with the assistants, and this has a positive effect on the pupils' development and progress.
- 71 Where there are shortcomings to the teaching:
- the tasks are not sufficiently challenging for the most able pupils;
  - the lessons are not sufficiently structured in order to provide attention for specific groups of pupils;
  - the teachers tend to over-direct the learning, and they restrict the opportunities available to pupils to make predictions or solve problems.
- 72 The pupils with additional learning needs are taught effectively; they receive good support from their teachers and their support staff.
- 73 Although the school has an assessment policy, it does not provide clear guidance on the procedures to be followed. Overall, the use made of assessment to enable the school to identify pupils' strengths and weaknesses and to highlight areas for development is superficial and uneven. The need to modify the policy is acknowledged within the school development plan.
- 74 The progress and development of the under-fives are assessed and recorded appropriately.
- 75 Aspects of Welsh and English are assessed on a termly basis and at the end of the key stage. This makes a useful contribution to nurturing an awareness of the achievements of each individual child. However, there is no corresponding structure for assessing mathematics, science and the foundation subjects and religious education.
- 76 The arrangements for assessing and recording the progress of pupils with additional learning needs are good. Detailed records are kept in accordance with the requirements of the Code of Practice.
- 77 Pupils' work is marked regularly and in the best practice, the comments made give further guidance on how to improve the work, but this practice is not applied consistently across all classes.
- 78 In general, the older pupils at the school are aware of their personal targets, but the practice of setting targets for the younger pupils at the school has not been sufficiently formalised.

- 79 The school has recently embarked upon the process of producing portfolios of pupils' work, but they have not been sufficiently developed to be a wholly effective tool for moderating judgements and raising standards across the school.
- 80 The annual reports to parents conform to requirements and they contain appropriate comments about pupils' achievements. Parents receive a formal invitation once a year to discuss their children's progress with the teachers, and they are encouraged to write their personal observations on the reports.

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

**Grade 3: Good features outweigh shortcomings**

- 81 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. The school's evaluation has not given sufficient consideration to the shortcomings in its schemes of work.
- 82 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.
- 83 The school provides equal access to a broad and balanced curriculum that is relevant to the needs of pupils of all abilities. However, although the school has clear subject policies, together with a number of appropriate and recently reviewed schemes of work, others, including those for the under-fives, do not provide the required guidance for continuity and progression in the learning. (The need to complete the work of revising the schemes of work is acknowledged as one of the priorities in the school development plan).
- 84 Although there is a general reference to the development of basic and key skills in the school's planning, the skills have not been integrated in sufficient detail to ensure their balanced development across the curriculum.
- 85 Good use is made of local visits and of visitors to reinforce activities and enhance pupils' learning. The older pupils benefit from residential visits at Plas Tan y Bwlch that promote their personal and social development as well as giving them enjoyment.
- 86 The pupils' spiritual, moral, social and cultural development are effectively promoted through the variety of experiences provided for pupils. The pupils' spiritual development is promoted through playing an active part in sessions of collective worship and through the school's close links with the local Church. They receive appropriate opportunities to reflect on the experiences and messages to which they are introduced.

- 87 Sharing moral messages is a key feature of the provision and the pupils respect each other, adults and visitors. As a result, they have a clear sense of ownership and responsibility towards each other and their environment.
- 88 There are good links between the parents and the school, although there have been concerns in the past about standards and the quality of provision. They are very supportive of the school's work and various activities. There has been a good response to the home-school agreement.
- 89 There is good co-operation between the school and other local primary schools, and some curricular initiatives are beginning to develop. The links with the local secondary school are also good.
- 90 The school makes good use of the resources of the local community, including the use of volunteers to extend and expand pupils' learning opportunities. It is at all times happy to contribute to local activities and good causes.
- 91 The school has responded well to the guidelines with regard to the development of the pupils' personal and social education. They receive regular opportunities to discuss issues such as the importance of friends and good behaviour.
- 92 Pupils receive a range of experiences to develop their Welshness and their awareness of their roots. The Cwricwlwm Cymreig is a noteworthy feature of the provision in subjects such as history, art and religious education. Welsh culture is also promoted through singing and recitation, and through other activities related to the Urdd movement.
- 93 The quality of the provision for developing the pupils' bilingual skills is good.
- 94 The school's practices promote the pupils' awareness of sustainability issues and its policies have a positive impact on practice through paper recycling, energy saving and caring for the local environment. The pupils' awareness of global citizenship is strengthened through activities such as raising money for good causes and through the school's links with one of the African nations.
- 95 There are some useful links with the world of work, but there is room to further extend this aspect of provision, together with the pupils' enterprise skills.

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

##### **Grade 3: Good features outweigh shortcomings**

- 96 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 1 for this key question. The school's evaluation did not give sufficient attention to the shortcomings in its procedures relating to additional learning needs.

- 97 The school is a close-knit community that has a caring and friendly ethos. All members of staff know their pupils well and they receive good quality personal and educational guidance. The pupils testify that they are able to approach members of staff for support and guidance when required.
- 98 There are good procedures for welcoming pupils when they are first admitted to school. The nursery age children settle in quickly at school and they feel happy and safe at school.
- 99 The school has well-developed policies that effectively promote equal opportunities and diversity. Pupils' achievements are celebrated in a number of different ways, including awards services where they receive individual recognition, including 'Star of the Week', and pupils take pride in this.
- 100 The recently established School Council is in its infancy, but pupils are keenly aware of their responsibilities as class representatives and they show enthusiasm for their work.
- 101 School registers are administered in accordance with Welsh Assembly Government requirements. Parents confirm absences by letter, but there is room to set more challenging targets for ensuring improved levels of attendance. The anti-bullying procedures are communicated effectively, and from questioning pupils, they were not able to refer to any instances of bullying.
- 102 The school plans and manages its care procedures effectively and the quality of the pastoral care for pupils is an obvious strength. There is a wide range of policies in this field, including those for health and safety and child protection. The procedures are clear to all. Fire drills are held on a termly basis and records are kept by the school.
- 103 Appropriate information is given to pupils about the dangers of issues such as drug misuse and the school deals effectively with sex education. The school nurse discusses personal development with the older pupils.
- 104 Parents are informed immediately in the event of injury and detailed records are kept of all incidents. The school closely follows the guidelines produced recently by the local education authority for undertaking risk assessments. Following a review of the arrangements, the headteacher has noted the need for additional first aid training for staff.
- 105 The pupils are carefully supervised during their time at school. There are effective arrangements for receiving them in the morning and releasing them to the care of their parents at the end of the day.
- 106 The school succeeds in promoting pupils' awareness of the need to recognise and respect diversity and good inter-racial relations across all areas of activity.
- 107 Pupils with additional learning needs are identified at an early stage and this enables them to take full advantage of the life and work of the school. However, although the school has plans for individuals with additional learning

needs, they do not contain sufficiently appropriate targets and achievement indicators. The arrangements with regard to the revision of plans are also deficient.

- 108 The school is committed to ensuring that no pupils are placed under any disadvantage. It has produced a framework for creating an accessibility plan in accordance with the requirements of the 2001 Special Needs and Disability Act.

## **Leadership and management**

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

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

- 109 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 110 The leadership of the headteacher in charge provides a sense of direction for the work of the school. She has succeeded in a short period of time in co-ordinating the work of teachers, support staff, the governing body and parents very effectively. Agreed aims and values are well reflected in the work and ethos of the school.
- 111 All the school's policies and practices promote equal opportunities for all. However, there is room to provide more regular attention to the revision of policies than has been the case in the past in order to provide reasonable opportunities for staff and governors to fully assimilate them.
- 112 The teaching staff work effectively as a team. They undertake a good measure of curricular and management responsibilities and they give a high priority to improving the educational provision and raising the standards achieved by pupils.
- 113 Consideration is given to Welsh Assembly Government priorities when planning for the development of the school. The school has gained the Basic Skills Agency Quality Mark and has embarked on the process of acquiring 'Green School' status. Despite it being a new initiative, the school has already benefitted from working with another small primary school in the locality in the area of physical education.
- 114 Whole-school rolling targets are set according to requirements. They are based on the school's knowledge of its pupils and their likely performance.
- 115 The changes in the management of the school have meant that the staff performance management programme has slipped. There are appropriate steps in place to deal with this.
- 116 The governors know the school very well and they fulfil their regulatory and legal responsibilities effectively. Individual members have been allocated

responsibility for overseeing specific areas of the curriculum, but there is room to further develop this aspect. They have a good awareness of the school's performance and of the factors that impinge upon it. They provide good support to the headteacher in setting the strategic direction of the school.

- 117 The school fulfils its responsibilities with regard to teaching time requirements, but there are shortcomings in the prospectus in terms of the information required on the provision for pupils with disabilities.

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

**Grade 3: Good features outweigh shortcomings**

- 118 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. Although there are good features to this aspect of the provision, there are certain shortcomings that require attention.
- 119 The self-evaluation arrangements are now more systematic and comprehensive, and are better implemented than was previously the case. They include a useful, long term programme for securing an evaluation of standards in the various curricular areas, together with effective arrangements for reporting to governors on the outcomes. The procedures continue to evolve as staff become more proficient and confident in this aspect of their work.
- 120 The school is a very open institution. The pupils' voice in the development of the school is given consideration through the School Council, but there are no formal arrangements for gathering parents' views other than through their representation on the governing body.
- 121 The school development plan that has been produced for a three-year period is a comprehensive and useful document for setting the strategic direction of the work of the school. It contains the expected outcomes for some of the current priorities, together with the details of the operational responsibilities, and the resources required to support the developments. However, it is not wholly effective in terms of reflecting those issues for development that have emanated from the school's self-evaluation processes, and there is room to provide greater clarity with regard to the details of some of the priorities.
- 122 The self-evaluation report produced by the school prior to the inspection provides a useful overview of the school's position. Judgements are made on most aspects of the inspection, and these are supported by evidence from various sources. Although it gives a good indication of the school's strengths, it does not succeed to the same extent in identifying those issues that require further attention.
- 123 The inspection team concurs with the school's judgement in two of the seven key questions. Lower grades were awarded for Key Questions 1, 2, 3, 4 and 6.

- 124 Although the school has made progress in addressing the key issues highlighted in the 2000 report, the assessment regime and the work of raising standards continues to require attention.

**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 match the judgement made by the school in its self-evaluation report.
- 126 The school has an appropriate number of suitably qualified teachers to teach the curriculum, together with support staff who work with them effectively.
- 127 The school's human resources are further enhanced by the contributions of others, such as peripatetic teachers and volunteers who assist with reading and teaching art. All of these contributions are greatly valued by the school.
- 128 The job descriptions of all members of staff give a clear indication of their responsibilities, including the subjects for which the teachers are responsible. All members of staff are eager to maintain their continuous professional development and they take advantage of the opportunities available to attend training courses.
- 129 There are appropriate arrangements in place for fulfilling teachers' workload requirements.
- 130 Overall, the school has a good supply of resources for the age range of its pupils. Use is made of Dysenni Leisure Centre and of the nearby village hall as resources for teaching the physical education programme, and the school's outdoor art room is a valuable resource. The need to improve resources in certain areas has been noted in the development plan, and the school, through its priorities, plans appropriately for this. The school has a good supply of resources; there are interactive whiteboards in all classes, but there is room to improve the supply of large toys for the under-fives.
- 131 In general, school buildings are in a reasonably good condition. The size of one of the classrooms is small, but optimum use is made of the space available. Toilet space is limited and the heating system is not effective enough.
- 132 Good use is made of wall space to arrange displays that celebrate the achievements of the school and its pupils.
- 133 The school has an extensive yard and playing field, but there is no enclosed outdoor play area for the under-fives. However, the school's procedures ensure that they receive good opportunities to play safely together and to develop physically.

- 134 Although its size is limited, the building provides suitable disabled access. There are no designated disabled toilets or for the under-fives.
- 135 Expenditure decisions are effectively linked to the school development plan, and the situation is regularly reviewed at governing body meetings.
- 136 The budget is managed effectively and efficiently, 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

- 137 The listening skills of the majority of pupils are well developed in both key stages. They concentrate well on the teachers' presentations and they respond with increasing accuracy to various questions and stimuli.
- 138 The reading skills of Key Stage 1 pupils are developing well. They recognise the characteristics of a book, such as the cover, the author and punctuation marks such as an exclamation mark and quotation marks. They read familiar words correctly and the most able pupils read meaningfully and with good intonation.
- 139 A significant number of pupils make good progress in their writing skills. Their punctuation, spelling and sentence forming skills are developing well. They realise that there are different kinds of writing as they describe their favourite fruit and produce a brief report on the school's thanksgiving service.
- 140 In Key Stage 2, the development of their reading continues and the majority become successful readers. They are able to make correct use of reference books when searching for information.
- 141 Good progress is an obvious feature of the pupils' writing across the key stage. They write for various purposes and in response to various stimuli. When writing newspaper articles, dialogues, reports and book reviews, pupils show that their spelling, paragraphing and punctuation skills are developing well. The older pupils display a lively imagination, using descriptive vocabulary and phrases effectively.

##### Shortcomings

- 142 In both key stages the pupils do not give sufficient attention to developing their handwriting skills and the presentation of their work.
- 143 In Key Stage 2, the pupils' creative writing skills have not been extended sufficiently.

## English

- 144 The pupils do not formally follow the programme of study for the subject until the beginning of Key Stage 2.

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

#### **Good features**

- 145 Overall, pupils in Key Stage 2 listen well to the teachers' presentations and to each other's contributions. They follow instructions correctly.
- 146 They are eager to express opinions in small groups and before the whole class. They are able to answer questions pertinently and with confidence. They are eager to talk to visitors and show a great deal of interest in what they have to say.
- 147 The majority of pupils make good progress in their reading. They read with appropriate fluency, expression and accuracy. They are able to discuss what they have read in an intelligent manner, following the plot of a story or novel. Many of the pupils have their favourite authors and the least able can discuss the style of authors such as Roald Dahl and Jacqueline Wilson with understanding and enthusiasm.
- 148 The pupils' writing skills are developing well. They use a range of different styles and for various audiences. Their written work includes poems, creative stories, reports and book reviews. They express their views effectively in response to various stimuli such as writing a letter complaining about sea pollution and interesting stories based on the early memories of Floella Benjamin. Increasing use is made of paragraphs and grammar and accurate punctuation. The most able pupils write neatly and the presentation of the work is good.

#### **Shortcomings**

- 149 The pupils' advanced reading skills have not been developed sufficiently.

## Science

### **Key Stage 1 - Grade 3: Good features outweigh shortcomings**

### **Key Stage 2 - Grade 3: Good features outweigh shortcomings**

#### **Good features**

- 150 In Key Stage 1, through a simple investigation, the pupils, with the help of their teacher, come to understand the conditions that cause ice to melt.
- 151 They know of the seasonal cycle and of the signs and tree fruit of the Autumn.
- 152 From their previous work, it was seen that they have successfully investigated the impact that different types of surfaces have on a car's ability to travel. This

work has been completed systematically, and contains accurate predictions and recording of measurements.

- 153 They are able to name a good range of various materials and can classify them into sets according to the characteristics given to them.
- 154 In Key Stage 2, pupils have a developing understanding of fair testing. With adult support, they come to be able to prepare an investigation to discover what happens to a bulb when more power is added.
- 155 They know how switches control light in circuits and are able to record circuits, using symbols correctly.
- 156 They have a sound understanding of the solar system and of how night and day are linked to the Earth's rotation around its own axis.
- 157 They come to understand how light travels and shadows form.

### **Shortcomings**

- 158 The pupils' investigative and recording skills in both key stages have not been sufficiently developed.

<b>Information technology</b>
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**Key Stage 1 - Grade 2: Good features and no important shortcomings**

**Key Stage 2 - Grade 3: Good features outweigh shortcomings**

### **Good features**

- 159 In Key Stage 1, the pupils make effective use of appropriate programmes to produce pictures and for word processing purposes. They come to be able to work independently in front of the screen and they have increasingly good mouse control.
- 160 They produce effective graphs to record the data they have collected on their favourite weather, and the eye and hair colours of their fellow pupils.
- 161 They develop their modelling skills and awareness by giving instructions to the floor cursor.
- 162 In Key Stage 2, the pupils make some use of the word processor to fulfil the needs of various audiences. Some individuals are able to make use of different tools to produce good effects.
- 163 They are able to design a series of multimedia pages for a class presentation on the topic of night and day.
- 164 They make some use of the Internet and a search engine to gather information.

- 165 They have learned how to correctly create a database on modes of travel to school and of different types of local housing, and they present the information in different graphical formats.
- 166 They are able to produce a simple spreadsheet on food sales in a shop.

### **Shortcomings**

- 167 In Key Stage 2, the pupils' skills across the full range of information technology strands have not been developed sufficiently.
- 168 The keyboard skills of some pupils in this key stage have not been sufficiently developed.

<b>Art</b>
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### **Key Stage 1 - Grade 2: Good features and no important shortcomings**

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

### **Good features**

- 169 In both key stages, the pupils use a good range of materials and techniques across various activities. They work confidently, using different media including paint, chalk, pencil, crayons, charcoal and clay. They have a sound knowledge of mixing colours and a good awareness of colour, tone and texture that is apparent in their finished work.
- 170 Key Stage 1 pupils have a good understanding of the effect that mixing paint has on colours. They experiment enthusiastically when creating pictures based on trees and potatoes and they display a good knowledge of pattern and line as they produce lively self-portraits.
- 171 They effectively observe patterns and objects in the environment and use natural resources such as autumn fruits to create effective and realistic images. They talk confidently about their work and exhibit good handling and cutting skills.
- 172 Key Stage 2 pupils are familiar with the work of famous artists, some of them from Wales, and they use these models for their own work. They have investigated the work of Kyffin Williams, Valerie Ganz and Morgen Hall, for example, and have made good efforts to emulate the nuance and techniques of these styles in their own work.
- 173 They have a good understanding of artwork from different cultures and traditions, such as South America and Africa and from various historical periods, such as that of the Celts.
- 174 They make good use of sketchbooks to record ideas, practise art techniques, and observe and experiment effectively with colour, line and tone. The pupils' sketches, prints and paintings show clear progression by the end of the key stage.

- 175 Across the school, the pupils have clearly benefitted from working directly with a local artist.

### **Shortcomings**

- 176 There are no important shortcomings.

## **Physical education**

### **Key Stage 1 - Grade 3: Good features outweigh shortcomings**

### **Key Stage 2 - Grade 3: Good features outweigh shortcomings**

- 177 During the period of the inspection, the inspectors observed two lessons in dance and gymnastics across the key stages, and the judgement is based solely on the evidence from those lessons. However, it was seen that the school's schemes of work provide for the full range of physical education experiences in the National Curriculum.

### **Good features**

- 178 Pupils in both key stages have an understanding of the beneficial effects of physical exercise on health.
- 179 Overall, in Key Stage 1, the pupils are able to make effective use of space as they move about the room, walking, running and skipping in a warm-up session. They are able to complete a range of movements that require change of direction and pace.
- 180 They begin to understand what is expected of them as they evaluate their own performances and those of others.
- 181 In Key Stage 2, the pupils follow team game rules effectively and they respect fair play conventions.
- 182 They have a developing awareness of basic shapes in gymnastics.
- 183 They are able to move effectively along the benches from one side to another in a 'Rabbits' Leap'.

### **Shortcomings**

- 184 In both key stages, the pupils do not work energetically enough in their main activities.
- 185 In Key Stage 1, the majority of pupils do not succeed in producing sufficiently creative performances in response to music.
- 186 In Key Stage 2, lack of flow is a feature of the pupils' movements and their landing techniques have not developed sufficiently.

## **School's response to the inspection**

Following the inspection of the school during the week of October 16<sup>th</sup> to the 20<sup>th</sup> the staff and governors have considered the inspection findings and are of the view that they are a fair and constructive reflection of the work of the school. The inspection was a positive process which contained professional and productive dialogue. We were given the opportunity to submit evidence, to confirm viewpoints and to express opinions on specific aspects. The headteacher in charge was given the opportunity to serve as nominee and was included in all appropriate discussions.

The inspectors' constructive comments in the various areas and in the seven key questions are appreciated. We were glad to receive confirmation that 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. We were also glad that pupils in both key stages make generally good use of their communication and mathematical skills in a range of contexts across the curriculum. It was pleasing to see that pupils' behaviour across the school is good and that there is a warm and homely atmosphere at the school. It is also emphasised that the Cwricwlwm Cymreig is a strong element of the provision.

The report highlights those elements that require further development and the report will be the basis for an action plan so that we may develop and move the school forward in this period in our history. The Governing Body and staff will undoubtedly respond to the challenge in a creative and energetic manner.

The governors and staff of Ysgol Llanegryn wish to thank the Registered Inspector, Mr. David Martin Cray and his team for their politeness, thoroughness and professionalism during the inspection.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Gynradd Llanegryn
School type	Natural bilingual
Age-range of pupils	3 – 11 years
Address of school	Llanegryn Tywyn Gwynedd
Post-code	LL36 9SS
Telephone number	(01654) 710051
Headteacher	Miss Elaine H eledd ( Temporary Headteacher)
Date of appointment	January 2006
Chair of governors/ Appropriate authority	Mrs Janet Pugh
Reporting inspector	Mr D M Cray
Dates of inspection	17 – 19 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	2.5	7	8	4	4	2	6	4	37.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:1
Average class size, excluding nursery and special classes	18
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006	81%	80.4%	81.5%
Spring 2006	77.1%	91.5%	91.3%
Autumn 2005	84.5%	90%	93.8%

Percentage of pupils entitled to free school meals	14%
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	4
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.		

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

<b>National Curriculum Assessment KS2 Results 2006</b>	Number of pupils in Y6	0
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.		

## Appendix 4

### Evidence base of the inspection

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

These inspectors visited:

- nineteen 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;
- eighteen 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

Inspector	Type	Aspects	Subjects/areas of learning
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Science; information technology; physical education
Mr Rh O Phillips	Team	Key questions 2; 3; 4.	Welsh; English; art
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

**School's Nominee:** Miss E Heledd.

**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.