

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

**Ysgol Gynradd Llanfachraeth
Llanfachraeth
Ynys Môn
LL65 4UY**

School Number: 6602150

Date of Inspection: 05/03/07

by

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Ysgol Gynradd Llanfachraeth 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 Llanfachraeth took place between 05/03/07 and 07/03/07. 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:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	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 primary school is located in the centre of the village of Llanfachraeth in north west Anglesey and it serves the village itself and its rural hinterland. According to the school, the area is not particularly prosperous and a number of pupils come from disadvantaged backgrounds. In general, the children have moderate levels of attainment when they are first admitted to school. The school is maintained by Ynys Môn Local Education Authority.
- 2 There are currently 56 pupils between 3 and 11 years of age on the school register, including 10 of nursery age, and they are admitted on a part-time basis in the September following their third birthday and on a full-time basis the following September. There has been considerable growth in pupil numbers since the last inspection held in March 2001.
- 3 Eighteen per cent of pupils are entitled to receive free school meals – a figure that is slightly below the county (21%) and national (19.7%) averages. Nine pupils are designated as having additional learning needs. Two pupils have statements of their needs.
- 4 Some 60% of pupils come from homes where Welsh is spoken as a first language and during their time at school most of the other pupils also become fluent. The school follows the National Curriculum in Wales Welsh first language programme of study. English is formally introduced in Key Stage 2.
- 5 The full-time teachers at the school are well established and have been there since before to the last inspection.

The school's priorities and targets

- 6 The school's priorities and targets for 2006 – 2007 include issues relating to:
 - Healthy Schools Scheme.
 - Music.
 - Physical Education.
 - Information technology.

Summary

- 7 The findings of the inspection team matched the judgements made by the school in all seven Key Questions.

Table of grades awarded

- 8 The inspection team adjudged the work of the school to be 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?	2
5 How effective are leadership and strategic management?	2
6 How well do learners and managers evaluate and improve quality and standards?	2
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
-	71%	29%	-	-

- 10 The standards achieved by pupils in the lessons inspected are higher than the Welsh Assembly Government target for 2007 that 98% of lessons should be at least Grade 3, and higher than the target that 65% should be Grades 1 and 2.
- 11 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.
- 12 In Key Stage 1 and Key Stage 2, in the subjects inspected standards achieved are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Science	Grade 3	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 3	Grade 3

- 13 The under-fives make good progress in the development of their communication and mathematical skills across the six areas of the Desirable Outcomes. They also make good progress in their information technology skills.
- 14 Pupils in both key stages make good use of their communication, mathematical and information technology skills in a range of contexts across the curriculum.
- 15 The pupils' bilingual competence is developing well.
- 16 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, it was seen that the school's performance in both key stages was consistently within the upper 50% of schools and often within the upper 25%.
- 17 It was seen in lessons that the teachers' purposeful interventions ensure that pupils make good progress in their learning and towards achieving their potential.
- 18 The pupils' personal, social and learning skills across the key stages are good. They show good levels of motivation, make constructive contributions to class work, enjoy their lessons and use their time effectively.
- 19 Pupil behaviour is outstanding across the school and it makes a major contribution to the warm and homely atmosphere that exists.
- 20 In the three full terms prior to the inspection, the average level of pupil attendance was slightly above 94%. According to the latest available data, this compares well with similar schools in Wales and is within the 25% of schools with the lowest absence levels.
- 21 The pupils arrive punctually at school.

The quality of education and training

- 22 In the lessons inspected, the quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	52%	24%	--	--

- 23 The above percentages are slightly lower than the 79% of lessons adjudged to be Grade 1 and 2 for the whole of Wales in the year 2005-2006. (Annual Report of Her Majesty's Chief Inspector), but higher than the 17% awarded Grade 1.
- 24 The school provides equal access to a broad and balanced curriculum that fulfils the needs of all pupils. Pupils receive a range of interesting and appropriate experiences.
- 25 The schemes of work indicate appropriate progression in National Curriculum subjects and religious education. However, there is a lack of a whole-school approach in terms of the detail of short-term planning.
- 26 The provision for pupils' personal and social education is thorough and it fulfils requirements.
- 27 Pupils' spiritual, moral, social and cultural development is promoted effectively. The school provides morning assemblies that conform to requirements.
- 28 Parents are highly supportive and the pre-inspection questionnaires returned by them are wholly supportive and appreciative of the school. The school plays a key role in the life of the community and there are good links with Ysgol Uwchradd Bodedern.
- 29 The school has various links with the world of business and they are used effectively in order to promote education that is related to the pupils' work. There are good arrangements for developing their enterprise skills and to encourage them to be venturesome.
- 30 The Cwricwlwm Cymreig is promoted effectively across the curriculum.
- 31 The quality of the care, support and guidance provided for pupils is good. Equal access is provided to all aspects of educational activity.
- 32 Every possible care is taken of pupils' health and safety when they are in the school's care.
- 33 The school has a clear policy and procedures for child protection that fulfil statutory requirements.
- 34 Pupils with additional learning needs are identified and assessed at an early stage and there are effective systems at the school to support their education. The provision made for them is good and they fulfil the requirements of the Code of Practice.
- 35 Through the School Council, pupils are given good opportunities to develop their awareness of citizenship, the importance of democracy and the right to express opinions about aspects of the life of the school. It operates within the guidelines.

Leadership and management

- 36 The headteacher provides firm leadership and a clear sense of purpose to the work of the school. Teamwork is apparent in all aspects of the life and work of the school.
- 37 Responsibility for curriculum subjects is allocated to members of the teaching staff and these are confirmed through their job-descriptions. However, the distribution of responsibilities does not currently achieve the required balance. The intention to review the allocations following the proposed staffing changes was noted and the inspectors agree with this.
- 38 Governors at the school have a good understanding of their responsibilities. They make an important contribution to the work of assisting the headteacher with the strategic management of the school.
- 39 A culture of self-criticism is well-established at the school and it is knowledgeable of its own performance.
- 40 The school has for some time gathered parents' views through questionnaires and careful consideration is given to their viewpoints.
- 41 The school development plan is a good management tool and an active document, but there is room to elaborate further on long-term priorities for the school's development.
- 42 The school has made good progress since the last inspection. All the issues identified for action have been addressed and the steps taken have had a very positive impact on the standards achieved by pupils.
- 43 There has been a considerable recent increase in pupil numbers and the average class size is relatively high, given the broad age range in classes. However, the governing body has already embarked on the process of employing an additional member of staff in order to be able to establish a third class.
- 44 The quality of resources is good and they are conveniently accessible for pupils' use. There is a good supply of computers, although the one interactive whiteboard at the school is inadequate, and this will be exacerbated following the establishment of a third class.
- 45 Pupils gain real benefit from the contribution of visitors who share their experiences and from numerous educational visits outside the school that enhance their learning.
- 46 The attractive displays throughout the school provide a highly stimulating learning ethos for pupils and they reinforce their learning. This is an outstanding feature.

- 47 Expenditure is planned carefully; any likely budget changes are foreseen and resources are provided in accordance with the priorities in the school development plan. The school provides good value for money.

Recommendations

- R1 Improve the scientific investigative skills of Key Stage 1 pupils and physical education standards across the school.
- R2 Ensure a whole-school approach towards short-term curriculum planning.
- R3 Re-consider the distribution of responsibilities for curriculum subjects as proposed following the staffing changes.
- R4 Give more attention to long-term priorities for school development.

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

- 48 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 49 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	71%	29%	-	-

- 50 The standards achieved by pupils in the lessons inspected are higher than the Welsh Assembly Government target for 2007 that 98% of lessons should be at least Grade 3, and higher than the target that 65% should be Grades 1 and 2.
- 51 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.

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

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Science	Grade 3	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 3	Grade 3

53 Across the school, pupils succeed in their work in terms of achieving agreed learning aims. Those with additional learning needs achieve the targets set for them and they reach standards that correspond to their abilities.

54 The under-fives make good progress in the development of their communication and mathematical skills across the six areas of the Desirable Outcomes. They also make good progress in their information technology skills.

55 Pupils in both key stages make good use of their communication, mathematical and information technology skills in a range of contexts across the curriculum.

56 The pupils' bilingual competence is developing well. In Key Stage 2, they make effective use of their oral, reading and writing skills in Welsh and English for various purposes across the curriculum. They come to be able to move freely between both languages in formal and informal situations. Welsh learners gain a mastery of the language in a comparatively short period of time.

57 In Key Stage 1 in 2006, according to teacher assessments, 100% of pupils attained level 2 or above in Welsh or English, mathematics and science. In 2005 the figure was again 100% (Wales 80.9%; Ynys Môn 82.7%) and in 2004 it was 85.7% (Wales 80%; Ynys Môn 77%). The school's results for 2006 were higher than county and national averages (2005) in all subjects with the exception of Welsh.

58 In Key Stage 2 in 2006, according to teacher assessments, 87.5% of pupils attained level 4 or above in Welsh, English, mathematics and science. In 2005 it was 90% (Wales 74.3%; Ynys Môn 73.2%) and in 2004 the figure was 100% (Wales 72%; Ynys Môn 74%). The results for 2006 were higher than county and national averages (2005) in all subjects.

59 Over time, there are no obvious patterns of difference in the performance of boys and girls in either key stage. It is appropriate to note that the pupil numbers referred to in the years in question are comparatively small.

60 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, it was seen that the school's performance in both

key stages was consistently within the upper 50% of schools and often within the upper 25%.

- 61 It was seen in lessons that the teachers' purposeful interventions ensure that pupils make good progress in their learning and towards achieving their potential. They gain new knowledge or skills effectively and their awareness of the strengths and weaknesses of their work is generally good.
- 62 The pupils' personal, social and learning skills across the key stages are good. They show good levels of motivation, make constructive contributions to class work, enjoy their lessons and use their time effectively. They make good progress in their ability to solve problems and to work independently. They also show good development in their creative skills.
- 63 Pupil behaviour is outstanding across the school and it makes a major contribution to the warm and homely atmosphere that exists. They behave responsibly, respect the other pupils and adults around them and exhibit a high measure of self-discipline.
- 64 In the three full terms prior to the inspection, the average level of pupil attendance was slightly above 94%. According to the latest available data, this compares well with similar schools in Wales and is within the 25% of schools with the lowest absence levels. Pupils arrive punctually at school.
- 65 Pupils show respect for the diversity of beliefs and other cultural traditions. They have a good awareness of equal opportunity issues and of fairness.
- 66 Pupils have a good awareness of their community and of their responsibilities towards it. They also have a good awareness of the world of work and of local industries and businesses.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 67 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 68 In the lessons inspected, the quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	52%	24%	-	-

- 69 The above percentages are slightly lower than the 79% of lessons adjudged to be Grade 1 and 2 for the whole of Wales in the year 2005-2006. (Annual Report of Her Majesty's Chief Inspector), but higher than the 17% awarded Grade 1.

- 70 The teachers have a good relationship with the pupils and this has a positive impact on pupils' attitudes to their work and on their willingness to work purposefully during lessons. Overall, the teachers are knowledgeable of the subjects which they teach and of the Desirable Outcomes for Children's Learning Under Five. Good attention is paid to the needs of individuals and there is careful planning in order to ensure equality for all.
- 71 The teaching effectively promotes the development of pupils' bilingualism.
- 72 The outstanding features to the teaching include:
- very sound subject-based knowledge and understanding;
 - imaginative use of resources and artefacts to stimulate interest, explain concepts and develop pupils' knowledge, understanding and skills;
 - lessons proceeding at a particularly good pace.
- 73 The good features to the teaching include:
- detailed and purposeful planning with clear learning objectives at the beginning of the lesson;
 - building on pupils' understanding through reference to prior learning;
 - good questioning that encourages pupils to think and to retain their focus on their work;
 - extensive and stimulating tasks that challenge pupils to listen carefully, to speak to purpose, to rationalise and to elaborate when offering observations and ideas;
 - effective use of various teaching techniques and strategies; and
 - an effective summary at the end of lessons that enables pupils to reflect on what they have learned.
- 74 The shortcomings to the teaching include:
- lack of detailed planning;
 - insufficient pace and challenge; and
 - superficial knowledge of the programmes of study.
- 75 Overall, the quality of assessment is good and it enables the school to identify the strengths and weaknesses of individual pupils and areas for development.
- 76 The under-fives are assessed appropriately and comprehensive notes of the assessments are kept.
- 77 In the key stages, aspects of the core subjects are assessed on a termly basis and the foundation subjects annually. This makes a useful contribution towards nurturing an awareness of the achievements of each pupil.
- 78 Pupils' work is marked regularly and in the best practice, the comments provided give further guidance on how to improve their work, but this practice is not applied consistently across classes.
- 79 In general, pupils are aware of their personal targets, particularly so in Welsh and English, but the practice of setting targets for pupils has not been sufficiently formalised across both key stages. The school, through its

planning, identifies the need to develop further the practice of encouraging pupils to evaluate their own work in order to promote their self-assessment skills.

- 80 The annual reports to parents conform to statutory requirements and they contain appropriate comments on pupils' achievements and the next steps they should take. Parents receive formal invitations to three meetings a year to review their children's progress. The school operates an open door policy.

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

- 81 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 82 The school provides equal access to a broad and balanced curriculum that fulfils the needs of all pupils. Pupils receive a range of interesting and appropriate experiences.
- 83 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.
- 84 The schemes of work indicate appropriate progression in National Curriculum subjects and religious education. However, there is a lack of a whole-school approach in terms of the detail of short-term planning.
- 85 The provision for pupils' personal and social education is thorough and it fulfils requirements. Pupils are given regular opportunities during 'Circle Time' to discuss emotions and feelings, the importance of friends and to become aware of how to behave towards others.
- 86 Pupils are given good access to a range of extra-curricular activities. Numerous visitors come to school to talk to them and to make them aware of the life of the community, business activities and humanitarian issues. Various visits are organised, including residential visits to Glan Llyn Centre, and these effectively reinforce and extend the curriculum, and make an effective contribution to pupils' personal and social development.
- 87 Pupils' spiritual, moral, social and cultural development is promoted effectively. The school provides morning assemblies that conform to requirements. Sharing moral messages is a clear feature of the life and work of the school.
- 88 Parents are highly supportive and the pre-inspection questionnaires returned by them are wholly supportive and appreciative of the school. There is clear communication and the school handbook is of good quality, and contains the

necessary information. There was a good response to the home-school agreement.

- 89 The school plays a key role in the life of the community and there are good links with Ysgol Uwchradd Bodedern.
- 90 The school has various links with the world of business and they are used effectively in order to promote education that is related to the pupils' work.
- 91 The Cwricwlwm Cymreig is promoted effectively across the curriculum. Pupils' awareness of Welsh culture and that of the wider world is enhanced through thematic work and through the school's links with a country in Africa.
- 92 The displays throughout the school and the morning assemblies show that the school is effectively developing the pupils' awareness of multi-culturalism.
- 93 The pupils' bilingual skills are developed to very good effect within the life and work of the school.
- 94 Pupils' awareness of those less fortunate than themselves is good and they respond positively to the school's efforts to raise money for various national and international charities. All of these experiences promote their responsibilities as global citizens.
- 95 Pupils are given good opportunities to nurture an increasing awareness of the importance of sustainable development and of the need to care for the environment by participating effectively in a conservation scheme. The school places good emphasis on the need for recycling, healthy eating and the impact of exercise on the body. The school has already been rewarded as a member of the Ynys Môn Healthy Schools initiative. It operates sustainably on a day-to-day basis.
- 96 There are good arrangements for developing their enterprise skills and to encourage them to be venturesome.

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

Grade 2: Good features and no important shortcomings

- 97 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 98 The quality of the care, support and guidance provided for pupils is good. The school is a happy community in which pupils feel safe. All staff know their pupils very well and they provide an appropriate level of personal support and guidance for them. Equal access is provided to all aspects of educational activity.
- 99 The school is a member of the 'Healthy Schools' scheme and pupils are encouraged to eat healthily by buying fruit and drinking water during the day.

Appropriate attention is given to learning about substance misuse and other issues of social importance and in the area of health.

- 100 Every possible care is taken of pupils' health and safety when they are in the school's care. All staff are aware of their responsibilities and they undertake their duties effectively. Detailed risk assessments are conducted for the school's main activities, including educational visits.
- 101 The arrangements for caring for pupils who feel unwell or who have had an accident are effective and several members of staff have received first aid training. Fire drills are held each month and appropriate records are kept.
- 102 There are effective and well-established arrangements for monitoring behaviour, progress, attendance and punctuality. The registers are kept in accordance with the requirements of Welsh Assembly Government Circular 3/99. The pupils are well supervised during the day, at break times, when visiting the Leisure Centre and as they leave the site. Lunch time supervisors have clear guidelines on how to assist pupils and they ensure that there are no instances of oppressive behaviour.
- 103 Pupils' success is celebrated in various ways, including reward assemblies where they receive individual commendation, such as 'Star of the Week' and appropriate certificates, and they take pride in this.
- 104 The sound induction programmes help pupils of all ages to settle in quickly into the life and ways of their new school.
- 105 The school has a clear policy and procedures for child protection that fulfil statutory requirements. The headteacher, as the designated person, has overall responsibility and several members of staff, including the kitchen staff and the governors, have received suitable training. There are good links with the social services.
- 106 Pupils with additional learning needs are identified and assessed at an early stage and there are effective systems at the school to support their education. The provision made for them is good and they fulfil the requirements of the Code of Practice. The pupils have appropriate individual education plans that contain realistic targets. Parents are given regular opportunities to take part in the process of reviewing the plans. The school ensures that the pupils are included fully in the life of the school.
- 107 Through the School Council, pupils are given good opportunities to develop their awareness of citizenship, the importance of democracy and the right to express opinions about aspects of the life of the school. It operates within the guidelines.
- 108 The school has policies for promoting equal opportunities, racial equality and diversity. It encourages positive attitudes amongst pupils on issues such as promoting equality on the grounds of race, background and disability.

Appropriate emphasis is placed on teaching pupils about the importance of tolerance and respecting diversity.

- 109 Reasonable steps are taken to ensure that pupils with disabilities are not treated less favourably. The school has prepared an accessibility plan in accordance with the Disability and Special Educational Needs Act 2001.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 110 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 111 The headteacher provides firm leadership and a clear sense of purpose to the work of the school. Lines of communication are good and all members of staff share common values and norms that promote continuous improvement and high standards. Teamwork is apparent in all aspects of the life and work of the school.
- 112 There is a range of management and curricular policies in place to guide the work of the school, but some now need to be updated.
- 113 Responsibility for curriculum subjects is allocated to members of the teaching staff and these are confirmed through their job-descriptions. However, the distribution of responsibilities does not currently achieve the required balance. The intention to review the allocations following the proposed staffing changes was noted and the inspectors agree with this .
- 114 The school has a good awareness of local and Welsh Assembly Government priorities. It has gained Basic Skills Agency Quality Mark accreditation; it has joined the 'Healthy Schools' initiative and received a gold award as a 'Green School'.
- 115 There are good arrangements for setting end of key stage targets. All members of staff contribute to the process and every effort is made to ensure that the whole-school targets are challenging and achievable.
- 116 The performance of individual members of the teaching staff and of the learning assistants is managed effectively. The agreed objectives give good and fair consideration to the development needs of the school as well as those of the individual.
- 117 Governors at the school have a good understanding of their responsibilities. Each individual member has responsibility for an area of the curriculum, they visit the school regularly and report on their visits to the full governing body. As a result, they have a good awareness of standards, performance and

teaching programmes. They make an important contribution to the work of assisting the headteacher with the strategic management of the school.

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

Grade 2: Good features and no important shortcomings

- 118 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 119 A culture of self-criticism is well-established at the school and it is knowledgeable of its own performance. The self-evaluation arrangements are comprehensive, systematic and based on a range of evidence from different sources. The monitoring programme gives good attention to evaluating the standards achieved by pupils across the subject range, and this has led to improvements.
- 120 Performance data is collected and carefully analysed, and effective use is made of benchmarking information in both key stages.
- 121 The school has for some time gathered parents' views through questionnaires and careful consideration is given to their viewpoints.
- 122 The school development plan is produced annually and it is well supported by all members of staff and governors. It is carefully costed and qualitative and quantitative targets are apparent together with criteria for measuring success. The plan is effectively linked to those issues emanating from the school's own self-evaluation processes. It is a good management tool and an active document, but there is room to elaborate further on long-term priorities for the school's development.
- 123 In general, the quality of the self-evaluation report presented to the inspectors is good.
- 124 The findings of the inspection team matched the judgements made by the school in all seven Key Questions.
- 125 The school has made good progress since the last inspection. All the issues identified for action have been addressed and the steps taken have had a very positive impact on the standards achieved by pupils.

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

Grade 2: Good features and no important shortcomings

- 126 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 127 There has been a considerable recent increase in pupil numbers and the average class size is relatively high, given the broad age range in classes.

However, the governing body has already embarked on the process of employing an additional member of staff in order to be able to establish a third class.

- 128 The teachers have an appropriate range of experience and expertise. They regularly update their teaching skills and knowledge by attending various training sessions. Evidence was seen that this has a positive impact on the quality of teaching.
- 129 The classroom assistants, together with the expertise provided in music and art, make a valuable contribution to the teaching and to the quality of pupils' learning.
- 130 There are effective arrangements in place to reduce teachers' workload and to ensure that they receive non-contact time for planning, preparation and assessment.
- 131 Every pupil receives opportunities to take advantage of appropriate resources that correspond to their needs and to curriculum requirements. The quality of resources is good and they are conveniently accessible for pupils' use. There is a good supply of computers, although the one interactive whiteboard at the school is inadequate, and this will be exacerbated following the establishment of a third class.
- 132 Pupils gain real benefit from the contribution of visitors who share their experiences and from numerous educational visits outside the school that enhance their learning.
- 133 A spacious extension was built for the school some time ago and the quality of its buildings and grounds is very good, offering plenty of room for the various activities. Where there are limitations, such as in the teaching of aspects of the physical education curriculum, use is made of local facilities such as the Leisure Centre at Amlwch. The standard of cleanliness and tidiness is very high.
- 134 The attractive displays throughout the school provide a highly stimulating learning ethos for pupils and they reinforce their learning. This is an outstanding feature.
- 135 The building is accessible for disabled people.
- 136 Expenditure is planned carefully; any likely budget changes are foreseen and resources are provided in accordance with the priorities in the school development plan. The school provides good 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 Pupils in Key Stage 1 listen well to presentations and instructions during lessons; they respond meaningfully and occasionally in extended mode. The most able pupils are confident enough to question a visitor and they are able to rationalise and explain their experiences effectively.
- 138 On the whole, they can read fluently and with expression. They refer to the features of a book, such as its cover and author, and they speak confidently about events and characters in the books they read.
- 139 They make good progress in their writing. They realise that there are different forms of writing as they write a letter to Strempan and a brief description following their visit to the Pili Palas Centre.
- 140 Pupils have a sound awareness of capital letters and basic punctuation. They spell simple words with reasonable accuracy and their handwriting is generally tidy and legible.
- 141 Pupils in Key Stage 2 listen purposefully and the most able pupils take part in class discussions, offering extended observations. They express opinions clearly and eloquently on issues affecting their local environment. They speak fluently and confidently, using the spoken language of the area.
- 142 Their reading skills are developing well. They read with appropriate expression and emphasis, and they express their liking for specific authors such as T. Llew Jones and Kate Roberts. They discover information from various sources, including reference books and computer programmes.
- 143 They write in various forms and in response to different stimuli. They produce good quality descriptions, portraits and reports and the most able pupils express their views on controversial issues, such as the letter they wrote complaining about the state of the village park. The older pupils understand that there are different types of poetry. They understand that detailed observation is important to a poet such as Myrddin Ap Dafydd and they create sensitive poetry based on their observations following their visit to the Llanberis Slate Quarry.

Shortcomings

- 144 In Key Stage 1, some individuals do not read with the expected level of fluency.

Science

Key Stage 1: Grade 3: Good features outweigh shortcomings

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

Good features

- 145 In Key Stage 1, through a simple experiment, the pupils come to understand that light travels in a straight line. They can refer to the various sounds to be heard at school, in the home and in the supermarket.
- 146 They know about the life cycle of the butterfly, about the passage of the seasons and that some animals hibernate through the winter. They come to know and correctly name the main parts of a plant.
- 147 They understand the importance of staying healthy and about what happens to the body during exercise.
- 148 They recognise a good range of everyday materials and the work they completed recently in investigating which materials are most effective at absorbing water has been undertaken thoroughly.
- 149 In Key Stage 2, the pupils develop their skills effectively and regularly. They come to be able to plan an investigation and to decide which information should be collected with minimal guidance. It was seen that their predictions are reasonably accurate, that they work systematically through their investigations, controlling variables and recording their findings in a good variety of ways.
- 150 The investigations completed by pupils on materials and their characteristics is particularly thorough. They have learned about the effectiveness of various materials as heat insulators, correctly using equipment such as sensors to record their findings and to form conclusions. They know that some solids such as sugar melt in water and about which types of soil drain water most effectively.
- 151 They know how switches control light in circuits and understand that taking a bulb out of a cycle can create a gap in that cycle. They have a sound understanding of the various symbols.
- 152 They have a good understanding of food chains and that almost all of them begin with green plants. They also know about the functions of seeds and about how they are dispersed.

Shortcomings

- 153 The scientific investigative skills of Key Stage 1 pupils have not developed sufficiently.

Design and technology

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

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

Good features

- 154 In Key Stage 1, the pupils make good use of their knowledge, skills and understanding when working on assignments in which they design and make a variety of products.
- 155 It was seen from their designs of hand puppets that they develop their ideas effectively by making good freehand drawings before selecting the most suitable final design for the task. The products are of good quality and they reflect neat stitching skills.
- 156 In response to a task such as designing and making a bag to carry Rala Rwdins' Magic Book, they can evaluate with a degree of self-criticism the features of different kinds of bags, paying attention to their size, strength and how they close. When producing their designs, they keep to the brief and prepare a paper version – to be copied in due course on a material of their own choice. Many of the pupils have accurate cutting skills and they know different techniques for joining the pieces soundly.
- 157 In Key Stage 2, the pupils appreciate the importance of thorough research as a key part of their work. Their latest task of designing and creating a suitable tea cosy for the staff room is developing well and they have given careful consideration to a number of the examples presented to them by their teacher. As they worked together in groups, they were able to agree a number of the criteria to be used when designing their products.
- 158 It was seen from the model of a house they completed recently that the pupils have well developed skills in measuring and cutting with a hacksaw, and in using a glue gun. They are able to explain how to strengthen the frame and they have designed a programme for controlling equipment within it.
- 159 From discussions with pupils, it was seen that they have a good awareness of marketing techniques used by companies to sell their products. They come to understand the impact that packaging has on the consumer.

Shortcomings

- 160 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

- 161 In Key Stage 1, the pupils' historical vocabulary is developed effectively. They understand phrases such as 'in times gone by', and are able to show that they are aware of the passage of time. They are familiar with photographic evidence, and as a result they come to understand how life in towns such as Amlwch has changed over time.
- 162 From discussions with pupils it was seen that they show empathy towards the living conditions of a child who worked in the coal mines during the nineteenth century. They realise that the period was one of great hardship for many, and that workers were paid very little for their labour.
- 163 Similarly, they are knowledgeable about the 'Copr Ladis' works on Mynydd Parys and they respond well to questions about the past in this context.
- 164 In Key Stage 2, pupils have a good awareness of the chronology of periods in history and they use time lines correctly.
- 165 They ask and respond purposefully to historical questions, and come to be able to differentiate between original and secondary sources. They respond with confidence, enjoyment and accuracy in role-play situations that represent different historical periods.
- 166 Their previous work shows that they are well-informed about the characteristics of society in the Victorian Period, and about the impact that the Second World War had on life. By comparing photographs, artefacts and listening to eye witnesses, they become aware of the value of evidence in interpreting the past.
- 167 Their recent study of the history of the Tudors in Wales has developed well. They have an increasing understanding of life in the Tudor period, the differences between rich and poor and of their place in society.

Shortcomings

- 168 There are no important shortcomings.

Music

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 Key Stage 1, the pupils sing a good variety of songs and nursery rhymes that correspond to their age. The majority sing with good control.
- 170 They listen carefully to 'Carnival of the Animals' by Saint Saens and are able to recognise the animals from the sounds they make.
- 171 They recognise a variety of musical instruments and can correctly identify if they are percussion or shaking instruments. They are able to investigate a

range of sound sources and select appropriate sounds when composing music in response to a stimulus, such as the song 'Gwenyn' (Bee) from the book 'Caneuon o Wlad y Rwla.'

- 172 They keep very good rhythm and create simple and original compositions. They work together effectively when evaluating their performances and listening to the music of others.
- 173 Pupils in Key Stage 2 listen carefully to music, interpreting and responding to it effectively. They describe which musical elements are used to convey an incident or movement.
- 174 They can compose short creative pieces using tuned and untuned instruments. They show a good understanding of beat as they strike various rhythms in response to the names of famous soccer clubs.
- 175 They evaluate pieces of music sensitively, suggesting what kinds of feelings they would engender in them. Amongst them are 'Ora Pro Nobis' by Meirion Williams and 'Palladio' by Karl Jenkins.
- 176 They recognise the compositions of various composers from Wales and beyond.
- 177 The pupils are able to perform in groups and as individuals. They receive various opportunities to perform in public, such as concerts, services and Eisteddfodau and the standards they achieve are generally good.

Shortcomings

- 178 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

- 179 During the period of the inspection, the inspectors observed three lessons in dance, gymnastics and swimming across the key stages, and the judgement is based exclusively on the evidence of these 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

- 180 In both key stages, the pupils warm up and cool down appropriately. They respond quickly and effectively to instructions and they work well as individuals and in groups.
- 181 The pupils across their school show good spatial awareness.

- 182 In Key Stage 1, the pupils show imagination as they emulate the movements of animals and they respond well to the dance tasks. They show a good awareness of specific physical shapes, such as narrow, wide and short and they respond effectively when jogging and changing direction. The most able pupils move about at different speeds and with appropriate balance and control.
- 183 The pupils develop their basic swimming skills effectively. They jump into the water confidently, displaying balance as they stand on one leg and they respond well to instructions. Many are able to swim across a section of the pool with the help of a float, and they develop their techniques appropriately.
- 184 In Key Stage 2, the pupils show appropriate control as they engage in gymnastics activities. In addition to completing basic shapes on the floor, they create patterns of different steps, turns and jumps by varying shape, level, timing, direction and tension. When using the apparatus, the most able pupils move energetically from one activity to another and they can refine and improve their basic techniques. They work well in pairs and groups and they evaluate their own work and that of others effectively.

Shortcomings

- 185 In both key stages, the pupils do not work energetically enough in their activities.
- 186 Across the school, the pupils' skills and their control of their bodies have not developed sufficiently to allow them to complete the tasks that befit their ages and abilities.
- 187 In Key Stage 1, the pupils' ability to evaluate their own performance and that of others and to offer suggestions for improvement is limited.

School's response to the inspection

The governing body and staff of Ysgol Llanfachraeth confirm the receipt of the report and the recommendations noted. We will now formulate an action plan as a response and those aspects that require attention will be included in the School's Development Plan.

We wish to thank the Registered Inspector Mr Martin Cray and his team for their work during the period of the inspection.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Llanfachraeth
School type	Community
Age-range of pupils	3-11 years
Address of school	Llanfachraeth Ynys Môn
Post-code	LL68 4UY
Telephone number	(01407) 740610
Headteacher	Mrs E Jones
Date of appointment	July 2000
Chair of governors/ Appropriate authority	Mr J Edwards
Reporting inspector	Mr D M Cray
Dates of inspection	5 – 7 March 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	5	8	9	5	6	6	9	3	51

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25.5:1
Pupil: adult (fte) ratio in nursery classes	10:1
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	88.41%	89.95%	94.02%
Summer 2006	91.38%	94.91%	94.12%
Spring 2006	88.44%	89.75%	94.02%

Percentage of pupils entitled to free school meals	18%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS1 Results 2006	Number of pupils in Y2	5
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

National Curriculum Assessment KS2 Results 2006	Number of pupils in Y6	7
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	87.5%	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;
- twenty-two 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; design and technology; history
Mr RO Phillips	Team	Key questions 2; 3; 4.	Welsh; music; physical education.
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

School's Nominee: Mrs E Jones

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.