

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

A report on the quality of education in

**Ysgol Henblas
Llangristiolus
Anglesey
LL62 5DN**

School number: 6602156

Date of inspection: 16/11/09

by

**Prydwen Elfed-Owens
17554**

Date of publication: 21/01/10

Under Estyn contract number: 1101709

© Queen's Printer and Controller of HMSO 2010: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Introduction

Ysgol Henblas 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 Henblas took place between 16/11/09 and 18/11/09. An independent team of inspectors, led by Prydwen Elfed-Owens undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	7
Key Question 1: How well do learners achieve?	7
The quality of education and training	10
Key Question 2: How effective are teaching, training and assessment?	10
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	12
Key Question 4: How well are learners cared for, guided and supported?	14
Leadership and management	16
Key Question 5: How effective are leadership and strategic management?	16
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	18
Key Question 7: How efficient are leaders and managers in using resources?	20
School's response to the inspection	21
Appendices	22
1 Basic information about the school	22
2 School data and indicators	23
3 National Curriculum assessments results	24
4 Evidence base of the inspection	26
5 Composition and responsibilities of the inspection team	27

Context

The nature of the provider

1. Ysgol Gymuned Henblas is located in the rural village of Llangristiolus, a few miles from the county town of Llangefni, on Anglesey. The school serves the village and the nearby rural district. The school, which is controlled by Anglesey Unitary Authority, is a naturally bilingual primary school which admits children and pupils between 4 and 11 years of age. There are currently 81 pupils from reception age to Y6 on the school roll, including 13 reception age children. The number of pupils has decreased by eight since the last inspection held in February 2004. There are 4 classes in the school.
2. According to the school, the area is neither economically advantaged nor disadvantaged. 5% of the pupils are registered by the school as being entitled to free school meals. This percentage is 4% lower than during the last inspection.
3. Approximately 56% of the pupils come from homes where Welsh is the first language with 44% coming from homes where English is the main language. Overall, it is estimated that 77% speak Welsh as a first language or to an equivalent standard. Although this is a Welsh area, there has been an increase in the number of pupils who come from homes where Welsh is not the main language spoken. Teaching is through the medium of Welsh and English, and one of the school's aims is to ensure that all pupils are bilingual before they enter secondary education.
4. All pupils belong to the white ethnic group. No children are 'looked after' by the Unitary Authority (UA). No pupils receive lessons in English as an additional language. Three pupils have a statement of special educational needs (SEN), which is two more than in the last inspection. Four other pupils have been identified as having additional learning needs (ALN). The percentage of pupils identified as requiring additional support has not decreased considerably since the last inspection.
5. The school received a short inspection this time.

The school's priorities and targets

The school's main priorities for 2009-2010 are as follows:

- a) improve planning and teaching;
- b) enrich reading experiences in order to raise standards;
- c) continue to improve the provision for Information Communication Technology (ICT);
- d) extend the Performance Management procedure;
- e) develop outdoor learning

Summary

6. This is a good school and has a number of outstanding features. Its outstanding features are reflected in the standards achieved by its pupils and children, in their behaviour and attitudes towards learning. The quality of teaching, leadership and management in this school is good. The school's ethos, its links, the quality of care and the support and guidance provided for pupils, is outstanding.

Table of grades awarded

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

7. As this was a short inspection, the inspection team did not inspect the standards achieved in individual subjects.
8. Pupils of all ages experience success regardless of their social or linguistic background. They make good progress towards achieving the targets set for them.
9. In the Foundation Phase, the quality of the educational provision for children under five is appropriate for their needs. Standards in the early key skills are outstanding. The majority of children listen attentively to presentations and instructions and respond with increasing confidence. The best pupils make outstanding progress as early writers. Most recognise numbers and 2D shapes and nearly all can count to ten at a very early stage. They are confident and independent computer users.
10. At KS1, nearly all pupils achieve good standards in their knowledge, understanding and skills. Their spoken language is clear and increasingly accurate. They discuss and propose ideas with confidence. Nearly all pupils make outstanding progress in their reading skills in Welsh. The majority write well for different purposes. Their mathematical skills develop well and most understand the value of money and are able to count and distribute money confidently. Most are confident in their use of computers and are able to use the interactive white board to reinforce their learning.

11. At KS1, in 2009, all pupils achieved L2 or better. In three out of five years since the last inspection, all pupils have achieved L2 or higher in Welsh and mathematics, and in two out of five years, all pupils have achieved L2 or higher in science.
12. At KS2, nearly all pupils achieve outstanding standards in their knowledge, understanding and skills in accordance with their ability. They communicate in an outstanding manner, both individually and in groups. The most able pupils use extended vocabulary and have a firm grasp of the technical terms of the areas of learning. The majority achieve outstanding standards in writing for different purposes. Nearly all pupils make outstanding progress in their bilingual skills and switch naturally and unhesitatingly from one language to the other. Most make good progress in their mathematical skills across the curriculum. Nearly all pupils make good progress in their ICT skills.
13. At KS2 in 2009, the school's performance in Welsh and science is higher than the schools within the family group and amongst the top 25% in Wales in Welsh, and the top 25% in Wales in science. In 2009, for the first time, there was deterioration in results in English and mathematics which placed the school in the bottom 25% in Wales. Since the last inspection, all children have progressed by two levels in Welsh, English and science. 80% have made equal progress in mathematics. Over the last three years, all pupils have achieved L4 or better and the results indicate improvement in every subject. There is no difference between the performance of boys and girls.
14. All pupils display outstanding attitudes towards their learning. Pupils' behaviour is outstanding. They are eager to succeed, and this contributes positively to the school's civilised, calm and warm atmosphere.
15. The progress made by nearly all pupils in their personal, moral, social and cultural development is outstanding. All are polite towards each other, and towards staff and visitors. They seem responsible and display very high levels of self-discipline.
16. The school's attendance levels over the three terms prior to the inspection are approximately 95.0%. Punctuality is good. Children's clear enjoyment together with the school's careful monitoring, ensure low absence levels.
17. Pupils' awareness of the world of work and enterprise is developing in an outstanding manner. The principles of entrepreneurship are promoted well through various activities and goods are produced to sell at the school fairs.
18. Pupils' contribution to community life is good and the impact of this is evident in their work. It enriches the curriculum and makes an outstanding contribution to extending pupils' understanding of their own community and of the world of work.
19. All pupils demonstrate an outstanding awareness of equal opportunity issues. This is a very strong aspect of the school ethos.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	52%	11%	4%	0%

20. These percentages show that the quality of teaching in this school compares outstandingly with the quality of teaching in primary schools nationally [Annual Report of Her Majesty's Chief Inspector (HMCI) for 2007 – 2008 (Primary)] where the quality of teaching is good or better (grade 1 and 2) in 83% of lessons, and outstanding (grade 1) in 16%.
21. Throughout the school, the working relationship between the staff and pupils is outstanding. Teachers have very good subject knowledge and are familiar with the latest developments.
22. The school implements the practices and approaches of the Foundation Phase very effectively. Even so, there is a lack of consistency between the two classes in Y1 as they prepare for the teaching and learning requirements of the Foundation Phase.
23. Overall, the school implements the skills curriculum of the 2008 Curriculum well at KS2. Curricular planning pays due attention to developing the key and wider skills. This is reflected in the outstanding standards pupils achieve in these skills.
24. Processes to identify pupils with ALN and the provision arranged for them are good. They are given appropriate and measurable targets to meet their needs. They make good progress.
25. The assessment is thorough and is used effectively to plan and improve the teaching and learning is good.
26. Teachers show respect for pupils' work and efforts by responding in a very thorough and specific manner. In most cases, they share the expectations and success criteria of the tasks with pupils. However, the practice of pupils evaluating their work against the success criteria is has not been sufficiently established in every class.

Leadership and management

27. The head teacher has a clear vision. She provides consistent and supportive guidance in leading the work of teachers, ancillary staff and governors.
28. All staff share the same values and objectives in relation to teaching and learning, behaviour and relationships. This is an outstanding feature which is reflected in the ethos and day-to-day life of the school.
29. The assistants make an outstanding contribution to the life of the school, and co-operate effectively with teachers to support pupils with ALN.

30. In the absence of the ALN Co-ordinator during the inspection, insufficient evidence was seen that the school responds fully to the requirements of the ALN Code of Practice by formalising the process of reviewing and recording the progress of individual pupils.
31. Explicit aims and policies have been adopted that look after pupils' well-being and teachers' responsibilities, and which are implemented consistently by staff and governors. Equal opportunities are promoted for all in the school, and the opinions of staff and pupils are taken into account when making important decisions.
32. Although the school's strategic plan is implemented, some aspects of its implementation are less effective. The head teacher acts as a subject co-ordinator, evaluating the teaching and reporting back on all aspects of the monitoring plan. She does this along with all the other leadership and management demands of the school, in addition to four full days of teaching responsibilities.
33. The governing body fully meets its responsibilities. Meetings are held regularly where documents and policies are adopted and revised in accordance with the Local Authority (LA)'s guidelines.
34. The governors are supportive of the school and its work. The governors use their knowledge of the school to work effectively with the head teacher to set a clear strategic direction for the school.
35. Governors maintain a good overview of the school's spending plans of the school. They are also involved in monitoring targets identified in the School Development Plan (SDP).
36. Progress since the last inspection, in the issues noted and inspected this time, is good.
37. The school offers good value for money.

Recommendations

The school needs to maintain and build on its good standards by:

- R1. formalising the procedure for reviewing and recording the progress of individual pupils with ALN;
- R2: encouraging pupils to evaluate their work against the success criteria set;
- R3. ensuring consistency between the two classes in Y1 in preparing for the ethos, teaching and learning requirements of the Foundation Phase;
- R4. providing sufficient non-contact time to enable the head teacher to operate more strategically.

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 1: Good with outstanding features

38. The grade the inspection team awarded is different from the grade awarded by the school itself in its self-evaluation report. The inspection team considers there to be enough outstanding features to award a higher grade.
39. As this was a short inspection, the inspection team did not inspect the standards achieved in individual subjects.

Standards of achievement

40. Pupils of all ages experience success regardless of their social or linguistic background. They make good progress towards achieving the targets set for them.
41. In the Foundation Phase, the quality of the educational provision for children under five is appropriate for their needs. Standards in the early key skills are outstanding. The majority of children listen attentively to presentations and instructions and respond with increasing confidence. The best pupils make outstanding progress as early writers. Most recognise numbers and 2D shapes and nearly all can count to ten at a very early stage. They are confident and independent computer users.
42. At KS1, nearly all pupils achieve good standards in their knowledge, understanding and skills. Their spoken language is clear and increasingly accurate. They discuss and propose ideas with confidence. Nearly all pupils make outstanding progress in their reading skills in Welsh. The majority write well for different purposes. Their mathematical skills develop well and most understand the value of money and are able to count and distribute money confidently. Most are confident in their use of computers and are able to use the interactive white board to reinforce their learning.
43. At KS1, in 2009, every pupil achieved L2 or better. In three out of five years since the last inspection, all pupils have achieved L2 or higher in Welsh and mathematics, and in two out of five years, all pupils have achieved L2 or higher in science.
44. At KS2, nearly all pupils achieve outstanding standards in their knowledge, understanding and skills in accordance with their ability. They communicate in an outstanding manner, both individually and in groups. The most able pupils use extended vocabulary and have a firm grasp of the technical terms of the areas of learning. The majority achieve outstanding standards in writing for different purposes. Nearly all pupils make outstanding progress in their bilingual skills and switch naturally and unhesitatingly from one language to the other. Most make good progress in their mathematical skills across the curriculum. Nearly all pupils make good progress in their ICT skills.

45. At KS2 in 2009, the school's performance in Welsh and science is higher than the schools within the family group and amongst the top 25% in Wales in Welsh, and the top 25% in Wales in science. In 2009, for the first time, there was deterioration in results in English and mathematics which placed the school in the bottom 25% in Wales. Since the last inspection, all children have progressed by two levels in Welsh, English and science. 80% have made equal progress in mathematics. Over the last three years, all pupils have achieved L4 or better and the results indicate improvement in every subject. There is no difference between the performance of boys and girls.
46. All pupils display outstanding attitudes towards their learning. Nearly all pupils at the school work to the best of their ability. They learn new skills, develop ideas and increase their understanding.
47. The pupils discuss, concentrate and collaborate in a confident and friendly manner. They use their time very effectively and take pleasure and pride in their experiences. They work productively. Nearly all pupils apply themselves fully to their work and work hard and persevere over extended periods. They are very highly motivated. They seem happy and cheerful when at work.
48. Pupils' behaviour is outstanding. They are eager to succeed and this contributes positively to the school's civilised, calm and warm atmosphere. They show respect toward their teachers and also visitors to the school.
49. Social inclusion is an explicit part of the life and values of the school. They are aware of the importance of tolerance and kindness, and during the discussion with the School Council, it was confirmed that oppressive behaviour is totally absent. They distinguish wisely between minor disagreements and cruel behaviour. This all provides firm foundations for pupils to become responsible members of the community.
50. No instance was seen where attention had to be drawn to an issue which had a negative effect on either an activity or individual during the inspection.
51. The progress made by nearly all pupils in their personal, moral, social and cultural development is outstanding. Every one is polite towards each other, towards staff and towards visitors. They seem responsible and display very high levels of self-discipline.
52. Nearly all pupils respond in an outstanding manner in group tasks. They listen respectfully to each other's opinions and successfully reach a consensus about the best way to move the work forwards. They treat their fellow pupils fairly and honestly, and treat adults with respect and courtesy.
53. The majority work independently and responsibly. From an early age they make decisions for themselves by choosing activities and by asking for help when required. By KS2, the most able pupils take responsibility for their own work and solve problems confidently. These aspects contribute considerably to raising standards and honing the learning skills of pupils of all ages.

54. The school's attendance levels over three full terms prior to the inspection are approximately 95.0%. Punctuality is good. Children's clear enjoyment of school, together with the school's careful monitoring, ensure low absence levels.
55. The pupils' awareness of the world of work and enterprise is developing in an outstanding manner. The principles of entrepreneurship are promoted well through various activities and goods are produced to sell at the school fairs.
56. Pupils' contribution to community life is good and the impact of this is evident in their work. It enriches the curriculum and makes an outstanding contribution to extending pupils' understanding of their own community and the world of work.
57. All pupils demonstrate an outstanding awareness of equal opportunity issues. This is a very strong aspect of the school ethos.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

58. The grade awarded by the inspection team for this key question corresponds to the grade awarded by the school in its self-evaluation document.

59. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	52%	11%	4%	0%

60. These percentages show that the quality of teaching in this school compares well with the quality of teaching in primary schools nationally [Annual Report of HMCI for 2007 – 2008 (Primary)] where the quality of teaching is good or better (grade 1 and 2) in 83% of lessons, and outstanding (grade 1) in 16%.

61. Throughout the school, there is an outstanding working relationship between the staff and pupils. Teachers have very good subject knowledge and are familiar with the latest developments.

62. The teachers plan effectively to provide outstanding opportunities for pupils to work as individuals, as pairs and in groups. They explain learning objectives and provide clear instructions for the activities.

63. Welsh is the normal medium of teaching at KS1 and 2. At KS2, a good percentage of the teaching takes place through the medium of English. In some instances, work in English is the basis for further work in Welsh.

64. In the best lessons, the outstanding features of the teaching include:

- a busy workshop atmosphere;
- careful planning to motivate pupils of all abilities to reach their potential;
- good structure to lessons with a range of appropriate learning methods used for the task;
- setting high expectations which motivate and challenge pupils to ensure excellence;
- outstanding use of classroom assistants to support pupils where necessary;
- providing various structures to support and encourage pupils to work confidently and independently;
- a balance between providing structures and encouraging independence;
- using every opportunity to promote pupils' language development in Welsh and English through collaborating with them to create banks of words and terms to promote independent writing;
- time to discuss with individuals and groups in order to develop pupils' ability to think logically;
- listening courteously and respectfully to pupils' contributions in order to develop confidence and promote participation.

65. At KS1 during the inspection, due to the absence of a teacher, there was a supply teacher in one class.
66. In the few lessons where shortcomings were seen, the features of the teaching include:
 - closed tasks and too much emphasis on worksheets;
 - inadequate support to encourage children in their practical tasks and group work;
 - unsuitable use of resources;
 - less effective use of a classroom assistant;
 - overlong class sessions.
67. The school's policy and procedures for assessing and reporting on pupils' attainment and progress meet statutory requirements.
68. The assessment is thorough and is used effectively to plan and improve the teaching and learning.
69. The assessment of pupils with ALN is in place.
70. Teachers show respect for the pupils' work and efforts by responding thoroughly and very specifically. In most cases, they share the expectations and success criteria of the tasks with pupils. However, the practice of pupils evaluating their work against the success criteria set has not been sufficiently established in every class.
71. Reports to parents are good and outline pupils' personal and subject development. Specific targets are set for every pupil.
72. The school works effectively with other primary schools in the catchment area to standardise statutory assessments, especially those at the end of KS2.

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

Grade 1: Good with outstanding features

73. The grade awarded by the inspection team for this key question corresponds to the grade awarded by the school in its self-evaluation document.
74. The school responds well to learners' needs and interests.
75. The curriculum at KS1 and KS2 provides a broad, varied, and balanced provision which promotes good progress. It complies with all statutory requirements.
76. The school implements the practices and approaches of the Foundation Phase very effectively. Even so, there is insufficient consistency between the two classes in Y1 as they prepare for the ethos, teaching and learning requirements of the Foundation Phase.
77. Overall, the school implements the skills curriculum of the 2008 Curriculum well at KS2. Curricular planning pays due attention to developing the key skills and wider skills. This is reflected in the outstanding standards pupils achieve in these skills.
78. The school complies with the statutory requirement to conduct daily acts of collective worship. Staff promote the pupils' spiritual development in an outstanding manner through religious education lessons and through collective worship. The school also promotes pupils' moral, social and cultural development in an outstanding manner.
79. Personal Social Education (PSE) permeates strongly and naturally through the day-to-day life and work of the school. The school provides formal PSE lessons, circle time and specific activities.
80. Sex education is part of the curriculum.
81. The school promotes the *Cwricwlwm Cymreig* in an outstanding manner across a wide range of subjects. The school makes outstanding use of visits to the local area and further afield to enrich the pupils' learning. The school's lessons and activities promote pupils' bilingualism in an outstanding manner.
82. The school has been awarded the second accreditation of the Basic Skills Agency's Quality Mark and has planned the development of basic skills carefully.
83. The school provides a wide range of outstanding experiences for pupils. These established links enrich pupils' educational experiences and personal development considerably. They prepare them in an outstanding manner to become future members and leaders of their community.

84. The school is the focal point of the village of Llangristiolus and the wider area and provides support for the local community. A good range of extracurricular, cultural and community activities are held in the school, such as fairs, concerts and other activities. Good attention is paid to the elderly and other worthy causes. The school paper, "Clecs Henblas" is a good publication and is an outstanding link with the villagers.
85. The links with parents are good. Parents testified strongly to this in their questionnaires and in the pre-inspection meeting. They contribute well to the life and work of the school. The reconstituted "Friends of the School" is active and offer good support for the school. They organise a good range of activities including curricular evenings. The standard of communication with parents through meetings, reports, correspondence and bulletins, which include information about activities, is outstanding.
86. The Home-School Agreement, the Governors' Annual Report to Parents and the Parents' Handbook all conform to the statutory requirements.
87. The school has good links and partnerships with the primary schools in the catchment area. There is also a good partnership with the local Nursery Group which meets on the school site. The procedure for transferring Y6 pupils to Ysgol Gyfun Llangefni is good. Opportunities are provided for students on work experience from the secondary school and from Coleg Menai to work at the school, as well as prospective teachers from the University of Wales, Bangor.
88. The attention paid to sustainable development is outstanding. The School Council has been influential in this development. The school is committed to the principles of a green school; effective environmental reviews are carried out on recycling and reducing waste in order to save energy. There are good links with the Countryside Council and the RSPB.
89. The pupils' understanding of global citizenship is outstanding and is developed through direct links with Lesotho through Dolen Cymru and through studies of other foreign countries across the curriculum.
90. Links with the world of work are developing well. A good range of links have been forged with businesses to promote vocational aspects. There is a valuable link with Careers Wales.
91. Pupils' enterprise skills are developed well through problem solving activities in pairs and groups. Some of these activities are set in a context such as growing and selling plants and vegetables from the school garden. These arrangements provide good opportunities for pupils to apply their skills and learn about the principles of pricing, marketing and selling.
92. The school has the required policies for equal opportunities, anti-racism, risk assessment, child protection and access for the disabled. They are all operational and are very strong aspects of the life of the school.

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

Grade 1: Good with outstanding features

93. The grade awarded by the inspection team for this key question corresponds to the grade awarded by the school in its self-evaluation document.
94. The pupils are happy at school and the relationship between them and the teaching and ancillary staff is outstanding.
95. Pupils are guided in an outstanding manner in a caring, close and safe environment. Good attention is paid to tolerance, fraternity and kindness. The school has a caring and inclusive ethos and the pupils are appreciated and supported by all the adults. Consequently, pupils feel comfortable that they can turn to any member of staff for guidance or help.
96. The school co-operates in a good partnership with parents. Its open-door policy allows parents to make early arrangements to come and talk to teachers about any concern they may have. In the pre-inspection meeting, parents expressed that they were very happy with the standard of care the school provides for their children.
97. Circle time is a regular occurrence to enable all pupils to voice their opinion and to express concerns. Members of the School Council meet regularly and propose ways of developing the school to the benefit of the pupils.
98. The family atmosphere established in the school ensures that the children under five settle quickly. All the pupils receive pastoral and linguistic support to become full members of the school community.
99. Transfer arrangements to the secondary school are effective and ensure that pupils are confident when moving to the next stage of their education. Transition meetings are held between the head teachers of the primary schools and the secondary school, and pupils are given the opportunity to visit the secondary school before moving there.
100. Pupils' punctuality and attendance are monitored effectively. The attendance registers meet with the requirements of the Welsh Assembly Government (WAG). The policies and all necessary procedures are in place.
101. Pupils' standard of courtesy and behaviour is outstanding. Parents and pupils testify that there is no bullying at this school. The procedures dealing with behaviour, discipline and bullying are robust. Careful supervision is arranged at break times.
102. The school has prepared policies and procedures to ensure the wellbeing, health and safety of pupils, and causes for concern are addressed directly and instantly. There are appropriate measures to ensure health and safety of the pupils. Risk assessments are comprehensive and receive appropriate attention.

103. The school conducts a fire drill every term and ensures annually that fire equipment is in good condition. There are effective arrangements to look after children who are feeling unwell, or who have had an accident. Two members of staff have up-to-date first aid certificates.
104. Appropriate attention is paid to child protection aspects. All members of the school staff are vigilant and child protection requirements and procedures are discussed in depth at staff meetings. The head teacher is the designated person for safeguarding children. Staff are aware of the arrangements and of their responsibilities in this respect.
105. The parents praise the manner in which the school promotes equality. The school's equal opportunity and ALN policies complement each other well.
106. Arrangements to identify pupils with ALN and the provision organised for them is good. Appropriate and measurable targets are provided to meet their needs. They make good progress.
107. In the absence of the ALN Co-ordinator during the inspection, insufficient evidence was seen that the school responds fully to the requirements of the ALN Code of Practice by formalising the process of reviewing and recording the progress of individual pupils.
108. The school promotes pupils' health and fitness in an outstanding manner. A health and fitness week is organised on an annual basis. The school has successfully been assessed for the 'Healthy School' accreditation. The catering staff prepare unsalted food to encourage healthy eating.
109. The school has a breakfast club at the start of the day, and a variety of extra curricular activities after school which provide care for pupils, as well as opportunities for them to socialise with each other.
110. The pupils display outstanding empathy towards others by collecting money for good causes regularly and by sponsoring projects to help the citizens of Lesotho and Kenya.
111. It is possible to access all parts of the school in a wheelchair.

Leadership and management

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

Grade 2: Good features and no important shortcomings

112. The grade awarded by the inspection team for this key question corresponds to the grade awarded by the school in its self-evaluation document.
113. The head teacher has a clear vision. She provides consistent and supportive guidance in leading the work of teachers, ancillary staff and governors.
114. All staff share the same values and objectives in relation to teaching and learning, behaviour and relationships. This is an outstanding feature which is reflected in the ethos and day-to-day life of the school.
115. The teaching staff work well as a team. They undertake a good proportion of responsibilities and give priority to sustaining standards of achievement.
116. Strategic planning is in place however some aspects of its implementation are less effective. The head teacher acts as a subject co-ordinator, evaluating the teaching and reporting back on all aspects of the monitoring process. She does this along with all the other leadership and management demands of the school, in addition to four full days of teaching responsibilities.
117. Insufficient attention is given to monitoring individual subjects to ensure consistency and continuity. The process of monitoring quality of teaching and achievement standards is insufficiently based on formal observations of teaching and learning in lessons.
118. Insufficient evidence was seen that the school responds fully to the requirements of the ALN Code of Practice by formalising the process of reviewing and recording the progress of individual pupils.
119. The school pays attention to a good number of national and local priorities, such as Healthy School, global citizenship and sustainability initiatives, and the Basic Skills Agency's Quality Mark is regularly awarded to the school.
120. Effective performance management arrangements have been established for teachers. They identify and meet the continuous professional development needs of the teachers and support staff well. The arrangements have a positive impact on the educational provision and on pupils' standards of achievement.
121. The governing body meets its responsibilities in full. Meetings are held regularly when documents and policies are adopted and revised in accordance with the LA's guidelines.

122. The headteacher ensures that the governing body receives detailed information about the school. Effective action is taken to ensure that decisions are based on knowledge and thorough understanding. The governing body is aware of its responsibility as a critical friend to the school and head teacher.
123. The governing body is supportive of the school and its work. The members use good knowledge of the school to work effectively with the head teacher to set a clear strategic direction for the school.
124. The school handbook and governors' annual report to parents meet statutory requirements.

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

Grade 2: Good features and no important shortcomings

125. The grade awarded by the inspection team for this key question corresponds to the grade awarded by the school in its self-evaluation document.
126. The self-evaluation report presented to the inspection team is comprehensive and of good quality. The sources of evidence used include internal and statutory assessment data as well as outstanding knowledge of individual pupils. It pays systematic attention to matters relevant to the seven questions of Estyn's Inspection Framework and gives honest and open judgements. The inspectors agreed with the school's judgement in five out of the seven key questions. In key question 1, the inspection team awarded grade 1 rather than the grade 2 awarded by the school, and in key question 7, the inspection team awarded grade 2 rather than the grade 1 awarded by the school.
127. Purposeful analyses are made of end of key stage data to measure pupil performance against targets set for them. The school compares its performance with local and national benchmark data with the performance of similar schools.
128. School staff meet regularly to discuss and share information about issues regarding pupils' progress and the school's performance. Information is shared effectively when tracking pupils' progress against targets in the core subjects.
129. In the absence of the ALN Co-ordinator during the inspection, insufficient evidence was seen that the school responds fully to the requirements of the ALN Code of Practice by formalising the process of reviewing and recording the progress of individual pupils.
130. The school seeks and takes good account of the views of pupils, both informally and more formally, through the School Council. Parents' views are canvassed and the governing body takes an active part in the self-evaluation process. The school makes good use of the county's educational advisory service to assess the provision and also to make judgements on standards.
131. The SDP is a useful document which is a focus for the school's activities and crucial to its operational planning. There is a good link between the matters noted in the self-evaluation report and the SDP's priorities. The document includes an outline of long term priorities and goes into detail on the matters to be attended to currently. Outcomes are clearly noted along with the person responsible, the cost and date of completion in order to ensure improvement.
132. The governing body receives a regular report on the findings of the evaluations and effective action is taken to eliminate any shortcomings noted. All members of staff contribute to the subject reports. However it is the head teacher who produces the report and who reports back on the findings of staff to the governing body.

133. Good attention has been given to the key issues for action following the last inspection in terms of:
- raising the quality of the few satisfactory aspects to good,
 - maintaining the good/very good standards in subjects and areas of study; and
 - ensuring that the school's boundary fence poses no danger to pupils/children.
134. The attention given to monitoring individual subjects in order to ensure consistency and continuity particularly in Y1, is less effective. The head teacher observes teaching and achievement standards annually. However, the process is insufficiently based on formal observations of teaching and learning in lessons.

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

Grade 2: Good features and no important shortcomings

135. The grade the inspection team awarded is different from the grade 1 awarded by the school itself in its self-evaluation report.
136. The school has a good supply of teaching staff, and teachers have a wide range of qualifications, expertise and experience which enable them to teach all aspects of the school's curriculum. Effective use is made of the expertise of staff by exchanging classes to teach some aspects of the curriculum.
137. The assistants make an outstanding contribution to the life of the school and work effectively with teachers to support pupils with ALN. The school spends more than its formula allocation to employ them in order to provide this support.
138. There is a good supply of learning resources across all areas of the curriculum. The resources are in a good condition, are accessible for teachers and pupils across the school, and are used effectively and efficiently.
139. The school is well-maintained. It is neat and tidy, and the standard of cleanliness is high. The playing field is a good resource. Thorough attention is given to any concerns relating to the building. Traffic at the beginning and end of the day is effectively controlled.
140. Effective arrangements have been made to ensure non-contact time for teachers for planning, preparation and assessment in accordance with the statutory requirements. There are a few examples in KS1 where implementation is ineffective.
141. The school makes good use of internal and external opportunities to support the staff's professional development. The staff benefit from frequent opportunities to update their skills by receiving a variety of training in line with their individual professional development needs and with the school's priorities. Equivalent opportunities offered to classroom assistants have improved.
142. Governors maintain a good overview of the spending plans of the school. They are also involved in monitoring targets identified in the SDP. The expenditure plans for 2008-2009 do not include money to release the head teacher from her classroom duties in order to undertake strategic duties.
143. The school offers good value for money.

School's response to the inspection

We thank the Registered Inspector and her team for their courtesy and professionalism during the inspection period. We also thank everyone who contributed to the evaluation process and those who supported the school before and during the Inspection.

We are proud of the findings and the recognition that our school is a happy and caring community where the pupils develop to reach high educational, behavioural and social standards. This is praise to our pupils, parents, hard working staff and the Governing Body.

We trust that we can continue to work successfully with our stakeholders to move the school forward further. The staff and Governing Body will formulate an Action Plan detailing their responses to the Inspectors' recommendations and this will be shared with parents. A progress report will be presented annually in the Governors' Report to Parents.

Appendix 1

Basic information about the school

Name of school	Ysgol Henblas
School type	Foundation Phase
Age-range of pupils	4 to 11
Address of school	Llangristiolus, Anglesey
Postcode	LL62 5DN
Telephone number	01248 723 944

Headteacher	Mrs Janette Ruth Pritchard
Date of appointment	January 1995
Chair of governors / Appropriate authority	Mr Rhun ap Iorwerth
Registered inspector	Dr Prydwen Elfed-Owens
Dates of inspection	16 – 18 November, 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		13	18	13	11	11	6	9	81

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

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

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 08	-	97.5	95.2
Spring 09	-	94.3	95.5
Summer 09	-	94.3	94.7

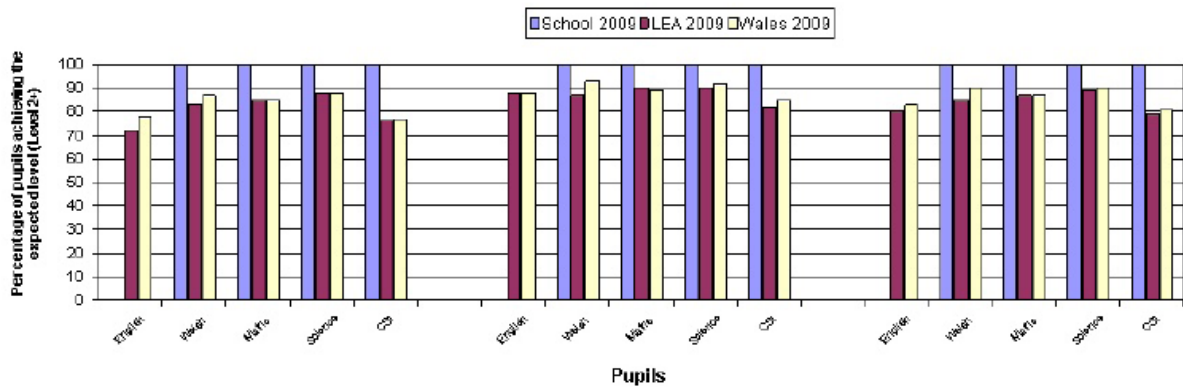
Percentage of pupils entitled to free school meals	5%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

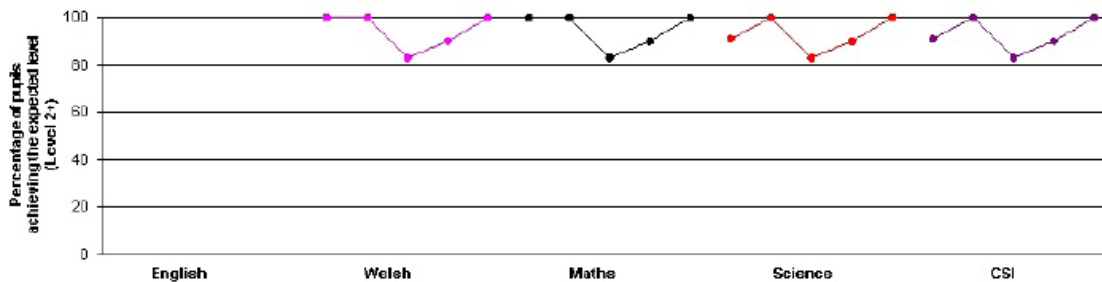
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English			72			88		80	83
Welsh	100	83	87	100	87	93	100	85	90
Maths	100	85	85	100	90	89	100	87	87
Science	100	88	88	100	90	92	100	89	90
CSI	100	76	77	100	82	85	100	79	81



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Less than 8 percent eligible for FSM

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		86		92		100	
Welsh		85		100		100	
Maths		88		96		100	
Science		92		100		100	
CSI		82		90		100	

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

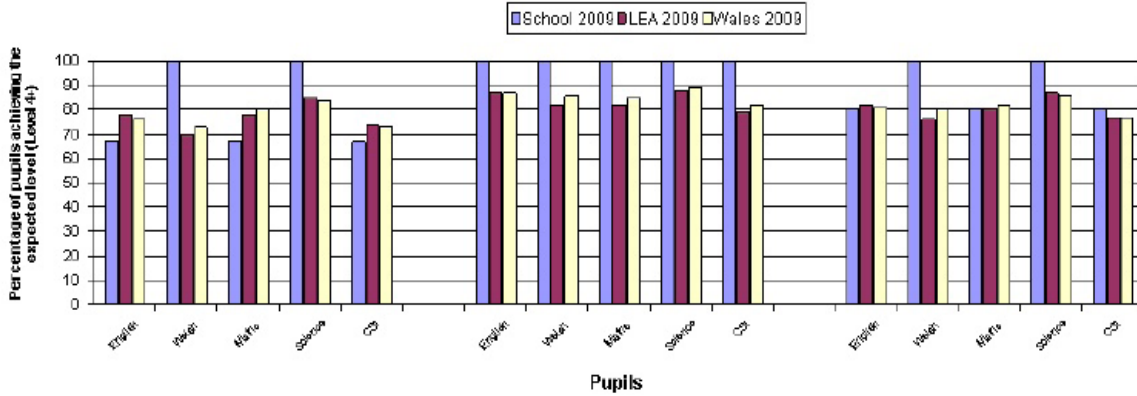
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

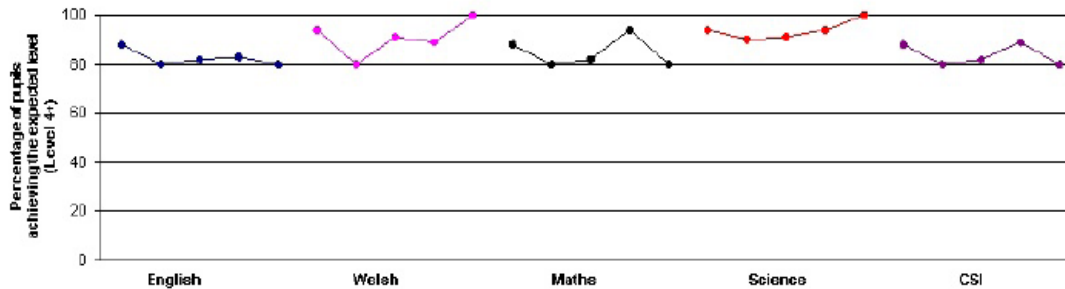
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	67	78	76	100	87	87	80	82	81
Welsh	100	70	73	100	82	86	100	76	80
Maths	67	78	80	100	82	85	80	80	82
Science	100	85	84	100	88	89	100	87	86
CSI	67	74	73	100	79	82	80	77	77



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Less than 8 percent eligible for FSM

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English	80	84		90		100	
Welsh		75		88		100	
Maths	80	84		92		100	
Science		89		97		100	
CSI		80		88		96	

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Appendix 4

Evidence base of the inspection

Four inspectors, including the school nominee, spent the equivalent of eight and a half days inspecting the school and met as a team prior to the inspection.

These inspectors visited:

- 27 lessons or part lessons;
- registration periods, services and collective worships; and
- a range of extracurricular activities.

Members of the inspection team had meetings with

- staff, governors and the parents before the inspection;
- senior managers, teachers and support staff; and
- the school council.

Members of the team:

- listened to a high percentage of pupils reading in Welsh and English;
- spoke with a high percentage of pupils about their work.

The team also considered:

- the school's self-evaluation report;
- the behaviour and attitudes of pupils;
- 21 responses to the questionnaire to parents;
- a short response from the Education Authority;
- documents provided by the school prior to and during the inspection;
- a wide range of pupils' previous and current work; and
- samples of pupil reports.

Following the inspection, the team held meetings with the staff and the governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr Prydwen Elfed-Owens Registered Inspector	Context, summary, key questions 2, 3, 4 and 7
Mr William Owen Lay Inspector	Contributions to key questions 1, 3, 4, 5 and 7
Mr John Blake Team Inspector	Key questions 1, 5, and 6
Mrs Janette Pritchard	School nominee
There was no peer assessor for the inspection of this school.	

Contractor: Cwmni Cynnal
Technology Unit
Bridge Street
LLANGEFNI
Ynys Môn
LL77 7HL

Acknowledgements

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