

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Ysgol Llangelynnin
Henryd, LL32 8YB**

School Number: 6623021

Date of Inspection: 16/01/06

by

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- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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- * makes public good practice based on inspection evidence.

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Ysgol Llangelynnin 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 Llangelynnin took place between 16/01/06 and 18/01/06. An independent team of inspectors, led by Jean Marshall undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All 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. Ysgol Llangelynnin is a primary school under the management of the Church in Wales. It is located in the small rural village of Henryd, near the town of Conwy and it is maintained by Conwy Education Authority.
2. During the inspection, there were 65 full-time pupils and 13 part-time nursery children on the school register. They are admitted on a part-time basis in the September following their third birthday and full-time in the September following their fourth birthday. Only a very small percentage of the pupils live in the village; the great majority (over 90%) travel some distance from areas outside of the school's catchment area. Pupil numbers have increased substantially since the last inspection.
3. There has also been a change in the linguistic nature of the school since the last inspection. By now, the great majority of pupils (88%) come from homes where English is the main language of communication but despite this, according to the school 80% of them speak Welsh fluently. Welsh is used as the main medium for teaching and learning at key stage 1 and both Welsh and English at key stage 2.
4. Five pupils (6%) have been identified by the school as having special educational needs. The percentage of pupils (4%) entitled to free school meals is substantially lower than the average for Conwy and Wales.
5. The head was appointed in July 1991 and the school was last inspected in January 2000.

The school's priorities and targets

The school's priorities and targets for 2005-2006 include:

- Continue to raise standards in Welsh in both key stages;
- Continue to develop a monitoring and self-evaluation cycle in the school;
- Develop the use of a new mathematics scheme;
- Continue to develop Personal and Social Education;
- Plan a better structure for developing key skills across the curriculum.

Summary

6. The inspection team agreed with the school on six of the seven key questions in its self-evaluation report. A lower grade was awarded for key question 6.
7. The inspection team deemed the school's work to be as follows:

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

Standards

8. Standards of achievement in the lessons observed are as follows:

Standards of achievement of pupils	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	5%	79%	16%	0%	0%

9. The general quality of the educational provision for children under five is appropriate for their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
10. At key stage 1 and key stage 2, standards in the subjects inspected were deemed to be as follows:

Subject	Key Stage 1	Key Stage 2
Welsh (first language)	2	2
Mathematics	2	2
Information Technology	2	2
History	2	2
Art	1	1
Religious education	1	1

11. The pupils with special educational needs make good progress both educationally and socially.
12. Children under five make good progress in the key skills of listening and speaking, early reading and writing, numeracy and the use of information and communication technology.
13. The standards and progress of pupils throughout the school in key skills in Welsh are good. At key stage 2, the standards and progress of pupils in the key skills of speaking and listening, and reading and writing in English are good across the curriculum.
14. Pupils make outstanding progress in their bilingual skills. Although a high percentage of them come from non-Welsh speaking homes, by the end of key stage 2, the great majority speak, read and write with equal facility in Welsh and English.
15. They make good progress in their knowledge and understanding of the *Cwricwlwm Cymreig*.
16. Pupils in both key stages make consistent, effective use of numeracy and of information and communication technology skills across the curriculum. Pupils' creative skills are very good.
17. The great majority of pupils can work independently, discussing and co-operating in an organised way in pairs and groups.
18. The standards of pupils' behaviour are generally good. At times, a small minority of pupils refuse to conform and disrupt lessons.
19. Pupils' awareness of equal opportunity issues and the way they respect diversity in society is an outstanding feature. Pupils make good progress in their personal, social and moral development.

Quality of education

20. In the lessons observed, it was deemed that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	86%	9%	0%	0%

21. In the lessons where teaching is good, the knowledge of teachers about the areas they teach is thorough. Appropriate differentiated tasks are set that enable pupils across the range of ability to achieve successfully.
22. The good relationships between adults and pupils have a positive effect on learning.

23. Teachers make effective use of resources to enhance pupils' learning.
24. The outstanding features of the teaching include perceptive questions, consistent opportunities for pupils to provide their own ideas and make decisions, and the effective use of techniques to extend the bilingual skills of pupils.

Assessment, recording and reporting

25. Pupils' work is marked regularly and conscientiously.
26. Comprehensive records are kept of pupils' achievements and appropriate use is made of them to monitor their progress. Pupils are aware of the qualitative targets set for them and the older pupils have a good understanding of the purpose of assessment.
27. Appropriate opportunities, both formal and informal, are organised for parents to discuss their children's progress. On the whole, reports for parents are of good quality although a small minority do not concentrate sufficiently on pupils' achievement in every subject.

Pupils' experiences

28. The school provides a broad, balanced curriculum that meets the statutory requirements.
29. The provision for promoting the bilingual skills of pupils is an outstanding feature.
30. The long-term schemes of work ensure progression and continuity in the learning experiences of pupils. The quality of the termly schemes of work is not fully consistent in every class in referring sufficiently clearly to the development of pupils' key skills and basic skills.
31. The school has adopted appropriate schemes for presenting personal and social education but these arrangements are not yet fully influential across the school.
32. A good range of extra-curricular activities and valuable educational visits is provided that enhance and extend the experiences of pupils. The collective worship sessions contribute well to the provision for promoting the spiritual, moral, social and cultural development of pupils.
33. The quality of the partnership between the school and parents is good. Parents are very supportive of the school and help staff in a number of practical ways. The Friends of the School raise substantial sums of money to support the school's work.
34. Education for sustainable development and pupils' understanding of global citizenship are promoted well.

Support and guidance

35. The quality of care, support and guidance provided for pupils is good. There is a caring ethos in the school, where pupils feel safe and know that any concerns they have will receive a hearing.
36. Effective systems have been established for communicating with parents. Formal meetings are organised to discuss their children's work and an 'open door' policy is implemented that enables parents to discuss any concerns at other convenient times. A small minority of parents express their wish to have more information than they currently receive about what is taught and about their children's achievement.
37. There are effective systems in place to help new pupils settle in the nursery class and for accepting older children during the year.
38. The school has begun to introduce an appropriate structured programme for presenting personal and social education. To date, the procedures have not developed sufficiently to have a full effect.
39. There are appropriate policies and systems in place to ensure the health and safety of pupils. The traffic situation outside the school is managed acceptably with everyone, including parents and visitors, reacting responsibly to this.
40. The provision for pupils with special educational needs is good and meets the requirements of the Code of Practice.
41. The careful consideration given to the varied backgrounds of pupils and to their linguistic needs is an outstanding feature. The school works positively to ensure equal opportunities for every individual and to promote equality of the sexes. The school has an appropriate scheme to ensure equal treatment for any disabled pupil.

Leadership and management

42. The head provides consistent, supportive leadership and co-ordinates the work of teachers, support staff and governors effectively. Every member of staff shares the same values and aims about learning, behaviour and relationships and this is reflected well in the work and ethos of the school.
43. The school gained the Basic Skills Agency Quality Mark accreditation, and the Investors in People award. Appropriate attention is given to the voice of children through the School Council that was established recently.
44. The continuing professional development of teachers and support staff is promoted excellently by ensuring regular opportunities for them to attend training courses, conferences and county workshops. This has a positive effect on the educational provision and on standards of pupils' achievement.

45. The governors support the school well and undertake their responsibilities conscientiously. However, there are some minor gaps in terms of statutory requirements in the content of the governors' report for parents.
46. Staff meetings are held regularly to evaluate whole school aspects and the standards of achievement of pupils. A detailed subject review was completed that clearly identifies what needs to be done to improve standards in every subject and in every class.
47. Every member of staff has a responsibility for specific subjects and a specific programme has been devised identifying which curricular areas are to be given attention over nine terms.
48. The head observes lessons in order to evaluate the teaching and learning but to date, the curricular co-ordinators do not undertake this responsibility.
49. Recently a School Council was established in order to provide opportunities for pupils to express opinions and make decisions about aspects of school work. To date, it is not mature enough to influence the school's self-evaluation process or the action plans that follow.
50. The self-evaluation report and the school development plan are in one document. Although there is a fair attempt to ensure a close link between the outcomes of self-evaluation and the priorities of the development plan, the document is not sufficiently structured to be a versatile and useful tool for planning and ensuring improvement.
51. The school development plan does not stipulate the main school priorities sufficiently clearly. Neither does it provide details on how the school's financial resources are used to support the priorities, nor does it name the key personnel for implementation.
52. The findings of the inspection team agree with the school's opinion in six of the seven key questions.
53. Good features outweigh shortcomings in the progress made in the school since the last inspection. The school has succeeded in maintaining or raising standards in the curricular subjects and the systems for assessing pupils' work are now good. The need remains to improve the quality of the school development plan and to ensure that the governors' report for parents meets the statutory requirements.
54. The supply of staff is good and the qualifications of teachers are appropriate for teaching every aspect of the curriculum.
55. There is an outstanding supply of resources in the school for every age and across all areas of the curriculum. They are of good quality, accessible to pupils and staff, and are used effectively.

56. The teaching rooms are of good size, are light and open, and appropriate for the number of pupils. The interesting and tasteful displays of pupils' work, especially the art work, create a stimulating learning environment.
57. The playing field and yard are appropriate and work has started on providing a separate safe play area for children under five.
58. There is no hall in the school but appropriate use is made of the community hall located on the school site to hold group sessions and physical education lessons, and for pupils who bring sandwiches at lunchtime. Pupils who have school dinner eat in the class and this has a disruptive effect on the pupils' learning timetable.
59. Owing to the increase in pupil numbers over the past few years, the number of toilets is now inadequate. There is sound evidence of the school's efforts to resolve this but it is still a cause for concern for staff and governors in terms of health and safety.
60. The head and governors ensure value for money by regularly discussing the use made of resources, including the financial resources available to the school.
61. The school provides good value for money.

Recommendations

In order to improve, the school needs to:

- A1. continue to maintain and build upon the good or better standards achieved by pupils;
- A2. further develop the school's self-evaluation procedure and ensure that the process leads to clear and concise plans;
- A3. continue to develop aspects of personal and social education including establishing regular cycle time sessions and further develop the role of the School Council;
- A4. work together with the local education authority to ensure better toilet facilities for the pupils;
- A5. ensure that the annual report of the governors for parents meets the statutory requirements.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2 : Good features and no important shortcomings

62. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
63. Standards of achievement in the lessons observed are as follows:

Standards of achievement of pupils	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	5%	79%	16%	0%	0%

64. The general quality of the educational provision for children under five is appropriate for their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.
65. At key stage 1 and key stage 2, in the subjects and areas inspected, standards of achievement are as follows:

Subject	Grade Key Stage 1	Grade Key Stage 2
Welsh (first language)	2	2
Mathematics	2	2
Information technology	2	2
History	2	2
Art	1	1
Religious education	1	1

66. Pupils make good progress in learning. The great majority are aware of what they need to do to improve their work. Pupils with special educational needs make good progress both educationally and socially. They achieve the targets set for them.
67. Children under five make good progress in the key skills of speaking and listening, early reading and writing, numeracy, and the use of information and communication technology.
68. At key stage 1 and key stage 2, the standards and progress of pupils in key skills in Welsh are good. The great majority listen attentively and discuss their curricular work with ease. They make effective use of their reading and writing skills when selecting and recording their work across the curriculum.

69. English is introduced to key stage 1 pupils gradually and appropriately. At key stage 2, the standards and progress of pupils in the key skills of speaking and listening, reading and writing across the curriculum are good. They are free in discussion, read fluently and use reading to find information, and write accurately in a range of different forms.
70. Pupils make outstanding progress in their bilingual skills. Although a high percentage come from non-Welsh-speaking homes, by the end of key stage 2 the great majority speak, read and write with the same ease in both Welsh and English, and move freely from one language to the other.
71. Pupils make good progress in their knowledge and understanding of the *Cwricwlwm Cymreig*. They are familiar with a good range of different Welsh fables and stories and they have a good knowledge about Welsh culture.
72. Pupils in both key stages make consistent and effective use of numeracy and information and communication technology skills across the curriculum. They collect and handle data in a range of contexts and record them systematically using lists, tables and different kinds of graphs. They use computers confidently to reinforce their work in different subjects.
73. Pupils concentrate well in lessons and use their time effectively. The great majority of pupils can work independently, discussing and co-operating in an organised way in pairs and groups. However, there is a small percentage of pupils in the lower part of key stage 2 who find it difficult to work without constant supervision.
74. The creative skills of pupils in both key stages are outstanding.
75. At key stage 1 in 2005, the results of teachers' assessments were higher than the county and national averages in every core subject of the National Curriculum. When comparing with schools that are similar in the percentage of pupils entitled to free school meals, the results are higher than the median in mathematics and science but lower in Welsh.
76. At key stage 2 in 2005, school results were higher than the county and national averages in Welsh and English but lower in science and mathematics. When comparing with similar schools, the percentage succeeding in reaching the expected level in language, mathematics and science is higher than the median.
77. There is no significant pattern to be seen when comparing the performance of boys and girls over the past three years.
78. On the whole, the standard of pupils' behaviour is good.
79. The average attendance for the three terms prior to the inspection was approximately 94%, which is satisfactory and very close to the county and national percentages. Pupils arrive punctually at the start of the school day.

80. The awareness of pupils of equal opportunity issues and the way they respect diversity in society is an outstanding feature. Pupils make good progress in their personal, social and moral development.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

81. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
82. In the lessons observed, it was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	86%	9%	0%	0%

83. In the lessons where teaching is good, the knowledge of teachers about the areas they teach is thorough. Teachers plan their lessons carefully and they use a variety of teaching strategies. Appropriate differentiated tasks are set that enable pupils across the range of ability to achieve successfully.
84. Both teachers and assistants provide support and purposeful intervention as pupils undertake their work. The good relationship between adults and pupils has a positive effect on the learning.
85. Effective use is made of resources, including information and communication technology resources, to enhance pupils' learning. The teaching methods used ensure that every pupil has an equal opportunity.
86. The outstanding features of a minority of lessons include perceptive questions that augment pupils' understanding, consistent opportunities for pupils to offer their own ideas and make decisions, and the effective use of techniques to extend the bilingual skills of pupils.
87. In the few lessons where there are shortcomings in teaching, there is less effective use of time and the tasks provided do not always correspond to the needs of pupils.
88. Pupils' work is marked regularly and conscientiously. In the best practice, the comments provided draw attention to the good features in the work and identify what can be improved. This practice is not consistent in all classes.
89. Comprehensive records are kept of the achievements of pupils and appropriate use is made of them to monitor progress. The portfolios of examples of pupils' work created for some subjects provide good guidance for teachers in assessment of work.
90. Qualitative targets are set for every pupil each term and good use is made of them to measure progress. Pupils are aware of their individual targets and the older pupils have a good understanding of the purpose of assessment.

91. Appropriate opportunities, both formal and informal, are arranged for parents to discuss their children's progress. Parents appreciate the more personal nature of the recent school reports. Generally, the reports are of good quality although there is room in a small minority of cases to ensure that the comments concentrate on the achievements of pupils in every subject and that they identify further steps for improvement.

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

92. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
93. The school provides a broad, balanced curriculum that fulfils the statutory requirements. The provision is well structured and allows full access for every pupil.
94. The provision for promotion of pupils' bilingual skills is an outstanding feature. There is a successful arrangement for late-comers at key stage 2 to spend a term learning Welsh in the Local Education Authority Language Centre.
95. The long-term schemes of work for each curricular area are useful documents that provide good guidance for teachers and ensure progression and continuity in the learning experiences of pupils. The quality of the termly schemes of work is not fully consistent in every class in referring sufficiently clearly to developing the key skills and basic skills of pupils.
96. A good range of extra-curricular activities and valuable educational visits is provided that enhance and extend the experiences of pupils. The learning experiences promote the spiritual, moral, social and cultural development of pupils. The collective worship sessions conform to the statutory requirements and contribute well to pupils' spiritual development.
97. The quality of the partnership between the school and parents is good. Parents are very supportive of the school and assist the staff in a number of practical ways. The Friends of the School raise substantial sums of money to support the school's work.
98. There are good curricular links with local primary schools and with the secondary school to which most of the pupils will transfer.
99. Pupils' enterprise skills develop well through links with local businesses and as pupils prepare and sell goods in the school fair.
100. Education for sustainable development is promoted well through activities such as studying the environment, planting trees and recycling linked with the Eco-school scheme. The understanding of pupils of global citizenship is promoted through subject studies, contributing to charities and giving financial support to a child from Northern Uganda.
101. The educational provision sets sound foundations to ensure that pupils have the necessary knowledge and skills for lifelong learning.

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

Grade 2: Good features and no important shortcomings

102. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
103. The quality of the care, support and guidance provided for pupils is good. There is a caring ethos in the school where pupils feel safe and where they know that notice will be taken of any concerns they have.
104. Parents appreciate the care and guidance the school provides for their children. The school listens to parents' opinions and establishes or revises systems to meet reasonable requests.
105. Effective systems have been established for communication with parents. Formal meetings are arranged to discuss their children's work and an 'open door' policy is implemented that enables parents to discuss any concerns at other convenient times. Numerous letters are sent to parents, sharing information about activities and arrangements; the Home-School agreement and the Handbook for Parents are useful documents that meet the statutory requirements. A small minority of parents express their desire to have more detailed information than they receive at present about what is taught, and about their children's achievement.
106. Effective systems are in place to help new pupils settle in the nursery class and for admitting older pupils during the year.
107. The arrangements for transferring from primary school at the end of key stage 2 are effective.
108. The school has started to introduce an appropriate structured programme for promoting the personal and social development of pupils.
109. There are sound procedures and measures in place to eliminate any aggressive behaviour or bullying, should cases occur. The school has effective systems to maintain links with external agencies.
110. There are appropriate policies and procedures in place to ensure the health and safety of pupils. Risk assessments receive appropriate attention and issues of concern are given immediate attention. The traffic situation outside the school is managed acceptably with everyone, including parents and visitors, responding responsibly to this.
111. Every member of staff and the governors are aware of the arrangements and their responsibilities when implementing the child protection policy.
112. There are appropriate policies and procedures in place to monitor attendance and punctuality.

113. The arrangements and provision for pupils with special educational needs are good and meet the requirements of the Code of Practice. Teachers and support staff work effectively with pupils to support them to have inclusive access to the curriculum. The special educational needs co-ordinator and the named governor undertake their responsibilities well. The school co-operates well with parents and other agencies in the welfare of pupils.
114. The careful consideration that is given to the diverse backgrounds of pupils and their linguistic needs is an outstanding feature. The school works positively to ensure equal opportunity for every individual and to promote sexual equality. The school has an appropriate scheme to ensure equal treatment for any disabled pupil.
115. Equal opportunity and racial equality policies reflect the school's commitment to access and equal opportunity for all and this is implemented in all school activities.

Leadership and management

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

Grade 2: Good features and no important shortcomings

116. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
117. The head provides consistent and supportive leadership and co-ordinates the work of teachers, support staff and governors effectively. Every member of staff shares the same values and aims about learning, behaviour and relationships and this is reflected well in the work and ethos of the school.
118. The governing body has adopted and ensures the implementation of a broad range of managerial policies. The values incorporated in these policies promote equal opportunities in every aspect of school work.
119. The school responds well to local and national priorities. It gained the Basic Skills Agency Quality Mark accreditation and the Investors in People award. Appropriate attention is given to the children's voice through the School Council that was established recently.
120. An effective system has been established for managing and improving staff performance. The continuing professional development of teachers and support staff is promoted in an outstanding fashion by providing regular opportunities for them to attend training courses, conferences and county workshops. This has a positive effect on the educational provision and on pupils' standards of achievement.
121. The governors support the school well and undertake their responsibilities conscientiously. They meet regularly, receive detailed reports from the head and serve effectively on sub-committees.
122. They help to set the strategic direction for the school by monitoring and evaluating aspects such as the quality of the building and health and safety issues. Some members visit the school, spending time in classes observing pupils at work. Following these visits, they present reports and relevant recommendations to the full Body.
123. There are some minor gaps with regard to statutory requirements in the content of the governors' report to parents.

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

Grade 3: Good features outweigh shortcomings

124. The findings of the inspection team do not correspond to the grade 2 awarded by the school in its self-evaluation report. Although there are many good features in the process, there are also some shortcomings.
125. Staff meetings are held regularly to discuss the provision with regard to whole school aspects and standards of pupils' achievement in the different subjects. A detailed subject review has been completed that clearly indicates what needs to be done to improve standards in every subject and in each class.
126. Appropriate use is made of data from statutory tests at the end of key stage 1 and key stage 2 together with teacher assessments, to identify aspects that need to be developed and to set quantitative targets for raising standards in the core subjects. Targets are not always realistic or sufficiently challenging.
127. Every member of the teaching staff has responsibility for specific subjects and a specific programme has been designed indicating which curricular areas are to be given attention over nine terms. The curricular co-ordinators monitor their subject systematically, reviewing and adapting schemes of work, undertaking reviews of resources and discussing with subject experts.
128. The head observes lessons in order to evaluate teaching and learning but to date, the curricular co-ordinators do not undertake this role.
129. Opportunities are provided annually for the teaching staff to express opinions and put forward ideas about issues relating to the school's performance through questionnaires and interviews with the head.
130. Recently, a School Council has been established to provide opportunities for pupils to express opinions and make decisions about aspects of school work. To date, this has not matured enough to affect the school's self-evaluation process or the action plans that follow.
131. Governors receive and discuss self-evaluation reports prepared by the head. Some members have visited the school to undertake an inspection of the buildings, an evaluation of health and safety issues and to see pupils at work in their classes. Following the visits, relevant reports are presented to the full governing body.
132. The self-evaluation report and the school development plan are in one document. Although there is a fair attempt to ensure a close link between the self-evaluation outcomes and the priorities of the development plan, the document is not sufficiently structured to be a versatile and useful tool for planning and ensuring improvement.

133. The school development plan does not identify the main school priorities sufficiently clearly. Neither does it provide details on how the school's financial resources are used to support the priorities nor does it name the key personnel for action.
134. In practical terms, the school evaluates itself fairly successfully; the findings of the inspection team correspond to the school's judgement in six of the seven key questions.
135. Good features outweigh shortcomings in the progress the school has made since the last inspection. Standards in mathematics continue to be good and the school has succeeded in raising standards in Welsh, information technology, history, art and religious education. There was evidence that standards in the remaining subjects, which were satisfactory, have also improved.
136. The procedures for assessing pupils' work have developed well and by now, every member of the teaching staff provides appropriate activities for pupils of different abilities.
137. Some requirements that were identified in the last inspection remain, namely, to improve the quality of the school development plan and to ensure that the governors' report to parents fulfils the statutory requirements.

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

Grade 2: Good features and no important shortcomings

138. The findings of the inspection team correspond to the school's opinion in its self-evaluation report.
139. The staffing provision is good and the qualifications of teachers are appropriate for teaching every aspect of the curriculum. There is a good balance in the experience and expertise of teachers. The best use is made of the expertise and interests of individuals by exchanging classes when presenting some curricular subjects.
140. Support staff undertake their work well and conscientiously. Appropriate and consistent opportunities are provided for them, as well as teachers, to update their skills by attending suitable training sessions.
141. There is an outstanding supply of resources in the school for every age and across all areas of the curriculum. They are of good quality, accessible to pupils and staff, and are used effectively.
142. The teaching rooms are of good size, are light and open, and appropriate for the number of pupils. The interesting and tasteful displays of pupils' work, especially the art work, create a stimulating learning environment.
143. The playing field and yard are appropriate and work has started on providing a separate safe play area for children under five. The standard of cleanliness and maintenance both within and outside the school is good.
144. There is no hall in the school but appropriate use is made of the community hall located on the school site to hold group sessions and physical education lessons, and for pupils who bring sandwiches at lunchtime. Pupils who have school dinner eat in the class and this has a disruptive effect on the pupils' learning timetable.
145. Due to the increase in pupil numbers over the last few years, the number of toilets is by now inadequate. There is sound evidence of the school's efforts to resolve this but it still causes concern for staff and governors in terms of health and safety.
146. The head and governors ensure value for money by regularly discussing the use made of resources, including the financial resources available to the school. However, the expenditure plans in the school development plan do not indicate in sufficient detail how much money is needed to achieve the priorities.
147. The school provides good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

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

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

Good features

148. At key stage 1, pupils listen well to teachers' presentations and respond immediately and appropriately to instructions. The great majority contribute confidently and enthusiastically in oral work, using complete sentences with clear pronunciation.
149. Key stage 1 pupils make good progress in reading. By Year 2, they read accurately and fluently and discuss characters and events with enthusiasm.
150. The youngest key stage 1 pupils build words and simple sentences and record them accurately. By Year 2, they write varied sentences independently with appropriate progression to stories. They show a good awareness of punctuation rules.
151. At key stage 2, the great majority of pupils listen well and respond appropriately in whole class discussions. They speak confidently as members of a group when sharing ideas and standpoints.
152. The great majority of key stage 2 pupils read fluently, with good attention to expression. They talk with understanding about books they have read, referring to authors, characters and style.
153. Key stage 2 pupils write extensively in a broad range of different forms including stories and imaginatively creative poems, factual records and pieces where they express opinions and offer reasons for their viewpoints. They succeed well in creating an effect and sustaining the interest of readers when writing a newspaper article. They make consistent, accurate use of the short form of the verb and organise and present their work neatly in paragraphs.

Shortcomings

154. At times, the lack of a thorough command of syntax and patterns in Welsh affects the accuracy of pupils' oral language in both key stages.

Mathematics

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

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

Good features

155. At key stage 1 pupils read, write and sort numbers with accuracy, displaying a good understanding of place value.
156. They succeed in counting forwards and backwards in different steps and they use their knowledge well when undertaking a simple investigation.
157. By Year 2 pupils deal with coins in a shopping context, calculating totals and giving change accurately.
158. Pupils are familiar with non-standard and standard measures and they estimate measurements sensibly. They use accurate vocabulary in their work, such as 'more', 'less', 'biggest' and 'longest'.
159. Pupils recognise two- and three-dimensional shapes and describe their characteristics accurately.
160. They collect and record data as a group activity and record systematically in block graph form. Year 2 pupils interpret the results intelligently.
161. At key stage 2, the mathematical knowledge and understanding of the majority of pupils are good. They have a good understanding of place value, patterns and number bonds.
162. They estimate accurately and Year 5 and Year 6 pupils handle fractions, decimals, simple percentages and the characteristics of shapes in their oral work as well as recording on paper.
163. The most able pupils of all ages use their knowledge of multiplication tables to answer questions quickly. The older pupils of this cohort have a good understanding of a range of number strategies they can use in the context of mental arithmetic.
164. Pupils make accurate use of standard measures for different purposes. They choose the equipment and the most appropriate measuring unit for measuring length, perimeter and surface area.
165. Year 3 and Year 4 pupils make good progress in their understanding of symmetry. Through practical work, they find lines of symmetry in diagrams and pictures. They use their knowledge well when creating their own patterns and pictures to show symmetry.

166. Year 5 and Year 6 pupils use their knowledge of time and the calendar well when undertaking investigative work.
167. Pupils discuss different kinds of data effectively. They gather and present knowledge well using graphs, tables and diagrams. Year 5 and Year 6 pupils interrogate a database and record their findings successfully.

Shortcomings

168. At key stage 2, pupils of middle and lower ability are unsure and lack speed when using mental arithmetic strategies.

Information technology

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

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

Good features

169. Key stage 1 pupils use information technology equipment and software with increasing skill in a variety of appropriate contexts. They create pieces of written work on the screen and use simple drawing packages to create pictures and patterns linked to their work.
170. They display a good control of the 'mouse' for moving images on the screen. By Year 2 pupils load, open, retrieve and close computing programs independently. They are confident in their use of the interactive whiteboard.
171. As a group they make use of a data program to gather and organise information and create graphs.
172. They program the Roamer and predict its movements, developing their understanding of a quarter turn and estimation.
173. At key stage 2, pupils use information technology equipment and software effectively for communicating and exchanging information in different forms, including text, graphs and pictures. Their capability with a word processor is good as they adapt their work to meet the needs of different audiences.
174. Year 3 and Year 4 pupils make effective use of appropriate software to compose pieces of music.
175. They have also succeeded in creating a multimedia presentation of a good standard following their visit to a local church.
176. Year 5 and Year 6 pupils use appropriate equipment such as sensors to gather data and to interrogate a database confidently and for a purpose. They have used a spreadsheet effectively to support their learning about the prices of different drinks.
177. At key stage 2, pupils use a Logo program effectively and by the upper part of the school, the most able pupils write good procedures.
178. They make good use of CDs and the Web to gather information to support their work across the curriculum.

Shortcomings

179. There are no significant 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

180. At key stage 1, pupils develop a good awareness of chronology. They use terms such as 'a long time ago', 'today', 'present' and 'past' and link them with the passage of time.
181. By looking at pictures of the past in the context of a family tree, they become aware of change over time in people's lives.
182. They discuss intelligently how different tools were used in the past and compare them with the kind of tools used today. Through this they develop a good understanding of the practices of everyday life a long time ago. They record their work appropriately.
183. Year 1 and Year 2 pupils are aware of some famous people in Welsh history, such as Mari Jones and Betsi Cadwaladr.
184. Key stage 2 pupils' perception of chronology develops well. They use a time line effectively to show the order of historical periods they have studied and they use relevant vocabulary such as 'decade' and 'century' when discussing them.
185. In their study of rationing during the second world war period, Year 3 and Year 4 pupils show their awareness of the living conditions of the period and the most able pupils display a good understanding of the cause and effect of rationing.
186. Year 5 and Year 6 pupils have a good awareness of some of the features of life in the industrial society of the nineteenth century as well as some of the events of that period. They have a good recall of information about other periods they have studied, such as the Age of the Tudors and the Celts.
187. By studying artefacts and documents relating to the second world war, they develop a good understanding of the value of different kinds of evidence for interpreting the past and they can differentiate between primary and secondary sources.
188. Through role play and recording from a personal standpoint, year 5 and year 6 pupils achieve good standards when encountering different experiences from different historical periods, showing empathy towards the living conditions of children from those periods.
189. They make effective and confident use of information technology for finding facts from different sources on the Web and to consolidate their learning.

Shortcomings

190. There are no significant shortcomings.

Art

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Good and outstanding features

191. The skills of pupils increase consistently as they move through the school. In both key stages, they use a broad range of different media to produce a variety of paintings, models, collage and mosaic in two and three dimensions. The examples of art work on school walls are striking and of outstanding standard.
192. At key stage 1, pupils observe in detail self-portraits by famous artists and reflections of their own faces. The self-portraits that they produce are of good quality.
193. They have a good understanding of how to mix basic colours to create new shades and how to use them to create an effect. They experiment successfully with crayon etchings to produce pictures of fireworks on a dark night, and with chalk and charcoal to convey positive and negative images in a picture. The finished pictures are outstanding.
194. The number of varied mosaic works on different themes both within and outside the school shows a very good awareness of colour, shape, pattern and tone by pupils in both key stages.
195. Key stage 2 pupils have an outstanding awareness of concepts such as texture, line and quality and they use them skilfully in their work to produce a collage of a local scene.
196. In Year 3 and Year 4, pupils use pencils and pastels effectively when drawing a picture of fruit in a bowl.
197. By Year 5 and Year 6, they sketch skilfully with a pencil and show exceptional success in conveying images of light and shadow.
198. The youngest key stage 2 pupils experiment skilfully with pattern, texture and shape to make Celtic brooches.
199. Key stage 2 pupils investigate the work of a number of artists including artists from Wales. The examples of self-portraits in the style of Shani Rhys James are of outstanding quality.
200. They visit art galleries regularly and use their knowledge and understanding of the techniques and styles used by artists effectively in their own work.

201. The older pupils have made puppets based on characters in the Taliesin fable. The video of the final production of a puppet show that they performed shows skill, imagination and creativity.

Shortcomings

202. There are no significant shortcomings.

Religious education

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Good and outstanding features

203. Key stage 1 pupils are familiar with a good number of Bible stories and repeat them in detail. The way they discuss events in the stories and link them to their own lives today is an outstanding feature.
204. They understand the significance of the Bible as a holy book and know about Mari Jones' sacrifice when she walked from Bala to get a copy of the Bible in Welsh.
205. Key stage 1 pupils are aware that there are different religions in the world and they can describe some features of Judaism accurately and in detail. By key stage 2, pupils describe in detail and express opinions maturely when discussing the features of the major religions of the world.
206. Following a visit by the Bishop of Bangor to the school, pupils in both key stages have very good knowledge and understanding of the customs, organisation and methods of worship of the Christian Church. They describe in detail the features of Christian festivals and explain clearly the significance of baptism, marriage and the ceremony of acceptance to be a full member of the church. These are outstanding features.
207. At key stage 2, pupils undertake a good range of different aspects of the subject and record their work in an interesting, effective way, using a broad range of different forms of writing.
208. The youngest key stage 2 pupils discuss the Ten Commandments with understanding and see the link clearly between them and their own lives, and with rules in school or in their homes.
209. Following a visit to the old Llangelynnin church, they describe in detail, and in an interesting way, some of the objects and artefacts in it, their purpose and their significance.
210. The older key stage 2 pupils repeat some of the parables of Jesus in interesting forms such as a newspaper article or drama script, interpreting the messages in them maturely and providing intelligent reasons.
211. Key stage 2 pupils show an outstanding awareness of their existence as members of a world-wide family and of their responsibility towards people who are less fortunate in other parts of the world.

Shortcomings

212. There are no shortcomings.

School's response to the inspection

The staff and governors have considered the outcomes of the inspection and consider that they reflect the work of the school fairly. The judgements and observations of the inspection team correspond to a substantial degree with those made by the school.

The inspection was wide-ranging and was characterised by the professional attitude of the team. Care was taken to reach a balanced, agreed judgement and time was spent in seeking additional evidence, evaluating it and confirming judgements where this was necessary.

The inspection acknowledged the positive elements of the attitude, behaviour and contribution of the pupils to their learning. In addition, the systems of care and support that underpin our provision are noted. The skills and commitment of our teachers and the care and talent of our support staff are appropriately acknowledged.

The focus on standards and attainment are clear in those areas where we are succeeding and those which require attention. Among some of the areas noted are key skills, making wider reference to benchmarking data and tightening up procedures, and these are areas which we are confident that we can tackle. We were glad to see that the inspectors have noted a number of elements and procedures in the school that will assist us to tackle some shortcomings by wider sharing of good practice.

The staff and governors will ensure that we deal with the recommendations within the current academic year, wherever this is possible. The challenge is a varied one: to subject leaders, to senior managers, to the participation of the whole school and to staff to work closely with the governors.

In Ysgol Llangelynnin, we are proud of our children and are proud of what we can accomplish in several fields. We acknowledge that it is only by regular review and reflection, seeking to achieve 'difficult targets', that we can safeguard what is best for our pupils. By self-evaluation, we have attempted to create an objective picture of our school. The inspection has contributed substantially to recognition of our strengths and noted clear areas for improvement and future development.

The governors and staff of Ysgol Llangelynnin wish to thank the inspectors for their courtesy and professionalism during the inspection.

Appendix 1

Basic information about the school

Name of school	Ysgol Llangelynnin
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Henryd Conwy
Postcode	LL32 8YB
Telephone number	01492 592898

Headteacher	Mrs Ifora Glyn Owen
Date of appointment	July 1991
Chair of governors/ Appropriate authority	Mr Haydn Oliver
Registered inspector	Mrs Jean Marshall
Dates of inspection	16 – 18 January, 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	6.5	12	11	10	11	6	8	7	71.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	0	4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16:1
Pupil: adult (fte) ratio in nursery classes	8:1
Average class size, excluding nursery and special classes	16
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Rest of School
Spring 2005	95.8	92.7	95	94.5
Summer 2005	95.8	90.7	91.2	92.6
Autumn 2005	96.8	92.4	94.5	94.6

Percentage of pupils entitled to free school meals	4%
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 KS 1 Results 2005			Number of pupils in Y2:		11			
Percentage of pupils at each level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School			9	64	27	
		National		2	10	63	25	
We: oracy	Teacher Assessment	School						
		National		4	14	55	27	
We: reading	Teacher Assessment	School						
		National		3	11	63	23	
We: writing	Teacher Assessment	School						
		National		5	15	69	11	
Mathematics	Teacher Assessment	School				100		
		National		2	11	63	24	
Science	Teacher Assessment	School				100		
		National		2	10	65	23	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	91	In Wales	80

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

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005		Number of pupils in Y6		8	
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)					
by Teacher Assessment			by Test		
In the school	63	In the school	-		
In Wales	72	In Wales	-		

Appendix 4

Evidence base of the inspection

The school was inspected over two and a half days by a team of three inspectors, including a registered inspector, team inspector and lay inspector. The head of the school worked with the team in her role as nominee. During the period:

- 22 sessions were observed, attempting to share the time fairly equitably between the classes;
- discussions took place with the pupils, head and all the staff;
- pupils' knowledge and understanding of the work they had completed was investigated;
- a good cross-section of pupils of every class was heard reading in both languages;
- samples of pupils' work were inspected;
- analyses were carried out on policy documents and school plans including teachers' short-term and long-term plans;
- attendance registers, pupil records and teachers' assessment notes were inspected;
- detailed attention was paid to the school's financial information;
- formal meetings were held with the governors before and after the inspection;
- a meeting was arranged with parents prior to the inspection which was attended by 14 parents, and 13 parent questionnaires and the four letters received were analysed.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Jean Marshall (Registered Inspector)	Context Summary and recommendations Key Questions 1, 5, 6 and 7 Welsh, art and religious education
Trebor Roberts (Team Inspector)	Key Questions 2, 3 and 4 Mathematics, information technology and history
William Owen (Lay Inspector)	Contribution to questions 1, 3, 4 and 7
Ifora Glyn Owen	Nominee

Contractor: Cwmni Cynnal
Technology Unit
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Acknowledgement

The visiting inspectors wish to thank the governors, head, staff, pupils and parents of the school for their willing cooperation during the inspection.