

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

A Report on the Quality of Education in

**Ysgol Gymuned Llannerch-y-Medd,
Wellington Street
Llannerch-y-Medd,
Anglesey
LL71 8DP**

School Number: 6602157

Date of Inspection: 09/02/09

by

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Ysgol Gymuned Llanerchymedd 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 Gymuned Llanerchymedd took place between 09/02/09 and 11/02/09. An independent team of inspectors, led by Merfyn Lloyd Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	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

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Context

The nature of the provider

1. The school is traditionally Welsh and is located in the centre of the village of Llannerch-y-Medd, Anglesey. The school is administered by Anglesey Local Authority.
2. The school provides education for pupils between 3 and 11 years of age who live primarily in the village but also the nearby rural area. According to the school the pupils are from a catchment which is neither prosperous nor deprived. It is not an economically prosperous area. 8% of pupils receive free school meals.
3. During the period of the inspection, there were 79 full time pupils on the register and 13 children attending the nursery class on a part time basis. The number of pupils has been decreasing slightly since 2005.
4. The pupils are accepted into the nursery class on a part time basis during the September following their third birthday, leading to their full time attendance when they are four years of age.
5. The pupils represent the full range of abilities. There are no special educational needs statements but 24 pupils are on the schools' Special Educational needs register (SEN) for additional support. The pupils are split into four mixed age classes.
6. Three quarters of the pupils are from Welsh speaking homes and the remainder are from English speaking homes.
7. The current headteacher has been in post since September 1999. The school was last inspected during 2003.

The school's priorities and targets

8. The school lists the following as their main aims during 2008-09:
 - raise standards of reading across the school;
 - improve control technology within design and technology;
 - improve physical education skills across all areas;
 - re-examine themes within humanities in key stage 2 to respond to the requirements of curriculum 2008.

Summary

9. Ysgol Llannerch-y-Medd is a good school with a number of outstanding features. It provides a good quality education in a lively learning environment where enjoyment is evident. The pupils make good progress and achieve good standards. The school succeeds very well in promoting its objectives practically. The school has a warm and friendly atmosphere which provides a happy and safe environment where pupils are keen to learn. The headteacher and staff are committed and hard working.

Table of grades awarded

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

10. The number of pupils who undertake national curriculum assessments at the end of the two key stages is too small to make a meaningful comparison with national data by year. The data over a period of three years shows that results are lower than in some similar national and local schools. However, the school's intensive analysis confirms that pupils are achieving appropriate to their ability.
11. In 2008, at the end of key stage 1, with the exception of science, the number of pupils reaching level 3 in Welsh and mathematics is higher than the Local Authority. The core subject indicator (CSI) has been higher than the Local Authority for the last three years.
12. In 2008, at the end of key stage 2, the school's results compare favourably with Local Authority results in the four core subjects. The CSI show steady progress during the last three years.
13. There is no distinct pattern between the achievement of boys and girls.

14. The standards of pupil achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	75%	6%	0%	0%

15. The above percentages are higher than the average percentages for all Wales, as published in Her Majesty's Chief Inspector's (HMCI) Annual Report 2006-07, namely that standards of achievement are good or better (grade 1 and 2) in 80% of lessons, and excellent (grade 1) in 10% of lessons.

16. The majority of pupils under five as well as pupils in the two key stages make good progress towards achieving their potential. Every individual experiences success in their work, whatever their ability, social or linguistic background.

17. The general quality of educational provision for children under five is appropriate to their needs, and the children are making good progress towards Foundation Phase Outcomes.

18. In the subjects observed in key stage 1 and 2, the standards of achievement were as follows:

Subjects	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 2
Information and Communications Technology	Grade 2	Grade 2
Geography	Grade 1	Grade 2
Music	Grade 2	Grade 2
Religious Education	Grade 2	Grade 2

19. Pupils with Additional Learning Needs (ALN) make good progress appropriate to their ability.

20. Children under five and in key stage 1 and 2 make good progress in their literacy, numeracy and information and communications technology (ICT) skills. In key stage 2, pupils' ICT skills are good with outstanding features, and they make very effective use of them to enrich and support their work across the curriculum.

21. Pupils' creative skills are good across the whole school.

22. Pupils' bilingual skills are developing well across the whole school. As they mature, they display confidence when speaking, reading and writing in both languages.

23. The ability of the majority of pupils to work independently under the guidance of a teacher is good, but there are few opportunities for pupils to take responsibility for independent learning.

24. Pupils' spiritual, moral, social and cultural development is an excellent feature. They display very good attitudes towards their work and all pupils show enthusiasm during lessons. Their behaviour is very good, they are considerate, courteous and work well together.
25. Pupils understand the importance of developing healthy eating practices and keeping fit and how this can affect the quality of their lives as they grow up.
26. School attendance levels across the last three full terms are approximately 95%. Punctuality is good.

The quality of education and training

27. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	60%	10%	0%	0%

28. These percentages exceed the average percentages for all Wales as published in HMCI's Annual Report 2006-07, namely that standards of achievement are good or better (grade 1 and 2) in 80% of lessons, and excellent (grade 1) in 14% of lessons.
29. The quality of teaching is good in every class and the teachers have a good awareness of the requirements of the subjects and areas they teach. They have established a very good relationship with pupils based on respect and the consistent and appropriate use of encouragement and praise. They have created a climate which is compatible with effective learning.
30. Teachers skilfully manage and organise their classes, dealing sensitively with those pupils with ALN. The equality policy is visibly implemented in every lesson.
31. Pupils' progress is carefully monitored during the lessons, and good and constructive support is provided for individuals and groups.
32. Where excellent features were seen there were:
 - energetic and lively presentations;
 - good questioning techniques and high expectations which challenge and motivate pupils;
 - very good use of the assistants to support and improve work.
33. There were a number of good features to the teaching including:
 - good sharing of objectives;
 - very skilfully supporting the pupils;
 - good use of a range of learning approaches;
 - effective use of resources.

34. The shortcomings in very few lessons include:
 - excessive instruction from teachers which hinders the improvement of pupils' skills to take responsibility for their own learning;
 - work which is not sufficiently differentiated for the age and ability range.
35. The quality of assessment enables teachers to recognise the strengths and weaknesses of individual pupils well and highlight areas for development. Pupils' work is marked thoroughly and regularly across the school, with more detailed attention given to core subjects. At this time the school is developing the practice of encouraging pupils to evaluate their own work to promote their self-evaluation skills.
36. The school ensures that pupils' annual progress reports are clear, informative and useful.
37. The quality of the learning experiences that pupils receive is one the school's outstanding features. It succeeds in meeting the aspirations and learning needs of pupils of all ages by providing an extensive, balanced and relevant curriculum.
38. Good opportunities with some outstanding features are provided to ensure that pupils foster basic and key skills.
39. The provision for the *Cwricwlwm Cymreig* is an outstanding feature.
40. The school has a very good range of extra-curricular, cultural and community activities.
41. The provision for spiritual, moral and social development is an excellent feature.
42. The quality of care, the support and guidance offered to pupils is excellent. The pupils are extremely happy at the school and they have a good relationship with each other and all staff.
43. Links with parents are extremely good. Parents have an obvious confidence in the care their children receive and in the way that the school responds immediately and fully to any matters raised by them.
44. There are clear policies and procedures to ensure the welfare, health and safety of pupils, and any matters of concern are dealt with immediately.
45. The provision for pupils with ALN is good with outstanding features. It fully meets the requirements of the Code of Practice.

Leadership and management

46. The headteacher's positive leadership is good, well directed and intelligent. It has a positive effect on the school's work and the relationship of the school with the community.
47. Subject leaders undertake their leadership and management duties conscientiously and enthusiastically. They play a key role in monitoring arrangements and curriculum subject evaluation, but they are aware of the need to further develop their role when monitoring pupil achievement.
48. There are good features to the role of the governors in the strategic development of the school. They are very supportive of the headteacher and know the school well. They undertake their role of critical friend in a supportive and open way.
49. A culture of self-evaluation is long established and the headteacher and staff display good understanding of the strengths and the aspects for development.
50. Arrangements for planning for improvement are good. The School Development Plan (SDP) is an useful document which gives strategic direction to the work of the school. The school is aware of the need to compile more specific success criteria in terms of pupils' achievements.
51. The teacher pupil ratio is good and teachers are appropriately qualified to teach all aspects of the curriculum. They make very effective use of their specialisms by exchanging classes to teach specific subjects.
52. There is a good provision of resources for all ages. They are of good quality, readily available to pupils and teachers and meet the needs and requirements of the curriculum.
53. The space within the building and on site is sufficient for the number of pupils. However the external area has not been sufficiently developed to meet the requirements of the Foundation Phase. The school acknowledges this.
54. The headteacher and governors carefully plan the use of the school budget and regularly review their decisions in order to ensure very good value for money.

Recommendations

55. In order to improve the school needs to:

- R1 build on the good standards through aiming for excellence;
- R2 expand the opportunities for pupils to make decisions and become increasingly responsible for their own learning;
- R3 strengthen the monitoring system to focus more specifically on pupils' achievement;
- R4 collaborate with the Local Education Authority to develop a suitable external space for the Foundation Phase.

A copy of this summary will be sent to every family who have a child at the school. The full report is available from the school.

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

56. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
57. The number of pupils who undertake national curriculum assessments at the end of the two key stages is too small to make a meaningful comparison with national data by year. The data over a period of three years shows that results are lower than in some similar national and local schools. However, the school's intensive analysis confirms that pupils are achieving appropriate to their ability.
58. In 2008, at the end of key stage 1, with the exception of science, the number of pupils reaching level 3 in Welsh and mathematics is higher than the Local Authority. The core subject indicator (CSI) has been higher than the Local Authority for the last three years.
59. In 2008, at the end of key stage 2, the school's results compare favourably with County results in the four core subjects. The CSI show steady progress during the last three years.
60. There is no distinct pattern between the achievement of boys and girls.
61. The standards of pupil achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	75%	6%	0%	0%

62. The above percentages are higher than the average percentages for all Wales, as published in Her Majesty's Chief Inspector's (HMCI) Annual Report 2006-07, namely that standards of achievement are good or better (grade 1 and 2) in 80% of lessons, and excellent (grade 1) in 10% of lessons.
63. The general quality of educational provision for children under five is appropriate to their needs, and the children are making good progress towards Foundation Phase Outcomes.
64. In the subjects observed in key stage 1 and 2, the standards of achievement were as follows:

Subjects	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 2

Information and Communications Technology	Grade 2	Grade 2
Geography	Grade 1	Grade 2
Music	Grade 2	Grade 2
Religious Education	Grade 2	Grade 2

65. The majority of pupils under five as well as pupils in the two key stages make good progress towards achieving their potential. Every individual experiences success in their work, whatever their ability, social or linguistic background.
66. Pupils with Additional Learning Needs (ALN) make good progress appropriate to their ability.
67. Children under five make good progress in their literacy, numeracy and information and communications technology (ICT) skills. They listen attentively and express themselves confidently. In key stage 1 and 2, pupils listen attentively to their teachers and to each other during discussions. They express themselves confidently in a variety of situations within the classroom and outside. They make effective use of their reading skills to collect information from a variety of sources and record effectively in a variety of ways. They make good use of numeracy skills in subjects such as science, geography and design and technology. In key stage 2, pupils' ICT skills are good with outstanding features, and they make very effective use of them to enrich and support their work across the curriculum especially when studying the Second World War. Pupils' creative skills are good and in general most pupils solve problems effectively.
68. Pupils' creative skills are good across the whole school. They display skill and a vivid imagination when undertaking a number of tasks especially during music, design and technology and art and design lessons.
69. Pupils' bilingual skills are developing well across the whole school. As they mature, they display confidence when speaking, reading and writing in both languages.
70. The ability of the majority of pupils to work independently under the guidance of a teacher is good, but there are few opportunities for pupils to take responsibility for independent learning. As a result their problem solving and decision making skills have not developed sufficiently.
71. The majority of pupils are confident when explaining what they need to do to improve their work and how to reach the improvement targets set for them.
72. Pupils' spiritual, moral, social and cultural development is an outstanding feature. They display very good attitudes towards their work and all pupils show enthusiasm during lessons. Their behaviour is very good, they are considerate, courteous and work well together. They make effective use of their time and take obvious pleasure in their experiences. They can contemplate quietly during joint worship sessions.

73. Multi cultural experiences are a normal part of every day school life. The study of the country of Kenya has especially enriched this aspect.
74. Their understanding of what it takes to be good citizens is obvious and they show compassion towards those less fortunate than themselves.
75. Pupils understand the importance of developing healthy eating practices and keeping fit and how this can affect the quality of their lives as they grow up.
76. Pupils have a good awareness of equal opportunity. They respect diversity within society.
77. School attendance levels across the last three full terms are approximately 95%. Punctuality is good.
78. Pupils have a number of opportunities to expand their understanding of being part of a community and take part in a good number of activities. This enables them to develop a good understanding of the world around them and gives them a solid foundation in the importance of the workplace and citizenship.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

79. The findings of the inspection team agree with the school's judgement in its self evaluation report.

80. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	60%	10%	0%	0%

81. These percentages exceed the average percentages for all Wales as published in HMCI's Annual Report 2006-07, namely that standards of achievement are good or better (grade 1 and 2) in 80% of lessons, and excellent (grade 1) in 14% of lessons.

82. The quality of teaching is good in every class and the teachers have a good awareness of the requirements of the subjects and areas they teach. They have established a very good relationship with pupils based on respect and the consistent and appropriate use of encouragement and praise. They have created a climate which is compatible with effective learning.

83. Teachers skilfully manage and organise their classes, dealing sensitively with those pupils with ALN. The equality policy is visibly implemented in every lesson.

84. Pupils' progress is carefully monitored during the lessons, and good and constructive support is provided for individuals and groups.

85. Where excellent features were seen there were:

- energetic and lively presentations;
- good questioning techniques and high expectations which challenge and motivate pupils;
- very good use of the assistants to support and improve work.

86. There were a number of good features to the learning including:

- good sharing of objectives;
- very skilfully supporting the pupils;
- good use of a range of learning approaches;
- detailed subject knowledge;
- effective use of resources.

87. The shortcomings in very few lessons include:
- excessive instruction from teachers which is hindering the improvement of pupils' skills to take responsibility for their own learning;
 - work which is not sufficiently differentiated for the age and ability range.
88. Teachers successfully promote bilingual skills through continuous encouragement and support. The use of both languages is a common feature within and outside the classroom and pupils are very enthusiastic about their efforts.
89. The quality of assessment enables teachers to recognise the strengths and weaknesses of individual pupils well and highlight areas for development. The school's procedures satisfy statutory requirements. Core subjects are assessed regularly; termly, at the end of an unit of work and at the end of a stage. This ensures that the school has a clear picture of every pupil's achievements.
90. The school has a marking policy which sets out the principles for marking the core and foundation subjects. Pupils' work is marked thoroughly and regularly across the school, with more detailed attention given to core subjects. In most cases, written comments on pupils' work are linked with specific lesson objectives. In best practice, these comments suggest how to improve specific aspects.
91. At this time the school is developing the practice of encouraging pupils to evaluate their own work to promote their self-evaluation skills.
92. Pupils are beginning to understand the purpose of assessment and play a role in the process of setting individual targets. Although there are a few examples of pupils evaluating each others work during lessons, their role in the process of assessing their work and setting personal targets has not developed sufficiently.
93. The school ensures that pupils' annual progress reports are clear, informative and useful. They fulfil statutory requirements. Appropriate opportunities are provided throughout the year for parents to offer observations and discuss their children's progress. During the pre-inspection meeting, parents voiced their huge appreciation of the school's 'open door' policy.

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
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94. The findings of the inspection team agree with the school's judgement in its self-evaluation report.

95. The quality of the learning experiences that pupils receive is one the school's outstanding features. It succeeds in meeting the aspirations and learning needs of pupils of all ages by providing an extensive, balanced and relevant curriculum. It fully complies with the requirements of the National Curriculum, religious education requirements and the Foundation Phase for Children Under Five years of age. It is ensured that the statutory requirements regarding communal worship are in place.
96. The planning for children under five ensures that the Foundation Phase is introduced very effectively. The provision for key stage 1 responds appropriately to the philosophy of the provision of learning through play and preparing practical experiences for pupils. This is successfully built upon in key stage 2. This careful planning ensures stimulating and very interesting activities in every class.
97. Good opportunities with some outstanding features are provided to ensure that pupils foster basic and key skills. The planning gives careful attention to the provision of literacy, numeracy and information and communications technology (ICT). Very good attention is given to encouraging communication skills in both Welsh and English in key stage 1 and 2. The bilingual skills of pupils are promoted very successfully. ICT skills are excellently promoted across a number of subjects combining text and graphics, word processing and using various software packages. As part of the Basic Skills Agency Quality Mark accreditation for the second time, appropriate attention is given to under achieving pupils.
98. The provision for the *Cwricwlwm Cymreig* is an outstanding feature. Teachers use the local community exceptionally effectively and successfully as a starting point for this, ensuring that the provision is appropriate and promotes pupils' understanding. An exceptionally strong feature is the focus given to local history which reflects the history and culture of Wales.
99. The school has a very good range of extra-curricular, cultural and community activities. Very good emphasis is placed on studying the heritage of Wales and on giving pupils direct opportunities to contribute to the Welsh culture through experiences such as Urdd activities, fairs and concerts. Visitor input also enriches the lives of pupils.
100. The provision for spiritual, moral and social development is an excellent feature. Communal worship sessions comply with statutory requirements and they are successful events where moral messages and spiritual feelings are shared with pupils. This is a consistent feature of their behaviour and their excellent attitude to others. Opportunities are given for pupils to understand their responsibilities as citizens of the world by collecting money towards natural disasters and less fortunate people. They enjoy, for example planning for Children in Need and Operation Christmas Child.
101. The quality of the school's partnerships with parents and the community is an excellent feature of school provision. Although there is no formal parent society they raise large sums of money to purchase resources. There is also a good

relationship with the elderly. These links enrich the educational experiences and personal development of pupils, and prepare them well to become responsible members of their community.

102. There are good links and partnerships with primary schools in the catchment area. The transition procedure for Y.6 pupils to Ysgol Uwchradd Bodedern, with visits from transition teachers is good. The school also works with the secondary on a number of successful projects which greatly benefits pupils when they move. There are opportunities for secondary school pupils, Coleg Menai and the University of Wales, Bangor to support and benefit from their work experience at the school.
103. The school has a good range of business contacts to promote work related education and vocational awareness.
104. The school has the necessary policies for equal opportunities, anti racism, risk assessments, child protection, disabilities and disabled accessibility. The policy and procedures for child protection are far reaching. They are all comprehensive, coherent and completely operational.
105. The attention given to sustainable development is good. The school has received the Silver Award. Work has been completed on wildlife, the landscape and sandbanks of Mynydd Parys, and recycling and energy saving is given commendable attention.
106. Their understanding of worldwide citizenship is also developing well with contributions to charities and educational work. Fair trade is also given appropriate attention.
107. Pupils entrepreneurial skills are promoted effectively through the 'small-enterprise' project. Pupils are responsible for designing, planning, marketing and financing their products. This contributes well to establishing strong foundations for lifelong learning.

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

Grade 1: Good with outstanding features
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108. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
109. The quality of care, the support and guidance offered to pupils is excellent. The pupils are extremely happy at the school and they have a good relationship with each other and all staff. The respect shown to pupils, the emphasis on raising self-respect and the focus on developing an awareness of the needs of others is a very strong component of school life. The pupils feel comfortable in the knowledge that they can turn to any member of staff for guidance or help.

110. Efficient use is made of support services to help pupils including those with ALN. Both the teachers and support staff ensure that the school's administration is implemented constantly and very effectively.
111. Induction arrangements for early years are implemented well. Pupils settle in very quickly into a happy and positive environment. A very effective transition programme is in place for Y6 pupils before they transfer to secondary school.
112. The School Council represents pupils very effectively ensuring that the pupils' opinions are taken seriously. They meet regularly and discuss matters raised in a mature and responsible manner.
113. Links with parents are extremely good. Everyone's response to the questionnaire circulated prior to the inspection was extremely positive and praised every aspect of the school's work in a very commendable way. This was also the sentiment of all the parents who attended the pre inspection meeting. The standard of communication, meetings, reports, mailing and information regarding activities is good. Parents have an obvious confidence in the care their children receive and in the way that the school responds immediately and fully to any matters raised by them.
114. All members of staff are aware of the school's arrangements regarding child protection and implementation arrangements are well established. There are clear policies and procedures to ensure the welfare, health and safety of pupils, and any matters of concern are dealt with immediately. Risk assessments receive due regard. Safety in the building is also effective.
115. Policies and all the required procedures regarding the monitoring of punctuality, attendance, behaviour and the performance of learners are in place. They are all comprehensive and carefully constructed. The registers and related administration, comply with the requirements of the Wales Assembly Government (W.A.G) Circular 47/06.
116. The provision for pupils with ALN is good with outstanding features. It fully meets the requirements of the Code of Practice. The ALN co-ordinator is very experienced and manages provision extremely effectively. He has an in depth knowledge of the needs of pupils and works well with teachers to ensure that every pupil has full access to the school's activities. Classroom assistants provide valuable support to pupils in the classes.
117. Individual education plans (IEP) are carefully afforded to pupils with ALN, include specific learning targets and correspond very well to their needs. They are reviewed regularly. School records show that pupils are making good progress.
118. There is an effective Personal and Social Education (PSE) programme in place which includes circle time and health education. The good relationship between the school and agencies such as the police promote the health and safety of pupils in a positive way.

119. The school has clear policies to promote equal opportunity, racial equality and diversity. Attention is given to tolerance, positive relationships and respect for others during joint worship services and within the general life of the school. Sexual equality within the curriculum is ensured through challenging stereotypical viewpoints such as role-playing in the nursery class. Appropriate opportunities are afforded to boys and girls to participate in all extra curricular activities, such as sports clubs.
120. There is effective management and monitoring of behaviour. The school has a number of very effective measures to eradicate oppressive behaviour such as bullying. For example, periods of joint worship give strong guidance and create a good environment to promote acceptable behaviour. The school monitors and responds very well to instances of oppressive behaviour, and takes sensible steps to stop unacceptable incidents reoccurring. This was confirmed by the School Council.
121. The school ensures that disabled pupils are treated equally and makes appropriate adaptations to ensure they are not placed under any undue disadvantage.
122. One of the strengths of the school is recognising and respecting diversity, and the school ensures that the policy is implemented very well in its daily life. As a result, pupils' understanding of diversity is developing very well through a number of curricular areas.

Leadership and management

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

Grade 2: Good features and no important shortcomings

123. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
124. The headteacher's positive leadership is good, well directed and intelligent. It has a positive effect on the school's work and the relationship of the school with the community. He co-ordinates the efforts of staff and governors very effectively to provide clear and appropriate direction for pupils' education. The school succeeds very well in promoting its objectives in a practical way.
125. Subject leaders undertake their leadership and management duties conscientiously and enthusiastically. They play a key role in monitoring arrangements and curriculum subject appraisal, but they are aware of the need to further develop their role when monitoring pupil achievement.
126. The school has management policies which are effectively implemented by all members of staff and governors. They provide clear guidelines to promote all aspects of school life. The teaching staff and the support staff play a very effective role in ensuring the success and development of the school.
127. Equal opportunities for all are encouraged in a trusting and understanding environment. There are effective management arrangements in place to enable the school to operate smoothly as a coherent community. The opinions of pupils of all ages are respected and through the School Council, pupils have good opportunities to influence a number of aspects of school life.
128. The school has an appropriate process of target setting for all pupils. Pupils' assessments are carefully analysed to identify strengths and weaknesses. The targets set are achievable and realistic and effective strategies have been established to achieve them.
129. Good consideration is given to Local Authority and WAG priorities. Arrangements are in place to respond to Foundation Phase and Curriculum 2008 requirements. The school takes an active role in the Healthy Schools and Green Schools schemes. Fitness and health are promoted effectively and successfully.
130. Clear and effective arrangements have been established to identify individual staff professional development needs. Appropriate use is made of courses, and subsequently, there are opportunities for discussion in order to benefit from the experiences and expertise of others. The school has successfully supported a newly qualified teacher and is providing her with good leadership during the initial period of her career.

131. There are good features to the role of the governors in the strategic development of the school. They are very supportive of the headteacher and know the school well. They undertake their role of critical friend in a supportive and open way. They satisfy all their obligatory legal duties and the relevant policies are in place. The Governors Annual Report and the schools' prospectus satisfy requirements.

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

Grade 2: Good features and no important shortcomings

132. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
133. A culture of self-evaluation is long established and the headteacher and staff display good understanding of the strengths and the aspects for development. A number of methods are used within the procedure including checking examples of pupils' work, analysing data, feedback from the secondary school and the opinion of parents.
134. The pupils have an opportunity to express their opinions through the School Council. The school gives careful consideration to the findings to set priorities. A number of the teachers have new responsibilities and the practice of monitoring through observing each other's lessons is not yet fully operational.
135. The self-evaluation report prepared by the school prior to inspection is balanced and honest. The findings of the inspection team agree with the school's judgement in the seven key questions.
136. Arrangements for planning for improvement are good. The School Development Plan (SDP) is an useful document which gives strategic direction to the work of the school. The priorities set, which derive from the self-evaluation are appropriate to the school's development, and were considered carefully from a finance and achievement perspective. The school is aware of the need to compile more specific success criteria in terms of pupils' achievements.
137. The school has made good progress since the last inspection. The school took appropriate effective actions in response to the key issues. Those actions have had a positive effect on the standards of pupils' achievement.

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 agree with the school's judgement in its self-evaluation report.

139. The teacher pupil ratio is good and teachers are appropriately qualified to teach all aspects of the curriculum. They make very effective use of their specialisms by exchanging classes to teach specific subjects. This has a very positive effect on pupil achievement.
140. There are effective arrangements in place for the staff's continuous professional development and performance management. Everyone has an opportunity to attend courses to update their skills and they implement appropriate aspects effectively to improve teaching and learning.
141. The school operates in accordance with the statutory requirements to permit non-contact time for teachers. Effective use is made of the time for planning, preparation and assessment. This has led to an improvement in educational provision in general.
142. There is a good provision of resources for all ages. They are of good quality, readily available to pupils and teachers and meet the needs and requirements of the curriculum. The provision of new resources is in accordance with the priorities of the SDP.
143. The space within the building and on site is sufficient for the number of pupils. The space within both the large and small halls is sufficient for practical activities and effective use is made of it by the school and the community. However the external area has not been sufficiently developed to meet the requirements of the Foundation Phase. The school acknowledges this. The schools' upkeep is good and there is a high standard of hygiene.
144. The exhibitions within the classrooms, the corridors and the hall are attractive and stimulating and create an exciting environment which promotes teaching and learning. They are of a high standard and demonstrate that the school values the pupils' achievements.
145. There is an abundance of grassland, with play areas, and also a purpose built hard surfaced area which is a valuable resource for the community as well as the school. The size of the yard is appropriate, with a good surface on the whole. Careful attention is given to any building matters causing concern.
146. The headteacher and governors carefully plan the use of the school's finances and regularly review their decisions to ensure very good value for money.

Standards achieved in subjects and areas of learning

English

Key stage 2: Grade 2: Good features and no important shortcomings.

Good features

147. The majority of pupils across key stage 2 are making good progress in speaking, listening, reading and writing skills.
148. The pupils show ability to listen attentively to teachers' presentations as well as to each other's input. They express themselves confidently and use appropriate vocabulary to clearly convey their ideas and experiences. By year 6, a good number can extensively discuss a variety of subjects.
149. At the beginning of key stage 2, everyone uses appropriate strategies to achieve meaning when reading, for example, by constructing words phonetically or using pictures or the story's context to help. The most able read fluently and with expression. By the end of the key stage, many read independently on levels appropriate to their age and ability. They confidently refer to a book's features and discuss the main events and characters with confidence and understanding.
150. Pupils' writing skills are developing well across the key stage. At the beginning of key stage 2, the majority of pupils use appropriate vocabulary and syntax in their work and they succeed in linking and sequencing sentences. They show an increasing understanding of sentences by writing independently for different purposes. Their spelling is good and they have an increasing awareness of punctuation.
151. By the end of the key stage, the majority of pupils write confidently using a variety of differing styles for different purposes and audiences. They have a good understanding of grammatical conventions and the structures of sentences. The majority's spelling is correct. The more able pupils begin to use paragraphs well.
152. Pupils' handwriting, and the presentation of their work develop considerably as they progress from year to year.

Shortcomings

153. Although there are no important shortcomings there are few examples of extended written work.

Design technology

Key stage 1: Grade 2: Good features and no important shortcomings.

Key stage 2: Grade 2: Good features and no important shortcomings.

Good features

154. Pupils in both key stages have a good understanding of research processes. Their design, manufacture and evaluation skills are being well developed
155. In key stage 1, the majority of pupils can use basic equipment appropriately when cutting and shaping. They express opinions about their work simply and have good ideas on how they can improve it.
156. They collect information and observe finished products in detail before starting to develop their own ideas. They record their ideas carefully in the form of a simple picture and evidence shows that they change and vary their original ideas. They confidently express views about their work.
157. The majority of key stage 2 pupils research different ideas well when carefully considering how to achieve their task. Their plans show an aptitude to consider and overcome difficulties which can arise during the manufacturing process. Their ability to evaluate their work and identify ways of improving it is a good feature. By the time they reach the upper school, they make good use of design software.
158. They display good prowess when measuring, marking, cutting and shaping a variety of materials. They use equipment carefully and are very aware of the risks and dangers.
159. Pupils' design and technology skills are very well utilised to enrich their presentations across the curriculum.

Shortcomings

160. There are no important shortcomings.

Information and Communications 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

161. In key stage 1, pupils make good progress with their general keyboard skills and use the mouse confidently. They can drag objects across the screen and relocate them effectively.
162. Pupils effectively use paint programmes such as Fresco to create different images. They vary line width, select and fill areas with colour and draw colourful and attractive pictures.
163. Pupils use and are able to correctly explain a number of the features of the 'Windows' programme. They can highlight, edit, cut and paste in an artistic way, experimenting to create illustrations of stories, poetry and prayers in a variety of fonts and colours. The most able pupils have well developed keyboard skills, enabling them to input text quickly. The older pupils effectively use publishing software to create interesting commentary in the style of a newspaper, inserting pictures and other images into the text.
164. They effectively use a variety of programmes and display skill when playing educational games independently.
165. They use appropriate vocabulary to describe their work and explain in detail what they are trying to achieve.
166. Key stage 2 pupils load computer programmes independently and save their work in a personal file. They write text on screen and change letter and font size and print their work well.
167. The majority of pupils can use multi-media sources to prepare presentations based on their classroom projects or personal interests.
168. Key stage 2 pupils make effective use of the Logo programme to create shapes. They show a good understanding of how to create and vary the values within them to change the size and direction of the shape. A substantial number of the older pupils use a spreadsheet confidently to input information regarding sales at the fruit shop, and to analyse income and expenditure to identify patterns and make changes.
169. By the end of key stage 2, the vast majority of pupils are very confident in using information technology equipment and software to record work and solve problems. They are proficient in the use of programmes such as Photo Story and Publisher to create good quality presentations.
170. In some classes, pupils show a good understanding and appreciation of the interactive whiteboard. They use it well and enjoy doing so both independently or with others to solve, for example, mathematical problems.
171. They make effective use of the Internet to collect information to support their learning, as in their projects on the Second World War. Their work on a database is also developing appropriately.

Shortcomings

172. There are no important shortcomings

Geography

Key stage 1: Grade 1: Good with outstanding features.

Key stage 2: Grade 2: Good features and no important shortcomings.

Outstanding features

173. The majority of pupils across the two key stages use appropriate geographical vocabulary and their research skills are developing well.

174. In key stage 2, all the pupils have a very good awareness of their locality and describe the main features intelligently and convey their ideas clearly. They are confident when comparing their village's features with the features of a nearby town and use geographical vocabulary to note the similarities and differences.

175. Everyone can correctly locate local areas on a map and they have a very good understanding of map symbols and make appropriate use of them to interpret their maps.

Good features

176. In key stage 2, the majority of pupils work confidently with differently scaled maps, including Ordnance maps, atlas and globe. A number have an understanding of four digit references, and the best use six figure references.

177. The majority of key stage 2 pupils have a good knowledge of the names and location of European and world countries and correctly recognise and name continents and oceans.

178. When studying contrasting areas, the pupils can discuss and describe their geographical features well.

179. All pupils have a good comprehension of the need to protect the environment and they understand the effect of erosion and pollution. They display a clear awareness of the importance of recycling.

180. Pupils make good use of ICT to obtain additional information as they process, and present evidence.

Shortcomings

181. There are no important shortcomings.

Music

Key stage 1: Grade 2: Good features and no important shortcomings.

Key stage 2: Grade 2: Good features and no important shortcomings.

Good features

182. Pupils throughout the school sing an increasing variety of songs in unison. The vast majority sing in tune and show good control with their breathing and sentence articulation.
183. In key stage 1 the pupils sing a number of rhymes well and the majority can note when the pitch moves up or down.
184. The key stage 1 pupils work effectively together in small groups when exploring and experimenting with a variety of instruments to create sounds to match pictures from the Elen Benfelen story book. They succeed well in keeping to their part, starting and stopping together when combining each group's performance to create a coherent work.
185. They listen carefully to each other's performances and evaluate simply but confidently referring to the instruments by their names and expressing fondness for specific sections of the piece. They are beginning to recognise and understand the meaning of relevant vocabulary which describes different musical elements.
186. Pupils at the start of key stage 2 correctly play simple tunes on the glockenspiel and xylophone, keeping a consistent rhythm and listening carefully to each other's performances.
187. In key stage 2, the pupils listen carefully to a variety of different types of music, including examples of traditional classical music, popular and folk music, and music from Wales and other traditions. They have a strong understanding of musical vocabulary and confidently refer to the different elements when discussing pieces of music.
188. At the upper end of the key stage, pupils have a good understanding of rhythm. They can name certain notes and when clapping out a rhythm show an understanding of their value and the effect of a rest in a line of music. They can effectively work in small groups to create rhythmical patterns; they evaluate and discuss their compositions.
189. Pupils in Y5 and Y6 consistently evaluate musical pieces and they have compared the compositions of Andrew Lloyd Webber as part of their musical studies well.

190. They succeed effectively when creating music by improvisation. They keep rhythm skilfully and show a good understanding of a musical 'sentence' and some staff notation notes.

Shortcomings

191. There are no important shortcomings.

Religious education

Key stage 1: Grade 2: Good features and no important shortcomings.

Key stage 2: Grade 2: Good features and no important shortcomings.

Good features

192. Across the school pupils have a good understanding of the importance of particular books in world religions. They know of the importance of the Bible to Christians and their knowledge of stories from the Old Testament and the New Testament is good. They can recall the morals from those stories and their importance in their lives.

193. Pupils make good use of their circle time discussions to speak about feelings, the value of friends and the importance of looking after our world. They make use of the information and guidance that communal worship sessions offer to corroborate their knowledge of moral leaders such as Dr Barnardo, Rosa Parks and Dr Martin Luther King.

194. They understand the purpose of prayer and write their own simple prayers effectively.

195. They reinforce their knowledge and understanding of worship and meditation through studying other religions. They have a good awareness of Jewish symbolism and the customs of Hindu faith.

196. Pupils' awareness of the Christian faith develops further as they visit local chapels and churches to develop an understanding of how a Christian worships God.

197. Throughout key stage 1, pupils have a good understanding of moral principles, such as those which are the basis of friendship, and they discuss them sensibly. They have an increasing awareness of festivals within other religions.

198. The majority of the pupils are increasingly developing an understanding of themselves, their family and friends and the importance of values such as care and friendship within the community. They are also aware of the work of charities such as Christian Aid.

199. In key stage 2, pupils know that Christians worship in a chapel or church. They

recognise the different parts of a church and the associated artefacts, and their experience was further enriched after visiting a local church.

200. Key stage 2 pupils are aware of world famous leaders and benefactors.

201. The schools' joint worship themes contribute well to the knowledge and understanding of religious education. They understand, for example, the different ways people have of expressing love, tolerance and support for others.

202. The older pupils in the key stage contribute very maturely to classroom discussions on matters such as the dangers of stereotyping and prejudice.

Shortcomings

203. There are no important shortcomings.

School's response to the inspection

The staff and governors are extremely proud that the report is very commendable with a number of excellent features noted. We would like to draw attention to the fact that the Inspectors were of the opinion that the quality of the learning experiences that pupils receive is excellent – as is the standard of care. This is what makes Ysgol y Llan a warm and welcoming school.

The report fully endorses the belief of the governing body and we would like to thank the headteacher and his staff as well as the pupils for their hard work. We would like to especially thank all those parents who attended the meeting with the Inspectors and for completing the questionnaires – every one complimentary. The response was proof of the exceptional relationship between the school, the parents and the community.

Finally thank you to Mr. Merfyn Lloyd Jones and his team of inspectors for being so courteous and rigorous.

Appendix 1

Basic information about the school

Name of school	Ysgol Gymuned Llanerchymedd
School type	Primary
Age-range of pupils	3-11
Address of school	Wellington Street, Llanerch-y-Medd, Anglesey.
Postcode	LL71 8DP
Telephone number	01248 470466

Headteacher	Mr Dylan Rees Williams
Date of appointment	September 1999
Chair of governors/ Appropriate authority	Mrs Nia Jones
Registered inspector	Merfyn Lloyd Jones
Dates of inspection	9-11 February 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	7	10	14	15	10	11	12	92

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	2	5.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22.5:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	22.5
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	88	95	95
Summer 2008	86	92	96
Autumn 2008	83	92	95

Percentage of pupils entitled to free school meals	8
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		16		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School	0	6	6	63	25
		National	1	2	10	63	26
We: oracy	Teacher assessment	School	0	6	13	56	25
		National	1	2	10	62	25
We: reading	Teacher assessment	School	0	6	13	56	25
		National	1	2	15	59	23
We: writing	Teacher assessment	School	0	6	13	62	19
		National	0	3	19	66	12
Mathematics	Teacher assessment	School	0	0	6	69	25
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	12	69	19
		National	0	2	9	66	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	87.5%	In Wales	80.7%

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 2008							Number of pupils in Y6		12			
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School				0	0	0	25	50	25	
		National	0.2			0.5	0.6	3.1	15.6	51.3	28.5	
Welsh	Teacher assessment	School				8	0	0	0	50	42	
		National	0.3			0.8	0.8	4.4	16.7	53.4	23.6	
Mathematics	Teacher assessment	School				0	0	0	17	58	25	
		National	0.2			0.5	0.6	2.7	14.7	51.4	29.9	
Science	Teacher assessment	School				0	0	0	17	50	33	
		National	0.2			0.5	0.5	1.8	11.4	53.9	31.7	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment			
In the school	83.3%	In Wales	75.5%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Three inspectors spent six inspection days at the school.

The inspection team visited:

- 19 full or part lessons;
- Every class;
- Communal worship, and
- A range of extra- curricular activities.

The inspection team met at the start of the inspection and met:

- Staff, governing body members and parents before the inspection and groups of pupils during the inspection.

The team also considered:

- The school's self evaluation report;
- 52 parental responses;
- Comprehensive documentation offered by the school before and during the inspection, and
- A wide range of pupils' work.

The headteacher in his role of the nominee attended all meetings.

After the inspection a meeting was held with the headteacher, the staff and the governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn Lloyd Jones Registered Inspector	Context, Summary and Recommendations, Key questions 1,2,5,and 5, English, Design and technology and Geography.
Mr William Owen Lay Inspector	Contributions to Key questions 1,3,4 and 5.
Mr Alun Williams Team Inspector	Key questions 3,4,7 and contribution to Key question1 and 2, Information communication technology, Music, and Religious education
Mr Dylan Williams Nominee	Contribution to all Key questions by offering evidence

Acknowledgement

The inspection team would like to thank the staff, governing body, parents and pupils for their courtesy and help during the inspection.

The contractor was:
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