

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

A Report on the Quality of Education in

**Ysgol Gymuned Llanfechell
Llanfechell
Amlwch
Anglesey
LL68 0SA**

School Number: 6602153

Date of Inspection: 13 May 2008

by

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Ysgol Gymuned Llanfechell 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 Llanfechell took place between 13/05/08 and 14/05/08. 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 nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Ysgol Gymuned Llanfechell is located in the village of Llanfechell in the north of the island of Anglesey. It serves the village and the nearby rural area and some 16% of pupils come from areas that are outside the school's catchment area.
2. Children are accepted to the school, on a part-time basis to the nursery class, in the September following their third birthday, and full-time in the September following their fourth birthday. During the inspection, there were 13 part-time nursery children and 96 full-time pupils on the school's register.
3. Although only approximately half the pupils come from homes where Welsh is the main medium of communication, according to the school, some 94% of them speak Welsh to first language standard. The area is described by the school as one that is neither prosperous nor economically disadvantaged. The percentage of pupils (13%) who are entitled to receive free school meals is lower than the county and national averages.
4. Sixteen pupils (17%) have been identified by the school as having additional learning needs (ALN) and four of these hold a statement for special educational needs (SEN).
5. Pupils are taught by four full-time teachers, including the headteacher, and two part-time teachers. Following his appointment in September 2007, the headteacher has almost completed his first year in the post. The school was last inspected in July 2002.
6. On this occasion the school received a sort inspection.

The school's priorities and targets

7. According to the school development plan (SDP) for the academic year 2007-2008, the school's main priorities are:
 - raise pupils' thinking skills across the curriculum;
 - ensure that teachers in key stage 1 have been trained and armed with the skills to present the Foundation Phase;
 - improve pupils' abilities in their second language; and
 - adapt the schemes of work in order to ensure excellence in dealing with information and communications technology (ICT) across the curriculum.

Summary

8. This is a very good school with many outstanding features. It offers valuable opportunities for pupils to participate effectively and responsibly in their community and an opportunity for adults in the community to benefit from lifelong learning. Inspectors agree with the school in awarding Grade 1 for standards, the quality of teaching, the educational provision and leadership and management.

Table of grades awarded

| Key Question | Inspection grade |
|--|------------------|
| 1 How well do learners achieve? | Grade 1 |
| 2 How effective are teaching, training and assessment? | Grade 1 |
| 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 1 |
| 6 How well do leaders and managers evaluate and improve quality and standards? | Grade 1 |
| 7 How efficient are leaders and managers in using resources? | Grade 1 |

Standards

9. The overall quality of the educational provision for children under five years of age is appropriate to their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.
10. Pupils throughout the school achieve outstanding standards with regard to their knowledge, understanding and skills and attain the challenging targets set for them.
11. The standards and progress pupils make in the key skills of speaking and listening, reading and writing across the curriculum in English are good. They achieve good standards in their bilingual skills and in reading and writing in Welsh in different subjects. Although pupils constantly speak Welsh and make effective use of relevant terms whilst discussing their work, a lack of confidence and vocabulary and syntax errors impair the oral responses of a minority of the pupils.
12. There are outstanding features to the standards achieved and the progress pupils make in their knowledge and understanding of the *Cwricwlwm Cymreig*, their mathematical skills, ICT skills and creative skills across the curriculum.
13. In comparison with similar schools in respect of the number of pupils receiving free school meal, over the last three years, with the exception of key stage 1 in 2005, test results at the end of key stages 1 and 2 were in the highest 50% of schools, and at times in the highest 25%.
14. Pupils throughout the school learn new knowledge and skills quickly and effectively. They have a very good awareness of what they are doing and of

their individual targets for improvement. Pupils' behaviour and attitudes are good and are having a positive effect on learning and school life in general.

15. There are outstanding features in the progress pupils make in their personal, social and moral skills and in their learning skills. They learn important personal values and are developing a sound understanding of moral and social issues.
16. Pupils' behaviour and attitudes are good and are having a positive effect on the learning and school life in general. Standards of attendance are good and standards of punctuality are very good.
17. Pupils throughout the school work together effectively, concentrating and persevering for extended periods whilst solving problems. By key stage 2, they can plan and arrange their own work without constant supervision.
18. They participate regularly in community activities and have a sound awareness and understanding of the world of work and enterprise.

The quality of education and training

19. In the lessons observed, the quality of education was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 50% | 44% | 6% | 0% | 0% |

20. These percentages are higher than the Welsh Assembly Government's (WAG) targets for primary schools by 2010 (80% Grade 2 or better).
21. Outstanding features in the teaching include lessons that are effectively planned with clear emphasis on developing pupils' key skills and regular opportunities for them to practice their research and problem-solving skills.
22. Teachers have high expectations with regard to standards and behaviour. They share lesson objectives with the pupils, regularly assess their achievement and offer valuable opportunities for pupils to assess and improve their own performance.
23. There are outstanding features to the school's detailed and comprehensive arrangements for assessing and recording progress of children under five years of age and of pupils in key stages 1 and 2 in all areas of the national curriculum (NC).
24. The annual reports to parents fully conform to the statutory requirements and parents are full of praise for the verbal reports they receive in the termly open evenings.
25. The curriculum is thoroughly planned for each subject and age in order to present coherent, varied and interesting opportunities for pupils. The educational provision is reinforced and enriched outstandingly by activities outside normal school hours and through relevant visits which are carefully planned and arranged.
26. The quality of the school's partnerships with the parents and the community are an outstanding feature of the school's provision. A good many volunteers come to the school to offer additional support and to share their information and skills with the pupils and the Friends of the School Association arranges a wide variety of activities, raising a substantial amount of money for the school's funds.

27. The school's provision for developing pupils' awareness of global citizenship, sustainable development, the world of work and entrepreneurship is outstanding.
28. The quality of care, support and guidance offered to pupils is outstanding. The school has a caring and inclusive ethos and pupils are valued and supported by all the adults. Teachers know their pupils very well and ensure that there is a secure environment for them.
29. Through the Healthy Schools scheme, the school has effectively implemented a number of projects that promote pupils' health and fitness.
30. The provision for pupils with ALN is outstanding and fully conforms to the statutory requirements. Each pupil with ALN has full access to the curriculum and all the school's other activities.
31. There is a good range of relevant policies in place to ensure equal opportunities and racial equality at the school. Each pupil has the opportunity to voice an opinion and to express concerns through the class councils, the 'suggestion boxes' in each classroom and the school council. The school has not been adapted for pupils or adults with disabilities but there are plans in place should the need arise.

Leadership and management

32. The headteacher has a sound vision regarding the development of the school. He works effectively with the deputy headteacher, other members of staff and the governors to create a sense of purpose that promotes and maintains improvements.
33. Since the last inspection, leaders and managers at the school have succeeded in maintaining the high quality in standards and other aspects of the school's provision, and in some cases, improved them.
34. Governors have an outstanding understanding of all the school's procedures and operate effectively as 'critical friends' to the headteacher and staff. They visit the school regularly in order to observe lessons, speak to the pupils and staff and discuss examples of pupils' work with subject co-ordinators.
35. Arrangements for self-evaluation, which include contributions by each member of staff, the governors, parents and pupils, are an integral part of the school's life and work. Teaching staff have a thorough knowledge of the school's performance in all areas and make effective use of this knowledge to improve the educational provision and raise standards. There is clear evidence that the implementation of strategies identified in the SDP is having a positive effect on standards and provision at the school.
36. Improvement since the last inspection is good and the school has succeeded in achieving almost all the objectives. It has not succeeded in providing a separate outside play area for the children under five years of age. However, their provision ensures sufficient opportunities to develop a wide range of physical activities through working indoors and in the open air.
37. There is sufficient staff for the number of pupils and a number of enthusiastic volunteers regularly come to the school to offer additional support in classes. The supply of learning resources is outstanding across all areas of the curriculum and especially so in the field of ICT.

38. The classrooms and hall, the gardens and yard around the school are of a good size and used effectively. Even so, the toilet facilities for staff and pupils in key stage 2 are insufficient.
39. The headteacher and governors have a thorough understanding of the school's financial needs and priorities. They work together outstandingly in order to ensure that the school's budget is used appropriately to give the pupils the best possible education. They are constantly alert to new sources of funding and make outstanding use of the additional money from the Parents and Friends of the School Association, local businesses and organisations and grants from different sources.
40. The school offers very good value for money.

Recommendations

In order to improve, the school needs to:

- R1 improve pupils' confidence and readiness in speaking Welsh across the curriculum;
- R2 prepare a separate, secure area for the children under five years of age to work and play in the open air; and
- R3 work with the local education authority (LEA) to ensure sufficient toilet facilities for pupils and adults.

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

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

41. The findings of the inspection team agree with the judgement given by the school in its self-evaluation report.
42. The overall quality of the educational provision for children under five years of age is appropriate for their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.
43. Pupils throughout the school achieve outstanding standards with regard to their knowledge, understanding and skills. All pupils, including those with ALN, attain the challenging targets set for them.
44. Children under five years of age make outstanding progress in the key skills of listening and speaking, early reading and writing, numeracy and the use of ICT. Their bilingual skills are developing well. In a short time, children for whom Welsh is a second language come to follow instructions correctly, to ask simple questions and to speak confidently in Welsh.

45. In both key stages, pupils listen intently to teachers' presentations and to each other's contributions. Although they constantly speak in Welsh and make effective use of relevant terms when discussing work in different subjects, a lack of confidence and errors in vocabulary and syntax impairs the oral responses of a minority of pupils. They achieve good standards in reading and writing skills in Welsh across the curriculum.
46. In both key stages, pupils' standards and progress in the key skills of speaking and listening, reading and writing across the curriculum in English are good. In the English-medium lessons, they discuss their work confidently, read fluently showing a sound understanding of the text and record neatly and correctly in a good range of different formats.
47. Pupils make good progress in their bilingual skills. By the end of key stage 2, they make effective use of English and Welsh as a medium of learning and move easily from one language to the other whilst gleaning information and undertaking investigations.
48. There are outstanding features to the standards achieved and the progress pupils make in their knowledge and understanding of the *Cwricwlwm Cymreig*. They have a broad and deep knowledge of their locality and Anglesey, including its history, geographical features, artists, musicians and authors.
49. Pupils in both key stages make constant and effective use of their mathematical skills across the curriculum and achieve outstanding standards. In key stage 1 they count, sort and arrange objects and measure and compare length, distance and time in a number of different contexts. In key stage 2, pupils measure angles and length accurately in design and technology lessons, time a journey during a historic period in comparison with today, and research popular statistics and changes in climate in geography lessons. Pupils throughout the school collect and handle data confidently, using a wide range of different tables and graphs to record work across the curriculum.
50. In both key stages, pupils' standards and progress in ICT across the curriculum are outstanding. They make mature decisions in choosing software appropriate to the task and use it effectively to reinforce and enrich their work in the vast majority of lessons.
51. By key stage 2, pupils use a spreadsheet easily, measure light and temperature with the 'Ecolog' program and experiment confidently and successfully in a wide range of different contexts in creating tasteful presentations with a multi-media program.
52. Pupils' creative skills are outstanding. Pupils in both key stages make effective use of their imagination and their creativity in art and design and technology lessons, in creating stories and poems in English and Welsh, and in recording and presenting their work in different areas.
53. In comparison with similar schools in respect of the number of pupils receiving free school meal, over the last three years, with the exception of key stage 1 in 2005, test results at the end of key stages 1 and 2 were in the highest 50% of schools, and at times in the highest 25%. A good percentage of the pupils, especially in key stage 2, achieve higher levels than the norm.

54. There is no significant pattern to be found in comparing the performance of boys and girls over the last three years.
55. Pupils throughout the school learn new knowledge and skills quickly and effectively. They have an outstanding awareness of what they are doing in different lessons and of what they need to do in order to improve their work. They discuss lesson objectives and success criteria knowledgeably showing a very good awareness of their individual targets and of their progress in trying to achieve them.
56. Pupils use their time effectively, showing an interest in their work and working enthusiastically and productively during lessons.
57. Pupils' behaviour and attitudes are good and are having a positive effect on learning and school life in general. Pupils are aware of the school's expectations and rules and adhere to them. They show respect and courtesy towards each other, staff and visitors to the school.
58. The average attendance for the three full terms prior to the inspection was good at 95.5%. Standards of punctuality are very good.
59. There are outstanding features in the progress pupils make in their personal, social and moral skills and in their learning skills. Through personal and social education (PSE) lessons, 'circle time' sessions and collective worship, they learn important personal values and are developing a sound understanding of moral and social issues.
60. Pupils throughout the school work together effectively, concentrating and persevering for extended periods whilst solving problems. They question maturely and logically and listen carefully to each other's contributions before making decisions. By key stage 2, they can plan and arrange their own work without constant supervision.
61. Pupils have a good awareness of equal opportunities issues. They show respect towards the diversity of faiths and traditions within society and display empathy with others by collecting money towards worthy causes.
62. Pupils' awareness and understanding of the world of work and of community aspects is outstanding. Through useful links and relevant educational visits to a good range of local businesses, they learn about the different occupations and develop entrepreneurial skills in a number of contexts.
63. They participate regularly in community activities.

The quality of education and training

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

Grade 1: Good with outstanding features

64. The findings of the inspection team agree with the judgement given by the school in its self-evaluation report.
65. In the lessons observed, the quality of teaching was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 50 % | 44 % | 6 % | 0% | 0% |

66. These percentages are higher than the WAG's targets for primary schools by 2010 (80% Grade 2 or better).
67. The good working relationship that exists between teachers and pupils fosters effective learning. Throughout the lesson, teachers encourage pupils to reflect on their work and guide them to achieve their potential. Ancillary staff and volunteers also make a notable contribution to realise these aims.
68. Outstanding features in the teaching include:
 - lessons that are thoroughly planned and effectively structured linking the work with pupils previous knowledge and work;
 - clear emphasis on developing pupils' key skills, including their bilingual skills;
 - specific strategies for fostering pupils' thinking and learning skills, including opportunities for them to discuss their work, voice an opinion and practice their research and problem-solving skills;
 - share lesson objectives and 'ladder to success' for each task, with the pupils, and regularly refer to them in order to assess their achievement and develop pupils' ability to assess and improve their own performance;
 - high expectations with regard to standards of achievement and self-discipline; and
 - the way equal opportunities is promoted in each lesson by respecting the ideas and contributions of each pupil, and ensuring that the tasks set for pupils with ALN are interesting, motivating and completely relevant to the work in question.
69. Good features of the teaching include:
 - teachers' thorough knowledge and understanding of the subjects taught by them, of the requirements for children under five years of age and of recent developments;
 - lively and imaginative methods of lesson presentation and the effective use of a range of resources, including interactive whiteboards;
 - clear timescales for completion of tasks and selective and purposeful intervention by teachers in order to assess the learning and ensure that the work matches each pupil's age and ability; and
 - penetrating questioning, leading to using pupils' own ideas to promote the learning.
70. In the very few lessons where there are shortcomings in the teaching, there is a lack of clarity in presenting tasks and they are not suitable for the pupils' age and ability.
71. The arrangements for assessing and recording the work of children under five years of age and of pupils in key stages 1 and 2 are good with some outstanding features. Teachers know their pupils very well and regularly use assessment in order to steer the planning and to set appropriate targets.
72. There are comprehensive arrangements for assessing and recording the progress of each pupil in all areas of the NC. Teachers' continuous assessment, together with results of standardised tests is thoroughly analysed at whole-

school and individual pupil level. Teacher assessments at the school are strengthened through effective arrangements to standardise and moderate pupils' work with teachers from the secondary school to which the pupils transfer at the end of key stage 2.

73. The arrangement of setting individual targets for pupils is clearly contributing towards the development of their learning skills and their ability to evaluate their own work. The school tracks the progress of all pupils thoroughly and this leads to early and relevant intervention when there is a need. These arrangements are outstanding features of the assessment procedure.
74. Pupils' work is marked regularly and overall, comments give them worthwhile guidance on how to improve their work. Pupils have a key role in the process of assessment and improving progress. They have a sound knowledge of the tasks and evaluate their own work and that of each other maturely and offer improvements. This is an outstanding feature that has clearly furthered the improvement in learning.
75. The school has given much attention to gathering detailed subject portfolios and assessment guidelines. Although there are heavily loaded elements to some of them, the best examples are very useful assessment tools for moderating work and ensuring consistency of expectations.
76. The annual reports to parents, which are drawn up with the aid of a computerised program, fully conform to the statutory requirements and are of good quality. Although parents are of the opinion that reports, apart from the closing comments, are impersonal, they are full of praise for the verbal reports they receive in the termly open evenings. The information shared with the parents of pupils with ALN is an outstanding feature.

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

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|--|
| Grade 1: Good with outstanding features |
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77. The findings of the inspection team agree with the judgement given by the school in its self-evaluation report.
78. The school's response to the needs and interests of learners is outstanding and it offers equal access to a broad and balanced curriculum. It fully conforms to the legal requirements.
79. The curriculum is thoroughly planned for each subject and age in order to present coherent, varied and interesting opportunities for pupils. The way in which the school uses the local area, today and with regard to its history and traditions, as a context to curricular work is an outstanding feature and clearly contributes towards promoting the *Cwricwlwm Cymreig*.
80. Good opportunities with some very good features are provided to ensure that pupils gain basic and key skills. The promotion of information technology and mathematical skills across the curriculum is outstanding. Recently, clear attention was given to promoting pupils' problem-solving skills and their ability to make decisions and be creative. Good attention is given to promoting communication skills in both English and Welsh.

81. The school has gained the Basic Skills Agency Quality Mark accreditation for the third time for its work in targeting attention on groups of pupils who were in danger of underachieving in the basic skills.
82. Activities such as Dragon Sports, Urdd, the art and gardening clubs, all extend the provision beyond normal school hours and enrich the curriculum. The school succeeded in employing various artists and specialists to work with the pupils on different projects, and with the aid of a Lifelong Learning grant, in partnership with University of Wales, Bangor, succeeded in funding a French club and an ICT club for parents and pupils. These are outstanding features.
83. The educational provision is reinforced and enriched outstandingly by relevant visits which are carefully planned and arranged. Pupils from key stage 1 visit a builders' yard in order to research into different materials and the use made of them. It was arranged for an archaeologist from the National Museum to accompany key stage 2 pupils on a visit to Mynydd Parys and this led to interesting and extensive activities and further effective working links with the museum and other schools.
84. A comprehensive PSE programme is provided across the age range. Through a range of curricular activities and through the contribution of specific elements such as the 'Ysgol Dina' scheme, 'Circle Time' and the school council and class councils, pupils receive valuable opportunities to develop and practice their key personal and social skills. These experiences contribute substantially towards improving pupils' achievements and creating a pleasant ethos in the school.
85. The school promotes pupils' awareness and understanding of their own culture and other cultures outstandingly.
86. Collective worship periods contribute very well towards promoting pupils' understanding of moral and spiritual issues and helping them to respect diversity, truth and justice.
87. The quality of the school's partnerships with the parents and the community are an outstanding feature of the school's provision. Through the Home/School Agreement, parents are aware of the school's expectations and fully support the policies. A good many volunteers come to the school to offer additional support and to share their information and skills with the pupils and the Friends of the School Association arranges a wide variety of activities, raising a substantial amount of money for the school's funds.
88. Full and effective use is made of the school buildings by different organisations. A community archive was established at the school and through close co-operation with the local Historical Society and access to innovative ICT resources provided by them, the development of pupils' historical research skills and their higher ICT skills is outstanding.
89. The school works well with other schools in the catchment area and has made effective arrangements for the transfer of Y6 pupils to the local secondary school. Valuable opportunities are provided for pupils, students and student teachers to receive training at the school.
90. Outstanding attention is given in the educational programme to developing pupils' awareness of global citizenship and sustainable development. The school has gained the Green Schools gold award and incorporated relevant

activities into several aspect of school life. Good attention is paid to charity and humanitarian work, including raising money for worthy causes. The links and studies of other parts of the world such as Australia and Lesotho, promote pupils' awareness of global issues. All these links are excellent and enrich the pupils' educational provision and personal development preparing them to become responsible members of the community.

91. The school has a wide range of links with businesses that promote pupils' awareness and understanding of the world of work. A number of members of the workplace come to the school to discuss their work with the pupils as part of their educational programme. Outstanding attention is given to developing pupils' entrepreneurial skills. Through a wide range of activities such as publishing a cookery book, arranging an auction using a recognised company, publishing a music CD and running the school's fruit shop, pupils receive valuable opportunities to undertake research work, price goods, work with local companies, gather sponsors and sell the produce giving consideration to profit and loss. They have implemented a number of fund raising schemes for specific purposes at class and whole-school level.

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

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|--|
| Grade 1: Good with outstanding features |
|--|

92. The findings of the inspection team agree with the judgement given by the school in its self-evaluation report.
93. The quality of care, support and guidance offered to pupils is outstanding. Pupils are very happy in the school and there is a good relationship between them and the teaching and ancillary staff. The school has a caring and inclusive ethos and pupils are valued and supported by all the adults.
94. The school works in outstanding partnership with the parents and considers their opinion. Parents have obvious confidence in the care and guidance their children receive and the way in which the school immediately responds in full to any matters raised by them. Following his appointment, the headteacher distributed a questionnaire seeking parents' opinions on the links between the school and the home, and the support for pupils and responded fully to the findings.
95. Teachers know their pupils very well and ensure that there is a secure environment for them. The Nursery Group meets in a community room at the school, and children settle in quickly to the nursery class. They receive effective support from teachers, ancillary staff, volunteers and from older pupils at the school. The activity *Llanciau'r Llan*, established by the school council, where pupils promote playing together and children being involved together during break times, corroborates this ethos.
96. The school has effective measures to respond to any oppressive behaviour, including racial discrimination and bullying. Constant emphasis is placed on showing respect for others, kindness and tolerance. Personal guidance of a high quality is offered within the school's PSE programme. Parents testify that their children can turn to any member of staff at any time for support, help and guidance.

97. The school monitors attendance and punctuality very carefully and responds immediately to any concerns. This is an outstanding feature.
98. The school has sound policies and clear procedures to ensure the well-being, health and safety of its pupils and responds immediately to any concerns. The headteacher and a designated member of the governing body have responsibility for child protection and all staff are familiar with the arrangements. The school has effective policies and procedures for dealing with appeals and complaints and these are followed fully. Risk assessments are completed regularly and in detail and two members of staff have full first aid qualifications. The school arranges careful supervision during break times and as the children arrive and leave the school.
99. A healthy breakfast is provided for children and the water fountain is easily accessible to them. Through the Healthy Schools scheme, the school has effectively implemented a number of projects that promote pupils' health and fitness. The pupils themselves are fully responsible for running the school's fruit shop. Eating sweets and crisps is not allowed during break time and every effort is made to improve the standard of food in pupils' lunch boxes by discussing healthy eating as part of the curriculum, correspondence with the homes giving recommendations for the contents of the lunch box and rewarding pupils with stickers. The school regularly encourages pupils to improve their fitness through regular physical education lessons, team games and sports, Dragon Sports and the *Dal i Fynd* running club.
100. The provision for pupils with ALN is outstanding and fully conforms to the statutory requirements. The school has detailed and effective arrangements for the early detection of pupils with ALN. The co-ordinator keeps systematic and current records of the work and regularly reviews the provision.
101. The ALN co-ordinator, the headteacher, class teachers and assistants have detailed information of the needs of these pupils and give them effective support ensuring that they have full access to the curriculum and all the school's other activities. The *Ysgol Dina* regime ensures appropriate support for pupils who have behavioural problems.
102. The individual educational plans (IEPs) provided for pupils with ALN include specific learning targets that meet their needs very well. The IEPs are reviewed regularly and constantly discussed with parents. A careful watch is kept on pupils' progress.
103. The school works outstandingly with the parents of pupils with ALN and with the outside agencies. The member of the governing body with responsibility for ALN undertakes her responsibilities conscientiously, regularly receives detailed information of the school's procedures from the ALN co-ordinator and reports back to the full governing body.
104. There is a good range of relevant policies in place to ensure equal opportunities and racial equality at the school. Outstanding attention is paid to racial equality issues and the need to avoid stereotyping in the context of respect and tolerance. These issues are discussed in sessions of collective worship and during lessons. Recently, a parent who works with disabled people was invited into the school to exhibit purposely constructed sports equipment in order to raise pupils' awareness of the Paralympics.

105. Effort and success are regularly recognised through the weekly rewards session. Older pupils gather news of events for the local newspaper and parents say that this promotes their children's pride and self-image.
106. Each pupil has the opportunity to voice an opinion and to express concerns through the class councils and the 'suggestion boxes' in each classroom. Members of the school council meet regularly and respond very well to the opportunities they receive to discuss, voice an opinion and offer suggestions on matters relating to the school. Following guidance from the local county councillor, they discuss some of the school's policies and relevant priorities in the SDP and act wisely and effectively according to need.
107. As yet, the school has not made adaptations to the building to facilitate the provision and access for pupils or adults with disabilities. However, the school has a Disability Equality Plan and an action plan and appropriate consideration has been given to the adaptations that would be reasonably possible should the need arise.

Leadership and management

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

Grade 1: Good with outstanding features

108. The findings of the inspection team agree with the judgement given by the school in its self-evaluation report.
109. Since the last inspection, leaders and managers at the school have succeeded in maintaining the high quality in standards and other aspects of the school's provision, and in some cases, improved them.
110. The headteacher has a sound vision regarding the development of the school and in a short time, has succeeded in creating a climate of trust and mutual understanding between him and the deputy headteacher, other members of the staff and the governors. They work together outstandingly as a team creating a sense of purpose that promotes and maintains improvements.
111. Staff and governors have high expectations with regard to ethos, behaviour and standards. It is ensured that each pupil achieves his/her potential through setting and meeting personal targets for them, and challenging but realistic targets for standards of achievement in the core subjects and standards of attendance.
112. The school has sound aims, values and policies that promote equal opportunities by focussing on pupils' needs, and these are clearly reflected in the school's work. Each member of staff has a very good awareness of the procedures and implements them conscientiously.
113. All staff and the governors work together effectively in responding to national priorities. The school gained the Basic Skills Agency's Quality Mark with commendation, the Green Schools' Gold Award and is awaiting accreditation of Stage 3 in the Healthy Schools' scheme. Great emphasis is placed on promoting pupils' health and fitness through regular physical education lessons, the Dragon Sports club, the *Dal i Fynd* club, the fruit shop and the Breakfast Club.
114. The school council and class councils operate effectively ensuring that each pupil has the opportunity to express ideas, opinions and concerns. The French Club

and the ICT Club are proving to be a great success with parents and their children.

115. The school places great emphasis on active learning through adopting a number of the principles of the Foundation Phase and by adapting the curriculum in key stages 1 and 2 in order to focus on the development of important key skills that pupils need in order to succeed in education.
116. The school sets and meets challenging and realistic targets that have a positive effect on pupils' achievements and attainments.
117. The school has sound procedures in order to recognise the development and training needs of teaching staff and ancillary staff and detailed and careful attention is paid to the process of induction for a newly qualified teacher during the current year. The school is outstanding in its response to the developmental needs of individuals through a comprehensive programme of activities and training courses and there is definite evidence that these procedures have had a positive effect on the provision and on standards at the school.
118. Governors have an outstanding understanding of all the school's procedures. They undertake their duties thoroughly contributing effectively to the strategic planning and ensuring that the school meets all the legal requirements. They have a key role in setting the school's priorities and in drawing up the self-evaluation report and have operated effectively as 'critical friends' to the headteacher and staff.
119. By attending training courses arranged by the authority and receiving training from the school staff, governors are developing a very good awareness and understanding of the latest teaching and learning methods.
120. Sub-committees have been established, which meet regularly to deal with the school's curricular, personnel, financial and building matters, and they report back to the full governing body in their termly meetings. They visit the school regularly in order to observe lessons, speak to the pupils and staff and discuss examples of pupils' work with subject co-ordinators.
121. They ascertain important information on the quality of the school's work and provision by drawing up a questionnaire for parents and pupils to measure quality. They analyse the results carefully, make effective decisions and respond appropriately through a suitable newsletter.

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

| |
|--|
| Grade 1: Good with outstanding features |
|--|

122. The findings of the inspection team agree with the judgement given by the school in its self-evaluation report.
123. For some years the school has established, developed and improved self-evaluation procedures that are now an integral part of the school's life and work. Arrangements are comprehensive and based on direct evidence from a number of sources. Teaching staff have a detailed knowledge of the school's performance in all areas and make effective use of the information to make further improvements.

124. The headteacher and teachers contribute fully to the self-evaluation process by regular discussions, examining schemes of work and analysing pupils' work in order to identify areas in need of development. In their roles as subject co-ordinators, they regularly visit lessons in order to observe the teaching and learning and to share good practice. They gather, analyse and compile all the monitoring evidence and present detailed and thorough reports that clearly identify which aspects are in need of development. These reports are discussed in staff meetings and presented to the governors.
125. Effective use is made of the expertise of LEA officers and advisers to provide an external impartial opinion on standards, the educational provision and the efficiency of the leadership and management.
126. Pupils receive valuable opportunities to discuss, express opinions and contribute to decisions regarding aspects of the school's provision through the class councils and school council and by responding to a questionnaire from the governors. Parents' views are sought through questionnaires, arranging specific evenings to present some of the school's developmental priorities, and ensuring sufficient opportunities for them to discuss and enquire further about any of these matters.
127. Leaders and managers make outstanding use of the information gathered from self-evaluation in order to improve the educational provision and raise standards. The SDP identifies the school's main priorities in detail, plans sound strategies that are likely to lead to improvements and gives details on how the school's financial resources are used to support the priorities. There is clear evidence that the actions taken for improvement are having a positive effect on standards and provision at the school.
128. The self-evaluation report presented by the school is clear and comprehensive and offers objective and honest opinions on the seven key questions. The inspection team agrees with the school's judgement in its self-evaluation report in each of the seven key questions.
129. Detailed attention has been paid to the key issues identified in the report on the previous inspection in 2002 and the school has succeeded in achieving almost all of the objectives. Although there are detailed plans in place, it has not as yet succeeded in providing a separate outside play area for the children under five years of age. However, the school's provision ensures sufficient opportunities to develop a wide range of physical activities by working indoors and in the open air.

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

| |
|--|
| Grade 1: Good with outstanding features |
|--|

130. The findings of the inspection team agree with the judgement given by the school in its self-evaluation report.
131. There is a good supply of staff and teachers' qualifications are suitable for teaching all aspects of the curriculum. The senior assistant and the integration assistants work closely and conscientiously with the teachers in planning and teaching pupils and recording their progress. Effective use is made of the time

- of a number of enthusiastic volunteers who listen to pupils reading and offer additional support in classes.
132. The supply of learning resources is outstanding across all areas of the curriculum and especially so in the field of ICT. Through the financial support of the Parents and Friends of the School Association, a grant from the Community Council and sponsorship from the Windmills Association, the school succeeded in obtaining an interactive whiteboard for each classroom.
 133. All resources are in a very good condition, accessible to both teachers and pupils across the school and used effectively and efficiently.
 134. The school's buildings and land are well maintained and used effectively. Outstanding use is made of the lawns, the gardens and yard around the school as outside learning resources.
 135. The classrooms and hall are large enough for the number of pupils and the colourful displays around the school contribute well to creating a pleasant environment to motivate them. However, the toilet facilities for staff and pupils in key stage 2 are insufficient.
 136. Teaching and support staff take advantage of regular opportunities to update their skills by receiving internal training from the headteacher and the other curricular leaders and by attending in-service training courses that match their individual professional development needs and the school's priorities for development well.
 137. Effective arrangements have been established in order to ensure non-contact time for teachers to plan, prepare and assess and effective use is made of the resources to meet current needs for remodelling the workforce.
 138. The headteacher and governors work together outstandingly in order to ensure that the school's budget is used appropriately to give the pupils the best possible education. They are constantly alert to new sources of funding and make outstanding use of additional money from local businesses and organisations, 'Awards For All, Wales' sponsorship, Lifelong Learning grants and grants from the General Teaching Council for Wales.
 139. The headteacher and governors have a thorough understanding of future financial needs and priorities. They discuss a number of options in detail when setting priorities for the SDP and plan and monitor spending carefully. The school offers very good value for money.

School's response to the inspection

As headteacher, staff and governors of Ysgol Gymuned Llanfechell, we feel that we have received an inspection that was fair, thorough and very constructive with regard to the comments and recommendations offered to us as a school. The inspection team worked in a professional way during the inspection and was supportive and constructive in observing lessons and in interviewing the staff. The nominee had an integral part in the process, with the opportunity to offer comments and additional evidence to the team in the initial meeting, during the inspection and in the closing process. Due attention and respect was given to the school's self-evaluation report, and it was pleasing to note that the team had based much of their observations on the content of the report.

We were extremely proud that we were able to agree on the grades for the seven key questions, which is confirmation that the school's self-evaluation process is correct and an objective evaluation of what is done on a daily basis. It was also felt that there was agreement on the priorities set by the school in the SDP.

As a school, we welcome the constant reference made to the effective and efficient role of the governing body, and are proud of the development made by them as a body to be a key and integral part of the self-evaluation process.

The inspection, without a doubt, has set us a challenge as a school to maintain the standards and excellence identified; we will respond to that challenge by developing further on the work already done by us.

Appendix 1

Basic information about the school

| | |
|---------------------|-----------------------------------|
| Name of school | Ysgol Gymuned Llanfechell |
| School type | Nursery and Primary |
| Age-range of pupils | 3 - 11 |
| Address of school | Llanfechell Amlwch Anglesey |
| Postcode | LL68 0SA |
| Telephone number | 01407 710521 |

| | |
|----------------------|--------------------|
| Headteacher | Gareth R Corps |
| Date of appointment | September 2007 |
| Chair of governors | Mrs Carys Owen |
| Registered inspector | Jean Marshall |
| Dates of inspection | 13 and 14 May 2008 |

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 | 14 | 13 | 11 | 15 | 17 | 15 | 11 | 102.5 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| Number of teachers | Full-time | Part-time | Full-time equivalent (fte) |
| | 4 | 2 | 5 |

| Staffing information | |
|--|-------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 24:1 |
| Pupil: adult (fte) ratio in nursery classes | 6.5:1 |
| Pupil: adult (fte) ratio in special classes | - |
| Average class size, excluding nursery and special classes | 19:1 |
| Teacher (fte): class ratio | 1.1:1 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--|------|------|----------------|
| Term | N | R | Rest of school |
| Summer 2007 | 91.4 | 92.1 | 95.8 |
| Autumn 2007 | 88.4 | 95.2 | 94.4 |
| Spring 2008 | 91.4 | 92.1 | 96.1 |

| | |
|--|-----|
| Percentage of pupils entitled to free school meals | 13% |
| Number of pupils excluded during 12 months prior to inspection | 1 |

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

| National Curriculum Assessment KS1 Results 2007 | | | Number of pupils in Y2: | | 16 | | |
|---|--------------------|----------|-------------------------|----|------|-------|------|
| Percentage of pupils at each level | | | | | | | |
| | | | D | W | 1 | 2 | 3 |
| Welsh | Teacher assessment | School | 0 | 0 | 0 | 87.5 | 12.5 |
| | | National | 1 | 10 | 64 | 25 | 1 |
| We: oracy | Teacher assessment | School | 0 | 0 | 0 | 87.5 | 12.5 |
| | | National | 1 | 11 | 64 | 24 | 1 |
| We: reading | Teacher assessment | School | 0 | 0 | 6.25 | 81.25 | 12.5 |
| | | National | 2 | 15 | 59 | 23 | 2 |
| We: writing | Teacher assessment | School | 0 | 0 | 0 | 100 | 0 |
| | | National | 3 | 19 | 66 | 12 | 3 |
| Mathematics | Teacher assessment | School | 0 | 0 | 0 | 75 | 25 |
| | | National | 0 | 2 | 10 | 64 | 23 |
| Science | Teacher assessment | School | 0 | 0 | 0 | 81 | 19 |
| | | National | 0 | 2 | 9 | 66 | 24 |

| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment | | | |
|---|-----|----------|------|
| In the school | 100 | In Wales | 80.6 |

National Curriculum Assessment Results

End of key stage 2:

| National Curriculum Assessment KS2 Results 2007 | | | Number of pupils in Y6 | | 22 | | | | | | |
|---|--------------------|----------|------------------------|---|----|---|---|-----|-----|----|----|
| Percentage of pupils at each level | | | | | | | | | | | |
| | | | D | A | F | W | 1 | 2 | 3 | 4 | 5 |
| English | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 4.5 | 4.5 | 64 | 27 |
| | | National | 0 | 0 | 0 | 1 | 1 | 4 | 16 | 48 | 30 |
| Welsh | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 5 | 9 | 59 | 27 |
| | | National | 1 | 0 | 0 | 1 | 1 | 4 | 18 | 50 | 25 |
| Mathematics | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 5 | 9 | 68 | 18 |
| | | National | 0 | 0 | 0 | 1 | 1 | 3 | 14 | 48 | 33 |
| Science | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 59 | 36 |
| | | National | 0 | 0 | 0 | 1 | 0 | 2 | 12 | 52 | 34 |

| Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment | | | |
|---|----|----------|----|
| In the school | 86 | In Wales | 74 |

- D Pupils who are exempted 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

The school was inspected by a team of four inspectors, which included the registered inspector, team inspector, peer assessor and lay inspector, who were in the school for a total of five inspector days. The headteacher was the nominee but did not observe any lessons.

During the period:

- 16 sessions were observed, trying to share the time fairly equally between the classes;
- collective worship sessions were observed;
- discussions were held with pupils, the headteacher and all the staff;
- pupils' knowledge and understanding of the work undertaken by them was examined;
- inspectors listened to the majority of pupils reading in both languages;
- samples of pupils' work was inspected;
- the school's policy documents and plans were analysed, including the teachers' short and long-term planning;
- attendance registration arrangements were examined, also pupils' records and teachers' assessment notes;
- detailed attention was paid to the school's financial information;
- formal meetings were held with the governors before and following the inspection;
- a pre-inspection meeting was arranged for parents and attended by 14 of them, and the 22 parents' questionnaires and one letter received were analysed.

Appendix 5

Composition and responsibilities of the inspection team

| Team member | Responsibilities |
|---------------------------------------|--|
| Jean Marshall Registered Inspector | Context, Summary and Recommendations, Appendices Key questions 1, 5, 6 and 7 |
| Rolant Wynne Team Inspector | Key questions 2, 3 and 4 |
| William Owen Lay Inspector | Contributions to key questions 1, 3, 4 and 7 |
| Judith Owen Peer Assessor | Contributing to all key questions through observing lessons and discussions with pupils |
| Gareth Corps Nominee | Contributing to all key questions through contributing information |

Acknowledgements

The inspection team would like to thank the governing body, the headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.

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