

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

A Report on the Quality of Education in

**Ysgol Llangaffo
Llangaffo
Isle of Anglesey
LL60 6LT**

School Number: 6603035

Date of Inspection: 12/05/08

by

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Ysgol Llangaffo 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 Llangaffo took place between 12/05/08 and 13/05/08. An independent team of inspectors, led by Edward Goronwy Morris 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

Contents	Page
Context	6
Summary	7
Recommendations	10
Standards	12
Key Question 1: How well do learners achieve?	12
The quality of education and training	13
Key Question 2: How effective are teaching, training and assessment?	13
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	15
Key Question 4: How well are learners cared for, guided and supported?	16
Leadership and management	18
Key Question 5: How effective are leadership and strategic management?	18
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	19
Key Question 7: How efficient are leaders and managers in using resources?	20
School's response to the inspection	22
Appendices	
1 Basic information about the school	23
2 School data and indicators	24
3 National Curriculum assessments results	25
4 Evidence base of the inspection	26
5 Composition and responsibilities of the inspection team	27

Context

The nature of the provider

- 1 Llangaffo Primary School, independently controlled by The Church in Wales, is situated in the village of Llangaffo, Isle of Anglesey. The Isle of Anglesey Education Authority's bilingual language policy is implemented. The school serves children from the village and the surrounding rural area. A proportion of pupils are drawn from outside the school's natural catchment area. The area is neither economically disadvantaged nor very prosperous. 7% of the pupils are registered as being entitled to receive free school meals. This is lower than the Local Education Authority (LEA) average of 17.3% and the all-Wales percentage of 17.5%. Up to 50% of pupils speak Welsh on entry and in compliance with the school's policy, the pupils are all bilingual by the time they transfer to the secondary school. Pupils' backgrounds and achievements on entry to the school represent a wide range of circumstances and attainment. The school baseline assessment results are approximately average for the county.
- 2 At present, there are 28 pupils on the school register ranging from reception age to year 6. Pupils enter the school on a full-time basis, in compliance with the LEA's policy, in September, following their fourth birthday. Eleven children also attend the nursery on a part-time basis. Children enter the nursery part-time in September, following their third birthday. Four pupils are designated as having special educational needs (SEN). There are no children at the school who receive learning support for English as an additional language, nor is there any child cared for by the Local Authority.
- 3 In addition to the head teacher who is in charge of a class for four days a week, there is one other full-time teacher. There is also one part-time teacher. The head teacher was appointed to the post in September 2006. During the time of the inspection, the head teacher was on maternity leave. Throughout this period, the school was led by the teacher-in-charge. Pupil numbers have decreased since the school was last inspected in June 2002.

The school's priorities and targets

- 4 The objective of Ysgol Llangaffo is to serve the community by providing education of the highest quality within the context of faith and Christian practice. The school aims to develop pupils who are bilingually confident.
- 5 During the present year, priority is given to the following:
 - continuing and developing the process of refining procedures and provision relating to SEN,
 - developing an outside area to provide stimulation in an environment where children can play, develop skills and learn in an attractive, colourful and safe area,
 - map out key skills across schemes of work,
 - revise assessment procedures.

Summary

- 6 A particular strength of Ysgol Llangaffo is its sense of family community and the friendliness of its pupils. The school is a happy establishment. Pupils benefit from valuable experiences and the conscientious, devoted efforts of all the staff. The pupils' behaviour and attitudes are outstanding. They make progress, achieve well and develop confidently in both languages.
- 7 The findings of the inspection team match the judgements made by the school in all seven of the key questions.

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 2
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 3
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 3
7 How efficient are leaders and managers in using resources?	Grade 2

- 8 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Learning Outcomes for Children's Learning.
- 9 Children who are under five and pupils in the two key stages make good progress towards achieving the targets set by the school.
- 10 Across the school, pupils' communication skills are good when they converse with each other and also with adults. Their mathematical skills are developing well. Their research, ITC and problem solving skills are not so well developed. The school recognises this.
- 11 The number of pupils that undertake NC assessments at the end of both key stages is too small to be able to make a meaningful comparison with national data on a yearly basis. By considering the data over a period of time, the results compare favourably with similar schools and confirm that high standards are being maintained. There is no significant difference between the performances of boys and girls.

- 12 Pupils display good attitudes towards their learning and their ability to work independently under teacher supervision is good. However, the pupils' own understanding of how to improve their work has not been developed sufficiently. This is acknowledged by the school.
- 13 The pupils' behaviour and attitudes are outstanding. This has a positive effect on pupils' progress.
- 14 Attendance levels at the school over the last three terms have averaged 92.4%. This is below the county and national average. There is room for improvement here. Punctuality is good.
- 15 Pupils of all ages make good progress in their spiritual, moral, personal and social development. Their relationships with each other are excellent.
- 16 Across the school pupils' understanding of issues relating equal opportunities is good. They recognise, understand and respect a variety of beliefs, attitudes and cultural traditions that exist within society.
- 17 They develop a good understanding of their own locality and are beginning to lay down sound foundations for continuous life-time learning.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	88%	12%	0%	0%

- 18 These figures compare well with the targets set by the Wales Assembly Government (WAG) for 2010, namely that 80% of the teaching is expected to be at least Grade 2 or better. The figures are also higher than the national picture reported by Her Majesty's Chief Inspector in her annual report for 2006/2007.
- 19 The teachers have established very good relationships with the pupils, based on mutual respect, and they create an atmosphere that promotes effective learning. The contribution of the teaching assistant is extremely effective.
- 20 Teachers have good subject knowledge, prepare thoroughly and plan effectively to meet the individual needs of pupils of differing ages and abilities within the classes. In the few lessons where weaknesses were identified, there is an element of over instruction that results in reduced opportunities for pupils to plan and organise their own work.
- 21 Assessment, recording and collating procedures are good across the school. Teachers know the pupils well and are aware of their achievements and weaknesses. The school recognises the need to include the pupils to a greater extent in the process of self-assessment of work. Annual reports to parents give clear indications of pupils' achievements.

- 22 The curriculum is broad and balanced and meets statutory requirements. It has been well-designed to meet the needs and aspirations of all pupils including those with special educational needs. It offers a wide range of interesting experiences that ensure equal opportunities for everyone.
- 23 Schemes of work clearly indicate the key skills that are included in the work undertaken during each school term, but there are insufficient cross-curricular opportunities for the pupils to develop and refine their skills independently.
- 24 The school gives good emphasis on pupils' moral, social and cultural development. The pupils' bilingual skills are promoted very well. There are appropriate procedures in place to encourage and enable pupils to live healthily.
- 25 The partnership that exists with parents, the community, schools and other establishments is good.
- 26 The school is beginning to lay firm foundations for lifetime learning. Even so, although occasional examples are seen in both classes, neither the links with the world of work, nor the attention given to promoting entrepreneurial skills, feature prominently in the work of the school.
- 27 The quality of care, support and guidance given to pupils is very good. The school is a close-knit, homely community. Equal opportunity characterises every activity.
- 28 The governors have adopted a series of current policies that appertain to the pupils' well-being and safety. Appropriate attention is given to child protection issues.
- 29 The provision for pupils with additional learning needs is good and fully meets Code of Practice requirements.
- 30 Effective school procedures are employed for maintaining standards of good behaviour. This is reflected in the daily life and work of the school.
- 31 Pupils' awareness of different world-wide traditions and cultures is effectively nurtured.

Leadership and management

- 32 The head teacher gives firm and conscientious leadership. In a short space of time, she has succeeded in instilling a sense of purpose that promotes and sustains progress. She is well-supported by all the staff. Good consideration is given to WAG priorities.
- 33 Performance management procedures have been established with the aim of improving the skills and proficiency of the staff. The school recognises the need to increase opportunities to observe teaching.
- 34 Governors are extremely supportive and show pride in their school. The Governing Body meets all the statutory duties that are expected. However, the role that the Governing Body has of monitoring the standards that pupils achieve is not sufficiently developed.

- 35 A culture of self-evaluation is developing within the school. Procedures continue to evolve as the members of staff become more proficient and confident in this aspect of their work. The school is aware of the need to strengthen this process whilst focusing more specifically on evaluating standards achieved by the pupils and that which is required for further improvement.
- 36 Appropriate priorities for the future development of the school are identified in the 2007-2010 SDP. The school is aware of the need to draw up success criteria that are more specific in terms of pupils' achievements.
- 37 Good features outweigh shortcomings in the way the school has addressed the key issues identified in the 2002 inspection. There remains the need to develop a safe, outside area for the children who are under five.
- 38 The school has sufficient number of teachers and support staff to correspond to the number of pupils. The commitment of the whole staff effectively promotes the aims of the school. All members of staff work exceptionally well as a team.
- 39 Classrooms offer adequate space for the number of pupils on the school roll. There is no enclosed area for the children who are under five, although it was one of the key issues identified in the last inspection. The school was also alerted to a number of health and safety issues that require attention on the outer boundary of the school.
- 40 There is an adequate supply of resources for various subjects and effective use is made of them in the teaching and learning processes.
- 41 Financial management is good. The needs of the school are reviewed regularly in order to secure value for money.

Recommendations

- 42 In order to improve the school must:
 - R1 continue to develop pupils' research, ICT, and problem solving skills;
 - R2 extend the opportunities learners have of working independently and of becoming increasingly responsible for their own learning;
 - R3 continue with its efforts to improve attendance;
 - R4 further develop the contribution of staff and governors to the process of monitoring pupils' achievement;
 - R5 work jointly with the LEA to secure a safe, appropriate outside area for the Foundation Phase and to resolve aspects of health and safety issues shared by the school.

Recommendations R1, R4 and R5 are already priorities in the self-evaluation or School Development Plan.

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?

Grade2: Good features with no important shortcomings

- 43 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 44 The overall quality of the educational provision for children who are under five years of age is appropriate to their needs, and the children make good progress towards the Desirable Outcomes for Children's Learning. Their communication skills and both their personal and social development are good.
- 45 Children who are under five and pupils in the two key stages make good progress towards achieving the targets set by the school. All pupils experience success in their work, regardless of their ability and social or linguistic backgrounds. Pupils with SEN make good progress in relation to their ability.
- 46 Across the school pupils' communication skills are good when they converse with each other and also with adults. Pupils in key stage 1 communicate well with each other and with adults, they listen well and read and write according to their age and ability. They are eager to contribute intelligently to conversations and class discussions using appropriate choice of vocabulary. In key stage 2, pupils' speaking skills are good. They speak confidently and responsibly with clear expression. They listen attentively to the teachers and to each other. Their ability to read in Welsh and English shows progressive improvement across the key stage. Their writing skills are developing appropriately and the most able pupils make good use of vocabulary and different linguistic forms in both languages. However, in general there is some inconsistency in the standard of pupils' written work across the range of subjects.
- 47 The mathematical skills of pupils across the school are developing well. Their problem solving skills have not been developed to the same extent. The school recognises the need to develop further pupils' research and decision-making skills.
- 48 Good features outweigh shortcomings with reference to pupils' ITC skills. Although good use is made of their skills in some areas such as word processing, they do not make sufficient independent use of skills involving data-handling and collecting and interpreting of information to enable them to develop in a number of areas across the curriculum.
- 49 The pupils' bilingual competence is very good. They exhibit a growing confidence in their bilingual ability. This one of the school's strengths.
- 50 The number of pupils that undertake NC assessments at the end of both key stages is too small to be able to make a meaningful comparison with national data on a yearly basis. By considering the data over a period of time, the results compare favourably with similar schools and confirm that high standards are being maintained. There is no significant difference between the performances of boys and girls.

- 51 Children who are under five as well as pupils in the two key stages make good progress towards achieving their potential. They make good progress in their learning and in the way they acquire new information and skills.
- 52 Pupil's attitude towards learning is good across the school. They concentrate well, work conscientiously, and show willingness and enthusiasm towards their work at all times. They work well together. Their ability to work independently under teacher supervision is good. However, neither the pupils' ability to work independently without supervision or the pupils' own understanding of how to improve their own work has been developed sufficiently. This is acknowledged by the school.
- 53 Pupils' behaviour and attitudes are outstanding on formal and informal occasions in the life of the school. Pupils are aware of school rules and respect them. This has a positive effect on the progress of the pupils and this is praised by parents. They are particularly courteous towards adults, including visitors. No pupil has been expelled from the school within memory.
- 54 Attendance levels at the school over the last three terms have averaged 92.4%. This is below the county and national average and is lower than the target set by the Governing Body. The average has dropped from one inspection to the next over the past three inspections. There is room for improvement here. Pupils arrive punctually and no time is wasted during the day.
- 55 Pupils of all ages make good progress in their personal and social development. They behave responsibly; respect one another and others whilst also showing a high degree of self-control. They are able to work with each other successfully and show respect and care for others. Their relationships with each other are outstanding. They are aware of the need to keep fit and healthy. This contributes greatly towards creating a positive ethos that enhances learning.
- 56 They make good progress in their spiritual and moral development, and benefit from the purposeful experiences they receive in joint acts of worship and by contributing regularly to charities.
- 57 Across the school pupils' understanding of issues relating equal opportunities is good. They recognise, understand and respect a variety of beliefs, attitudes and cultural traditions that exist within society.
- 58 There are many opportunities available to pupils to broaden their understanding of life outside the school and they play an active role in fund-raising activities. They show pride in their locality and are willing to contribute to a range of local activities and events. This enables them to develop a good understanding of the world about them and provides them with a solid realisation of the importance of the world of work and citizenship.

The quality of education and training

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

Grade 2: Good features with no important shortcomings

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

60 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	88%	12%	0%	0%

61 These figures compare well with the targets set by the Wales Assembly Government (WAG) for 2010, namely that 80% of the teaching is expected to be at least Grade 2 or better. The figures are also higher than the national picture reported by Her Majesty's Chief Inspector in her annual report for 2006/2007. Nationally, the quality of the teaching is good in 80% of lessons, with 14% of the lessons having outstanding features.

62 The teachers have established very good relationships with the pupils, based on mutual respect, and they create an atmosphere that promotes effective learning.

63 Teachers have good subject knowledge and they effectively share expertise right across the age range. The contribution of the teaching assistant has a very positive effect on the teaching.

64 There is evidence of thorough preparation and good planning. Good questioning techniques are employed and there is specific emphasis on improving the pupils' language. In the majority of lessons there are distinct aims, clear instructions and a purposeful range of suitable tasks that match the needs of the different ages and abilities within classes. There is an orderly and positive atmosphere and there is good time management.

65 In the few lessons where weaknesses were identified, there is an element of over instruction by the teachers and over-use of work sheets. This has an adverse effect on the tempo of lesson and it reduces opportunities for pupils to plan and organise their own work.

66 The school has an operational policy that fully meets statutory assessment requirements. The assessment, recording and collating procedures are good throughout the school. Information regarding the achievement and development of pupils in the early years and in key stages 1 and 2 are carefully recorded.

67 Teachers know the pupils well and are aware of their achievements and weaknesses. The assessment procedures for pupils with additional learning needs are detailed, and the information is used to give appropriate individual support.

68 Pupils' work is marked regularly, often with praiseworthy comments. At times, constructive observations are offered suggesting ways in which pupils' can improve their work, but these are not consistent. Pupils in key stages 1 and 2 are beginning to familiarise themselves with the purpose of assessment but as yet, this does not form an integral part of the process of planning and of enhancing progression in their work.

- 69 Annual reports to parents are very useful and the comments give a clear indication of pupils' achievements. There are opportunities each term for parents to visit the school to discuss their children's work.

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

Grade 2: Good features with no important shortcomings

- 70 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 71 The curriculum for children who are under five very successfully promotes the Desirable Outcomes for Children's Learning and meets individual requirements effectively.
- 72 The curriculum for key stages 1 and 2 is broad and balanced and meets statutory requirements. It has been well-designed to meet the needs and aspirations of all pupils including those with special educational needs. Careful planning ensures continuity and progression in each subject. There is a wide range of interesting experiences that ensure equal opportunities for everyone.
- 73 The key skills that are relevant to the work of each school term are clearly identified in the schemes of work, but there are insufficient cross-curricular opportunities for the pupils to be able to perfect their skills independently.
- 74 Pupils' experiences are promoted through a good range of extra-curricular, cultural and social activities. The broad range of visits to interesting places together with an input from visitors, enrich the lives of the pupils. These links enrich the educational experiences and personal development of the pupils, and prepare them to become responsible members of their community.
- 75 The school devotes good attention to the moral, social and cultural development of the pupils. Circle-time, religious education and class discussions about social, spiritual and moral issues form an integral part of school life. They have been effectively integrated into the work of the curriculum and they have a positive influence on the learning and attitudes of the pupils.
- 76 The partnerships with parents, the community, schools and other establishments are good. Parents praise the school for its open-door policy. They say that the school is very willing to listen to any concerns or suggestions. The Parent/Teachers' Association is active in raising money that is used to purchase additional resources and to sponsor visits.
- 77 There are regular curricular and social links with nearby primary schools and with the secondary school that lies within the catchment area. School and college students are welcomed for valuable periods of work-experience and teacher-training.
- 78 Although examples occasionally occur in both classes, contact with the world of work is not a prominent feature of the work of the school. There is no formal policy or

strategy in place to ensure that effective and regular use is made of links with the world of work, with the aim of enriching every area within the curriculum.

- 79 The curricular provision, together with the school's day-to-day activities, promote the bilingual skills of the pupils very well. Good attention is given to the *Cwricwlwm Cymreig*.
- 80 The school has won gold status in the Green Schools Scheme and it gives appropriate attention to good practices that promote sustainable development, such as reducing the use of energy, recycling and composting.
- 81 Insufficient attention is given to encouraging entrepreneurial skills. In key stage 2, some use has been made of the WAG "Dynamo" scheme, but so far, the intention of introducing this at key stage 1 has not been realised. Pupils gain some experience of pricing and selling goods at charity fund-raising fairs, and they have succeeded in raising respectable sums for causes such as the Air Ambulance Service.
- 82 The school cultivates the acquaintance and pride of its citizens in their local heritage. Pupils become conversant with democratic processes by electing a school council annually.
- 83 The school begins to lay solid foundations for life-long-learning by ensuring that pupils develop the necessary skills, but they need to become more responsible for their own learning by the time they leave the school.

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

Grade 2: Good features with no important shortcomings

- 84 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 85 The quality of the guidance, leadership and support offered to the pupils is very good. Members of staff know the pupils well and carefully tailor support and guidance according to the individual needs of the pupils. The school is a close-knit homely community. Equal opportunity characterises every activity.
- 86 A good partnership exists between both parents and carers and the school. They are very supportive of the school. Parents are complimentary of the way they receive information by means of official meetings and informal discussions. By publishing a news-letter, "Llais Llangaffo", the school responded positively to the wishes of parents to receive more information about work carried out in class, and in particular, the methods used to teach the youngest children.
- 87 Close links with the Cylch Meithrin ensure that the youngest children settle in quickly in familiar surroundings and with adults they already know. Appropriate academic and pastoral arrangements ensure that year 6 pupils transfer smoothly into the secondary school of their choice.
- 88 The School Council provides pupils with a good opportunity to express their views regarding the school's provision. The process of electing representatives has

increased their awareness of their rights and responsibilities. Circle-time provides an effective way of enabling pupils of all ages to get to know themselves better by discussing their feelings.

- 89 The personal care, guidance and support for learners are good. A mature, trusting relationship exists between staff and pupils. The Personal and Social Education policy is actively promoted.
- 90 Good use is made of the county council support services and other specialist agencies as required.
- 91 The school conforms to requirements for recording attendance and receives an explanation from parents when absence occurs. If there is concern regarding the attendance of individual pupils, the school discusses the matter with the families concerned and if necessary, the county educational welfare officer may be consulted. The governors have set an attendance target of 94%, but this figure has not been achieved in two out of the last three terms.
- 92 The governors have adopted a series of current policies concerning the well-being and safety of pupils. Risk assessments have been undertaken involving various activities and visits. School equipment is checked regularly to ensure safety. Fire drills are held each term as set out in the school's policy, but they have not been recorded regularly in the log book.
- 93 Although there is careful supervision during play-time, the school gate does not have an appropriate latch to prevent pupils from walking out of the school grounds into the nearby main road. No member of staff has a current full first aid qualification, but one member of staff has a basic qualification.
- 94 Speakers from outside agencies visit to talk about health issues, such as drug related dangers. The process of achieving the status of being a 'Healthy School' has begun. The measures to encourage pupils to eat healthy diets include only allowing fruit at break-time.
- 95 Appropriate attention is given to child protection issues. A governor and a senior member of staff have been appointed to oversee this area as required. During the maternity absence of the appointed senior member of staff, this responsibility was transferred to the teacher-in-charge. The necessary procedures are discussed from time to time in staff meetings so that everyone knows how to react should there be a cause for concern.
- 96 The provision for pupils with additional learning needs is good and fully meets the requirements of the Code of Practice. Internal standardised tests are reviewed regularly and if needed, the provision is amended. The school has close links with outside agencies.
- 97 School procedures that apply to maintaining good behaviour, eliminating oppressive behaviour and promoting good relationships between all pupils, are actively and effectively deployed. Every member of staff is responsible for the good behaviour of the pupils and they show firm commitment to ensuring this, as is reflected in the day-to-day life and work of the school. The praising and rewarding system encourages

good behaviour and positive self-esteem. The staff has received training in the effective use of these methods.

- 98 Pupils' awareness of different world-wide traditions and cultures is effectively nurtured in PSE, geography, religious education, technology and music lessons. Pupils empathise with those who are less fortunate by regularly raising money for good causes. The school promotes positive attitudes towards overcoming any prejudices or preconceptions based on gender, language or linguistic background, and pupils are taught to respect diversity.
- 99 There is wheel-chair access to every part of the school. The school has a current accessibility plan that analyses the situation that exists at present and sets a time-scale for responding to various requirements.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

- 100 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 101 The head teacher has a clear vision, based on solid values, regarding the way ahead and how to develop the school. She gives firm and conscientious leadership. During the short space of time that she has been in charge, she has succeeded in instilling a sense of purpose that promotes and sustains progress. She is well-supported by all the staff. They all share the same high expectations and common values regarding behaviour, inter-relationships and equal opportunities. Priority is given to ensuring a happy, homely atmosphere and a caring school ethos.
- 102 The school is led conscientiously by the teacher-in-charge during the head teacher's maternity leave. Teachers perform their teaching duties in a thorough and conscientious manner. They assume a good range of responsibilities for areas of the curriculum and they contribute towards the development of the school. Their role as subject leaders, with regard to the monitoring of pupils' achievements, has not been sufficiently developed.
- 103 A large number of the school's managerial and curricular policies have been revised since the head teacher's appointment in 2006. They are well reflected in the work and ethos of the school. However it is too soon to measure their effect on pupils' achievements.
- 104 The views of pupils of all ages are respected and through the School Council, pupils are afforded opportunities to influence many areas of school life.
- 105 Good consideration is given to WAG priorities. In December 2007, the school succeeded in gaining a Basic Skills Quality Mark accreditation for the second time. It achieved the gold standard as a Green School in 2006. The school has committed

itself to the Healthy Schools Initiative and has responded positively in preparing for the Foundation Phase.

- 106 Effective links have been developed with the secondary school and the school co-operates well with other schools nearby.
- 107 Performance management procedures have been established with the aim of improving the skills and proficiency of the staff. Good opportunities are provided for staff to attend appropriate courses. However, the process at present does not focus sufficiently on the achievement of the pupils. The school is aware of the need to increase opportunities for observing teaching.
- 108 Governors are extremely supportive and show pride in their school. Regular meetings are organised and minutes of their deliberations and decisions are kept in an orderly and correct manner. Through the head teacher's termly reports and the visits of individual governors, the Governing Body receives a good picture of the school's activities. However, the role that the Governing Body has of monitoring the standards that pupils achieve is not sufficiently developed.
- 109 The parents' handbook is a comprehensive and useful document. The annual governor's report to parents does not fully meet requirements.

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

Grade 3: Good features outweigh shortcomings

- 110 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 111 A culture of self-evaluation is developing within the school. The head teacher and staff show complete commitment to the school and are aware of its strengths as well as areas that need to be developed.
- 112 Only fairly recently, the school has adopted comprehensive and systematic procedures for self-evaluation. The policies continue to evolve as members of staff become more experienced and confident in this aspect of their work. A monitoring programme that focuses on each subject area in turn is being actively deployed. The school is aware of the need to strengthen this process whilst focusing more specifically on evaluating standards achieved by the pupils and that which is required for further improvement.
- 113 The school seeks the opinions of pupils and parents through questionnaires. Pupils also have an opportunity of expressing their views through the School Council. The school is aware of the need to develop further the role of the Governing Body in the process.
- 114 The self-evaluation report produced by the school before the inspection is well-balanced and honest. It identifies strengths and areas to be developed, which on the whole agree with the views of the inspection team. However, it does not refer

sufficiently to the standards that the pupils achieve. The findings of the inspection team agree with the school's judgement regarding the seven key questions.

- 115 Appropriate priorities for the development of the school are identified in the 2007-08 SDP. Procedures are identified in accordance with different priorities, and resources are allocated in order to support them. However, the link between the outcomes of the self-evaluation on the one hand, and the priorities identified in the SDP on the other are not clear enough. The school is aware of the need to formulate success criteria more specifically in terms of pupils' achievements.
- 116 Good features outweigh shortcomings in the school's response to the key issues to be acted upon as identified in the 2002 inspection. The work schemes have been updated, an effective policy and procedures have been prepared for PSE and a supply of toys has been secured for the children who are under five. However there remains the need to develop a safe out-door area for the under- fives.

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

Grade2: Good features with no important shortcomings

- 117 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 118 The pupil-teacher ratio is appropriate. Both the full-time and part-time teachers are experienced and their qualifications are appropriate to the responsibilities they hold. They attend INSET meetings in order to update their knowledge and they effectively convey appropriate attitudes to improve the teaching and learning processes.
- 119 A teaching assistant is deployed purposefully for children who are under five and for pupils with ALN. The assistant works very effectively with individuals and groups promoting basic skills and re-enforcing work completed in class. All members of staff work exceptionally well as a team.
- 120 The classrooms offer adequate space for the number of pupils at the school. The hall is effectively used for assemblies, breakfast club, lunch and physical education. The playing field is extensive, the yard is of good quality, but there is concern regarding some safety aspects outside the school. The school is well-maintained, and the standard of cleanliness is high.
- 121 The supply of resources is sufficient for the different subjects and they are effectively deployed for teaching and learning. However, the school recognises the need to update resources for some subjects and to upgrade the large apparatus for the Nursery and Reception classes. The out-door provision for the Foundation Phase is not appropriate at present but there are plans in progress to improve the situation. New resources are provided according to the priorities of the SDP.
- 122 Statutory requirements are implemented ensuring non-contact time for teachers to complete their planning, preparation and assessment (PPA). This time is used purposefully and effectively.

123 Financial management is good with the head teacher and governors carefully overseeing the budget. They review and evaluate the needs of the school regularly in order to ensure value for money.

School's response to the inspection

The Governing Body and the staff appreciate the professional and courteous manner in which the inspection was undertaken.

We are proud that the inspector's report highlights the aspects that make our school what it is, that is, a family community and a happy establishment.

We also appreciate their observation of the closeness of the pupils and that pupils' behaviour and conduct were outstanding.

We are extremely proud that the following have been acknowledged:

- that the pupils benefit from a wide variety of activities,
- that we ensure equal opportunities for all,
- that pupils make progress and achieve well
- that staff have a good subject knowledge that ensures provision of a wide and balanced curriculum.

The school will now incorporate the recommendations in the Development Plan and will act upon these recommendations as soon as possible.

Staff and Governors have already addressed the health and safety issues noted by the inspectors in the report.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The annual report of the Governing Body to parents will report on the progress made in response to the recommendations.

Appendix 1

Basic information about the school

Name of school	Ysgol Llangaffo
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Llangaffo, Ynys Môn
Postcode	LL60 6LT
Telephone number	01248 440666

Head teacher	Mrs Manon Morris Williams
Date of appointment	1 September 2006
Chair of governors/ Appropriate authority	Dr Alan Thomas
Registered inspector	Goronwy Morris
Dates of inspection	12/13 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	5.5	3	4	6	2	4	5	4	33.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	0.3	2.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	14.1
Pupil: adult (fte) ratio in nursery classes	11:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	14
Teacher (fte): class ratio	1:2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	56.3	83.9	90.8
Autumn 2007	80.8	95.6	94.9
Spring 2008	81.4	88.7	91.5

Percentage of pupils entitled to free school meals	7%
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 2007	Number of pupils in Y2	2
As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included		

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007	Number of pupils in Y6	5
As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	60%	In the school	N/A
In Wales	74.1%	In Wales	N/A

- 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

A team of three inspectors spent a total of five inspection days at the school.

The inspectors observed:

- 16 lessons or part-lessons
- every class; and
- collective worship.

A pre-inspection meeting for the team was held and also pre-inspection meetings with:

- staff, governors and parents; and
- with the head teacher and staff, the school council in addition groups of pupils during the time of the inspection.

The team also considered:

- the school's self-evaluation report;
- 10 responses to the parents' questionnaire;
- Comprehensive documentation prepared by the school before and during the inspection; and
- A broad sample of work by past and present pupils.

The teacher-in-charge, in his role as Nominee, was present at every team meeting.

Post- inspection meetings were held with the staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Goronwy Morris Registered Inspector	Context Summary and Recommendations Key Questions 1, 2, 5 and 6
Mr John Roberts Lay Inspector	Contributions to questions 1, 3, 4 and 5
Mr Merfyn Lloyd Jones Team Inspector	Key Questions 3, 4 and 7 and contributions to questions 1 and 2
Mr Osian Rowlands Teacher-in-charge Nominee	Contributions to all questions by contributing information

Acknowledgement

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

Contractor

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