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Her Majesty's Inspectorate  
for Education and Training in Wales

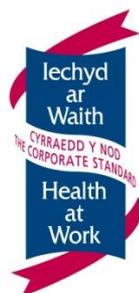
**A report on**

**Ysgol Gynradd Llanfachraeth  
Llanfachraeth  
Holyhead  
Anglesey  
LL65 4UY**

**Date of inspection: February 2013**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**



During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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**Publication date: 25/04/2013**

## Context

Ysgol Gynradd Llanfachraeth is situated in the centre of the village of Llanfachraeth in the north-east of Anglesey. It serves the village itself and the surrounding rural area although about a quarter of pupils travel to school from the outside the school's natural catchment area. The school is maintained by Anglesey education authority.

The school provides education for pupils between the ages of three and 11 years old. Children are admitted to the school part-time in the September following their third birthday and full-time in the September following their fourth birthday. During the inspection, there were 49 pupils on roll including seven children who attend part-time. They are taught by two full-time teachers and one part-time teacher. Most teaching is in Welsh.

The area is described as one that is neither prosperous nor economically disadvantaged and pupils' attainment varies when they start at school. Most pupils come from homes where Welsh is spoken. There are no pupils from ethnic backgrounds at the school. Eighteen per cent of pupils are entitled to free school meals. This is lower than the county and Wales percentages. Eight per cent of pupils are on the school's additional learning needs register, which is considerably lower than the national figure (21.2%)

The headteacher in charge has been in post since September 2012. She has responsibility for a class for four days.

The individual school budget per pupil for Ysgol Llanfachraeth in 2012-2013 is £5,060. The maximum per pupil in primary schools in Anglesey is £10,188 and the minimum is £2,842. Ysgol Llanfachraeth is in 13th place out of the 48 primary schools in Anglesey in terms of school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

Ysgol Llanfachraeth's performance is good because:

- most pupils make good progress and achieve well;
- nearly all are confidently bilingual by the end of key stage 2;
- pupils across the school behave well, are courteous and have a good attitude towards learning;
- rich learning experiences are available to pupils, the quality of most teaching is good and support staff support learning effectively; and
- there is effective provision for promoting wellbeing and an inclusive, homely ethos where pupils feel happy and safe.

### Prospects for improvement

Prospects for improvement are good because:

- the headteacher has a clear vision that is conveyed successfully to staff, pupils, parents and governors;
- all members of staff are clear about their roles, support each other and work as a team;
- the school knows its own performance well and the governing body is aware of the way that the school performs in comparison with similar schools
- there are clear plans for improvement that focus on raising standards; and
- there is a good range of partnerships that have a positive effect on pupils' achievement.

## Recommendations

- R1 Ensure that pupils are more aware of what needs to be done to improve their own work
- R2 Ensure that there are more opportunities for key stage 2 pupils to apply their data processing skills to support their learning activities across the range of subjects
- R3 Ensure learning activities that will extend pupils of all abilities fully
- R4 Strengthen self-evaluation arrangements to focus more effectively on evaluating the effect of implementing the school's priorities on pupils' outcomes

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Results of Ysgol Llanfachraeth pupils' basic assessments on entry to the school show that most of them have a good level of ability in the basic skills. Most of them, including those who receive additional support, make good progress in lessons and over time. Nearly all pupils in the Foundation Phase make good progress in all of the learning areas. They participate fully in class activities. In key stage 2, most pupils focus and build well on their previous learning experiences. Most of them use their skills confidently across a range of subjects. In some aspects of their work, pupils of higher ability do not achieve as well as they could.

Most pupils across the school make good progress in their use of language, literacy and their communication skills in Welsh. Nearly all pupils across the school listen attentively to their teachers during lessons. Most are keen to offer answers or comments when speaking about their work. They develop a wide range of appropriate vocabulary and most use it clearly and accurately when speaking about their work. The oral skills of pupils who come from non-Welsh speaking homes develop very quickly. By the end of key stage 2, nearly all pupils use Welsh regularly in formal and informal situations. The English oral skills of most pupils in key stage 2 are good. By the end of their period at the school, nearly all are confident in both languages.

Most pupils' reading skills are developing effectively. They are interested in books and develop to be independent readers. Nearly all of the older pupils in the Foundation Phase read meaningfully and with fluency and clear expression. By the end of key stage 2, most pupils read a wide range of texts in Welsh and English with fluency, expression and good understanding. They use their reading skills effectively to glean information and present it in an interesting way. They use their translanguaging skills confidently when carrying out research work.

In the Foundation Phase, all pupils show continuous development in terms of early writing skills. Most of the older pupils in the Foundation Phase write meaningfully and independently in Welsh. They use suitable and interesting vocabulary, and they begin to vary sentences and punctuate correctly. By the end of key stage 2, most use writing skills effectively in their work across the curriculum for different purposes and for a wide range of audiences. Most of their work shows good standards in terms of language accuracy in both languages.

Results of teachers' assessments at the end of the Foundation Phase and key stage 2 must be treated with care because the small numbers of children in a year can have a significant effect on a school's performance from one year to the next.

In 2012, the percentage of seven-year-old pupils who achieved the expected outcome (outcome 5) in each learning area was higher than the averages for the family of similar schools and for Wales. The percentage of seven-year-old pupils

who achieved the higher outcome (outcome 6) is also higher than the averages for the family and Wales. The school's performance in comparison with similar schools in terms entitlement to free school meals was among the top 25% in Wales.

As this is the first year of publishing Foundation Phase data, there is no information available about trends over time.

In 2012, the results for 11-year-old pupils at the expected level (level 4) were consistently higher than the national figures for all subjects and were among the highest in the family of similar schools. In three of the last four years, results were higher than the averages for the family and Wales.

The percentage of pupils that reached a higher level than expected (level 5), was also higher than the family and Wales averages in Welsh, mathematics and science and placed the school in the top 50% in 2012. It was lower in English and among the lower 50% of similar schools. Over a period of four years, apart from in English in 2012, the percentage of pupils who attained the higher level was consistently higher than the percentages for the family of schools and Wales. Almost without exception, results were among the top 50% of those for similar schools and often among the top 25%.

There was no significant difference between the achievement of girls and boys or in the performance of pupils who are entitled to free school meals during recent years.

### **Wellbeing: Good**

Most pupils at Ysgol Llanfachraeth are aware of the importance of eating healthily and keeping fit. They have positive attitudes towards eating healthily and they enjoy varied physical activity. They take pride in the life and work of the school and feel safe there.

Most pupils are enthusiastic and eager to learn, and show perseverance in their work. They co-operate well together in their lessons. However, their skills of improving their own work are only beginning to develop.

Pupils' standards of behaviour are high at all times. They play together happily at break time and lunch time and are courteous and respectful towards each other and towards staff and visitors.

The school's attendance percentage over the last four years has been consistently high in comparison with that of similar schools in terms of entitlement to free school meals and in the top 25% in three of those years. Punctuality is good.

Pupils voice an opinion and take part in decisions that involve the school regularly through the work of the school council and the eco council. They contribute effectively towards developing sustainability and eating healthily within the school, in addition to raising money in aid of charities that they have chosen.

By contributing towards a range of social events and activities, pupils have a good awareness of their area and the community. A good example of this is their pride in their 'Little Corner of Anglesey'.

<b>Key Question 2: How good is provision?</b>
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<b>Good</b>
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**Learning experiences: Good**

The school provides a wide range of rich learning experiences that gain most pupils' interest and meet the requirements of the Foundation Phase, the National Curriculum and religious education fully. The lively and stimulating experiences in the Foundation Phase meet all pupils' needs and contribute effectively towards their development as independent learners. Learning experiences in key stage 2 build successfully on previous experiences for most pupils. However, planning does not always respond to the full range of ability in key stage 2.

Planning for developing most pupils' communication and numeracy skills is good and ensures that there is co-ordination in pupils' experience across the curriculum. Provision for developing information and communication technology (ICT) skills to glean and present information is effective. However, there are not consistent enough opportunities for key stage 2 pupils to apply their data processing skills across the subjects.

Provision for developing Welsh and the Welsh dimension is effective. Pupils have valuable experiences to enrich their understanding of Welsh culture.

Provision for developing pupils' awareness of sustainability and environmental protection is effective. Pupils' understanding of the wider world is being developed gradually though studying foreign countries, such as Gambia.

**Teaching: Good**

A caring relationship between adults and pupils creates an active ethos and offers effective support for pupils. Teachers and support staff have good subject knowledge. They work effectively as a team. All adults provide a good linguistic model.

In most lessons, teachers prepare interesting and challenging activities that respond successfully to the wide range of ability within classes. They make good use of a variety of teaching methods and also make effective use of resources. In the few lessons in which teaching is less effective, activities do not extend pupils of all abilities fully.

Assessment for learning has begun to develop but the process has not yet been established fully throughout the school. Assessment arrangements in the Foundation Phase are very robust and the information is used to feed into plans. In key stage 2, pupils' work is marked regularly, and relevant, constructive comments are offered. Pupils' role in assessing their own work is continuing to develop.

An effective system for tracking progress is operational across the school. Good use is made of standardised assessments to target appropriate intervention for pupils who need support. Procedures for levelling and moderating pupils' work over time ensure that teachers' assessments are robust.

Pupils' annual reports are clear and they are appreciated by parents.

### **Care, support and guidance: Good**

The school is a friendly and caring community and all staff promote high values. Provision for promoting moral, social, cultural and spiritual development is effective. The school provides good individual support for pupils' educational, social and personal issues. It co-operates closely with external agencies and ensures that pupils benefit from the relevant support that is available for them. Provision for promoting health and wellbeing is effective.

The school's arrangements for safeguarding pupils meet requirements and they are not a cause for concern.

The process for identifying and supporting pupils' additional learning needs is good. Teachers act very early to provide support and there are successful arrangements for supporting all pupils who have additional needs.

### **Learning environment: Good**

The school's ethos reflects the welcoming, happy and inclusive atmosphere. A strong feature is the homely feeling and the friendly atmosphere among staff and pupils. All pupils have an equal right to all the school's provision. Tolerant attitudes are developed well, and ensure that all pupils are free from harassment.

The building offers enough room for the number of pupils although not all areas are accessible to those who have physical disabilities. The level of cleanliness is high. The school is on a pleasant site and has good external resources. Staff make good use of the space that is available, and colourful, stimulating displays create an attractive learning atmosphere. A varied supply of good quality resources matches pupils' needs appropriately.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher has a clear vision for maintaining standards, safeguarding the Welsh language and ensuring pupils' wellbeing. She conveys that vision to staff, governors, parents and pupils. She has created an effective team that gives direction and purpose to the life and work of the school. The staff feel that they are appreciated and roles and responsibilities are defined clearly. Pupils have beneficial opportunities to contribute to developing the school.

The governing body is supportive of the school's work and is aware of pupils' performance in comparison with that of similar schools. Governors receive regular reports from the headteacher about the life and work of the school and discuss them carefully. Through their interest in aspects of the school's work, individual members are developing their ability to challenge it more effectively.

Appropriate attention is given to local and national priorities and the principles of the School Effectiveness Framework have an appropriate influence on the life and work of the school. The Foundation Phase has been established successfully and good attention is paid to the importance of literacy and developing thinking skills.

### **Improving quality: Good**

Self-evaluation procedures and planning for improvement are effective and have a positive influence on standards. All staff are aware of the purpose and effect of effective self-evaluation, and they take advantage of opportunities to have a suitable influence on the content of the report. Parents and pupils have regular opportunities to contribute to the process.

The self-evaluation report is concise and clear and offers an accurate picture of the school. The school uses a number of sources of evidence to support the report's judgements, including a detailed analysis of performance data, lesson observations and evidence that arises from examining pupils' work. The report offers a clear judgement on pupils' standards and achievement. However, it tends to describe rather than evaluate the effect of implementing the priorities of the school development plan on pupils' outcomes.

The development plan is an operational document and focuses clearly on raising standards. It includes measurable and challenging targets and specific sums of money that are linked to intentions.

The school is developing as an effective learning community. It offers regular opportunities for staff to co-operate appropriately within the school and with staff of nearby schools.

### **Partnership working: Good**

The school works effectively with a good range of partners. This has a positive effect on pupils' wellbeing and attainment. There are effective links with parents and the community. Staff communicate effectively with parents, and parents are very supportive of the school's life and work. Effective use is made of local people's expertise to expand provision. A good example of this is the weekly art and music input that enriches the provision for developing all pupils' creative skills. Many pupils take part successfully in community activities regularly.

The close relationship with the Cylch Ti a Fi, which meets in the school hall, ensures that children settle in quickly in the Foundation Phase.

Arrangements for transferring pupils to secondary schools prepare older pupils well for the next stage in their education. There is a strong link between the school, the local authority and schools in the catchment area. Teachers co-operate effectively with other teachers in the area in order to moderate and standardise pupils' work.

### **Resource management: Good**

The headteacher and the governing body manage resources that are allocated to the school skilfully. Teachers and support staff are deployed effectively in order to make best use of their time, expertise and experience. A good supply of resources for all the school's needs are managed successfully and good use is made of them. Recent investment in ICT has had a positive effect on standards.

Expenditure is monitored regularly in order to ensure that the school has a wide and appropriate range of learning and teaching resources. There is good balance and understanding between the governing body and the headteacher when defining financial responsibilities. Expenditure is linked clearly to priorities in the school development plan. There is a deficit in the school's current budget but there are appropriate plans for reducing this deficit.

Provision for teachers' planning, preparation and assessment is organised well, and teachers use these opportunities effectively. Effective performance management arrangements ensure that appropriate training is available to staff.

Considering the good outcomes in the school, the school provides good value for money.

## Appendix 1

### Commentary on performance data

Trends in the school's performance data should be considered with care as the number of pupils at the end of both key stages is very small.

The percentage of seven-year-old children who achieved the Foundation Phase indicator (the percentage of pupils who achieve the expected outcome (outcome 5) or higher in language, literacy and communication skills in Welsh, mathematical development and personal and social development) in combination in 2012 was higher than the Wales average and among the highest in the family of similar schools. The school's performance in comparison with that of schools with similar levels of entitlement to free school meals was among the top 25% in Wales.

The percentage of pupils who achieved higher than expected (outcome 6) or higher in language skills and personal and social development was higher than the average for Wales and among the highest in the family of similar schools. In comparison with schools that have similar levels of entitlement to free school meals, the percentage of pupils who achieved higher than expected were among the top 25% in Wales.

There is no significant gap between the performance of boys and girls.

As this is the first year of publishing Foundation Phase data, there is no information about trends available.

In 2012, the school's performance in the core subject indicator (the percentage of pupils who attain level 4 in a combination of Welsh or English, mathematics and science) was higher than the average for the whole of Wales and among the highest in the family of similar schools. The percentage of pupils who attained the expected level in the four subjects has been higher than the averages for schools in the family and Wales in three of the last four years. In comparison with schools that have similar levels of entitlement to free school meals, the school's performance was among the top 25% in 2012. The school's performance was among the top 25% in two of the three previous years.

In 2012, the percentage of pupils who achieved level 5 or higher at the end of key stage 2 was higher than the averages for the family and Wales in Welsh, mathematics and science. It was lower in English. Over a period of four years, except in English in 2012, the percentage of pupils who reach the higher level has been consistently higher than the percentages for the family of schools and Wales.

In comparison with schools that have similar levels of entitlement to free school meals over a period of four years, the school's performance at the higher level has varied but was among the top 25% in two of them.

There is no significant gap in the achievement of boys and girls.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to parent questionnaires

There is no commentary on parent questionnaires because of the small number of responses that were received.

#### Responses to learner questionnaires

The learners' questionnaires were completed by 10 key stage 2 pupils. Responses are very positive, and are higher than the national average for primary schools.

All pupils agree that they feel safe and that the school deals well with any bullying. They all know to whom to turn in the case of anxiety or to ask for advice. They all agree that the school teaches them how to keep healthy and nearly all say that there are many opportunities to take regular physical exercise. All pupils feel that they are doing well at school and that teachers help them to learn and make progress. They all say that homework helps them to understand and do their work. They are also of the opinion that there are enough books, equipment and computers to do their work. Many are of the opinion that other children behave well and that they are able to do their work although a minority do not agree that children behave at play time and at lunch time.

## Appendix 3

### The inspection team

Goronwy Morris	Reporting Inspector
Carolyn Thomas	Team Inspector
Dylan Jones	Lay Inspector
Olwen Corben	Peer Inspector
Sharon Bagnall	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, 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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.