

A report on

**Ysgol Llanfairpwllgwyngyll
Llanfairpwll
Anglesey
LL61 5TX**

Date of inspection: November 2010

by

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



INVESTORS | BUDDSODDWYR
IN PEOPLE | MEWN POBL

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:

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

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

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Context

The school is located in the village of Llanfairpwllgwyngyll on Anglesey in an area that is neither prosperous nor economically disadvantaged.

The school has 283 pupils aged 4-11 years. Approximately 70% of them come from homes in which Welsh is the main language and five pupils are from ethnic minority backgrounds. Three of those speak another language at home. Approximately a quarter of the pupils come from outside the school's normal catchment area.

The percentage of pupils entitled to free school meals is 4.6%, which is below the average for the Local Authority and Wales. There are 32 pupils (11.2%) on the additional learning needs register and three pupils have a special needs statement. Welsh is the main medium of education.

The school has 13 full-time teachers including the headteacher, who was appointed in 1991. There is one senior assistant and five classroom assistants who support the learning in key stage 1, one classroom assistant works with years three and four, and there are four special educational needs assistants in the school.

The individual school budget for Ysgol Llanfairpwllgwyngyll for 2010-2011 is £2,685 per pupil which compares with a maximum of £15,158 and a minimum of £2,685 for primary schools in Anglesey. The school has the lowest budget per pupil of the 52 primary schools in Anglesey.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's current performance is good because:

- the pupils consistently attain good standards and develop into successful independent learners;
- pupils of all ages communicate to a very high standard orally, and have good literacy skills;
- pupils develop into rounded and diligent individuals who are willing to contribute to the work of the school within their classes, and in activities outside the school day;
- the school provides a wide range of rich learning experiences for pupils of all ages and ability; and
- the environment, from the foundation phase to the years five and six learning units, provides an excellent stimulus which adds greatly to pupils' learning experiences.

Prospects for improvement

Prospects for improvement are good because:

- the leadership of the headteacher, with the support of a strong senior management team, has a positive impact on the running and organisation of the school;
- all the school's staff work effectively as a team within their departments to maintain and to raise standards, under the leadership of their key stage and subject co-ordinators;
- the school works effectively with a wide variety of stakeholders to extend the learning experiences of pupils throughout the school; and
- there are good links between the reports of subject leaders and the subject development plans, and the school development plan.

Recommendations

In order to maintain and improve standards, the school needs to:

- R1 further develop its self-evaluation systems by ensuring greater use of direct evidence of pupils' achievements;
- R2 ensure that the best practice in assessment for learning is disseminated throughout the school;
- R3 ensure that learning activities are differentiated appropriately within every class;
- R4 plan more opportunities for extended writing for pupils across areas of the curriculum; and
- R5 meet the statutory requirements in terms of holding daily collective worship.

What happens next?

The school will draw up an action plan which shows how the school is going to address the recommendations.

Main findings

Key Question 1: How good are the outcomes?

Good

Standards: Good

In general, pupils' succeed in attaining good standards consistently. Throughout the school, almost every pupil listens intently and concentrates effectively on their activities. Clear and appropriate progress can be seen in their oracy, reading and writing skills as they progress through the school, and they attain standards that are in line with their age and ability.

In every school year, most pupils work independently successfully. The children respond enthusiastically in lessons and answer and ask questions confidently.

Pupils in the reception unit are very confident when choosing their learning activities and apply themselves enthusiastically to them. Pupils' oracy skills are particularly strong and the Welsh skills of pupils who come from non-Welsh speaking homes are developing very quickly and effectively.

In key stage 1, almost all the pupils apply themselves diligently to their learning tasks, and are skilful at using literacy skills in Welsh. Pupils of every ability range produce work of a good standard.

In key stage 2, almost all the pupils can discuss confidently in pairs or groups, and with their teachers. They express and justify opinions very effectively orally and read a good variety of materials intelligently. Their oracy skills are developing very effectively, and many of the years five and six pupils communicate very eloquently in a cultured and polished language. Although there are some good examples of writing activity across a range of subjects, the majority of pupils do not write enough extended pieces of work in their work across the curriculum.

The results of the statutory assessments at the end of key stage 1 and key stage 2 show that pupils attain standards which are consistently higher than the average for the local authority and Wales. There is no significant difference between the achievements of boys and girls. In both key stages, the progress in pupils' achievements is generally good in every core subject over a four-year period.

The number of pupils that attain the expected levels or higher at the end of key stage 1 (Level 2+) in every area is consistently close to the achievements of the family of schools, with a significantly higher percentage than the family achieving Level 3.

Over a three-year period, the number of pupils in key stage 2 that achieve at a higher than expected level (Level 5) in every area is significantly higher than for the family of schools. However, the percentage that achieves the expected levels (Level 4+) is slightly below the average for the family of schools.

When comparing the performance of the school in key stage 1 with similar schools throughout Wales in terms of the percentage entitled to free school meals, the school's results are consistently near to the 25% of the best schools.

Wellbeing: Excellent

Pupils' understanding of wellbeing related matters is a strength of the school. The school is a community in which pupils play a prominent role in relation to keeping healthy and safe and in their participation within the local community. For example, year five pupils' 'Fruit for a Friend' shop sold fruit to a good number of pupils at break time and learners had a very good understanding of the need to eat fruit and vegetables rather than crisps and sweets.

Almost without exception, pupils feel safe in the school and show a strong awareness of how to keep fit and to eat healthily. They know of the dangers of cyber-bullying on-line and what to do if there is cause for concern. The careful and respectful manner in which older pupils protect the younger pupils as they arrive at the school nurtures a very good sense of care for others and promotes the safety of their fellow pupils.

Pupils participate fully in lessons and commit themselves enthusiastically to their tasks. Standards of behaviour are high, both in lessons and generally around the school.

The attendance level is 94.8% and compares very favourably with similar schools. Good numbers of pupils participate in the extra-curricular activity.

The school council is active and deals with a range of matters relating to pupils' wellbeing and the local community. Through the school council, pupils foster a good understanding of aspects such as Fair Trade. The class councils, which are an excellent example of listening to pupils' voices, and presentations by members of the council, mean that all pupils have a sense of ownership over the work of the council. This has led to decisions that are understood and owned by the pupils. Initiatives such as a campaign to reduce waste have raised pupils' awareness of matters relating to the local community.

The pupils are developing into complete and diligent individuals who are willing to contribute to the work of the school within their classes and in activities outside the school day. They show pride in their work, they persevere and delight in the success of their peers.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a wide range of rich learning experiences for pupils of all ages and ability. The school has effective planning systems which ensure that there are opportunities for children in the Foundation Phase, key stage 1 and the junior section to experience various activities that challenge them to develop.

Skills have a prominent role within planning throughout the school. Within the Foundation phase, key stage 1 and key stage 2, pupils have regular opportunities to talk, discuss and express opinions.

Teachers prepare differentiated activities for pupils in many of the lessons that were observed. At its best, this is effective, but it does not always meet the needs of pupils adequately. On the whole, the opportunities for them to write extendedly in Welsh and English are limited.

The school's staff use polished language as a model for pupils. The provision for the Cwricwlwm Cymreig is a strength of the school.

A prominent place is given to education for sustainability and global citizenship. Children receive various opportunities to develop their knowledge and skills through this approach. Through the work of the Green School and the environment group, the school developed into an unit that is aware of the importance of saving energy and recycling. The work within Personal and Social Education and Religious Education, the links with economically-developing countries together with the charitable awareness that they have, ensure that the pupils are tolerant, open-minded citizens.

Teaching: Good

Lessons are planned effectively. The staff organise activities carefully in order to attain the learning objectives. Often, they will refer back to previous learning and build on these experiences. They ask effective open-ended questions that encourage pupils to think for themselves. There are examples of planning a series of lessons within particular areas that provide a host of experiences. This is effective and enriches pupils' experiences and facilitates the learning. Varied experiences are used as a very effective stimulus to provide a focus in the Foundation Phase. Effective grouping systems are used throughout the school.

In general, teachers ensure that there is a suitable level of challenge in lessons. The teachers provide differentiated activities in a number of lessons but, at times, the lack of effective differentiation prevents some pupils from achieving to their full ability. There are good examples of marking and responding to pupils' work which helps the children to know how to develop, but there is not enough consistency across classes. In every class, there is a very supportive ethos and a diligent atmosphere in which every one is respected.

The school has thorough assessment systems that summarise pupils' progress in every aspect of the curriculum. The teachers make careful and effective use of the assessment procedure and emphasis is put on making use of the information to feed into the next stages of pupils' development. The computer tracking system is used to monitor pupils' progress over a period including able pupils and those who are likely to underachieve by the end of the key stage. These pupils receive consistent, regular support from classroom assistants to develop their skills.

The assessment for learning strategies are used at times in lessons throughout the school. Learning aims and success criteria are shared with pupils in the majority of

lessons. As appropriate, children are included in the process of agreeing success criteria. However, aims or criteria for skills are not included on a regular basis.

Effective use of self-assessment and peer assessment strategies is excellent at the top end of the school, where there are examples of excellent work. However, best practice is not always seen consistently throughout the classes.

Care, support and guidance: Good

Through various activities in personal and social education and religious education periods, the school provides appropriate moral and spiritual guidance for pupils. The school is developing a strong awareness of different religions and cultures. The pupils have time to reflect within the class, section or whole-school assembly period. Occasionally, the school assembly is held in a church or chapel in the village in order to ensure a purposeful atmosphere for worship. The school does not meet the statutory requirements in respect of holding daily collective worship.

The children study other religions as part of their religious education work and this, together with the awareness that they have of other economically-developing countries, has a positive influence on their knowledge and attitudes. Collections are made for good causes, and parents and pupils take pride in this.

The school provides suitable support for children with specific needs by having a close relationship with external agencies who are invited to the school to provide specialist advice. The monthly 'tea and toast' sessions are a valuable opportunity for staff to discuss concerns about specific pupils.

Any concerns that staff may have about pupils' progress is shared on a regular basis with the additional learning needs co-ordinator. The tracking system enriches this information flow.

Children who have a statement receive appropriate support in accordance with the requirements of their statement. Target groups of children who are in danger of underachieving in literacy receive appropriate attention from assistants and volunteers under the guidance of the additional learning needs co-ordinator. These experiences are very valuable, and by targeting the specific shortcomings of individual pupils, they ensure good progress in their literacy skills. A range of standardised and internal experiences provide a focus to assess progress against the Individual Education Plans. These plans are shared with class teachers and parents. Raising awareness of the problems of dyslexia is a priority within this year's school development plan.

The school has appropriate policies and procedures for safeguarding pupils. The policy has been updated following the All Wales Child Protection Procedures 2008. On-line compulsory training for staff has been undertaken in accordance with the requirements of the LA.

Learning environment: Excellent

An inclusive, supportive and friendly environment exists in the school. Without exception, the staff provide an effective model of behaviour and morals. The pupils have a strong awareness of other cultures and religions. Personal and social education lessons, Religious Education activities and the Eco Council, together with activities of groups of parents and governors, all contribute positively to this ethos. The school ensures equal opportunities for all, irrespective of gender or background.

The building is kept in an excellent condition although parts of it are beginning to age. Managers put an obvious emphasis on upgrading the building internally and beneficial developments are to be seen outside. One of these is a garden that has tables to hold classes in fine weather and, at the front of the school, there are new developments to promote open air Foundation Phase activities. The school has an accessibility policy.

The learning environment is very stimulating with all areas being kept neat and tidy and it provides valuable learning opportunities for all the school's pupils. For example, Foundation Phase classes are organised very effectively to ensure that every activity area provides an extended environment for pupils to research independently or with high quality support from teachers and learning assistants. Similarly, in the Junior Section, there are attractive and effective displays that add greatly to pupils' experiences. The pupils respect this environment and use it effectively.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The leadership of the headteacher, with the support of the senior management team, has a positive effect on the running and organisation of the school. All members of staff work effectively as a team within their departments under the leadership of their key stage and subject co-ordinators. The senior management team gives priority and guidance on maintaining and developing the Welsh and Welsh-language ethos of the school, and to providing effective learning activities for pupils.

The governors are very supportive of the school's work and are aware of their responsibilities. Some members of the current body have visited the school to monitor a few of the lessons and to have discussions with co-ordinators. This has had an influence on the provision within the school. For example, the role of the additional learning needs co-ordinator was developed in the school as a result of such a monitoring visit. On the whole, however, the role of the governing body as a critical friend that challenges the school is only developing.

The school took positive steps to meet national priorities, particularly the Foundation Phase. The school has acted as a pilot for the School Effectiveness Framework.

Improving quality: Adequate

The subject leaders compile detailed reports that list good features and aspects to be developed through discussions with class teachers throughout the school. This contributes well to ensuring balance and progression in the quality of pupils' learning experiences.

The management team has conducted audits into samples of pupils' written work. That led to identifying some areas for improvement. A few of the subject leaders have visited classes throughout the school to observe lessons. However, in general, the management team does not make sufficient use of the direct evidence of pupils' standards of work and achievements as part of the quality assurance arrangements.

The school's self-evaluation report provides a useful overview of the provision in relation to sections of the Inspection Framework, by identifying sources of evidence that form the basis to the conclusions. The self-evaluation does not give enough attention to weighing up the effect on outcomes and identifying aspects that require improvement.

Parents and pupils have appropriate opportunities to voice their opinions on aspects of the life and work of the school. The manner in which the format of the subject reports was changed is an example of the manner in which the school listens and acts on the voice of parents.

There are good links between the reports of subject leaders and the subject development plans. The main subject aims are included appropriately in the school development plan. This document is concise and clearly identifies the main priorities, together with the responsibilities for implementation. In places, the aims in the school development plan do not deal adequately with raising standards and little use is made of quantitative criteria for measuring effect.

The school is developing as a professional learning community, including beginning to establish links with other schools. Some contact is maintained with the other schools that were part of the School Effectiveness Framework pilot and the school is developing a learning community with neighbouring schools to deal with improving reading.

Partnership working: Excellent

The school collaborates effectively with a wide variety of stakeholders to extend pupils' learning experiences throughout the school. For example, members of the local branch of Merched y Wawr are regular visitors to classes and their contribution is an important part of the school's reading scheme. Welsh for Adults classes for parents and the local community are held in partnership with Bangor University. A crèche is provided as part of this activity.

Since it was established in February 2009, the 'Community-Focussed Schools' committee, which is a subcommittee of the governing body, has been innovative in using the Children and Young People's Mental Health Services budget to hold parenting classes and promoting environmental projects within the community.

Another notable feature of the group's work is the manner in which a pupil's letter to the local authority expressing concern about safety on the way to school was used as a trigger for collaboration between agencies. This has led to local authority support for a request for funding to improve the transport system around the village.

The school's teachers plan together appropriately with the local nursery school and parents to ensure a successful transition period to the reception class which builds on pupils' previous achievement. The school's teachers work closely with local primary and secondary schools to plan valuable learning and social experiences which facilitate the transition period for pupils between year six and the secondary school. This includes the preparation of moderating packs for end of key stage assessments and project activities in subjects such as history, geography and religious education.

The school's attractive and colourful website is a useful source of information for parents and stakeholders. An effective working relationship exists between the school and parents which ensures that parents have up-to-date information about pupils' progress, new learning strategies and the themes for the term.

Resource management: Good

The school has ample learning and staff resources and it makes effective use of them. A good feature is the manner in which the school takes advantage of expertise by releasing some subject leaders to teach in other classes besides their own. The classroom assistants are used effectively to provide additional support for individuals and groups of pupils.

Appropriate arrangements are in place for managing the performance of staff.

The school's budget is managed carefully. Specific amounts are set aside for implementing the aims of development plans and expenditure is reviewed regularly. The school uses savings achieved from the budget for specific purposes and keeps appropriate funds in reserve.

The school provides good value for money when considering pupils' outcomes and its use of funding.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Approximately 33% of parents or carers completed the questionnaire. Almost all of them had expressed positive opinions about the school, and thought that their children had settled in well at the school. Every one of them stated that their children enjoyed the school and that they feel safe there. Almost all the parents feel that the teaching is good and that they receive good information about their child's/children's progress. Similarly, they believe that pupils behave well and that the school is run well. Many parents thought that the school's method of dealing with complaints was good and that their children received appropriate support when required. A few parents were uncertain as to how well the school prepared their child/children for moving to the next school. However, almost every one felt that they could discuss matters of concern easily with the school

Responses to learner questionnaires

The learner questionnaire was completed by 101 key stage 2 pupils and, in general, their response was very positive. All of the pupils believed that the school teaches them to keep healthy and that teachers and other members of staff help them to learn and make progress. Almost every one feels safe in the school and they believe that they are doing well. They fully understand who to talk to, if necessary, and believe that the school has sufficient resources available for them and that their homework helps them to understand their school work better. In addition, they know who they can turn to if they are concerned about anything and that the school deals well with any cases of bullying. Many pupils believe that they are able to do their work as other pupils are well-behaved during lessons and at other times.

Appendix 2

The inspection team

Terwyn Tomos	Reporting Inspector
Iolo Dafydd	Team Inspector
Mererid Wyn Williams	Team Inspector
Alan Wyn Parry	Lay Inspector
Geraint Wyn Jones	Peer Inspector
Dafydd Idriswyn Roberts (Headteacher)	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk).

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If available, the data report can be found on our website alongside this report.

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 five during the academic year. Year 1 refers to the year group of pupils who reach the age of six 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 four key stages cover the following year groups:

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