



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Llanbedrgoch Primary School  
Llanbedrgoch  
Anglesey  
LL76 8SX**

**Date of inspection: November 2012**

**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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## Context

This small rural school is situated in the village of Llanbedrgoch near the eastern coast of Anglesey. The area is described as one that is neither prosperous nor economically disadvantaged.

Currently, there are 57 pupils between the ages of three and 11 on roll, including nine of nursery age. Pupil numbers have increased over recent years. Pupils are admitted on a part-time basis at the beginning of the September following their third birthday, and on a full-time basis in the September following their fourth birthday. Sixteen per cent of pupils are entitled to free school meals, which is below the county and national averages.

The school admits pupils from the full range of ability. Twelve of them (21%) have additional learning needs. No pupil has a statement of special educational needs. Approximately 65% of the pupils come from Welsh-speaking homes. There are no pupils from an ethnic minority background.

The headteacher has been in post since September 2001.

The last inspection was held in October 2006.

The individual school budget per pupil for Llanbedrgoch Primary School in 2012-2013 is £4,468. The maximum per pupil in primary schools in Anglesey is £10,188 and the minimum is £2,842. Llanbedrgoch Primary School is 23rd out of the 48 primary schools in Anglesey in terms of its 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

The school's current performance is good because:

- most pupils make good progress during their time at the school;
- almost all pupils develop bilingual skills successfully;
- pupils are given a range of learning opportunities of good quality;
- the teaching is good;
- most pupils have very good attitudes towards learning; and
- the school is an inclusive and caring community.

### Prospects for improvement

Prospects for improvement are good because:

- the headteacher has a clear vision for the school's further development which focuses on improving standards;
- there is effective co-operation between all the school's staff;
- processes for monitoring provision have a consistent influence on strategic planning;
- recent initiatives have led to improvements in aspects of learning; and
- the governing body undertakes its role and responsibilities effectively.

## Recommendations

- R1 Refine class organisation in the Foundation Phase to ensure that the activities offer pupils appropriate, regular challenge
- R2 Improve the quality of written feedback offered to pupils and disseminate the good practice of pupils improving their own work and that of their peers
- R3 Strengthen the development plan by including clear actions and quantitative targets to measure progress

### What happens next?

The school will draw up an action plan, which shows how it will address the recommendations.

## Main findings

|   |             |
|---|-------------|
| <b>Key Question 1: How good are outcomes?</b> | <b>Good</b> |
|---|-------------|

### Standards: Good

Due to factors such as small numbers and the percentage of pupils with additional learning needs, results of teachers' assessments at the end of both key stages must be treated with care.

Throughout their time at the school, most pupils make good progress in their learning.

In 2012, the percentage of pupils across the Foundation Phase who achieve the expected levels is higher than the averages of the family of similar schools, the local authority and Wales in every area. These results place the school in the highest 50% of similar schools in terms of pupils who receive free school meals.

Over four years, the percentage of pupils at the end of key stage 2 who achieve the expected levels in Welsh or English is similar to, or higher than the averages of the family of similar schools, the local authority and Wales in most years. They are uneven in mathematics and science. There is a downward trend in results in 2012, which places the school amongst the lowest 25% of similar schools in terms of entitlement to free school meals. The school's results vary between the highest 25% and the lowest 25% on the whole.

With the exception of mathematical development, the percentage of pupils achieving the higher outcomes at the end of the Foundation Phase is better than the averages of schools in the family. At the end of key stage 2, the percentage of pupils who achieve the higher levels is better than the averages of schools in the family in most years.

In general, there is no significant difference between the achievement of girls and boys, except for the higher levels in key stage 2, where girls' achievement is better than that of boys. Pupils with additional learning needs make good progress and are achieving their personal targets.

Due to the small numbers, it is not possible to establish a clear pattern in terms of comparing the attainments of pupils who are entitled to free school meals with those who are not

Across the classes, pupils listen well. Most pupils talk confidently about their work, and express themselves clearly and accurately, and in both languages in key stage 2. They recall previous learning and apply it effectively to new situations, especially the older pupils in key stage 2.

Most pupils make steady progress in their reading skills. In the Foundation Phase, most pupils read accurately with appropriate expression. In key stage 2, many pupils read fluently and meaningfully in both Welsh and English. They are able to discuss the main characters and events in the stories they have read with good understanding. Their awareness of Welsh authors is less secure.

Many Foundation Phase pupils write independently in different contexts with increasing accuracy. In key stage 2, most pupils write maturely and accurately in a variety of forms in both Welsh and English. The older pupils in particular use their extended writing skills effectively in other subjects.

Across the classes, the majority of pupils use their thinking skills and research skills effectively to assist them with their thematic work. They demonstrate independent working skills and this strength is evident in the upper end of the school.

### **Wellbeing: Good**

Pupils feel safe in the school. All pupils are courteous and respectful towards each other and adults. Most of them have a good understanding of how to eat healthily, and the value of exercise and fitness.

The interest and positive attitude shown by most pupils to their learning is an obvious strength. They co-operate with each other constructively and share views well. They make great efforts to complete their work and are keen to continue with their tasks.

The school council, which also operates as an eco-council, plays an active part in school life. The council's work has led to securing a vegetable garden, donations to charities, and action points in the school development plan.

Pupils have good social and personal skills. They participate fully in concerts, eisteddfodau and community activities. The behaviour of most pupils in most lessons and around the school is very good.

Pupils' attendance levels over the last three years are in the highest 25% compared to similar schools.

|   |             |
|---|-------------|
| <b>Key Question 2: How good is provision?</b> | <b>Good</b> |
|---|-------------|

### **Learning experiences: Good**

The school plans effective learning experiences which engage pupils' interests across the school. Schemes of work respond appropriately to the requirements of the National Curriculum and Foundation Phase. Teachers work together to plan flexible programmes which respond to pupils' needs and interests.

The school plans purposefully for developing skills across the curriculum. As a result, pupils are able to apply their communication, numeracy and communications and information technology skills effectively in a range of contexts, especially in the upper school.

Provision for the Welsh dimension has been embedded across the school. All of the staff offer good language models which promote the development of the Welsh language effectively. Visits and extra-curricular activities reinforce and support learning and deepen pupils' sense of belonging to the community of which they are a part.

The school promotes sustainable development effectively through the curriculum and specific activities, such as the garden area. Pupils are given appropriate opportunities to develop their knowledge and understanding of global citizenship through the curriculum, Fair Trade activities, raising money for good causes and celebrating international days.

### **Teaching: Good**

Teachers have secure subject knowledge and make effective use of a range of purposeful teaching approaches to guide the learning. In most sessions in which teaching is effective, there is a clear focus on building upon previous work, stimulating questioning and practical opportunities for pupils to work in pairs and groups. In the upper end of the school, there are excellent features in the way in which teaching develops pupils' skills with a high level of challenge and encouragement. Skills and topics are placed skilfully in the context of pupils' everyday lives.

In the small number of sessions in which teaching is less effective, the organisation of activities in the Foundation Phase does not ensure that the pupils are challenged consistently enough in every area.

Teachers share lessons' learning objectives with pupils in a detailed manner and offer effective oral feedback. Written feedback does not always identify clearly enough what needs to be done by pupils in order to improve their learning. Effective use is made of some assessment for learning strategies, but the practice of pupils assessing their own work and that of their peers independently has not been developed fully across the school.

The school assesses and levels work appropriately through moderation and standardisation processes. It makes effective use of assessments to track pupils' progress and to provide additional support where needed. Parents receive information about their child's progress and achievement through appropriate reports and regular meetings.

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

The school is a warm and welcoming community in which the quality of care is good. Pupils are encouraged to eat healthily and there are extensive opportunities to increase their fitness levels and improve their health. The school promotes good attendance efficiently and ensures that both pupils and parents are aware of the expectations.

Pupils' personal, social and cultural development is fostered effectively through daily experiences at the school, visits and curricular themes. Collective worship sessions contribute significantly towards pupils' moral and spiritual development. The constructive links with external agencies and specialist services ensure that appropriate support is given to both pupils and staff.

Detailed planning and consistent support ensures that pupils with additional learning needs are given very good care and provision. The school provides individual teaching plans which set clear, specific and measurable targets. These are reviewed and monitored regularly, and they have a positive effect on pupils' outcomes.

The school has a suitable safeguarding policy and procedures and they are not a cause for concern.

**Learning environment: Good**

The school is a happy and familial community, in which all pupils are given access to an extensive and interesting curriculum. The inclusive ethos and evident respect between staff and pupils is a strength. Clear policies and procedures ensure equal opportunities and promote equality and social diversity.

The building and outside facilities have been developed well and are being used to their full extent in order to promote pupils' learning. They are well maintained. Displays in classrooms contribute towards creating a stimulating environment. There is a range of good resources which are being used effectively to support learning and teaching.

|  |             |
|--|-------------|
| <b>Key Question 3: How good are leadership and management?</b> | <b>Good</b> |
|--|-------------|

**Leadership: Good**

The headteacher has a robust vision and values which are based upon good standards and valuable educational provision for pupils. These are shared successfully with pupils, members of staff and governors and they are prominent within classrooms. The school's partners are given regular opportunities to be included in discussions, which lead to decisions regarding the school's further development.

The governing body is very supportive of the school's work and undertakes its statutory duties effectively. Members have a good knowledge of the school's performance compared to similar schools and of the challenges that are faced. Their role as critical friends is developing appropriately through visits to the school to observe aspects of provision and discussions with the staff and headteacher.

Suitable attention is given to local and national priorities, and the principles of the School Effectiveness Framework influence the life and work of the school appropriately. There is effective co-operation with local schools in order to improve pupils' educational standards, particularly reading skills. The philosophy of the Foundation Phase has been established and good attention is given to pupils' literacy and numeracy skills.

**Improving quality: Good**

The headteacher and governors have a secure understanding of the school's main strengths and weaknesses. They discuss the school's performance by analysing data, receiving presentations by teachers and looking at a sample of pupils' work. The school seeks pupils' and parents' opinions about aspects of provision and give careful consideration to any suggestions that they make. The school makes productive use of monitoring activities, including discussing data, lesson observations, scrutiny of pupils' work and undertakes evaluations of specific aspects, such as standards of reading and writing.



The self-evaluation report provides a balanced picture of current provision and, overall, identifies particular aspects to be developed within the school. There is a clear link between the self-evaluation process and planning for improvement. The school development plan includes a review of the previous plan and suitable targets which focus on raising standards. However, the actions are neither sufficiently clear nor sufficiently quantitative to assist the school in measuring progress.

Good arrangements have been put in place for staff's further professional development, including assistants, which equip them with new skills to develop learning and teaching methods.

The school has a strong commitment to working as a professional learning community, and this has led to extending pupils' reading skills. The school also co-operates with other schools locally in relation to promoting reading skills and assessment for learning. The school has not yet established links with schools beyond the local catchment area in order to share and develop professional practice.

### **Partnership working: Good**

The school has a range of partnerships which extend provision and contribute towards raising pupils' standards.

The school communicates effectively with parents and ensures that they participate fully in school life. In response to requests from the school council, parents have been helping with initiatives such as improving the external environment and opening a bank account.

The school has beneficial links with other schools in the local catchment area. Co-operation with two neighbouring schools has contributed towards improving the school's arrangements for self-evaluation and planning for improvement. Pupils benefit from close co-operation with the local secondary school on pastoral aspects. There are appropriate in order to moderate teacher assessments, but arrangements to ensure progression and continuity in terms of the curriculum and teaching when pupils transfer to secondary schools have not been developed as well.

There are beneficial partnerships with a number of other organisations and agencies, including the National Museum on a project relating to sites of archaeological interest on land at Cogfryn. The school also offers placements to adults with disabilities through an arrangement with the 'Agoriad' agency.

Staff focus well on planning and providing resources jointly in the school, and this contributes towards raising pupils' standards and wellbeing.

### **Resource management: Good**

The school has enough staff with suitable qualifications to undertake its work effectively. Teachers and assistants work together well. The school meets the requirements of the workload agreement and appropriate use is made of teachers' non-contact time to plan, prepare and assess pupils' work. The well-established system for managing staff performance offers suitable opportunities for continuous professional development.

There is a good balance and understanding between the governors and headteacher in defining financial responsibilities. The budget gives a clear overview of the financial plans which are linked appropriately to the priorities in the school development plan. The school shares costs, such as transport for trips and theatre company costs with other schools so that the pupils benefit from experiences that the school itself is unable to offer on its own.

Pupils' standards, the quality of provision and the good teaching ensure that the school provides good value for money.

## Appendix 1

### Commentary on performance data

Due to factors such as small numbers and the percentage of pupils with additional learning needs, results of teachers' assessments at the end of both key stages must be treated with care.

In the 2012 teacher assessments, the percentage of seven-year-old pupils who achieve the expected levels in terms of Welsh language, literacy and communication skills; mathematical development; and personal and social development, wellbeing and cultural diversity is higher than the averages of the family of similar schools, the local authority and Wales in every area assessed.

The percentage of pupils who achieved the higher level, namely 'Outcome 6', is higher than the family in Welsh and in terms of personal and social development but is lower in mathematics. In comparison with similar schools across Wales in terms of the percentage of pupils who are eligible for free school meals, the percentage of pupils who achieve the Foundation Phase Indicator, namely a combination of results, places the school in the higher 50% of schools. The school is in the highest 25% in terms of achieving the higher outcome in Welsh and in terms of personal and social development, but is in the lowest 25% in terms of mathematical development.

In the 2012 assessments, there is no apparent difference between the performance of boys and girls, considering that there was only one boy within the cohort.

In key stage 2, 11-year-old pupils' results over a four year period are uneven and show a downward trend. The percentage of pupils who achieve the core subject indicator (level 4 in a combination of results in English or Welsh, mathematics and science) is lower than the averages of the family of similar schools and the local authority in three out of the last four years, and is lower than Wales in two of them. However, the percentage of pupils who achieve level 4 in Welsh and English separately has been higher than in most years. The results are more uneven in science and especially mathematics. In mathematics, the school's results have been lower than the family results for three of the past four years.

In 2012, the school's results in terms of the percentage of pupils who achieve the expected levels at the end of key stage 2 are lower than the family results. In comparison with similar schools in terms of the percentage of pupils entitled to free school meals, these results place the school amongst the lowest 25% of schools. Over four years, the school's results fluctuate between the highest 25% and lowest 25% of similar schools.

The percentage of pupils who achieve the higher level, namely level 5, is uneven but is higher than the averages of the family of similar schools, the local authority and Wales in most years on the whole, particularly in Welsh language and mathematics. They are more uneven in English and science. Obvious progress is seen in the last two years, except for science.

There is no significant difference between the achievement of girls and boys in terms of the percentage of pupils who achieve level 4. However, there is a clear pattern which shows that girls' achievement is better than that of boys in terms of attaining level five across the subjects.

There is no apparent pattern between the results of pupils entitled to free school meals and pupils who are not, due to the small numbers.

Results of 11-year-old pupils' literacy skills assessments are uneven. Results of Welsh oral skills are similar to or lower than family averages. Results in writing vary, whilst reading skills are higher than the family averages in three of the last four years. Pupils' English skills results are lower than the family averages in oral and written skills but higher in reading in three of the last four years.

## **Appendix 2**

### **Stakeholder satisfaction report**

#### **Responses to parent questionnaires**

Questionnaires were completed by 40 parents. They are all satisfied with the school and say that their children like it. All are of the opinion that teaching is good and that the teachers expect their children to work hard. They believe that the school offers a good variety of activities. They say that they receive regular information about their children's progress. Most of them are of the opinion that their children make appropriate progress and that they are encouraged to be healthy and exercise regularly. Nearly all of them believe that the school prepares their children for the next stage of their education and that the homework builds well upon what their children learn in school. Most parents are comfortable about approaching the school to discuss any matters and understand the school's complaints procedure. Everyone believes that the school is well run.

#### **Responses to learner questionnaires**

Questionnaires were completed by 26 learners. They all state that they feel safe. They believe that they have enough books and equipment. They all state that they are educated to be healthy, and almost all of them are of the opinion that they are given plenty of opportunities to get regular exercise. Everyone believes that they are doing well at the school and that teachers are helping them to learn and make progress. Nearly all of them know with whom to talk if they are worried. Many of them believe that homework helps them to understand and improve their school work. The majority of them believe that other pupils behave well during lessons and almost all of them believe that they behave well during break time and lunch time. They are all of the opinion that the school deals well with bullying.

## Appendix 3

### The inspection team

|                    |                     |
|--------------------|---------------------|
| Emma Rofe          | Reporting Inspector |
| Iolo Dafydd        | Team Inspector      |
| Buddug Bates       | Team Inspector      |
| Dylan Jones        | Lay Inspector       |
| Meinir Lloyd Jones | Peer Inspector      |
| Eleri Edwards      | 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))

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority. If it is available, the data report is seen on our website along with 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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FPYear 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 | FPR | FPY1 | FPY2 | 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:

|                  |                              |
|------------------|------------------------------|
| Foundation Phase | 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**

### **National Curriculum**

#### **Expected National Curriculum levels**

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

#### **Core subject indicator in all key stages**

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

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

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.