



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

**Ysgol Llangelynnin
Henryd
Conwy
LL32 8YB**

Date of inspection: January 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:

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

Ysgol Gynradd Llangelynnin is a rural school, situated in the village of Henryd on the outskirts of the town of Conwy. It serves the village itself, and very many of its pupils come from the nearby areas. The school is maintained by Conwy education authority but it comes under the voluntary control of the Church in Wales.

At present, there are 91 pupils aged between 3 and 11 years on roll, including 14 part-time nursery age children. The numbers of pupils have increased over the last six years.

The percentage of pupils entitled to free school meals has risen recently to approximately 12%, but it remains considerably lower than the county and national averages. Over 24% of the school's pupils are on the special needs register, although no pupils have a statement.

Approximately 56% of pupils come from homes where Welsh is spoken as a first language. Approximately one per cent of pupils come from an ethnic minority background.

The headteacher has been in post since February 2009. The school was last inspected in January 2006.

The individual school budget per pupil for Ysgol Llangelynnin in 2011-2012 means that the budget is £3,588 per pupil. The maximum per pupil in primary schools in Conwy is £13,941 and the minimum is £2,935. Ysgol Llangelynnin is 40th of the 61 primary schools in Conwy in terms of its school budget per pupil.

Summary

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

Current performance

Ysgol Llangelynnin's current performance is good because:

- most pupils make appropriate progress during their time at the school;
- most pupils across the school are polite and courteous;
- the standard of teaching is good; and
- staff encourage pupils to take an active part in decision-making that has an effect on their education and wellbeing.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision for the school, and conveys that vision successfully to staff and pupils;
- the development plan's priorities are appropriate and reflect national and local priorities; and
- the partnership between the school and parents is good.

Recommendations

In order to improve, the school needs to:

R1 ensure that all of the more able and talented pupils make appropriate progress;

R2 further develop the opportunities to develop numeracy across the curriculum;

R3 share the best practice in teaching across all classes; and

R4 formalise self-evaluation procedures and further develop the role of governors in the process.

What happens next?

The school will produce an action plan to show how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Judgement

During their time at the school, most pupils make strong progress in their learning, and the majority of pupils make good progress in their use of Welsh. Nearly all pupils' listening skills are good. Most respond positively to what they have heard and use the language fluently and effectively in classes. The majority of pupils handle a variety of subjects appropriately in Welsh across the school, and in English in key stage 2. They use a wide vocabulary that is specific to the themes in question.

Most pupils in the Foundation Phase read at a level that is appropriate to their age and ability, and they make full use of their writing skills across the curriculum. In key stage 2, nearly all can read meaningfully and with clear expression in both languages, and write to a standard that again is appropriate to their age and ability. The majority of older pupils can write at length to a high standard, varying style in different contexts.

The majority of pupils can recall previous learning well and most older pupils can apply their understanding of concepts in new situations. Nearly all develop the wider skills needed to access the whole curriculum and to prepare them for the next stage in their education.

There is no pattern of difference in the attainment of pupils entitled to free school meals in comparison with the remainder. Pupils with additional learning needs are making good progress, but more able and talented pupils do not always reach their potential.

The standards observed at the time of the inspection are higher than those suggested by the data.

The trends in the percentage of seven-year-old pupils who reach level 2 in Welsh, mathematics and science in combination are downward over a period of five years. Performance has placed the school between the top 25% and the bottom 25% in comparison with similar schools in terms of the percentage of pupils entitled to free school meals. In general, the school's results have been lower than the averages for the family of similar schools and Wales as a whole. The percentage who achieved the higher level (level 3) was lower than the average for the family of similar schools and for the whole of Wales in 2011.

In comparison with performance levels in similar schools in terms of the percentage of pupils entitled to free school meals, the school's results for 11-year-old pupils have varied between the top 25% and the bottom 25% in Welsh, English, mathematics and science. The percentage of pupils achieving level 4 in Welsh, mathematics and science in 2011 was generally higher in comparison with family and all-Wales averages. The results in English were similar to the family and all-Wales averages.

The percentage who achieved level 5 or higher in 2011 was higher than the family average in mathematics but generally lower than the family average in the other subjects. Although there is no pattern of difference between boys' performance levels in comparison with that of girls in key stage 2 over time, in 2011, girls' performance was considerably higher than that of boys.

Wellbeing: Good

Pupils' standards of wellbeing are a strength in the school. Nearly all pupils understand the importance of eating healthily and taking regular physical exercise. Most take part in a wide range of physical activities such as sports and games.

Behaviour is good. The school has not had cause to exclude any pupils during the last three years. Most pupils across the school are polite and courteous. They show respect and care towards their peers, and work together conscientiously. Nearly all pupils enjoy school and feel that they are appreciated and supported. They respond well to motivation and show positive attitudes towards learning.

The attendance percentage over the last three terms, on average, is a little below 95%, which is higher than average for all the schools in Wales and close to the figure for the family of similar schools. A few pupils arrive at school late.

Members of the school council and the eco council are enthusiastic in offering ideas about improving the school, and feel that those ideas are taken seriously.

By taking part and contributing to a wide range of social events and activities, pupils have a strong awareness of the area and the local community.

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

The school plans interesting and wide-ranging learning experiences that capture pupils' interest, and deal effectively with the requirements of the National Curriculum 2008, and the Foundation Phase. Teachers work together well to plan flexible programmes and use their expertise effectively. This has a positive impact on standards in specific areas.

Planning for the development of literacy and information and communication technology skills is effective, but numeracy skills have not been incorporated consistently enough into the learning experiences across the curriculum.

There are appropriate plans for the provision and development of the Welsh language and the Welsh dimension. This provision is effective, and enables the majority of pupils to make good progress throughout the whole school. Pupils are given appropriate opportunities to learn about the culture of their area and of the whole of Wales through regular visits.

The school offers a range of appropriate experiences in order to capture pupils' interest in sustainability. Staff encourage pupils to be responsible citizens and to

play an active part in the local community and in the global community. Through a study of other countries, and through the eco council, appropriate opportunities are given for pupils to collect for charities, recycle, use less energy, and buy fair trade goods.

Teaching: Good

Teachers have good subject knowledge and an appropriate understanding of the needs of the majority of pupils in their class. There is effective co-operation between teachers and classroom assistants in order to support teaching and develop the skills of pupils, individually or in small groups.

In the best classes, there is a suitable pace, interesting tasks, probing questioning and a productive working relationship between teachers and pupils that fosters respect and courtesy. Effective use is made of information and communication technology as a teaching medium.

In the few lessons where the teaching is not as good, although work is differentiated in terms of age, teachers have not always considered the needs of pupils on different levels of ability.

The school has effective assessment and moderation systems that summarise pupils' progress well. Teachers make good use of this procedure to plan the way forward. A computer tracking system is used effectively to monitor pupils' progress.

Assessment for learning strategies are embedded in the school. On the whole, pupils' work is marked positively, although there is no consistency in marking methods throughout the whole school. Teachers help pupils to set targets for improvement effectively and, as a result, the majority of pupils concentrate on their work and are aware of how to improve it. Strategies such as 'thumbs up', 'traffic lights' and self-assessment leaflets are used effectively to promote this.

The school provides appropriate written annual reports for parents on their children's progress, that include clear recommendations on how to improve.

Care, support and guidance: Good

There are effective arrangements in place to support pupils' health and wellbeing. Pupils are encouraged to express an opinion and to contribute towards some developments within the school. There is effective provision for pupils' moral, social and cultural development. The school plans for personal and social education suitably and schedules specific sessions for them. Effective use is made of specialist services and links with external agencies. The school has appropriate systems for monitoring attendance and punctuality.

The school has an appropriate policy and has procedures for safeguarding

Teachers and support staff work well as a team to ensure that all pupils have full access to the curriculum. The structures and systems for giving support to pupils with additional learning needs have been embedded in an orderly way and very effectively.

Learning environment: Good

There is a homely ethos within the school that promotes a feeling of belonging, respect and equality. The school appreciates and celebrates differences well and pupils receive appropriate opportunities to organise a variety of activities such as building a vegetable garden.

The school is an inclusive community in which all pupils are treated as individuals.

The school has a wide range of resources of an appropriate quality that are used well. Effective use is made of the Foundation Phase's outside area and the resources are good. The building meets pupils' needs well and the high standard of class displays helps to create a stimulating and rich learning environment.

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

The headteacher has a clear vision for the school, which is reflected in the school's priorities. Members of staff and governors share the vision and work effectively together to realise it. The school development plan identifies appropriate strategies for implementing the priorities.

The school management team gives the school clear and detailed guidance. Expectations are high.

Governors understand their role as critical friends. They receive regular reports on pupils' attainments and how they compare with the attainments of pupils from similar schools and the averages for Wales. They also have presentations on aspects of the curriculum, which helps them to set the school's priorities. Although the governors receive a draft of the school's self-evaluation report and discuss it, they do not contribute actively to it.

The priorities of the development plan are appropriate and reflect the priorities of the Welsh Government and the local authority.

Improving quality: Adequate

The self-evaluation report is a useful document and the school uses it in order to identify its strengths and the areas that need improvement.

The management team and other teachers evaluate aspects of the school's work regularly and effectively in their weekly meetings. They study the data and pupils' attainments in detail. They seek parents' opinion informally and in the form of a questionnaire and listen to pupils through the school council and respond to their comments. The headteacher examines pupils' written work regularly and monitors learning and teaching in all classes. However, the effectiveness of some of the monitoring strategies, and the rigour of some of the evaluations, is undermined by the lack of written records.

The headteacher and staff identify improvement priorities appropriately on the basis of evaluations of the school's work. The school development plan includes a series of appropriate tasks that are linked to each priority. However, the expected outcomes that are identified are not based sufficiently on improvement in pupils' achievements.

The previous development plan led to higher attainment by key stage 2 pupils.

Teachers take part in two networks of professional practice. One has led effectively to more rigorous assessments at the end of key stages, and the other to the development of literacy skills through musical work.

Partnership working: Good

The partnership between the school and parents is good. The Friends of the School have funded a range of useful learning resources in order to enrich the curriculum. Regular meetings are held for parents, and members of the management team have held a successful meeting to explain curricular aspects and the assessment system. The close link with the Cylch Meithrin, which meets in the community hall in the school grounds, facilitates children's transfer to the nursery class.

There are close links with a number of agencies that provide specialist support for pupils with additional learning needs. A wide range of agencies provide activities and experiences for pupils in order to enrich their awareness of the local community and of the world beyond the school. The school provides work experience for pupils from a nearby secondary school.

There is an appropriate link with other primary schools and with the secondary school in order to receive joint training and to moderate assessments. These links in turn help the school to achieve the development goals set by the managers.

Resource management: Good

The school has enough teachers and classroom assistants to offer appropriate education to its pupils. They are managed effectively in a way that makes the best use of their specialist teaching skills. Teachers make efficient use of their planning, preparation and assessment period to prepare lessons and mark pupils' work. Each teacher has a job description and they take an appropriate part in the performance management arrangements. Teachers take advantage of the training that enables them to implement the improvement strategies identified in the school development plan.

The school's buildings, playground and playing field are in good condition and they are kept clean and tidy. The school uses the nearby community hall effectively for joint worship assemblies, eating lunch and physical education lessons. Pupils' toilets, which were remodelled recently, are of a high standard.

Teachers use the school building to their full extent. Displays of pupils' work create an attractive environment and encourage learning. The local area is being used well for learning activities about sustainability and the environment.

The school has a good supply of suitable learning resources. Teachers and pupils make good use of computers and other information and communication technology equipment.

Managers ensure that the school's budget is spent in order to support the school's priorities.

The school provides good value for money.

Appendix 1

Commentary on performance data

Teachers' assessment results at the end of key stage 1 have varied over a period of five years, and the trends are generally downward for the percentage that attain level 2 in Welsh, mathematics and science and in a combination of these subjects.

In 2011, the percentage of pupils who attained the expected level (level 2) was consistently lower than the average of the family of schools and Wales in Welsh, mathematics and science.

The percentage of seven-year-old pupils who attained a higher level than expected (level 3) over the last three years in Welsh, mathematics and science has been considerably lower than the family and Wales averages. There is no pattern of difference between pupils who are entitled to free school meals in comparison with those who do not have the same entitlement. Boys have attained generally higher than girls over a period of five years.

When comparing key stage 1 results with those of similar schools across Wales in terms of the proportion of pupils entitled to free school meals, the school's results for the expected level in Welsh, mathematics and science have varied between the top 25% and the bottom 25% over a period of five years.

Key stage 1 pupils' attainments in a combination of reading, writing, mathematics and science have been lower than average for the family of similar schools and Wales over the last three years.

Teachers' assessment results at the end of key stage 2 show an upward trend for the percentage attaining level 4 in Welsh, English, mathematics and science in combination. The trend is uneven in Welsh and English.

The percentage of pupils who reached the expected level (level 4) has been consistently considerably higher than the average of the family of schools and that of Wales in mathematics and science and in the core subject indicator over a period of five years. In 2011, the percentage of pupils who attained level 4 in Welsh was higher than the average of the family of similar schools and that of Wales. In English, the percentage of pupils who reached the same level (level 4) was similar to the family's average and that of Wales.

The percentage of 11-year-old pupils who attained a higher level than expected (level 5) over the last 5 years in Welsh and English shows a downward trend. This trend is uneven in mathematics and science.

There is no pattern of difference between pupils who are entitled to free school meals in comparison with those who are not entitled. Although there is no reliable pattern of difference between boys' performance levels compared with those of girls over time, in 2011, girls were performing considerably better than boys.

When comparing key stage 2 results with those of similar schools across Wales in terms of free school meal entitlement, the school's results for the expected level in Welsh, English, mathematics and science have varied between the top 25% and the bottom 25%.

The attainment of key stage 2 pupils in a combination of reading, writing, mathematics and science shows an upward trend and in 2011 was higher than family and all-Wales averages.

Appendix 2

Stakeholder satisfaction report

Responses to pupil questionnaires

The 40 responses received from pupils are very positive. All are of the opinion:

- that they feel safe at school;
- that the school deals well with any bullying;
- that the school teaches them how to keep healthy;
- that there are many opportunities at school for them to take physical exercise;
- that teachers and other adults at the school help them to learn and make progress; and
- that they know what to do and to whom to speak if they find their work difficult.

Nearly all are of the opinion:

- that there are enough books, equipment and computers for them to do their work; and
- that they are doing well at school.

Most are of the opinion:

- that they know to whom to speak if they are worried or anxious;
- that their homework helps them to understand and improve their work at school;
- that other children behave well and that they can do their work; and
- that almost all children behave well at playtime and at lunchtime.

Responses to parent questionnaires

Of the 26 responses received from parents, all are of the opinion:

- that their child has received support to settle in well on entry to the school;
- that the teaching is good;
- that their children feel safe at school;
- that pupils behave well at school;

- that their child receives appropriate additional support in relation to any specific individual needs; and
- that their child is prepared well for moving on to the next school.

Almost all are of the opinion:

- that their child likes this school;
- that staff expect their child to work hard and do his best;
- that they are satisfied with the school in general;
- that there is a good variety of activities available, including trips or visits; and
- that their child is encouraged to be healthy and to take regular physical exercise.

Most are of the opinion:

- that their child is making good progress at the school;
- that the homework that is given builds well on that which the children learn at school;
- that staff treat all children fairly and with respect;
- that they feel comfortable asking the school a question, making suggestions or identifying a problem;
- that the school helps their child to become more mature and to shoulder responsibility;
- that they understand the procedure for dealing with complaints; and
- that the school is well run.

Many also feel that they receive regular information about their child's progress.

Appendix 3

The inspection team

Huw Watkins	Reporting Inspector
Garth Higginbotham	Team Inspector
Gwynoro Jones	Lay Inspector
Doris Edwards	Peer Inspector
Haf Williams	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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 can be seen 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' (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.