



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 Gymuned Garreglefn
Garreglefn
Amlwch
Anglesey
LL68 0PH**

Date of inspection: March 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 Gymuned Garreglefn, situated in the north of Anglesey, serves the village and the nearby rural area. In addition, a small number of pupils come from the wider area. Children are admitted to the school at the beginning of the term before their fourth birthday. During the inspection, there were 42 pupils between 4 and 11 years old on roll. They are taught by two full-time teachers and one part-time teacher.

Pupils who attend the school are considered to be from backgrounds which are neither privileged nor disadvantaged. Three-quarters of them come from Welsh-speaking households. There are two children from an ethnic background.

The percentage of pupils (13%) who are entitled to free school meals is lower than the average for Anglesey and Wales. Six of the pupils (14%) are on the school's additional learning needs register, and two (5%) have a statement. These figures are lower than the national averages.

The current headteacher has been in post since November 2009.

The individual school budget per pupil for Ysgol Garreglefn in 2011-2012 is £4,144. The maximum per pupil in Anglesey primary schools is £6,563 and the minimum is £2,636. Ysgol Garreglefn is ninth out of the 50 primary schools in Anglesey in terms of individual school budget per pupil.

Summary

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

Current performance

Ysgol Carreglefn's current performance is good because:

- most pupils make good progress during their time at the school;
- the motivation levels of nearly all of them are high;
- the learning experiences capture the interest of most pupils;
- the inclusive, homely ethos contributes effectively to very high levels of attendance and behaviour; and
- the whole staff co-operate well and effectively in a way that influences pupils' achievement positively.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher puts a clear focus on the school's strategic direction;
- suitable priorities give prominent attention to improving standards;
- a suitable monitoring cycle has been established for the future that will look in detail at a number of aspects of the life and work of the school; and
- the governing body is supportive and aware of the way the school performs in comparison with similar schools.

Recommendations

The school should:

- R1 ensure that more pupils achieve at the higher levels at the end of both key stages;
- R2 raise standards of extended writing in both languages;
- R3 ensure activities that will fully extend pupils of all abilities;
- R4 provide more opportunities for pupils to take responsibility for their own learning;
and
- R5 ensure that there is an obvious link between the self-evaluation process, the school development plan and targets for improving pupils' standards.

What happens next?

The school will produce an action plan to show how it will address the recommendations. The local authority will monitor the implementation of the plan and will report to Estyn on progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

In the Foundation Phase, the proportion of seven year old pupils that reach the expected level (level 2) has been lower than the averages for the family of schools during the last three years. Over a period of five years, the school's performance in comparison with schools with similar levels in terms of entitlement to free school meals varies. It is among the bottom 25% in three of those years and in the top 25% in the other two years.

In key stage 2, the percentage of 11 year old pupils who attain the expected level (level 4) has been higher than the percentage for the family of schools in three of the last five years. In 2011, all children achieved the expected level in every core subject. This places the school among the top 25% in comparison with similar schools in terms to the entitlement to free school meals. The school's performance was among the top 50% in two of the four previous years.

In both key stages, the percentage of pupils who achieve at the higher level has varied over the last five years. In general, the percentage who attain the higher level in Welsh compares well the schools in the family but tends to be lower than the family and the average for Wales in the other subjects.

In lessons and over time, most pupils make good progress in relation to their ability and their previous performance. This good progress is seen in pupils' achievement in their work, in their books and in lessons. They recall previous learning well and show good knowledge and understanding of what they have learnt in several subjects. Pupils with special educational needs are making good progress in line with their age and ability. In some aspects of their work, pupils of higher ability are not achieving as well as they could. There is no significant pattern of differences between the achievement of boys and girls.

Nearly all pupils across the school listen very well to their teachers and are very willing to offer answers or comments when speaking about their work. They make good progress in their use of Welsh from the time they start at the school. The oral skills of pupils who come from non-Welsh speaking households develop very quickly. By the end of key stage 2, most pupils communicate freely and confidently in Welsh and English. Many older pupils use both languages fluently and effectively to discuss various subjects confidently. A notable example of this is the ability of a planning team to discuss very knowledgeably their work on a Formula 1 project.

Most pupils are making good progress in their reading skills in Welsh. Many of them have a higher than expected reading age. The majority of pupils in the Foundation Phase read simple texts increasingly confidently and accurately, using appropriate strategies when reading unfamiliar words.

In key stage 2, most develop into independent readers and are interested in books. They read a good range of books in Welsh and English accurately and meaningfully.

Many of them use their reading skills effectively to obtain and present information, using their translanguaging skills skilfully in order to present the information.

In the Foundation Phase, most pupils are making appropriate progress in their ability to write independently. They use increasing vocabulary and phraseology, and begin to vary sentences and use punctuation well. In key stage 2, most are making good progress in their ability to write for several purposes. By the end of the stage their work shows good awareness of the characteristics of different forms of writing. The work of many older pupils shows good standards of accuracy of language in Welsh and English. They use their writing skills effectively in other subjects, making increasing use of specialist terms. However, examples of extended work in both languages are scarce.

Wellbeing: Good

Most pupils have a good awareness of the need to foster healthy personal practices including fitness. They feel safe and happy at school and know to whom to turn for support and advice.

The motivation levels of nearly all pupils are high and they apply themselves enthusiastically to the learning activities. They work effectively with one another in their lessons and their activities. However, their skills for improving their own learning are only just beginning to develop. A minority have the confidence and the ability to evaluate their own work.

All pupils get on well together and standards of behaviour are high. Pupils of every age play together happily at break time and lunchtime. Attendance levels are excellent and are consistently higher than at similar schools.

The school council is progressive in the way it operates as a forum. The members discuss a wide range of issues in a mature manner and contribute regularly to decisions. Through a range of activities inside and outside the school, pupils develop a good range of social and life skills. Older pupils expand their understanding of the world of work by being responsible for the fruit shop and their commitment to the successful Formula 1 project.

Key Question 2: How good is provision?

Good

Learning experiences: Adequate

Teachers provide a comprehensive range of interesting learning experiences inside and outside school, which, on the whole, respond to the needs of most pupils. The learning experiences deal appropriately with the requirements of the Foundation Phase, the National Curriculum and religious education.

The principles of the Foundation Phase have been established but the schemes of work do not offer sufficiently clear guidance to ensure a balance between structured learning through activities initiated by the child and those under the direction of adults. Learning experiences in key stage 2 build successfully on current knowledge, understanding and skills and capture the interest of most pupils. Planning does not always challenge pupils of higher ability.

A prominent place is given to pupils' personal and social education.

There is beneficial provision for developing pupils' oral and reading skills across the school. The provision for developing writing skills is suitable and there is a variety of opportunities in several areas. However, the provision is not as successful for ensuring the development of extended writing.

The provision for the Welsh language and the Welsh dimension is successful.

The school ensures that pupils have good opportunities to extend their knowledge of issues concerning global citizenship through the curriculum and cultural and charitable activities.

Teaching: Good

A caring relationship exists between teachers and their pupils and a supportive ethos is apparent in both classes. This ensures that nearly all pupils are motivated and show interest in their learning.

Teachers make effective use of a range of teaching methods and appropriate resources and specific attention is given in lessons to developing the key skills. In most lessons there is purposeful planning and skilful questioning. Adult support is focused clearly and contributes well to the quality of experiences that pupils have. Where teaching is less effective, the learning outcomes are not always clear to the pupils and there is not enough of a challenge for the different abilities within the class.

The assessment for learning procedure is developing well. Clear success criteria are set and this ensures that pupils are increasingly aware of the expectations within lessons. Teachers offer constructive feedback during lessons and the marking of pupils' work is thorough. The comments do not always identify what pupils need to do to improve.

Skilful use is made of the outcomes of standardised tests in order to ensure additional support for specific pupils. The school is starting to make good use of a progress tracking system and the moderation procedures in the school are effective and ensure that the school assesses pupils accurately.

The annual reports meet the statutory requirements.

Care, support and guidance: Good

Effective arrangements exist to promote the advantages of living healthily across the curriculum and to develop pupils' fitness. This is reinforced effectively by activities outside the school.

The provision for personal and social education is good. Pupils' moral and spiritual development is promoted very effectively and there are beneficial reflective periods during joint worship and circle time.

The school provides valuable individual support on education and wellbeing issues, including beneficial professional support when needed. This ensures effective support for these pupils. A good example of this is enriching an assistant's skills in response to the needs of specific pupils.

The school has appropriate procedures and a policy on safeguarding.

The provision for pupils with additional learning skills is good. Teachers respond promptly to concerns and ensure suitable provision for these pupils. Individual education plans are evaluated and updated regularly. Support is co-ordinated effectively and good use is made of external agencies according to need.

Learning environment: Good

The school is an inclusive, caring environment in which pupils are happy and safe. There is a homely, welcoming ethos and pupils get on well with each other. Good emphasis is placed on ensuring equal opportunities and access to a broad curriculum is available to all learners.

Respect for difference and racial equality are promoted through a variety of work, studying living conditions in foreign countries. A good example of this is the way in which pupils, through the school council, sponsor the education of a pupil in an African country.

Particular attention is paid to pupils' personal and emotional needs and they are encouraged to show care and respect for one another.

The building offers an appropriate learning environment for the number of pupils. The best use is made of the building and grounds. A good example of this is the effective use made of the communal area in order to ensure physical education lessons of a high standard. The outdoor area in front of the school has been developed very imaginatively and offers an attractive environment for the pupils to learn and play.

The displays in the classrooms, and across the school, enrich and stimulate learning and teaching successfully. There is a good variety of resources that is used effectively.

The building and grounds are maintained well and provide a safe environment for playing and learning. The use of the outside area for the Foundation Phase is continuing to develop.

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

The headteacher, who is comparatively new to the school, is beginning to give a clear focus to the school's strategic direction and has identified suitable priorities that give prominent attention to improving standards. The school is a well-organised community, and its structures and policies are clear.

Members of staff on all levels are clear about their roles, support one another and share a common vision and values effectively. They fulfil their duties successfully in order to develop the school as an inclusive learning community. This is reflected in the positive ethos throughout the school, which has a good effect on pupils' achievement.

Performance management arrangements are in place and members of staff are given every opportunity to learn new skills.

Governors have appropriate understanding of the way in which the school is performing in comparison with similar schools. They are aware of the issues that arise from analysing data and from the school's self-evaluation report. They are supportive and have ensured that the statutory requirements are met. However, they do not yet monitor the school's performance in sufficient detail to support and challenge the school's expectations.

The school pays appropriate attention to national and local priorities and the need to improve pupils' communication skills. The principles of the Foundation Phase receive due attention. Bilingualism is promoted successfully and good attention is paid to the pupil's voice in every aspect of school life.

Improving quality: Adequate

Self-evaluation procedures are developing appropriately and the self-evaluation report is comprehensive and conveys an honest picture of the school's current situation. There is a tendency in the report to over describe rather than to be evaluative.

Analysis of data at the end of the Foundation Phase and key stage 2 gives a clear picture of how well pupils are achieving. However, the analysis is not as effective in identifying what is needed to raise standards further.

All members of staff play an active role in evaluation, and consider several sources of evidence.

Regular opportunities are given to pupils to express opinions about the school and they do this with obvious maturity. The role of parents and governors has not been developed as well.

Priorities for improvement are focused appropriately on improving standards but neither the success criteria nor the actions are sufficiently incisive to ensure progress. The link between the findings of the self-evaluation report and priorities in the development plan is not always clear.

There are regular, suitable opportunities to enable staff to develop and share their professional knowledge. The professional learning community between a cluster of local schools is newly established and is not yet operational.

Partnership working: Good

The school works effectively with a range of partners who have a beneficial impact on pupils' wellbeing and attainment. Partnerships with parents, the community and others, including transition links between the cylch meithrin and the school are effective. However, a few parents feel that the quality of communication between the school and home is not as good as it could be.

The parent teacher association contributes enthusiastically to a number of activities and raises money in order to improve the educational provision.

The transition plans agreed by the cluster of schools and the local secondary school enable older pupils to be well-prepared for the next period in their education.

Useful links exist with a local college and providers of initial teacher training, and the school contributes well to the practical aspects of the training. The Formula 1 project in conjunction with Bangor University is an excellent example of the success of year 5 and 6 pupils in engineering work.

Resource management: Good

The school manages its resources effectively. All staff co-operate successfully and valuable use is made of their expertise. The teaching staff are supported by an effective team of assistants. They play a key part in supporting pupils.

Effective use is made of teachers' planning, preparation and assessment time.

There is a useful range of appropriate resources in order to support learning and teaching.

The building, including the outdoor areas, offers an attractive and safe learning environment. Apart from the extension for communal activities, space is rather limited in the remainder of the school. However, good use is made of it.

Expenditure is monitored carefully, and specific sums are earmarked for implementing the priorities of the development plan.

The school offers good value for money.

Appendix 1

Commentary on performance data

As there is a comparatively small number of pupils at the school, data must be treated carefully as the result for one child counts for a high percentage of the cohort in each year.

Key stage 1

In the assessments at the end of key stage 1, the percentage of pupils who achieve the expected level (level 2) in Welsh, mathematics and science in combination has been lower than the figures for Wales and the family of similar schools during the last three years. This is also true for Welsh oracy, reading and writing. In 2011, all pupils achieved the expected level in mathematics and science.

The school's performance in key stage 1 in comparison with schools with similar levels of entitlement to free school meals varies. It is among the bottom 25% in three of the last five years and in the top 25% in the other two years. The numbers who achieve level 3 or higher have varied over the last five years. In general, the percentage that achieves the higher level in Welsh compares well with the schools in the family but tends to be lower than the family and the average for Wales in mathematics and science. No child achieved a higher level than expected in science during the last two years.

Key stage 2

In key stage 2, the percentage of pupils who achieve the expected level (level 4) in Welsh, English, mathematics and science in combination has generally been higher than the percentage for the family of schools in three of the last five years.

In 2011, all children achieved the expected level in all the core subjects. This places the school among the top 25% in comparison with similar schools in terms of entitlement to free school meals. The school's performance was among the top 50% in two of the four previous years.

In 2011, the percentage of pupils who achieve level 5 or higher at the end of key stage 2 was higher than the averages for the family for Welsh, mathematics and science but a little lower in English.

Over a period of five years, the percentage of pupils who attain the higher level in Welsh compares well with the figures for the family and Wales. In general, the percentage of pupils who attain the higher levels in English, mathematics and science have been lower than the figures for the family of schools and Wales during this period.

There is no consistent pattern of boys' underachievement in comparison with girls in either key stage.

Appendix 2

Stakeholder satisfaction report

Responses to parent/carer questionnaire

Sixteen responses were received. Most of those who responded are satisfied with the school in general and are of the opinion that it is well-run. All are of the opinion that their children feel safe. Nearly all believe that pupils' behaviour is good, that their children like school and that they are happy there. Most state that their children had support to settle in well at the school and that they are encouraged to be healthy and take regular physical exercise.

All parents agree that the school offers a good variety of activities. They also agree that teachers encourage children to work hard and help them to become more mature and shoulder responsibility. Many believe that teaching is good and are happy with the progress made by their children. However, a minority believe that they do not receive appropriate additional support and that homework does not build well on what they are doing at school.

Although nearly all are happy with the information they receive about their children's progress, a minority say that they do not feel comfortable in asking a question, making a suggestion or identifying a problem and that they do not understand the procedure for dealing with complaints.

Responses to learner questionnaire

The learner questionnaire was completed by all pupils in key stage 2 (18 pupils). The responses are very positive, and are higher than the average for primary schools. Nearly all pupils agree with all the statements in the questionnaire. However, one pupil says that he/she is not doing well at school and one says that he/she does not know to whom to speak if he/she is worried or anxious.

Appendix 3

The inspection team

Goronwy Morris	Reporting Inspector
Merfyn Lloyd Jones	Team Inspector
Richard Roberts	Lay Inspector
Kevin Davies	Peer Inspector
Rhys Hearn	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.