A report on

Ysgol Llanfawr
Holyhead
Anglesey
LL65 2DS

Date of inspection: November 2016

by

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

Summary

During their time at the school, most pupils make excellent progress from their starting points. They participate very enthusiastically in their learning, are willing to take a risk and show pride towards the school and their work.

On the whole, teachers provide interesting learning activities, which motivate pupils to enjoy learning. The headteacher has established a clear vision that is based on giving each child the best possible opportunity to succeed in a safe and happy environment. There are comprehensive arrangements in place in order to evaluate the school's work and ensure improvement. The governing body is very supportive of the school's work.

The school will produce an action plan that shows how it will maintain the high standards and quality of provision and address the recommendations.

Recommendations

R1 Improve provision for the Cwricwlwm Cymreig

R2 Plan robust opportunities for pupils in the Foundation Phase to develop the full range of numeracy skills across the curriculum

R3 Establish a clear linguistic status for the school

R4 Strengthen the role of governors so that they use direct evidence effectively in order to operate more strategically

Main findings

1: Standards	**Good**

During their time at the school, most pupils make excellent progress from their starting points. They recall previous learning effectively and apply their thinking skills successfully. Many have excellent Welsh and English communication skills, which gives them full access to the wide-ranging curriculum. Across the school, most pupils participate very enthusiastically in their learning, and they are willing to take risks and offer suitable answers.

Most pupils in the Foundation Phase listen attentively and discuss their work confidently. They respond to instructions intelligently and use suitable syntax and vocabulary that is appropriate for their age and ability. A majority enjoy reading and make appropriate progress each year. A few more able pupils discuss the content of stories in detail and refer to specific events and their favourite character. Many develop robust writing skills by Year 2. They write sensibly and independently, understand different writing styles well and present their work neatly.

Many pupils in key stage 2 communicate clearly and confidently in both languages, and join in with discussions enthusiastically. A majority of older pupils discuss their work intelligently with maturity and using an extensive vocabulary. Considering their very low starting points, many pupils' spoken Welsh skills are excellent. Many read confidently in English and show a good awareness of audience. They gather relevant information from different texts, including the internet, effectively. At the top of the school, most pupils have very good translanguaging skills. Many use a good range of writing styles creatively and consider the reader carefully when presenting their work, for example when composing touching poems. However, the writing skills of a few younger pupils in key stage 2 are not developing robustly enough.

In the Foundation Phase, a majority of pupils make good progress in their mathematical development. Most handle money correctly and develop a good understanding of measuring, time and weighing. However, a majority do not use the full range of numeracy skills across the areas of learning.

By the end of key stage 2, the standards of most pupils in mathematics lessons are robust. They solve problems in other subjects successfully. Most complete very challenging work when preparing various graphs in order to present information that is based on scientific investigations.

In the Foundation Phase, most pupils develop their information and communication technology (ICT) skills well in language, data handling and problem-solving activities. In key stage 2, many use word processing programs successfully, prepare presentations and create purposeful pictures and posters.

By the end of the key stage, they apply their skills well across the curriculum and develop their coding skills appropriately, which strengthens their thinking skills. Most pupils with additional learning needs make sound progress against their personal targets.

At the end of the Foundation Phase over a period of four years, pupils' attainment at the expected outcome has varied, moving the school between the top 25% and the lower 50% in comparison with similar schools. Performance at the higher outcome, in general, has moved the school between the top 25% and the upper 50%.

Pupils' attainment over the same period at the expected level at the end of key stage 2 places the school between the top 25% and the upper 50% of similar schools. At the higher level, pupils' attainment usually places the school in the top 25%.

2: Wellbeing and attitudes to learning	Good

Nearly all pupils have a positive attitude towards their work. They become curious learners who respond very well to the caring and inclusive ethos that is an integral part of the school's life. Most pupils understand well how to keep themselves safe, including e-safety, and know whom to approach when they need support.

When working together, most pupils treat others with a high level of respect and tolerance. They respond politely to the ideas of others and their social skills develop very well from relatively low starting points. Older pupils care for the younger ones and are effective ambassadors of the school's values, which are based on the principle that all individuals have the right to succeed. Most talk about their work confidently, and their pride towards the school and their successes is robust. Many shoulder responsibilities and make independent decisions. The pupil's voice is important and has a successful influence on school life. The school council makes an excellent contribution by taking responsibility for monitoring one of the main priorities in the school development plan, which relates to behaviour at playtime.

Most pupils respond positively to a structure of positive behaviour management. They behave particularly well in lessons and around the school.

Nearly all pupils have a suitable level of commitment and they apply themselves to activities immediately in lessons. Many persevere for extended periods of time and consider different ways of working if their initial efforts are unsuccessful.

Most pupils are aware of the importance of attending school regularly and punctually. Over a period of four years, the attendance percentage has increased gradually and the number of regular absences has decreased significantly.

Nearly all pupils understand how to live and eat healthily. They take regular advantage of opportunities to take part in physical activities at breaktime, for example ball games and scooters. Effective plans for brushing teeth and monitoring lunch boxes by the healthy school group ensure that most pupils make healthy choices when eating and drinking.

3: Teaching and learning experiences	Good

In general, the quality of teaching at the school is good. Most teachers plan interesting activities that encourage and motivate pupils to take part in their learning. They ensure that the wide-ranging curriculum engages most pupils' interest and curiosity. They have a very good awareness of pupils' wellbeing needs and they question pupils skilfully to develop their confidence, their thinking skills and their understanding effectively.

Schemes of work ensure that activities incorporate the statutory requirements of the Literacy and Numeracy Framework appropriately, and the principles of the Foundation Phase are embedded firmly. However, provision to develop the Cwricwlwm Cymreig is inconsistent. As a result, pupils are not given regular enough experiences in order to develop their understanding of their heritage and Welsh culture.

Provision across the school includes robust opportunities for pupils to develop their literacy skills increasingly within a variety of curricular areas. However, opportunities to develop pupils' numeracy skills across the curriculum do not include the full range of skills, particularly in the Foundation Phase. The school plans carefully to develop most pupils' ICT skills well.

Many teachers use a wide variety of teaching styles effectively and use the outdoor area beneficially to enrich pupils' learning experiences effectively. They establish appropriate learning objectives and share them purposefully with pupils to ensure that learning has a purpose. In most classes, teachers improve pupils' learning and set challenges that motivate most pupils effectively. Many teaching assistants know when to intervene and provide effective support to individuals and groups of pupils.

The school has an effective range of relevant assessment procedures that provide an accurate and inclusive profile of all pupils' abilities. Teachers use this information appropriately to inform the next steps in individuals' development and to identify those who need additional support. Effective use of assessment for learning strategies in most classes develop pupils' ability to evaluate their work appropriately. Teachers' comments usually draw pupils' attention to their work's strengths in addition to how to improve their work.

The school arranges stimulating experiences as a trigger for its theme work. It provides a wide range of extra-curricular clubs and activities that enrich pupils' learning successfully and contribute very well to pupils' standards of wellbeing. There are valuable opportunities for pupils to take part in environmental activities and make effective and continuous use of the outdoor learning environment.

Nearly all members of staff model the Welsh language to a very high standard and encourage pupils to use the language during formal and informal activities. Teachers provide meaningful opportunities for pupils to build effectively on previous experiences in order to ensure robust development and continuity in the Welsh language.

4: Care, support and guidance	Good

The school's arrangements for the emotional and social development of many pupils and their families are very effective. This special partnership has a positive effect on nearly all pupils' wellbeing. As a result, they feel happy and safe and are eager to come to school. There is a good range of successful activities, for example the Pyramid Club, which raise pupils' confidence, and the support of the school's welfare officer contributes appropriately to raising attendance rates and punctuality.

The headteacher and teachers use a detailed progress-tracking system that makes purposeful use of individual pupils' achievement. Teachers analyse teachers' assessments and the outcomes of national tests well to measure pupils' progress in order to plan the next steps in their learning. Most pupils are very aware of their targets and know what they need to do in order to improve their work.

Arrangements for identifying and responding to the needs of specific pupils are rigorous. The school measures the effect of intervention programmes on the achievement of pupils with additional learning needs. This ensures that they have an appropriate level of support and challenge.

There are beneficial opportunities for pupils to develop a sound understanding of how to keep themselves safe and live a healthy lifestyle. Visits by the police and sports coaches, the activities of the healthy school group, and workshops on internet safety support most pupils to make sensible choices. The school provides positive opportunities to collect pupils' ideas, for example by using a question wall and planning grids. A particular feature of the school is the school council's work, which develops many pupils' leadership skills robustly.

The school enables most pupils to develop a thorough understanding of life and customs in countries around the world; for example, the 'Travelling Through America' theme has provided a beneficial opportunity for pupils in key stage 2 to learn about the country's territory and states. There are valuable opportunities to enable most pupils to develop as well-informed citizens who have a sound understanding of different morals, beliefs and religions, for example when pupils in the Foundation Phase create Mendi patterns while studying Diwali, and when older pupils consider whether or not society needs leaders. The school is very successful in promoting positive steps to prevent oppressive behaviour. The range of exciting educational visits and opportunities to perform contributes well towards many pupils' self-confidence and creative skills.

Arrangements for managing the site and safeguarding pupils meet requirements and are not a cause for concern.

5: Leadership and management	Good

The headteacher has established a clear vision that is based on giving all children the best possible opportunity to succeed in a safe and happy environment. He shares the vision with all stakeholders and promotes high values and professional behaviours. Staff work together effectively to ensure an extremely caring ethos. They understand and respond to pupils' needs very well, and the school community has an effective focus on raising the aspirations of vulnerable pupils and their parents. The headteacher and senior management team know the composition of the community very well. They work together successfully and set high expectations for themselves, staff and pupils. This is one of the school's strengths, which has a significant effect on most pupils' education and standards of wellbeing.

The governing body are very supportive and develop their understanding of the school's standards appropriately by taking part in the self-evaluation process and monitoring the development plan's progress. However, they rely too heavily on

information from the headteacher and do not challenge the school robustly enough as a critical friend. They have not succeeded in setting a clear enough strategic direction in terms of agreeing on the school's linguistic status.

There are comprehensive arrangements in place in order to evaluate the school's work in an orderly fashion. Leaders share responsibilities effectively by following a rigorous monitoring programme that considers a wide range of direct evidence. They gather the views of parents and pupils effectively. This is one of the school's strengths and ensures that pupils have a clear voice in terms of improving provision and raising standards of wellbeing. Evaluative monitoring reports contribute to the final report and show that leaders have a clear picture of the school's strengths and most areas for improvement. There is a close link between the self-evaluation report's outcomes and priorities in the development plan. The plan is detailed and defines relevant and measurable actions for improvement. The school's well-established quality improvement processes ensure that leaders have responded purposefully to many of the previous inspection's recommendations.

Leaders develop staff and manage resources successfully to support pupils and ensure improvement. The school has a beneficial number of teachers and learning assistants to respond to the requirements of the curriculum. Staff support each other well and work together regularly to support pupils. Learning assistants support specific groups of pupils successfully. Leaders ensure valuable opportunities for the continuous professional development of teachers and assistants. A good example of this is the training on assessment for learning, which has led to robust use in most classes. Purposeful performance management objectives target whole-school requirements well, raise pupils' standards and the professional needs of staff. This has a very good effect on the standard of teaching throughout the school.

The school also fosters effective co-operation with other similar schools. By doing so, there are beneficial opportunities to share experiences and good practice to strengthen leadership, provision and raise standards.

Leaders manage the budget and monitor the effect of expenditure rigorously. The school's expenditure links well with its plans for improvement. The school makes good use of the Pupil Deprivation Grant in order to raise pupils' standards and wellbeing.

About the school

Ysgol Llanfawr is situated in Holyhead in Anglesey local authority. The school is defined as a transitional, predominantly English-medium school, but with significant use of Welsh.

Forty-three per cent (43%) of pupils are eligible for free school meals. Thirty-five per cent (35%) of pupils have additional learning needs. Fifteen per cent (15%) of pupils come from Welsh-speaking homes, and a very few are from ethnic minority backgrounds.

There are currently 291 pupils between 3 and 11 years old on roll, which includes 40 part-time nursery pupils. They are divided into 10 classes. Twelve full-time teachers are employed, including the headteacher. The school was last inspected in 2010. The headteacher has been in post since January 2009.

Appendix 1: Summary table of inspection areas

Standards	**Good**
Wellbeing and attitudes to learning	**Good**
Teaching and learning experiences	**Good**
Care, support and guidance	**Good**
Leadership and management	**Good**

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate, needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory, needs urgent improvement	Important weaknesses outweigh strengths

Appendix 2: Performance data

6602169 - Ysgol Llanfawr

Number of pupils on roll	261
Pupils eligible for free school meals (FSM) - 3 year average	47.0
FSM band	5 (32%<FSM)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	22	29	31	35
Achieving the Foundation Phase indicator (FPI) (%)	81.8	75.9	77.4	80.0
Benchmark quartile	2	3	3	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	22	29	31	35
Achieving outcome 5+ (%)	81.8	79.3	77.4	82.9
Benchmark quartile	2	3	3	3
Achieving outcome 6+ (%)	31.8	37.9	38.7	31.4
Benchmark quartile	1	1	1	2
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	22	29	31	35
Achieving outcome 5+ (%)	86.4	89.7	80.6	82.9
Benchmark quartile	2	1	3	3
Achieving outcome 6+ (%)	36.4	20.7	58.1	28.6
Benchmark quartile	1	3	1	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	22	29	31	35
Achieving outcome 5+ (%)	90.9	100.0	93.5	91.4
Benchmark quartile	3	1	2	3
Achieving outcome 6+ (%)	54.5	86.2	93.5	51.4
Benchmark quartile	1	1	1	2

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

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Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	31	19	21	31
Achieving the core subject indicator (CSI) (%)	83.9	89.5	90.5	90.3
Benchmark quartile	2	1	1	1
English				
Number of pupils in cohort	31	19	21	31
Achieving level 4+ (%)	83.9	89.5	90.5	90.3
Benchmark quartile	2	1	1	2
Achieving level 5+ (%)	41.9	36.8	42.9	19.4
Benchmark quartile	1	1	1	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	31	19	21	31
Achieving level 4+ (%)	87.1	89.5	95.2	93.5
Benchmark quartile	2	1	1	1
Achieving level 5+ (%)	48.4	47.4	42.9	25.8
Benchmark quartile	1	1	1	3
Science				
Number of pupils in cohort	31	19	21	31
Achieving level 4+ (%)	90.3	89.5	95.2	90.3
Benchmark quartile	1	2	1	2
Achieving level 5+ (%)	61.3	36.8	42.9	29.0
Benchmark quartile	1	1	1	3

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

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Further information is available from the Welsh Government My Local School website at the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

Copies of the report

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

We used this inspection to pilot developments to the common inspection framework, the inspection process and the inspection report format. We will review these arrangements and make any changes required before introducing them nationally in September 2017.

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