



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: April 2018**

**by**

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

## About Ysgol Llangelynnin

Ysgol Llangelynnin is a Church in Wales voluntary controlled school and is situated in the village of Henryd on the outskirts of the town of Conwy. Welsh is the main medium of the school's life and work. There are 87 pupils between 4 and 11 years old on roll, including seven nursery age pupils. They are divided into four mixed-age classes.

Over a three-year period, around 4% of pupils have been eligible for free school meals. This is significantly lower than the national percentage of 19%. Around half of pupils speak Welsh at home. Very few are from ethnic minority backgrounds. The school has identified 21% of its pupils as having additional learning needs, which corresponds with the national percentage.

The headteacher was appointed to the post in September 2016. The school was last inspected in January 2012.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

Nearly all pupils, including those with additional learning needs, make sound progress and achieve well by Year 6.

Nearly all pupils behave well. They are very caring towards each other and treat adults and visitors with a high level of respect.

Effective standards of teaching are evident in the good standards that are achieved by pupils. There is an effective working relationship between adults and pupils, which nurtures a purposeful learning environment.

The headteacher's robust leadership succeeds in creating a close-knit, inclusive ethos that leads to a climate of successful co-operation among the staff and the whole school community. Governors have a sound understanding of the school's performance and this enables them to challenge the school and hold it to account for its performance effectively and successfully.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Recommendations**

R1 Ensure better opportunities for pupils to develop their English writing skills across the curriculum

R2 Improve attendance

## **What happens next**

The school will produce an action plan to address the recommendations from the inspection.

## Main findings

### Standards: Good

On entry to the school, most pupils' basic skills at least correspond to what is expected for their age. As they move through the school, nearly all pupils, including those with additional learning needs, make sound progress and achieve well by Year 6. They recall previous learning well, and use and apply their literacy, numeracy and information and communication technology (ICT) skills successfully in various situations.

Most pupils' oral skills are developing well across the school. They listen attentively and use an increasing range of appropriate vocabulary when talking to each other and adults. By the end of the foundation phase, most talk confidently about their work, use varied language and vocabulary and express an opinion sensibly. Most pupils in key stage 2 answer questions intelligently and knowledgeably, for example when discussing autobiographies. They reach a good standard of bilingualism and change freely from one language to the other when discussing their work.

Most pupils in the foundation phase make good progress in developing their reading skills. They enjoy reading aloud and do so with increasing confidence. By the end of the phase, many read with a good level of accuracy, fluency and meaning. In key stage 2, most read fluently and meaningfully in Welsh and English with effective expression. They develop their skills well when gathering information in their investigative work, for example when using different sources in their studies of the Second World War. Most older pupils' higher order reading skills are developing successfully; they predict, explain, question and summarise information very effectively.

In the foundation phase, most pupils develop their writing skills purposefully and vary their sentences skilfully by Year 2. Many write extended and imaginative stories independently. For example, they use adjectives and interesting vocabulary to enrich their stories about a special party and the sad rabbit. Many in key stage 2 write intelligently for different purposes in Welsh and English, choose varied vocabulary and spell, punctuate and paragraph correctly. By the end of the stage, most write skilfully in various and effective forms, for example Jodie's monologue, interesting biographies about Mo Farah, and newspaper reports about the 'Royal Charter'. However, pupils do not develop their English writing skills across the curriculum. By the end of key stage 2, many pupils' handwriting and presentation of work are extremely methodical and neat.

Most pupils develop their numeracy skills effectively. In the foundation phase, most have a good understanding of number patterns and place value. They use standard units to measure correctly and use equipment to weigh parcels before posting them. They apply their skills skilfully and develop appropriate strategies when researching and solving problems relating to measuring capacity. In key stage 2, most pupils apply their skills skilfully and develop appropriate strategies, for example when planning a running race and calculating the times and average speeds of the winning runners. Most use a good range of mental calculation strategies to solve increasingly difficult number problems. Many have a sound understanding of the relationship between standard units of measurement, namely metres and miles, millilitres and litres. Most analyse and interpret graphs and charts skilfully.

Most pupils' ICT skills are developing very effectively across the school. In the foundation phase, most create good electronic pictures and present data purposefully through graphs and charts. They input a series of instructions to control a mobile toy successfully. They use electronic tablets confidently to practice their literacy and numeracy skills and to keep a record of their work. In key stage 2, most pupils use the internet successfully to search for information, for example about the 'Royal Charter' disaster and the Commonwealth Games. They prepare interesting multimedia presentations to reinforce their work on Snowdon and the Tudors, and animate Martin Luther King's speech effectively.

### **Wellbeing and attitudes to learning: Good**

Most pupils have positive attitudes towards learning. They concentrate and persevere well for long periods. They discuss their work confidently and show an obvious interest in their activities. Most pupils work very effectively with their peers and respect the views of others. They have very effective social and life skills.

Nearly all pupils behave well in the classroom and around the school. They are very caring towards each other and treat adults and visitors with a high level of respect. This contributes well towards the school's inclusive nature and caring ethos.

By the end of key stage 2, most pupils have a sound understanding of how to improve their work and refer regularly to their individual targets as they work. This contributes well to their success in their tasks.

Most pupils understand how to stay healthy and express this clearly when discussing their eating and drinking habits. By taking part in a comprehensive programme of running regularly around the school, they have a good understanding of the importance of keeping fit. Nearly all pupils feel safe and free from physical and verbal abuse at the school. All pupils develop their understanding of the importance of making correct and wise decisions in relation to online safety and substance misuse.

The pupil's voice is important and many pupils take full advantage of the opportunity to provide ideas about the school's life and work. A cross-section of members have been elected to different groups, such as the eco group, the school council and the language, sports and digital competence ambassadors. The Welsh language ambassadors, for example, encourage pupils to speak Welsh during break times by distributing language tokens for 'Dojo' points. They undertake their work enthusiastically and conscientiously.

Pupils take pride in the opportunity to support various charities, and a significant amount of money has been raised for a local hospice, Tŷ Gobaith, and Macmillan. This has a positive effect on pupils' awareness of the needs of others in their community and the wider world.

Despite the school's efforts, pupils' attendance rates have been consistently lower than those of similar schools.

## **Teaching and learning experiences: Good**

Effective standards of teaching are evident in the good standards that are achieved by pupils. The system of planning learning activities that challenge pupils of all abilities is a strong feature. Work is based on themes and interesting and imaginative learning experiences. A successful feature in key stage 2 is the part that parents, and their children, play in offering suggestions and ideas about what they would like to study at the beginning of each theme. This engages pupils' interest and curiosity towards learning skilfully and strengthens their commitment to their work.

Teachers plan valuable opportunities for pupils to use their literacy, numeracy, Welsh and ICT skills in a variety of curricular areas. However, opportunities for them to develop their English writing skills across the curriculum are limited in key stage 2.

The principles of the foundation phase have been established firmly. Continuous access to the outdoor area ensures that many pupils benefit from stimulating activities, both indoors and outdoors. Effective focus and continuous activities are provided, which include beneficial opportunities for pupils to investigate, role-play, build and practice their physical skills. This nurtures positive attitudes towards learning and encourages them to persevere for extended periods.

Adults encourage pupils to use the Welsh language regularly during lessons and, as a result, by the end of key stage 2, many pupils have sound translinguaging skills and develop as competent and confident bilingual learners. Provision for the Welsh dimension ensures that pupils are given rich and interesting experiences to develop an understanding of their area and Welsh culture effectively. A good example of this is the visits to historical centres, such as Conwy castle, and regular opportunities to compete in eisteddfodau.

There is an effective working relationship between adults and pupils, which fosters a purposeful learning environment. Lesson presentations are lively and activities flow well. Teachers explain new ideas meaningfully and enthusiastically, and extend learning through practical experiences. Teachers ask probing questions in order to broaden pupils' understanding and encourage them to use their thinking skills throughout the lesson. Support staff make a significant contribution to the quality of pupils' learning.

Teachers make skilful use of a range of assessment strategies. They provide useful oral feedback during lessons. There are good examples of purposeful written feedback, and teachers' comments respond to individual targets and often refer to improving pupils' skills. Pupils are encouraged to take advantage of the opportunity to improve their work by responding to teachers' comments. There are suitable opportunities for pupils to evaluate their own work and other pupils' work. This ensures that, by the end of their time at the school, pupils have a sound understanding of how well they are doing and what they need to do to improve their work.

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

The good quality of staff's care, support and guidance has a very positive effect on pupils' standards and wellbeing. Pupils' moral, social and cultural skills are

developing very successfully. The strong focus of all staff on promoting high expectations and values encourages pupils to take responsibility for their actions maturely. Valuable opportunities are organised for pupils to express their opinions through various councils. The school gives their views serious consideration, and this has a positive effect on their confidence and nurtures their sense of pride and responsibility for others.

Respecting multiculturalism, promoting aspects of diversity, anti-racism and developing fairness and equal opportunities are prominent elements of the school's culture. An emphasis on promoting agreed values has a positive influence on pupils' behaviour.

Staff know the pupils and their families well and have a sound and effective relationship with them. Staff share information about the school's activities with parents very regularly, and this enables them to support their children successfully.

The school has successful procedures to track its pupils' progress and monitor their wellbeing, and staff update them regularly. Provision for pupils with additional learning needs is effective. The school makes good use of information from formal assessments and teachers' assessments to identify pupils' needs at an early stage, and staff provide successful intervention programmes for them.

Educational visits provide valuable opportunities to enrich pupils' learning experiences, and they are given good opportunities to perform in presentations and concerts, compete in eisteddfodau and take part in local projects.

The school has appropriate arrangements for eating and drinking healthily, and its arrangements for safeguarding pupils meet requirements and are not a cause for concern.

### **Leadership and management: Good**

The headteacher's robust leadership creates a close-knit, inclusive ethos that leads to a culture of successful co-operation between staff and the whole school community. He provides a clear direction, sets high expectations for each area of learning and teaching, and ensures staff's commitment to maintaining and raising standards. Across the school, everyone has a sense of purpose and commitment to these values and ambitions. The headteacher has a sound relationship with parents by promoting a co-operative open-door policy, which succeeds in ensuring beneficial support.

Staff understand their roles and responsibilities well and develop them effectively and conscientiously. The enthusiastic teachers show a strong commitment to promoting continuous and sustained improvements by coming together to discuss regularly and plan jointly. This helps to ensure continuity and progression in developing pupils' skills, and creates broad, stimulating experiences for all pupils. It also helps usefully to reduce teachers' workload.

Learning assistants are used effectively across the school to support individual pupils and to implement relevant intervention programmes. This support contributes successfully towards improving pupils' literacy and numeracy skills and wellbeing.



Assistants take full advantage of training opportunities to develop professionally, for example by developing their digital competence in order to promote pupils' ICT skills more effectively.

The school has robust performance management procedures for teachers. These procedures promote staff's professional development successfully, which has a positive effect on individuals and class work. The school is developing as a strong learning community by working effectively with other schools on particular projects, such as preparing guidance to develop pupils' thinking skills. This valuable resource helps pupils to know how to improve their work and move forward to the next step.

Governors have a sound understanding of the school's performance. They are responsible for specific aspects of the curriculum, and they conduct beneficial learning walks that focus well on pupils' work. They prepare detailed reports following observations that are discussed with the headteacher and the full governing body. This enables them to challenge the school and hold it to account for its performance effectively and successfully.

The school's self-evaluation processes are effective and based firmly on broad evidence, such as work scrutiny, lesson observations and seeking the views of pupils and parents. The self-evaluation report provides a relevant picture of the school's strengths and areas that need further attention. The priorities in the school development plan are linked appropriately with the outcomes of the self-evaluation process and focus well on improving provision and raising standards.

Leaders manage and monitoring expenditure and funding prudently to ensure its best use to maintain and improve standards. A budget for implementing the school's improvement priorities has been earmarked clearly, and ensures a good supply of resources that respond to pupils' needs. The school benefits from the constant support of the friends of the school, who contribute generously to projects and purchasing equipment, for example reading books and resources of a good standard for the foundation phase's outdoor area.

The school uses a range of grants purposefully, including the pupil development grant, to raise specific pupils' standards of literacy and numeracy. As a result, nearly all pupils make good progress.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

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

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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