



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Bro Llifon
Groeslon
Caernarfon
Gwynedd
LL54 7DT**

Date of inspection: November 2018

by

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

About Ysgol Bro Llifon

Ysgol Gynradd Bro Llifon is situated in the village of Groeslon, Gwynedd. The school opened in September 2015 to serve the area of Groeslon, Carmel and Y Fron.

Welsh is the main medium of the school's life and work. There are 134 pupils between 4 and 11 years old on roll, including 21 in the nursery class. They are divided into six mixed-age classes.

Around 14% of pupils are eligible for free school meals. This is lower than the national percentage. Around 83% of pupils come from Welsh-speaking homes. Very few are from ethnic minority backgrounds. The school has identified around 15% of its pupils as having additional learning needs, which is lower than the national percentage.

The headteacher was appointed to the post in September 2015. This is the school's first inspection.

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

The headteacher provides very robust and effective leadership, which ensures a clear strategic direction for the school and a culture that promotes continuous improvement. Staff are dedicated and enthusiastic, and work well together in order to ensure a caring ethos and a high standard of wellbeing for pupils, and they are supported very well by the governors. All members of staff have a robust vision to promote pupils' Welshness, nurture respect and encourage pupils to do their best.

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 a variety of situations.

Most pupils have positive attitudes to learning. They concentrate and persevere well for long periods. Nearly all pupils behave excellently in the classroom and around the school. They are very caring towards each other, and treat adults and visitors with respect and maturity.

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

Recommendations

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

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 are significantly lower than 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 across the school listen attentively, speak clearly and express their ideas confidently. They are keen to give answers, comments and express an opinion when talking about their work. They show pride towards the Welsh language and choose to use it to socialise at playtime, as well as in their lessons. At the top of the school, most attain 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 learning to read. By Year 2, they choose reading materials independently and give valid reasons for their choices. Most show interest, pride and enjoyment in reading aloud, and they do so with increasing confidence. In key stage 2, nearly all pupils read with accuracy and fluency in Welsh and English, and discuss their favourite books maturely. They express an opinion about characters, aspects and style with increasing eloquence. By Year 6, many are independent readers who gather, recall and organise information from various sources wholly independently.

In the foundation phase, many pupils, from a very young age, show a good understanding of punctuation and write simple sentences correctly. By the end of the phase, they use verbs, adjectives and interesting similes to enrich their work. Many create extended work of a high standard when writing a story, for example about their favourite superheroes. By the end of key stage 2, most pupils write increasingly reflectively and imaginatively in both languages, and show a sound grasp of elements of language and a range of forms. They write with maturity and originality and use rich vocabulary, for example when recording an investigation into forces and in their study of the velocity of the river at Abergwyngregyn. Most apply their skills effectively when writing at length in a range of contexts. However, pupils in key stage 2 do not develop their English writing skills consistently enough across the curriculum. Most pupils' handwriting and presentation of work are methodical and neat.

Most pupils' numeracy skills across the school are developing effectively. By the end of Year 2, they handle money correctly and develop a good understanding of measurement, shape, time and data, for example when creating a table and a detailed bar graph to record information about the favourite fruit of the children in the class. In key stage 2, most pupils apply their skills successfully and develop appropriate strategies, for example when comparing and analysing data about the population of the town of Aberystwyth and the town of Esquel. They use a good range of mental calculation strategies to solve increasingly difficult number problems. They apply a range of appropriate measuring skills confidently and use decimals, calculate time, calculate standard units and transfer them to real-life problems.

Most pupils make effective use of their ICT skills to support their work across the curriculum. By the end of the foundation phase, they use a series of instructions correctly to move a roamer to re-tell the story of Dwynwen. Most pupils in key stage 2 build well on this firm foundation. They create multimedia presentations successfully when creating a film to describe the strike at the Penrhyn Quarry. Pupils' understanding of the importance of e-safety is sound.

Wellbeing and attitudes to learning: Good

Most pupils have excellent attitudes to learning. They concentrate and persevere well for long periods. They discuss their work confidently and show an obvious interest in their activities. By the end of key stage 2, most have a sound understanding of how to improve their work and refer regularly to their individual targets while they work. This contributes well to their success in their tasks.

Nearly all pupils behave excellently in the classroom and around the school. They are very caring towards each other, and treat adults and visitors with respect and maturity. An exceptional feature is the way in which nearly all pupils support each other's learning and show a high level of respect and tolerance towards others, for example by praising and responding politely to the ideas of others. They become confident, able and independent learners. This contributes significantly towards creating an effective learning environment.

Most pupils have a sound understanding of how to stay healthy, and pupils of all ages understand how to make healthy choices in relation to diet, physical exercise and emotional wellbeing. Nearly all pupils feel safe and know who to approach when they need support.

Most pupils are developing as knowledgeable and moral citizens. They discuss the school's arrangements and life maturely and sensitively, and have a sound knowledge of the wider world. They show pride in their successes and take pride in their responsibilities as 'helper of the day' in classes in the foundation phase. Pupils on the numerous committees undertake their work conscientiously. The charity committee holds successful activities to raise money and collect shoeboxes full of goods for less fortunate children. The school council plays a prominent part in developing the school, for example by corresponding and discussing with local authority officers to complete the school field.

Most pupils are very aware of the importance of attending school regularly and punctually.

Teaching and learning experiences: Good

In the foundation phase, staff nurture pupils' independence and develop their communication, numeracy and ICT skills effectively. They have a sound understanding of the principles of the foundation phase and stimulate pupils to discover and learn independently from the outset. Key stage 2 teachers build well on this firm foundation by encouraging pupils to apply their skills in challenging tasks. The principles of the new curriculum have already been implemented in key stage 2, and this contributes effectively towards developing their independent learning skills.

Teachers' planning is detailed and based on themes that build systematically on pupils' knowledge and skills well. However, there are few opportunities for pupils in key stage 2 to develop their English writing skills across the curriculum.

Lessons are planned and adapted appropriately to respond to pupils' specific needs. Pupils across the school are given regular opportunities to suggest learning threads based on their interests. This engages their participation and commitment successfully.

There is a positive working relationship between adults and pupils in all classes. The school has a natural Welsh ethos, and all staff create a highly positive atmosphere that promotes this successfully and engages all pupils' enthusiasm towards the language. Provision for the Welsh dimension ensures that pupils are given rich and interesting experiences to develop an understanding of their area and Welsh culture. A good example of this is the visits to historic centres, such as the local slate museum and regular opportunities to compete in eisteddfodau.

Teachers have high expectations and all pupils understand this. As a result, pupils achieve good standards. All teachers use an interesting variety of teaching methods that engage pupils' participation and interest well. Presentations are lively and have a good pace. Teachers question pupils probingly and encourage them to use their skills regularly in lessons.

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. Teachers encourage pupils to take advantage of opportunities to improve their work by responding to their comments. There are suitable opportunities for pupils to evaluate their own work. This ensures that pupils, by the end of their time at the school, 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 care, support and guidance from staff has a very positive effect on pupils' standards and wellbeing. As a result, pupils feel happy and safe at school.

Pupils' spiritual, moral, social and cultural skills are developing very successfully. Collective worship periods provide valuable opportunities for pupils to reflect on sound values. They learn about ethical issues, such as fair trade, and how they can play a part in ensuring a fairer world. The 'Bydis Buarth' (playground buddies) scheme, which encourages pupils to support and care for each other during break times, makes an excellent contribution towards ensuring an inclusive and equal community.

The strong focus of all staff on promoting high expectations and values encourages pupils to take responsibility for their actions maturely. Valuable opportunities are arranged for pupils to express their opinions through various councils. Leaders and staff take their views seriously, and this has a positive effect on pupils' confidence and nurtures a 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 shared values has a positive influence on pupils' behaviour.

The school communicates well with parents through social media, which is a beneficial and consistent way of contacting and sharing information. Leaders and staff are willing to listen to parents' views and suggestions, and encourage them to play an active and full part in school life.

There are successful procedures for tracking pupils' progress and monitoring their wellbeing, and staff update them regularly. Provision for pupils with additional learning needs is effective. Staff make good use of formal assessment information and teachers' assessments to identify pupils at an early stage, and staff provide successful intervention programmes for them. The school works effectively with external agencies to support these pupils. As a result, teachers ensure that most pupils make good progress against their targets.

Educational visits provide valuable opportunities to enrich pupils' learning experiences, and there are good opportunities for them to perform in presentations and concerts and compete in eisteddfodau.

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

Leadership and management: Good

The headteacher provides very robust and effective leadership, which ensures a clear strategic direction for the school and a culture that promotes continuous improvement. She succeeds in conveying the vision clearly to staff, pupils, parents and governors. The whole school community is committed to the school's motto, 'Camu 'mlaen gyda'n gilydd'.

Staff meetings are held regularly and focus clearly on priorities for improvement. Agendas ensure that staff understand their roles and responsibilities in fulfilling these priorities. There are effective performance management arrangements in place, which include relevant targets for staff that are linked to the school's priorities. This has a positive effect on the wide-ranging and valuable opportunities that are provided for pupils.

The headteacher ensure that there are suitable opportunities for staff to benefit from effective professional learning experiences. The school has fostered an effective working relationship with other similar schools and has benefitted greatly in areas such as assessment for learning and preparing for the new curriculum.

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

The governing body is supportive and dedicated, and all members have a specific responsibility. They visits classes and scrutinise pupils' work and, as a result, their

understanding of the school's strengths and areas for improvement is sound. This enables them to challenge the school and hold it to account for its performance effectively. The headteacher and governors manage the budget carefully, and expenditure links well with the plans for improvement. The school uses the pupil development grant prudently to improve the reading skills of the very few pupils who are eligible for free school meals.

The school's self-evaluation processes are comprehensive and are based on broad evidence, which is gathered through scrutinising work, 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 school development plan derives directly from the evidence from the self-evaluation process and elaborates logically on the main priorities. It is a concise and clear document with a suitable number of relevant priorities on which to act. Actions allocate responsibilities clearly, including responsibility for monitoring and evaluating effectiveness. The school's ability to plan and ensure improvement is evident from the increase in the number of more able pupils who achieve the higher outcomes and levels.

Copies of the report

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

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

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