



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

**A report on**

**Ysgol Llangybi  
Llangybi  
Pwllheli  
Gwynedd  
LL53 6DQ**

**Date of inspection: December 2018**

**by**

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

## About Ysgol Llangybi

Ysgol Gynradd Llangybi is situated in the village of Llangybi, which is around five miles from Pwllheli in Gwynedd, and serves the village and the surrounding rural area.

Welsh is the main medium of the school's life and work, and English is introduced to pupils in key stage 2. There are 38 pupils between 4 and 11 years old on roll, including 2 in the nursery class. They are divided into two mixed-age classes.

The average percentage of pupils who have been eligible for free school meals over the last three years is 17%, which is slightly lower than the national percentage. Around 78% of pupils come from Welsh-speaking homes. Very few are from ethnic minority backgrounds. The school has identified around 18% of pupils as having additional learning needs, which is lower than the national percentage.

The headteacher was appointed to the post in September 1993, and the school was last inspected in June 2013.

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's effective leadership sets a clear strategic direction for developing the school. All members of staff work well together. This ensures that all aspects of the school's work have a positive and clear influence on pupils' achievement and wellbeing, and creates a homely ethos and a well-organised learning community. Governors have a sound understanding of the school's performance, which enables them to challenge the school and hold it to account for its performance effectively and successfully.

As they move through the school, nearly all pupils, including those with additional learning needs, make sound progress and achieve well by Year 6.

Nearly all pupils show a high level of respect and behave well. They are polite, foster strong relationships with members of staff, and are welcoming and polite towards visitors. Nearly all pupils across the school have positive attitudes to learning.

<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 Provide more opportunities for pupils in key stage 2 to develop numeracy skills and use spreadsheets and databases in their work across the curriculum
- R2 Provide more opportunities for pupils to make decisions and take responsibility for their own learning in order to develop as independent learners

## **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.

Most pupils across the school make sound progress in their use of language, literacy and communication skills in Welsh. Nearly all listen attentively to their teachers during lessons and are keen to give answers or suitable comments when talking about their work. Most pupils in key stage 2 have good oral English skills.

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, many read with accuracy and fluency in Welsh and English. They use their skills appropriately when gathering information in their investigative work, for example about Nant Gwrtheyrn.

In the foundation phase, most pupils write an increasing range of simple sentences and spell correctly and punctuate purposefully. By the end of the phase, most make good progress in their proficiency to use varied vocabulary and language. They write interesting pieces, for example about their holidays and a portrayal of a friend.

Most pupils in key stage 2 write intelligently for different purposes in Welsh and English, and show a sound awareness of the different writing forms. Most choose interesting vocabulary, and spell and punctuate correctly. By the top of the school, many write extended pieces of good quality for various purposes and audiences. They use adjectives, similes and idioms confidently to enrich their work, for example when writing the story of Gelert the dog and the legend of King Arthur. Many pupils' handwriting and presentation of work are neat.

Most pupils' numeracy skills are developing effectively across the school. In the foundation phase, most handle money correctly and develop good measuring, time and weighing skills. In Year 2, most have a good understanding of number patterns and place value. They add and subtract skilfully by using tens and units, and double and halve numbers correctly. They solve simple word problems skilfully when choosing what to buy from the bakery. In key stage 2, many pupils have a sound understanding of multiplication and place value, and present data with increasing accuracy in graphs or tables. They use a good range of mental calculation strategies to solve number problems about 'Parlwr Pitsa Pedr' (Peter's Pizza Parlour). They understand the relationship between fractions, decimals and percentages well.

Most pupils' information and communication technology (ICT) skills are developing appropriately across the school. In the foundation phase, most create good electronic pictures and present data, for example to create graphs to show the eye colour of different pupils in the class. They use electronic tablets confidently to practice their literacy and numeracy skills and keep a record of their work. In key

stage 2, most pupils use the internet successfully to search for information, for example about sea animals and fair trade. However, pupils do not analyse spreadsheets and databases regularly enough in a variety of contexts.

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

Nearly all pupils show a high level of respect and behave well during lessons and during break times. They are welcoming and polite towards visitors and are willing to share their experiences of the school and the community. This is a strong feature of the school's life and work, and contributes significantly to its familial atmosphere. Most pupils take pride in the opportunities they have to take part in their community, for example the annual Harvest service in the chapel.

Most pupils are polite, foster a strong relationship with members of staff, and follow instructions enthusiastically. They are very caring towards each other and contribute fully to try to ensure that their peers are happy and that their views and ideas are valued. By the end of key stage 2, most pupils have a sound understanding of what they need to do to improve their work. Nearly all pupils feel safe at school and enjoy and understand the importance of attending school regularly.

The eco committee is active in promoting pupils' understanding of the importance of sustainability. Energy saving posters are displayed around the school. It also helps follow pupils to consider the importance of growing vegetables in the school garden in order to promote eating healthily. Through profit from sales from the fruit shop, the school council has succeeded in purchasing more useful equipment for their fellow pupils, for example the mud kitchen.

Nearly all pupils understand the importance of eating and drinking healthily, and take part in physical exercise activities regularly. They understand the dangers that may arise in their everyday lives and know what steps to take, if necessary. Nearly all pupils, in line with their age, understand the importance of staying safe online, and outline the dangers that may arise as a result of unsuitable use of the internet.

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

Teachers and staff have an excellent relationship with pupils. Across the school, successful co-operation between teachers and learning assistants provides effective support to individuals and specific groups.

Standards of teaching are sound across the school, and this is reflected in the good outcomes that are achieved. The system of planning learning activities that stretch pupils of all abilities is a strong feature. Work is based on interesting and imaginative themes and learning experiences.

Schemes of work incorporate the statutory requirements of the National Curriculum appropriately. The principles of the foundation phase have been embedded firmly with prominent focus tasks in the learning areas, which set an appropriate level of challenge for pupils' age and ability. Pupils across the school are given a good opportunity to influence planning by creating a mind map at the beginning of their themes. This stimulates pupils well to play an active part in their learning.

Teachers have incorporated the requirements of the literacy framework successfully in planning, and provide regular tasks to reinforce these skills.

However, opportunities for older pupils to develop their numeracy skills and use spreadsheets and databases in their work across the curriculum are limited.

Staff encourage pupils to use the Welsh language consistently during lessons. As a result, by the end of key stage 2, many pupils have sound translanguaging 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. A good example of this is the visits to Plas Tan y Bwlch and St Cybi's Well.

Teachers explain new ideas in a meaningful and relevant way, and extend learning through practical experiences. They use beneficial resources to support teaching and learning, and ask probing questions in order to broaden pupils' understanding and encourage them to use their thinking skills. However, there is a tendency at times to over-direct pupils. This limits the opportunities for pupils to take responsibility for their own 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.

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

The school is a caring community that nurtures pupils' personal and social skills well. Through the curriculum, daily practices, circle time and collective worship, the school promotes pupils' understanding of values such as honesty, tolerance and equality effectively.

Pupils are given worthwhile opportunities to develop their understanding of spiritual, moral, social and cultural issues. The school's personal and social education programme contributes well to developing these aspects. The school is an integral part of the community and pupils take part in many community activities and local visits, such as Pont y Merched and Garn Bentyrch. This promotes their social skills and life skills successfully.

The school has appropriate arrangements for promoting healthy eating and regular exercise. Staff know their pupils very well and respond sensitively to their social and emotional needs. The school's ethos is one of an open environment in which pupils are encouraged to discuss any problems with staff. There is suitable provision to ensure that pupils know how to keep themselves safe, for example when using the internet. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school has a good relationship with parents and has established effective lines of communication to inform them regularly about the school's work. This encourages them to play an active part in their children's education.

The school identifies individuals and the progress they make well. The use of formal and informal monitoring and tracking processes enable staff to measure pupils' progress effectively.

The school has appropriate provision for pupils with additional learning needs. Individual education plans are in place and learning assistants use them appropriately to meet pupils' needs. As a result, most pupils make the expected progress towards achieving the individual targets that are set for them.

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

The headteacher's effective leadership sets a clear strategic direction for developing the school. She has a vision that is based on ensuring that the wellbeing of pupils and staff is a core part of the school's work, and that there is a strong focus on encouraging learners to attain good standards. The whole school community is committed to the school's motto, 'Children first'. All members of staff work well together. This ensures that all aspects of the school's work have a positive and clear influence on pupils' achievement and wellbeing, and ensures a homely ethos and a well-organised learning community.

There are effective performance management arrangements in place that include relevant targets for staff, which are linked to the school's priorities. This has a positive effect on the valuable experiences that are provided for pupils. The headteacher ensures that there are suitable opportunities for staff to benefit from professional learning activities. 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.

Governors have a sound understanding of the school's performance. They have responsibility for specific aspects of the curriculum and conduct beneficial learning walks, which focus well on pupils' work. This enables them to challenge the school and hold it to account for its performance effectively and successfully.

The school's self-evaluation procedures are effective and are based firmly on broad evidence, such as 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 priorities in the school development plan link appropriately with the outcomes of the self-evaluation procedures and focus well on improving provision and raising standards.

The headteacher and governors monitor expenditure and funding prudently to ensure its best use to maintain and improve standards. The budget for implementing the school's priorities for improvement has been earmarked clearly and ensures a good supply of resources that respond to pupils' needs.

The school uses a range of grants purposefully, including the pupil development grant, to raise specific pupils' standards of literacy, numeracy and wellbeing. 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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