

**Inspection under Section 28 of the  
Education Act 2005**

**A Report on the Quality of Education in**

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

**School Number: 6612066**

**Dates of Inspection: 24/04/07**

**by**

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Ysgol Llangybi was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Llangybi took place between 24/04/07 and 25/04/07. An independent team of inspectors, led by David Martin Cray undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a short inspection.

## 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' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 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	R	Y1	Y2	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 National Curriculum covers four key stages as follows:

Key stage 1	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

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## Context

### The nature of the provider

- 1 This school is located in the village of Llangybi, Eifionydd, and is maintained by Gwynedd Local Education Authority. It has an extensive agricultural, Welsh speaking catchment area. The majority of children come from families indigenous to the area and there is little social mobility and deprivation. The pupils represent the full range of ability and their levels of attainment vary when they are first admitted to school.
- 2 There are currently 87 pupils between 3 and 11 years of age on the school register, including 13 nursery age children. They are admitted on a part-time basis at the beginning of September following their third birthday and on a full-time basis in the September following their fourth birthday. Pupil numbers have remained fairly constant over recent years.
- 3 Some five per cent of pupils are entitled to receive free school meals – a figure that is lower than county (13.8%), and national (19.7%) averages. Eight pupils (7%), including one statemented pupil, are designated as having additional learning needs. This figure is again considerably lower than county and national averages.
- 4 The area's linguistic background is solidly Welsh speaking. Eighty eight per cent of pupils come from homes where Welsh is spoken as a first language. The school follows the National Curriculum in Wales Welsh first language programme of study. English is formally introduced in Key Stage 2.
- 5 The school was last inspected in June 2001 and the majority of teaching staff were in post at the time. The Headteacher was appointed to her post in the Summer of 1993

### The school's priorities and targets

- 6 The school's priorities and targets for 2006 – 2007 include:
  - Developing pupils' oral language;
  - Developing Art and Design and Technology across the school.

## Summary

- 7 The findings of the inspection team concur with the school's judgements in four of the seven key questions (Key Questions 2, 5, 6 and 7). In the other Key Questions, the grades awarded by the inspection team were lower than the school's own judgements.

### Table of grades awarded

- 8 The inspection team adjudged the work of the school as follows:

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the leadership experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	2
6 How well do learners and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

### Standards

- 9 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. Their ability to use their communication skills in different curricular contexts is developing well. They use their mathematical skills correctly and become accomplished users of computer equipment as a tool across the curriculum.
- 10 Pupils in both key stages make good progress in their key skills. They listen well, and speak, read and write confidently, in a range of curricular contexts, particularly so in Welsh. They use their mathematical skills with increasing accuracy and make good use of their information technology skills to support their learning across the curriculum.
- 11 The pupils' bilingual competence is very sound.

- 12 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's most recent performance is as follows:

	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Key Stage 1</b>	4	1	1
<b>Key Stage 2</b>	1	1	2

**Key**

- 1- Performs in the upper 25% of schools
- 2 – Performs in the upper 50%, but below the 25% highest performing schools
- 3 – Performs in the lower 50%, but above the 25% lowest performing schools
- 4 – Performs in the lowest 25% of schools

- 13 Across the school, the pupils make good progress and they learn new knowledge or skills effectively. They make good progress towards fulfilling their potential.
- 14 The pupils' personal, social and learning skills are developing well. They enjoy their lessons and work together effectively on their tasks. They show a growing ability to work independently and their creative skills are developing well. The handwriting skills of Key Stage 2 pupils have not developed sufficiently.
- 15 The inspectors found that the standards of pupil behaviour were generally good throughout the school.
- 16 In the three full terms prior to the inspection, the average level of attendance was approximately 97.5%. This compares very favourably with similar schools in Wales and is within the 25% of schools with the lowest absence levels.

**The quality of education and training**

- 17 In the lessons observed, the quality of teaching was adjudged to be as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
10%	90%	--	--	--

- 18 The above percentages are considerably higher than the 79% of lessons awarded Grades 1 and 2 for the whole of Wales in the year 2005-2006. (Annual Report of Her Majesty's Chief Inspector) but are lower than the 17% awarded Grade 1.
- 19 Overall, there are appropriate arrangements for assessment, recording and reporting.
- 20 The teachers track the academic and personal progress of each pupil. Their work is marked regularly and thoroughly. The teachers encourage pupils to



nurture and develop their self-evaluation skills and to be aware of their personal targets.

- 21 Written reports are presented to the parents and carers of the under-fives, but the reports on the nursery age children do not contain observations on the six areas of learning based on the Desirable Outcomes for Children's Learning. The annual reports on the pupils in both key stages provide observations on their achievements and on their personal and social development. However, the quality of the comments is rather superficial and they do not provide guidance on how to improve the work.
- 22 The learning experiences provided at the school are socially inclusive and they ensure equality of access and opportunity for all. The school provides a broad and balanced curriculum through a range of interesting activities.
- 23 The provision for promoting the pupils' spiritual, moral, social and cultural development is good.
- 24 Pupils are given opportunities to extend their personal and cultural skills by visiting a wide range of interesting and educational locations. These arrangements effectively extend the pupils' curricular experiences.
- 25 The parents are supportive of the work of the school and they raise considerable sums of money to buy resources. They are also enthusiastic in their support of the Urdd. The school handbook is of good quality and it fulfils requirements. There has been a good response to the home-school agreement.
- 26 The school plays an important part in the life of the local community and there are good links with local schools, including the pastoral and curricular links with Ysgol Uwchradd Glan Môr, Pwllheli.
- 27 The Cwricwlwm Cymreig is well established and it features prominently in the school's provision.
- 28 Circle Time sessions are held and learning experiences are provided across the curriculum that effectively promote the pupils' personal and social education.
- 29 The provision for teaching and raising the pupils' awareness of issues relating to global citizenship and sustainability is good.
- 30 The older pupils receive some opportunities to organise and hold activities in order to develop their enterprise skills, such as running the weekly fruit shop. However, there is room to develop these skills further.
- 31 The quality of the care, guidance and support given to pupils is good. They are happy at school and feel that they are valued and respected. As a result of the inspection team's discussions with groups of pupils it was noted that they

feel safe and happy to approach the headteacher and staff for help and guidance.

- 32 The child protection policy is known to everyone employed at the school. The arrangements reflect the all-Wales statutory requirements and the staff have received the relevant training.
- 33 Members of the School Council receive good opportunities to influence issues that affect their daily lives at the school.
- 34 The provision for pupils with additional learning needs is appropriate and it fulfils the requirements of the Code of Practice. They receive good support and are given full access and opportunities to avail themselves of all aspects of the curriculum.
- 35 Individual education plans are provided for the pupils, but they do not identify outcomes in order to provide clear guidance on the next steps in the pupils' learning.

### **Leadership and management**

- 36 The headteacher offers by example a clear sense of purpose and strategic direction for the development of the school. She receives good support from the teaching staff, who shoulder a good measure of responsibility, including the work of monitoring standards.
- 37 The governors know the school well and they undertake their management and legal responsibilities effectively. They provide good support and assistance to the headteacher in setting the strategic direction of the school.
- 38 The school fulfils its responsibilities in terms of teaching time, but there are minor shortcomings in the annual report of the governing body to parents.
- 39 A culture of self-criticism is well-established at the school and monitoring arrangements are now firmly in place. All the procedures contribute effectively to making improvements.
- 40 The quality of the self-evaluation report presented to the inspectors prior to the inspection is good.
- 41 The school development plan is fully supported by staff and governors alike. Although the current priorities are clearly based on the school's self-evaluation processes, the Plan does not place sufficient emphasis on the mid and long term development of other priorities that the school believes require attention.
- 42 The school has made good progress in addressing the key issues identified by the inspectors following the 2001 inspection and it has succeeded in maintaining good standards.

- 43 All members of staff are suitably qualified to fulfil the responsibilities outlined in their job descriptions, and good use is made of their expertise. The assistants work closely with the teachers to support the pupils in their care and they make a significant contribution to the learning and teaching.
- 44 Overall, the range of resources available to support the pupils' curriculum is good and they are appropriate to their needs and age range. There is a good supply of computers, but the one interactive whiteboard at the school is insufficient.
- 45 The school has suitable facilities for pupils with disabilities.
- 46 The school's expenditure decisions are effectively linked to the priorities and targets in the school development plan. The budget is tight; it is carefully monitored and the school provides good value for money.

## **Recommendations**

- R1 Improve the handwriting of Key Stage 2 pupils;
- R2 Strengthen the links between the mid and long term priorities in the school development plan and the outcomes of the school's self-evaluation processes;
- R3 Ensure that the individual education plans provided for pupils with additional learning needs clearly identify the learning outcomes;
- R4 Improve the quality of the reports presented to parents on their children's progress, and for the nursery age children, ensure that they contain comments based on the six areas of the Desirable Outcomes for Children's Learning.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

- 47 The findings of the inspection team differ from the school's judgement in its self-evaluation report. The inspectors do not agree that the standards achieved by pupils are high enough to justify awarding Grade 1 for this key question.
- 48 The pupils achieve good standards in terms of their knowledge and skills and they reach the targets set for them. The pupils with additional learning needs make good progress within their ability and age.
- 49 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. Their ability to use their communication skills in different curricular contexts is developing well. They use their mathematical skills correctly and become accomplished users of computer equipment as a tool across the curriculum.
- 50 Pupils in both key stages make good progress in their key skills. They listen well, and speak, read and write confidently, in a range of curricular contexts, particularly so in Welsh. They use their mathematical skills with increasing accuracy and make good use of their information technology skills to support their learning across the curriculum.
- 51 The pupils' bilingual competence is very sound. In Key Stage 2, they come to be able to make effective use of their oracy, reading and writing skills in Welsh and English in a range of curricular contexts.
- 52 In Key Stage 1 in 2006, according to teacher assessments, 100% of pupils attained level 2 or above in the core subjects of Welsh, mathematics and science. In 2005 the figure was again 100% (Wales 80.9%; Gwynedd 83%) and in 2004 it was 66.7% (Wales 80%; Gwynedd 82%). The school's results for 2006 were higher than county and national averages (2005) in all subjects.
- 53 In Key Stage 2 in 2006, according to teacher assessments, 83.3% of pupils at the school attained level 4 or above in the core subjects of Welsh, English, mathematics and science. In 2005 it was 90.9% (Wales 74.3%; Gwynedd 76.3%) and in 2004 the figure was 100% (Wales 72%; Gwynedd 74%). The results for 2006 were higher than county and national averages (2005) in all subjects, with the exception of science, that was slightly lower.
- 54 In both key stages, it was seen over time that there are no significant differences between the performance of boys and girls.

- 55 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's most recent performance is as follows:

	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Key Stage 1</b>	4	1	1
<b>Key Stage 2</b>	1	1	2

**Key**

- 1- Performs in the upper 25% of schools
- 2 – Performs in the upper 50%, but below the 25% highest performing schools
- 3 – Performs in the lower 50%, but above the 25% lowest performing schools
- 4 – Performs in the lowest 25% of schools

- 56 Across the school, the pupils make good progress and they learn new knowledge or skills effectively. They have an appropriate understanding of the purpose of the tasks set for them, and as they become older their ability to analyse the strengths and weaknesses of their work develops well. They make good progress towards fulfilling their potential.
- 57 The pupils' personal, social and learning skills are developing well. They enjoy their lessons and work together effectively on their tasks, and the vast majority are happy to persevere if they encounter difficulties. They show a growing ability to work independently and their creative skills are developing well. The handwriting skills of Key Stage 2 pupils have not developed sufficiently.
- 58 The inspectors found that the standards of pupil behaviour were generally good throughout the school.
- 59 In the three full terms prior to the inspection, the average level of attendance was approximately 97.5%. This compares very favourably with comparator schools in Wales and is within the 25% of schools with the lowest absence levels. The pupils come to school punctually.
- 60 The pupils' awareness of equal opportunity issues is good. They respect diversity in society and have an appropriate knowledge of other religions and cultures.
- 61 Pupils have a good understanding of their community and of their responsibilities towards it. They are aware of the world of work and of some local industries and businesses.

## The quality of education and training

### Key Question 2: How effective are teaching, training and assessment?

#### Grade 2: Good features and no important shortcomings

62 The findings of the inspection team match the judgement made by the school in its self-evaluation report.

63 In the lessons observed, the quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	90%	--	--	--

64 The above percentages are considerably higher than the 79% of lessons awarded Grades 1 and 2 for the whole of Wales in the year 2005-2006. (Annual Report of Her Majesty's Chief Inspector) but are lower than the 17% awarded Grade 1.

65 Good teaching was observed across the school. The teachers have a caring and respectful relationship with the pupils, they know them well and value them as individuals. The teachers use praise and encouragement to nurture self-respect and this has a positive impact on pupils' attitude towards their work.

66 Equal opportunities are promoted within the school. The needs of individual pupils are met, including those with additional learning needs.

67 The teachers have a good knowledge of the areas they teach and they succeed in creating a pleasant, stimulating and orderly working environment. They use a range of strategies to ensure that pupils apply themselves to working purposefully and confidently.

68 The outstanding features to the teaching include particularly exciting presentations and highly effective strategies for nurturing pupils' independence and encouraging them to make their own choices and decisions.

69 In the lessons where the teaching is good, the learning objectives are shared with the pupils and there are clear instructions and explanations. Regular references are made to prior learning in order to ensure continuity and progression. The pace of these lessons is effective and good use is made of time. There is skilful questioning, and this encourages pupils to think and to investigate issues in detail and depth. The teachers succeed in providing differentiated activities that fulfil the requirements and interests of all pupils in the class.

70 The teachers prepare their lessons thoroughly, using a wide range of resources and artefacts to support and stimulate interest.

- 71 Good quality language is used when teaching the pupils, and the teachers take advantage of every opportunity to extend and enrich their language. They give pupils opportunities to use their bilingual skills effectively in different subjects across the curriculum.
- 72 Overall, there are appropriate arrangements for assessment, recording and reporting.
- 73 A close overview is kept of the progress made by the under-fives by using booklets such as 'Y Cam Cynta' (The First Step), and the Under-Fives Profile, that address the six areas of learning. This, together with the baseline assessment, provides a useful starting point for measuring further progress and development.
- 74 The teachers track the academic and personal progress of each pupil. The school follows the guidelines of the Local Education Authority in terms of recording progress and identifying the pupils' next steps in the core and foundation subjects. These arrangements impact directly on the planning and on the quality of learning.
- 75 The pupils' work is marked regularly and thoroughly. In general, the comments provided give guidance to pupils on how to improve their work. The teachers encourage pupils to nurture and develop their self-evaluation skills and to be aware of their personal targets.
- 76 Parents are invited to discuss their children's education and progress on two occasions every year. Written reports are presented to the parents and carers of the under-fives, but the reports on the nursery age children do not contain observations on the six areas of learning based on the Desirable Outcomes for Children's Learning. The annual reports on the pupils in both key stages provide observations on their achievements and on their personal and social development. However, the quality of the comments is rather superficial and they do not provide guidance on how to improve the work.
- 77 Parents respond positively when asked about the school's willingness to listen to any issues troubling them about their children's progress.

**Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

**Grade 2: Good features and no important shortcomings**

- 78 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded itself Grade 1 for this key question. The inspectors do not agree that the provision contains outstanding features.
- 79 The learning experiences provided at the school are socially inclusive and they secure equality of access and opportunity for all. The school provides a broad and balanced curriculum through a range of interesting activities.

- 80 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. A range of exciting and purposeful activities are provided that succeed in nurturing their curiosity. The schemes are thorough and they lead naturally to the National Curriculum programmes of study.
- 81 Overall, the curricular policies and schemes of work record the mid and long term intentions in order to secure appropriate continuity and progression in the learning. However, there is some inconsistency in the quality of some of the schemes. Thematic cycles are used as a means of curriculum organisation and the teachers are able to combine a range of interesting and stimulating cross-curricular activities within each theme.
- 82 The learning experiences succeed in effectively developing the pupils' basic skills and key skills.
- 83 The provision for promoting the pupils' spiritual, moral, social and cultural development is good. The school organises services of collective worship that conform to requirements and that are firmly grounded in Christian values.
- 84 The teachers strive to nurture respect and courtesy amongst pupils and they work diligently to promote sound moral values. The pupils are encouraged to raise funds for a range of national charities such as Hope House, as well as international charities.
- 85 Pupils are given opportunities to extend their personal and cultural skills by visiting a wide range of interesting and educational locations. They include local visits to places such as Llanystumdwy Museum and the Pwllheli Lifeboat Station as well as visits further afield such as Jodrell Bank and 'Cadbury's World'. The provision also includes opportunities for the older pupils to attend residential courses, take part in competitions and work with artists, such as the latest project with Cefyn Burgess. These arrangements effectively extend the pupils' curricular experiences.
- 86 The parents are supportive of the work of the school and they raise considerable sums of money to buy resources. They are also enthusiastic in their support of the Urdd. The school handbook is of good quality and it fulfils requirements. There has been a good response to the home-school agreement.
- 87 The school plays an important part in the life of the local community and there are good links with local schools, including the pastoral and curricular links with Ysgol Uwchradd Glan Môr, Pwllheli.
- 88 Suitable opportunities are provided to promote the pupils' bilingual skills. The variety of experiences provided, including the work based on the film 'Etifeddiaeth' (Heritage) and the celebrations tracing the history of the school, ensure that pupils have a sound awareness of their heritage and of the culture



of their locality and of Wales as a whole. The Cwricwlwm Cymreig is well established and it features prominently in the school's provision.

- 89 The school has a policy for personal and social education and effective plans for each theme. The teachers work hard to promote the pupils' knowledge and understanding of the importance of healthy eating. The school has already joined the Gwynedd and Môn Healthy Schools Scheme. Circle Time sessions are held and learning experiences are provided across the curriculum that effectively promote the pupils' personal and social education.
- 90 Pupils receive opportunities to learn about the cultures of other countries within music, art and geography programmes of study and the agreed syllabus for religious education. The provision for teaching and raising the pupils' awareness of issues relating to global citizenship and sustainability is good. For example, a visit by a group of children from Belarus led to discussions about the Chernobyl disaster. Following their work on the theme of 'Water' pupils were given opportunities to learn about the work of the charity 'Water Aid' and about some of the difficulties faced by people in the third world.
- 91 The provision for sustainability education in subjects such as geography and their visits to recycling centres promote the pupils' understanding and knowledge of local, national and global issues. The school operates sustainably on a day to day basis.
- 92 The older pupils receive some opportunities to organise and hold activities in order to develop their enterprise skills, such as running the weekly fruit shop. However, the school acknowledges through its plans that it is necessary to develop these skills further.
- 93 Pupils are encouraged from an early age to take more responsibility for their own learning so that they develop into independent learners, thus laying the foundations for lifelong learning.

#### **Key Question 4: How well are learners cared for, guided and supported?**

##### **Grade 2: Good features and no important shortcomings**

- 94 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded itself Grade 1 for this key question. The inspectors do not agree that the provision contains outstanding features.
- 95 The quality of the care, guidance and support given to pupils is good. They are happy at school and feel that they are valued and respected. As a result of the inspection team's discussions with groups of pupils it was noted that they feel safe and happy to approach the headteacher and staff for help and guidance.
- 96 The nursery children settle in quickly at school. They are given an opportunity to visit the school for an afternoon before starting on a part-time basis. Useful

meetings are organised with parents at which they are given a copy of the information booklet 'Dechrau'r Ysgol' (Starting School).

- 97 There is a range of appropriate procedures for securing the pupils' general health and wellbeing when they are in the school's care. The child protection policy is known to everyone employed at the school. The arrangements reflect the all-Wales statutory requirements and staff have received the relevant training.
- 98 The pupils' health and wellbeing are promoted in curriculum subjects such as science and physical education and they are given opportunities to join the school's walking club. The school is part of the Gwynedd Primary School Healthy Menus pilot.
- 99 The school has well-established links with local specialist agencies such as the police, and they enhance and supplement the teaching programme.
- 100 Members of the School Council receive good opportunities to influence issues that affect their daily lives at the school. They take pride in their role as representatives of their community.
- 101 The provision for pupils with additional learning needs is appropriate and it fulfils the requirements of the Code of Practice. They receive good support and are given full access and opportunities to avail themselves of all aspects of the curriculum.
- 102 Individual education plans are provided for the pupils, but they do not identify outcomes in order to provide clear guidance on the next steps in the pupils' learning. Meetings are held with parents in order to share the contents of the plans and to discuss their children's progress.
- 103 There is a good relationship between the school and the Unit at Ysgol Cymerau as well as with the professional support services.
- 104 The school's provision and practices for nurturing positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on the basis of race, disability, background and gender are good. Emphasis is placed on teaching pupils about the importance of tolerance and respect for others. The equal opportunities policy ensures that each individual is given full access to all aspects of the life and work of the school. The school's racial equality policy is monitored for efficiency on an annual basis.
- 105 There are appropriate measures in place to eliminate any oppressive behaviour and there are effective systems for monitoring pupil attendance and punctuality. The registers are kept in accordance with statutory requirements.
- 106 The school takes reasonable steps to ensure that pupils with disabilities do not suffer from being treated less favourably. An accessibility plan has been produced according to requirements.

## Leadership and management

### Key Question 5: How effective are leadership and strategic management?

#### Grade 2: Good features and no important shortcomings

- 107 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 108 The headteacher offers by example a clear sense of purpose and strategic direction for the development of the school. The day to day procedures are based on sound principles and agreed values; equality for all is promoted and the contribution of every individual is valued. The headteacher receives good support from the teaching staff, who shoulder a good measure of responsibility, including the work of monitoring standards.
- 109 The school has a good awareness of local priorities and those of the Welsh Assembly Government, and these are reflected in its policies and practices.
- 110 The school has planned effectively for the reforms made with regard to the teachers' workload. Appropriate performance management arrangements have been made and objectives have been set in order to nurture the continuous professional development of staff, whilst at the same time addressing the school's own priorities. Effective arrangements have also been made for providing support and training for the newly qualified teacher.
- 111 The whole school targets that are set are challenging but achievable, and they are based on the school's awareness of its pupils and their likely performance.
- 112 The governors know the school well and they undertake their management and legal responsibilities effectively. They have a good range of backgrounds and expertise, and the school makes good use of them. They have a good awareness of the school's performance and of the factors that impinge upon it. They provide good support and assistance to the headteacher in setting the strategic direction of the school.
- 113 The school fulfils its responsibilities in terms of teaching time, but there are minor shortcomings in the annual report of the governing body to parents.

### Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

#### Grade 2: Good features and no important shortcomings

- 114 The findings of the inspection team match the judgement made by the school in its self-evaluation report.

- 115 A culture of self-criticism is well-established at the school and monitoring arrangements are now firmly in place. The curricular leaders have a good knowledge of standards in their respective areas of responsibility and they employ various strategies to collect evidence, including observing each other's lessons and scrutinising pupils' work. It was seen that the records they keep of classroom observations are of a high standard. Performance data is collected and analysed carefully and effective use is made of benchmarking information in both key stages. All the procedures contribute effectively to making improvements.
- 116 Consideration is given to the voice of pupils in the development of the school through the School Council and through the questionnaires they have completed. Parents are encouraged to call at the school to discuss personally any concerns they have about procedures or provision.
- 117 The quality of the self-evaluation report presented to the inspectors prior to the inspection is good. Reference is made to a range of evidence sources and the school's strengths and the areas that require development are effectively identified.
- 118 The school development plan is fully supported by staff and governors alike. Operational responsibilities are clearly designated to individuals and resources are also earmarked to support developments. Although the current priorities are clearly based on the school's self-evaluation processes, the Plan does not place sufficient emphasis on the mid and long term development of other priorities that the school believes require attention.
- 19 The findings of the inspection team concur with the school's judgement in four of the seven key questions. Lower grades were awarded for Key Questions 1, 3 and 4.
- 120 The school has made good progress in addressing the key issues identified by the inspectors following the 2001 inspection and it has succeeded in maintaining good standards.

### **Key Question 7: How efficient are leaders and managers in using resources?**

#### **Grade 2: Good features and no important shortcomings**

- 121 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 122 All members of staff are suitably qualified to fulfil the responsibilities outlined in their job descriptions, and good use is made of their expertise. The assistants work closely with the teachers to support the pupils in their care and they make a significant contribution to the learning and teaching.
- 123 The arrangements for non-contact time for teachers have been carefully planned; the time is used effectively and it has a positive impact on the work of the school. The teachers attend a range of training sessions in order to update

- their knowledge and skills, and information is shared effectively through feedback at staff meetings and closure days for in service training.
- 124 Overall, the range of resources available to support the pupils' curriculum is good and they are appropriate to their needs and age range. Their quality is good, they are accessible and respected by staff and pupils alike. There is a good supply of computers, but the one interactive whiteboard at the school is insufficient.
- 125 The school buildings and grounds are of good quality and they are suitable for teaching the National Curriculum. They are well maintained and used effectively.
- 126 The school has suitable facilities for pupils with disabilities.
- 127 The colourful displays on classroom walls are of a high quality and they make a considerable contribution to creating a stimulating environment and to celebrating pupils' work.
- 128 The school's expenditure decisions are effectively linked to the priorities and targets in the school development plan. The budget is tight; it is carefully monitored and the school provides good value for money.

### **School's response to the inspection**

The Governors, staff and pupils at the school wish to convey their sincere thanks to the inspection team for their courtesy and thoroughness during the inspection. On the basis of our past performance, we received a short inspection on this occasion, and were very glad of the independent judgement that we are a good school.

Reference was made to consistently good standards in pupils' achievements and behaviour, assessment, and management at the school. A good grade was awarded to all of the seven key questions.

We have high expectations and feel that we have a particularly sound foundation at Ysgol Llangybi on which to build, in order to maintain good standards and to move on to aim for excellence.

## Appendix 1

### Basic information about the school

Name of school	Llangybi
School type	Natural bilingual
Age-range of pupils	3 – 11 years
Address of school	Llangybi Pwllheli Gwynedd
Post-code	LL53 6DQ
Telephone number	(01766) 810564
Headteacher	Mrs Elin Owen
Date of appointment	Summer 1993
Chair of governors/ Appropriate authority	Mrs Christine Jenkins
Reporting inspector	Mr D M Cray
Dates of inspection	24 – 25 April 2007

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	6.5	11	13	14	9	8	10	9	81.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23.3:1
Pupil: adult (fte) ratio in nursery classes	6.5:1
Pupil: adult (fte) ratio in special classes	--
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006	98.6%	97%	98%
Autumn 2006	78.1%	93.9%	97%
Spring 2007	83.4%	97.4%	97.4%

Percentage of pupils entitled to free school meals	5%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results: End of Key Stage 1

<b>National Curriculum Assessment KS1 Results 2006</b>	Number of pupils in Y2	9
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100%	In Wales	80.9%

### National Curriculum Assessment Results: End of Key Stage 2

<b>National Curriculum Assessment KS2 Results 2006</b>							Number of pupils in Y6	13				
<b>Percentage of pupils at each level</b>												
			D	A	F	W	1	2	3	4	5	4+
English	Teacher assessment	School							17	58	25	83
		National			1		1	4	15	47	32	79
Welsh	Teacher assessment	School							17	42	42	84
		National	1				1	4	17	50	26	76
Mathematics	Teacher assessment	School							17	42	42	84
		National			1		1	3	15	47	32	79
Science	Teacher assessment	School							17	42	42	84
		National			1			2	11	51	35	86

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	83.3%	In Wales	74.3%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

Three inspectors spent a total of five inspector days in the school and met as a team before the inspection.

These inspectors visited:

- twenty lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- thirty four responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post inspection meetings with staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Inspector	Type	Aspects
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.
Mrs SA Taylor	Team	Key questions 2; 3; 4.
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7

**School's Nominee:** Mrs Elin Owen

**Contractor:** Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

### Acknowledgement

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.