

A report on
Llanbedr Primary School
Llanbedr
Gwynedd
LL45 2NW

Date of inspection: June 2011

School Number: 6612194

Inspection Number: 1900

by

Mr Nicholas Jones

Reporting Inspector under contract to Estyn

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

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Context

Llanbedr Primary School serves the local village and the surrounding area in Meirionnydd, Gwynedd. Welsh is the main language of the school. There are 47 pupils on roll between 4 and 11 years of age organised into three classes, one in the Foundation Phase and two in the junior department.

Fifteen per cent of pupils come from homes where Welsh is spoken at home. Nine per cent of pupils come from an ethnic minority background. There is no significant pupil mobility related to the school.

The area is recognised as neither privileged nor socially or economically disadvantaged and 6% of pupils are in receipt of free school meals. This is much lower than local and national averages.

Twenty one per cent of pupils have special educational needs. This is similar to local and national averages. No pupil has a statement of special educational needs.

The headteacher has been in post since September 1997. Along with the headteacher, there are two other teachers, one full time and the other teaching for four days a week. The school was last inspected in 2005.

The individual school budget per pupil for Llanbedr School is £3,625, which compares with a maximum of £8,442 and a minimum of £2,717 for primary schools in Gwynedd. The school has the 41st highest budget per pupil out of the 103 primary schools in Gwynedd.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school is good because:

- the achievement and progress in pupils' work is clearly evident over time;
- standards of pupils' wellbeing are secure and contribute effectively to their social and life skills;
- the strengths in curricular planning outweigh areas for improvement;
- there are strengths in the teaching across the school, and no important areas that need significant improvement;
- the care, support and guidance encourage pupils' involvement in their school and the wider community;
- on the whole, there is effective use of the building and resources; and
- there are beneficial partnerships with parents and the local community.

Prospects for improvement

The school's prospects for improvement are good because:

- the established leadership and management shares a clear vision with everyone involved in the life of the school;
- there is an effective focus to the school's strategic direction when considering the quality and the targets of the development plan; and
- the targets of the development plan derive directly from the self-evaluation and therefore, ensure that the systems for improving quality are operational.

Recommendations

In order to improve, the school needs to:

- R1 develop and co-ordinate further the planning and provision of the key skills in order to challenge all pupils appropriately;
- R2 continue to develop consistent processes of assessment for learning and responding to pupils' work across the school;
- R3 ensure that all aspects of self-evaluation are evaluative; and
- R4 develop better provision of resources and equipment for the outdoor area of the Foundation Phase.

What happens next?

The school will produce an action plan that shows how it will address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The basic skills of around a quarter of the pupils when starting school are similar or better when compared with the expected averages. Nearly all pupils reach the outcomes relevant to their age by the end of the Foundation Phase.

By scrutinising pupils' work, holding discussions with them and considering their starting points, nearly all pupils make good progress and achievement during their time at school. Pupils with additional learning needs make good progress from their starting points. There are no significant differences between specific groups of pupils over a period of time at the school.

When comparing pupils' attainment in the two key stages, in the core subjects and when subjects are combined, it is important to consider the results of teacher assessments carefully because of the small number of pupils in each cohort. The results of one pupil can have a great impact on the school's general performance. When benchmarked against schools with similar free school meal entitlement over

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the past four years in key stage 1, the school tends to be in the first quarter in every core subject and when the subjects are combined.

In key stage 2, the school does not perform as well and tends to be in the lower quarters in the core subjects and when the subjects are combined. However, the trend is improving in recent years and the school is good at disaggregating data according to the ability and language backgrounds of individual pupils.

In key stage 1, the pupils do not tend to reach levels that are higher than the expected levels when compared to the family, the local authority and Wales. This is also true in key stage 2, apart from Mathematics and Science, which recently perform higher than the family, local authority and Wales. There is no significant difference between the performance of boys and girls since 2007.

Nearly all of the pupils have good oral communication skills in English, but they are not as good in Welsh. They listen intently, speak clearly and read purposefully. The higher order reading skills and extended writing of most of the pupils are developing securely and most pupils respond appropriately to what they read. Most pupils write extensively and with purpose in other subjects across the curriculum.

The numeracy skills of most pupils are good. Nearly all pupils' computer and technology skills are good practically and they can save their work and find earlier work easily on the computers.

Most pupils across the school develop useful wider skills. Therefore, their independence as learners and the way they evaluate their own work and that of their peers is developing effectively. These processes have a positive impact on their work.

When considering their starting points, there are many strengths and no important areas requiring significant improvement with the progress and skills of most pupils in the Welsh language.

Wellbeing: Good

Nearly all pupils are aware of the importance of health and fitness and achieve well in their personal, social and cultural development. Nearly all pupils feel safe in school and know how they can keep healthy by eating sensibly and exercising their bodies in lessons and physical activities.

Most pupils are willing learners who enjoy school life. Nearly all pupils enjoy their lessons and take opportunities to voice sensible opinions about what they are learning. Behaviour is good across the school and nearly all pupils are polite and respond respectfully to adults and peers. Nearly all pupils show care and respect towards each other.

The attendance rate, around 96%, is higher than local and national averages. Nearly all pupils are punctual. Members of the school council and eco committee take an active role by making purposeful decisions about school life. These pupils enjoy their responsibilities and they realise that they have a strong voice to influence the daily life and activities of the school. Their extra-curricular work and involvement in the

village and local community is very positive.

Key Question 2: How good is provision?	Good
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Learning experiences: Adequate

The strengths of the curriculum planning outweigh areas for improvement. Although there have been new systems of late to the planning process, the new systems have not had sufficient time to influence fully on the recent requirements of the National Curriculum and Foundation Phase.

Generally, there is not enough detail and continuity in the planning. Therefore, the curriculum provided does not challenge the majority of pupils in relation to their ability. The planning is not cohesive and does not allow pupils to build systematically on their skills as they move through the school.

However, the latest planning across the school is beginning to show improvements and deals more effectively with the requirements of the National Curriculum and the Foundation Phase.

The provision for developing literacy, communication and numeracy skills is adequate because the new systems that have recently been implemented have not had sufficient time to become established. The provision for developing information technology skills is good across the school. The provision for developing independent learning skills and thinking skills receives purposeful attention. These are apparent and effective aspects in the daily life of the school and in the pupils' work.

The school ensures that there is effective provision to develop pupils' understanding of global citizenship. Nearly all pupils discuss entrepreneurship consistently well and the need to care for the environment and the varied and sustainable world in which they live. Collective worship is used appropriately to highlight issues relating to respecting others and personal and social education.

The provision for Welsh language development and the Welsh dimension is developed very effectively across the school through lessons, music, creative activities and appropriate celebrations. When required, the local authority's language units are used effectively to support the Welsh provision for latecomers to the school.

Teaching: Good

There are many strengths in the teaching and no areas that need significant improvement. Resources are used effectively to support the learning. The teachers model language well and they have up-to-date subject knowledge that benefits pupils' learning. There are successful working relationships between adults and pupils in every class.

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Appropriate questioning seeks to extend pupils' understanding in a positive learning environment. All pupils benefit from the fact that their teachers speak sensitively to them and praise them for the quality of their work. They give sensible suggestions and encouragement orally to pupils on how to improve their work.

The introductions and the pace of lessons are beneficial and the teachers have a sensible balance between leading the learning and giving independence to pupils. All the teaching staff, including support staff, use behaviour strategies effectively.

Although on the whole, there are good aspects to be seen in the marking of pupils' work, there are examples of comments that do not show clearly the way forward for pupils to improve their work. The process of setting success criteria is useful for individual pupils and is established throughout the school. The process has a constructive impact on pupils' work and focuses the pupils on how to develop their work further.

Assessment for learning strategies are beginning to become established in school procedures, but the process is not consistent at the moment. The strengths in the systems of tracking pupils' progress, levelling and moderating pupils' work over time outweighs areas for improvement. Recently, the school is recognising pupils' attainment levels correctly, especially the pupils who are performing above the expected levels of attainment.

Reports to parents are good and meet statutory requirements, with the appropriate information in place. Nearly all parents and carers feel that they receive the appropriate information about their children's progress at the end of the school year.

Care, support and guidance: Good

The school promotes pupils' spiritual, moral, social and cultural development successfully. There is useful information available about the life of the school for pupils and parents, which include the school prospectus and the annual governors' report.

The induction arrangements for new pupils and pupils with special needs are clear and there are good arrangements in place to transfer older pupils to secondary education. The structured provision for wellbeing and the advantages of healthy living are clearly promoted. National initiatives such as inclusion and equality are encouraged and supported thoroughly.

The school has an appropriate policy and procedures for safeguarding. There are effective systems and procedures for identifying pupils who need additional support with their work and behaviour.

There is planned provision for all pupils with additional learning needs. The support is co-ordinated effectively and there are good links with specialist external agencies.

The parents and carers are well informed and individual education plans are evaluated and updated regularly. The effective procedures for reporting on additional learning needs meet statutory requirements.

Learning environment: Good

The school ensures equal opportunity for all pupils and it is a wholly inclusive environment. All pupils are included regularly in the life and daily work of the school. This is good practice and it is a positive aspect for pupils as they work together, consider and appreciate their different backgrounds. The curriculum is accessible to all, whatever their gender, race or religion and the school meets its statutory duties successfully.

The school uses its accommodation and grounds effectively and they are well maintained. The addition of planting areas has promoted well the opportunities to develop outdoor education and wellbeing. Support staff work effectively under the class teachers' direction to introduce appropriate activities enthusiastically across the school. The quality of resources in the classrooms is good and they are used purposefully to support pupils' learning needs. However, there is not appropriate provision of equipment and practical resources available in the outdoor area of the Foundation Phase.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The main focus of the strategic planning is to improve the school by raising pupils' standards further. The school development plan notes the appropriate areas that need improving and the school acts effectively on them. The headteacher and the rest of the staff work closely together to create a positive, whole school ethos that encourages and values team work in order to ensure improvements. This is positive and creates a strong foundation when dealing with raising pupils' standards.

The staff meet regularly to note areas for improvement. They are an established team who use regular meetings and whole school training days purposefully to support their professional development in order to move the school forward strategically. The staff have specific responsibilities to develop the school as a learning community and they share practices usefully in a bid to improve their professional practice and pupils' standards.

Performance management systems are established. The school carries out performance management and completes the legal requirement of formally monitoring and evaluating the quality of teaching in every class as part of this process.

The school addresses national and local initiatives well and this has a positive effect on pupils' standards and the school's provision. The school has achieved the Basic Skills' Quality Mark, the Eco School's silver award and one leaf of the Healthy School scheme. The Foundation Phase is being implemented effectively for every pupil up to seven years of age, apart from the lack of resources in the outside area.

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Governors undertake their roles and responsibilities thoroughly and loyally and they have a strong interest in the day-to-day life of the school. They are developing a good understanding of how the school performs by listening to staff, visiting classes and receiving a termly report from the headteacher and school staff. The chair of governors and other governors attend training and challenge the school well as critical friends. They handle the performance data of the school effectively and understand the obligations that they have to address to make improvements.

Improving quality: Good

The process of planning for improvement is effective on the whole and guides the targets of the development plan. The self-evaluation process is established securely, with the main focus on raising pupils' standards. However, the content is descriptive at times rather than evaluative. Therefore, the focus is unclear on some aspects that need developing further. The whole staff are aware of the purpose and effect of efficient self-evaluation and the governors are part of the process through challenging the school as critical friends.

The staff have been involved in a range of training and development opportunities. These include working in partnership with other schools and partners that include the wider community, the education service and the local authority. Consistent progress has been made in response to the recommendations of the inspection in 2005, although the planning of key skills in the curriculum remains as a target.

Partnership working: Good

Partnerships with parents, the community and religious establishments are good. All parents are proud of the school's 'open door' policy. Partnerships with visitors and volunteers are very effective. This has a positive effect on pupils' understanding of their community. The links with local businesses are developing and the school is continuing to improve this provision.

Transfer links between the school and the local nursery are effective. Transfer arrangements between the school and the secondary schools enable older pupils to be appropriately prepared for the next stage in their education.

The school works effectively with nearby schools on purposeful and useful projects in order to ensure consistency in the process of moderating pupils' work and planning for the future. The successful breakfast club and after school clubs support the school's work well on a daily basis.

Visits to the community and visitors from the community make a positive contribution to enriching pupils' experiences. Pupils' understanding of other cultures is developed well through studies and strong links with other countries such as Germany and Bolivia. The school supports national and international charities and this very effectively raises pupils' awareness of the needs of others.

Resource management: Good

Staffing, financial resources and the budget are managed well on the whole. Teachers have the appropriate knowledge to deliver an appropriate curriculum.

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Support staff are deployed well and they work effectively alongside teachers to improve pupils' achievement in the classroom or on duties throughout the day.

Spending is clearly linked to priorities in the school improvement plan and managers monitor and manage spending well in order to ensure that it remains within budget. There are specific plans in place for any surplus money. Strategic planning is established and focuses on maintaining good standards and quality teaching over time. Therefore, the school provides good value for money in terms of pupils' outcomes, provision and leadership.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Up to 21 parents or carers responded to the questionnaire. In general, everyone was satisfied with the school; all agreed that their children liked the school; and all agreed that their children had help to settle in well when starting in the school. Nearly all agreed that staff treat all children fairly and with respect; and nearly all felt that they are kept well informed about their children's progress. Nearly all felt that staff expect their children to work hard and do their best; that homework builds well on what their children learn in school; and that their children make good progress.

All feel that their children are safe in school; that pupils behave well; and that the teaching is good. Also, all feel that their children are encouraged to be healthy and take regular exercise; that they feel comfortable about approaching the school with questions, suggestions or a problem; that the school helps their children to become more mature and take on responsibility; that their children are well prepared for moving on to the next school; and that the school is well run. All thought that there is appropriate additional support in relation to any particular individual needs.

Most understand the school's procedure for dealing with complaints and felt that there are a good range of activities including trips or visits.

Responses to learner questionnaires

In response to the questionnaires, all pupils felt safe in the school; that there are lots of chances at school to get regular exercise; that teachers and other adults in the school help them to learn and make progress; that homework helps them to understand and improve their work in school; that there are enough books, equipment and computers to do their work; that the school deals well with any bullying; and that other children behave well and that they can get their work done.

All children felt that others behave well at playtime and lunchtime and that the school teaches them how to keep healthy. Nearly all felt that they are doing well at school with whom to talk to if they are worried or upset. Most knew what to do and with whom to talk to if they found the work difficult.

Appendix 2

The inspection team

Mr Nick Jones	Reporting Inspector
Mr Ken Davies	Team Inspector
Mr Dylan Jones	Lay Inspector
Mr Rhys Roberts	Peer Inspector
Miss Meryl Jones	School Nominee

Copies of the report

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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 five during the academic year. Year 1 refers to the year group of pupils who reach the age of six 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 four key stages cover the following year groups:

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