



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Corn Hir
Llangefni
Anglesey
LL77 7JB**

Date of inspection: May 2013

by

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



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

Ysgol Corn Hir is situated on a large site on the outskirts of the town of Llangefni on Anglesey. It provides bilingual education to 202 pupils aged between four and 11, and about 28% of them come from outside the catchment area. They are taught in seven classes, which contain children of the same age.

Sixty-eight per cent of pupils come from homes where Welsh is spoken as the main language. Welsh is the main medium of teaching and learning across the school. An English-medium study programme is introduced to key stage 2 pupils.

The area that the school serves is described as one that is neither prosperous nor economically disadvantaged. About 11% of pupils are entitled to free school meals; a percentage that is significantly lower than the local and national percentages. About 9% of pupils have additional learning needs, which is lower than the national average. Very few pupils have a statement of special educational needs.

The school was last inspected in June 2007. The current headteacher was appointed in September 2007.

The individual school budget per pupil for Ysgol Corn Hir in 2012-2013 is £3,603. The maximum per pupil in primary schools on Anglesey is £10,188 and the minimum is £2,842. Ysgol Corn Hir is in 43rd place out of the 48 primary schools on Anglesey in terms of school budget per pupil.

Summary

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

Current performance

The school's performance is good because:

- pupils make good progress in their literacy and numeracy skills;
- pupils' attendance has been high during recent years;
- pupils behave particularly well;
- teaching is consistently effective;
- the school plans in a co-ordinated way for developing independence among pupils;
- pupils are stretched to the utmost of their ability; and
- strong relationships between staff and pupils ensure high participation by pupils.

Prospects for improvement

The school's prospects for improvement are good because:

- the school has responded fully to the recommendations of the previous inspection;
- the school plans to ensure improvements in pupils' standards very effectively;
- there are agreed expectations for high standards by pupils;
- the school knows itself particularly well, by monitoring teaching in order to improve quality effectively;
- governors fulfil their role as critical friends effectively; and
- the school creates successful learning communities that are already addressing raising standards effectively.

Recommendations

- R1 Continue to raise pupils' standards of writing in key stage 2
- R2 Expand on work that has been done already, in order to develop independent learners, in particular when assessing their own work
- R3 Disseminate good practice in fostering leaders among learners and teachers in the professional learning communities

What happens next?

Excellent practice

The school will produce an action plan that will show how it will address the recommendations. Estyn will invite the school to prepare a written case study, and describe the excellent practice that has been seen during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The school's pupils make good progress in their literacy and numeracy skills during their time at the school. A large number of pupils in the Foundation Phase are able to speak clearly with an increasing range of correct vocabulary and terms. Most pupils in key stage 2 are able to converse confidently and in a polished manner, in Welsh and English, with adults and peers. A significant minority of pupils develop mature and extended discussions, for example when discussing how to set targets for their group.

Most pupils are able to read at a level that is appropriate to their age, and a minority of pupils read at an extended level. Many pupils in the Foundation Phase are able to discuss and understand texts effectively. By the end of key stage 2, the most confident readers are able to change their intonation skilfully and express an opinion particularly well when discussing texts.

Development in pupils' written work is a strength across the school. Many pupils write skilfully across a range of texts and in a variety of subjects across the curriculum. The best writers are able to create imaginative and factual pieces of high quality in Welsh and English, for example writing a diary about the life of a child in a school in Africa and rich biographies of characters in a story.

Most pupils use number skills that have been learnt in mathematics lessons very effectively in their work in science, history and geography.

Pupils' achievements in the Foundation Phase indicator in 2012 were higher than the average for schools that have similar levels of pupils who are entitled to free school meals. At the end of the Foundation Phase in 2012, pupils' performance in language and personal development placed the school in the top 25% of similar schools and in the top 50% for mathematical development. Pupils' attainments are far above the average for the family of similar schools in addition to the national average.

Pupils' achievement at the higher outcome (outcome 6) in the Foundation Phase placed the school among the top 25% of similar schools, but in the lower 50% for mathematical development and personal and social development. The percentage of pupils who attained outcome 6 in 2012 was higher than the average for schools in the family, in addition to the national average.

In 2012, pupils' achievement at the end of key stage 2 in the core subject indicator placed the school in the top 25% on the basis of entitlement to free school meals. Pupils' achievement at the expected level (level 4) in all core subjects individually shows a trend of improvement during recent years. In Welsh, pupils' performance is consistently higher than national averages and those of the family, but places the school among the lower 50% of similar schools. Pupils' achievement in English,

mathematics and science is higher than the average and places the school in the top 50% of similar schools.

Pupils' achievement at level 5 in key stage 2 places the school in the top 50% for Welsh and English, in the top 25% for mathematics, but in the lower 50% for science.

Pupils who are entitled to free school meals, during the last three years, achieve well by the end of key stage 2.

Pupils who have additional learning needs make appropriate progress towards their targets during their time at the school.

Wellbeing: Excellent

The way in which pupils express their ideas and develop business skills as a result of the work of the school council, the healthy group, the 'fair trade' crew and the school effectiveness framework group is excellent. This includes making considerable contributions to school improvement targets, for example selecting resources in order to improve standards of numeracy and literacy.

Pupils also undertake their duties and responsibilities very effectively by asking their peers for their opinion and influencing their experiences at the school. As a result, they develop confidence and extremely mature attitudes. They display particularly good personal skills by taking responsibility for their success and contribute to choosing what they learn in lessons. Pupils co-operate very effectively during business projects and when selling fruit.

Pupils feel very safe at school. The 'Criw Clên' contribute well to the wellbeing of other pupils. Pupils' deep awareness of fitness and living healthily is apparent and the 'Clwb dal i fynd' and the 'Criadur dy feic' are popular with almost all pupils.

Pupils' behaviour towards each other, towards the staff and towards visitors is particularly good. They show respect for everyone around them.

The school's attendance percentage has placed it among the top 25% of similar schools for five years.

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

The school provides a range of rich learning experiences, and the curriculum is organised in a co-ordinated way. Plans for developing skills are detailed across the school and ensure that pupils build on their previous achievements effectively.

Pupils are encouraged to focus consistently on the quality of their expression in Welsh in lessons, and to aim for high standards. Use of resources such as mathematics mats in order to encourage the development of the strongest children in number work, and the use of literacy bags to encourage boys' participation in their reading, are also excellent aspects.

Teachers encourage pupils to develop into independent learners, and this is strength across the school. The way in which the school provides opportunities to encourage pupils to measure their own progress is a significant strength.

Education for sustainable development and global citizenship has been developed thoroughly in the school. A sensitive and detailed awareness of the need to care for the environment has been developed by pupils through the curriculum and in school life as they recycle, save energy and eliminate waste. The purposeful planning to ensure pupils' understanding of the circumstances, customs and traditions of countries across the world is effective. Pupils develop an excellent understanding of the challenges that children face in other countries through a close link with the Omwabini project in Kenya.

Teaching: Good

Teaching is consistently effective across the school. Teachers plan carefully, and they have high expectations of pupils in their care. They set clear objectives for their lessons and share them with pupils. Teachers prepare challenging work in order to challenge pupils to achieve to the utmost of their ability.

Very consistent and effective use is made of open-ended questioning, which adds to pupils' opportunities to work independently. Teachers and assistants make effective use of stimulating resources, for example murals and guidelines, in order to support and challenge pupils' learning. In the most successful teaching, teachers ensure that pupils are able to apply skills in interesting and practical contexts.

Teachers provide very effective feedback to pupils, which allows them to reflect on their learning and consider the next steps that need to be taken to develop further. The school makes effective use of assessment and progress monitoring systems, and provides additional support as necessary. Assessment for learning strategies have been embedded across the school, and older pupils' ability to evaluate their own work is developing well. Parents receive regular opportunities to discuss their children's progress and wellbeing.

Care, support and guidance: Good

The relationship between staff and pupils is particularly good. Pupils have numerous opportunities to develop their cultural awareness through local, national and global studies. Displays around the school reinforce the feeling of belonging very effectively.

Pupils who have additional needs receive sensitive support and encouragement to succeed. There are individual education plans of a good standard and the school ensures a broad curriculum for all pupils by differentiating carefully. As a result of this support, they gain confidence and their self-worth increases significantly.

The school has strong links with specialist external agencies such as the educational psychologist service, the police, the behaviour support service and the welfare officer. Good use is made of assistants to support groups and individuals.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school promotes pupils' health and wellbeing well. All the school's policies and procedures are reviewed regularly and are implemented effectively to ensure pupils' personal, spiritual, moral and cultural development.

Learning environment: Good

The school creates a supportive ethos in which everyone's efforts and work are appreciated and respected. The school has a familial, happy and organised atmosphere. There are equal opportunities for boys and girls. Pupils are completely happy and comfortable in the school and they trust the staff and support staff who care for them. Attention is paid to equality and diversity through detailed and effective planning.

The school's site and grounds are stimulating, colourful and attractive. All the resources are used effectively for pupils' purposes. Displays of work and pupils' responsibilities are of a high standard. They contain detailed information and analyses of the curriculum and the school's life and work.

The site has been developed recently for play and learning, following recommendations from the school council. The garden is used purposefully for pupils' activities. The toilets are clean and suitable and the whole site is maintained well. There are enough staff and resources to deliver all aspects of the curriculum.

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

The headteacher gives the school firm leadership by sharing her clear vision for raising standards in all aspects of school life. She has high expectations of every pupil's progress. Staff work effectively and harmoniously as a team. All staff shoulder appropriate responsibilities which influence pupils' outcomes strongly.

The governing body supports the school effectively in a wide range of duties. Governors are very aware of the school's priorities and pupils' performance. They have suitable committees and effective structures in place in order to oversee financial management and to review the school's policies and curricular provision. There are robust procedures to ensure that statutory requirements are met. They develop their role as critical friends effectively, including asking why there is a difference between the achievement of various groups of pupils.

The school's initiatives to meet local and national priorities are developing very effectively by paying prominent attention to developing the Welsh language, improving numeracy skills, pupils' wellbeing and implementing the Foundation Phase. The pupils' school effectiveness framework group plays a prominent part in ensuring improvements relating to standards.

Improving quality: Excellent

The school uses quality improvement methods very effectively. Successful self-evaluation has been embedded deeply over several years. Staff monitor teaching and learning in great detail, and a probing analysis of pupils' achievement leads clearly to improving standards. Detailed consideration is given to the opinions of parents, staff and pupils.

The school development plan is a very effective document. The plan has been reviewed in detail in order to ensure progress in standards. Extended writing, pupils' participation and assessment for learning have improved significantly as a result of very effective targeting. As a result of detailed analysis of the school's work in the thorough self-evaluation report, staff and pupils understand the most important areas that need improvement. The effective planning to improve reading among boys and extend pupils of higher ability in mathematics are excellent aspects of improving quality.

The implementation methods of the school's professional learning community are extremely effective. The school is progressive in co-operating and sharing effective learning practices within the school and with other schools. An excellent example of this is the internal network that has had a very positive effect on raising the achievement of key stage 2 pupils in writing and mathematics.

Partnership working: Good

The school has appropriate links with parents and carers, and the school's website is a good resource for sharing information about the school's life and work. The home link books also strengthen the partnership between the home and school by giving parents an opportunity to give their opinion on how their child has coped with his/her work. The flourishing parents' association supports the school well.

There are strong links with the nursery school that has been established on the school site, and co-operating and sharing resources facilitate the transfer process. The school has a successful programme for transferring pupils to the secondary school, which includes suitable arrangements for moderating and standardising teachers' assessments.

The school has effective partnerships with a range of external agencies in order to meet the specific needs of individuals and groups of pupils. Good partnerships with a number of local authority agencies, such as the additional learning needs support service and the police, have a positive effective on developing pupils' wellbeing and attainment.

The school co-operates effectively and well with teacher training colleges, which also adds to staff's professional development. There are strong links with the local community through extensive and imaginative use of a number of locations to enrich pupils' learning experiences, such as Oriel Môn.

Resource management: Good

Managers make effective use of money in order to ensure that the school's staffing levels are appropriate. The school has enough teaching staff and support staff. Suitable use is made of staff expertise in order to improve the quality of teaching and raise pupils' standards. The school's support staff are a very effective part of the team and have a positive influence on learning and teaching and on the smooth running of the school. Pupils benefit greatly from the range of appropriate learning resources.

Challenging performance management arrangements are leading to raising standards. Specific objectives for staff to ensure pupils' progress are based on whole-school priorities for improvement. The thorough training programme meets the requirements of the school development plan's priorities. Teachers and leaders make good use of non-contact time for planning, preparation and assessment.

The school's budget is managed effectively. The school targets the funding that is available in order to implement the priorities in the school development plan.

The school provides good value for money.

Appendix 1

Commentary on performance data

Pupils' achievement in the Foundation Phase indicator in 2012 is higher than the average for schools that have similar percentages of pupils who are entitled to free school meals. At the end of the Foundation Phase in 2012, pupils' performance in language and personal development placed the school in the top 25% of similar schools and in the top 50% for mathematical development. Pupils' attainments are far higher than the average for the family of similar schools in addition to the national average.

Pupils' achievement at the higher outcome (outcome 6) in the Foundation Phase places the school among the top 25% of similar schools for language but in the lower 50% for mathematical development and personal and social development. The percentage of pupils who attained outcome 6 in 2012 is higher than the average of schools in the family, in addition to the national average.

In 2012, pupils' achievement at the end of key stage 2 in the core subject indicator placed the school in the top 25% on the basis of entitlement to free school meals. Pupils' achievement at the expected level (level 4), in all core subjects individually, is showing a trend of improvement during recent years. In Welsh, pupils' achievement is consistently higher than the national average and the family's average, but places the school among the lower 50% (although near the top 50% threshold). Pupils' achievement when attaining the expected level in writing in Welsh has been lower than the average for the family and the national average for three years. Pupils' achievement in English, mathematics and science is higher than the average and places the school in the top 50% of similar schools.

Pupils' achievement at the higher level than expected (level 5) in key stage 2 places the school in the top 50% for Welsh and English, in the top 25% for mathematics, but in the lower 50% for science.

Pupils who are entitled to free school meals during the last three years achieve well by the end of key stage 2.

Pupils who have additional learning needs make appropriate progress during their time at the school.

There are no significant differences between the achievements of boys and girls.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

One hundred questionnaires were received from learners in key stage 2 at the school. The responses are very positive and are more positive than the overall picture for primary schools in Wales.

All pupils say that:

- the school teaches them how to stay healthy;
- they are doing well at school;
- teachers and other adults at the school help them to learn and make progress; and
- they know what to do and to whom to speak if work is difficult.

Nearly all pupils say that:

- they feel safe at school;
- they know to whom to speak if they are worried; and
- there are many opportunities at school to take regular physical exercise.

Most pupils say that:

- the school deals well with any bullying;
- their homework helps them to understand and improve school work;
- there are enough books, equipment and computers for them to do their work; and
- nearly all children behave well at play time and at lunch time.

Many pupils say that children behave well so that they can do their work.

Responses to parent/carer questionnaires

Fifty-two parents, out of the 155 families in the school, responded to the questionnaire. Responses are generally positive, but in some aspects, they are not as positive as the overall picture across primary schools in Wales.

All parents say that:

-
- their child had support to settle in well when he/she started at the school;
- staff expect their children to work hard and do their best;
- their child is safe at school; and
- the school helps their children to be more mature and to shoulder responsibility.

Nearly all parents say that:

- pupils behave well at school;
- teaching is good; and
- their child is encouraged to stay healthy and to take regular physical exercise.

Most parents say that:

- their children like school;
- children are prepared well for moving on to the next school;
- their child is making good progress at school;
- homework that is given builds well on what children learn at school;
- their children receive appropriate additional support in relation to any specific individual needs;
- they understand the school's system for dealing with complaints; and
- they are satisfied with the school in general.

Many parents say that they:

- believe that staff treat every child fairly and with respect;
- receive regular information about their children's progress;
- feel comfortable in asking a question at school, making suggestions or identifying a problem;
- believe that there is a good variety of activities, including trips or visits; and
- believe that the school is well run.

Appendix 3

The inspection team

Helen Morgan-Rees	Reporting Inspector
Buddug Bates	Team Inspector
Glenda Jones	Lay Inspector
Geraint Wyn Jones	Peer Inspector
Meinir Hughes	School Nominee

Copies of the report

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

Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, 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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.