



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 Babanod Llanfairfechan
Ffordd y Pentref
Llanfairfechan
Conwy
LL33 0PA**

Date of inspection: November 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 Babanod Llanfairfechan, a Church in Wales voluntary school, is situated in the centre of the village of Llanfairfechan in Conwy.

During the inspection, there were 39 part-time nursery children and 102 full-time pupils on roll. This is a substantial increase since the previous inspection.

Some subjects, or aspects of them, are taught through the medium of Welsh and others through the medium of English. In line with the school's policy, pupils' parents can choose between learning Welsh as a second language or as a first language for their children.

Most pupils come from homes in which English is the main language of communication and nearly all pupils learn Welsh as a second language. Nearly all pupils come from a White British ethnic background.

Pupils come from a variety of backgrounds and have a wide range of attainment when they start at the school. Currently, 16% of pupils are entitled to free school meals, which is lower than the county and national percentages. The school has identified that 19% of pupils have additional learning needs, which is a little lower than the average for Wales. A very few pupils have a statement of special educational needs.

The school was last inspected in October 2007. The headteacher was appointed in September 2008.

The individual school budget for Ysgol Babanod Llanfairfechan in 2013-2014 means that the budget is £3,923 per pupil. The maximum per pupil in primary schools in Conwy is £14,575 and the minimum is £3,230. Ysgol Babanod Llanfairfechan is in 42nd place of the 58 primary schools in Conwy in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- most pupils make good progress and achieve well during their time at the school;
- standards of behaviour are high;
- nearly all pupils are polite and courteous and they have positive attitudes to learning;
- most of the teaching ensures that pupils are stimulated and show interest, and good quality support staff support learning effectively; and
- there is effective provision for promoting wellbeing and the school provides a caring and supportive learning environment.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision for the school, which focuses effectively on pupils' wellbeing and improving standards;
- all members of staff understand their roles clearly, support each other and work successfully as a team;
- the school's leaders have an accurate understanding of the school's strengths and weaknesses;
- all teachers are included effectively in the school's improvement activities, which improve pupils' outcomes; and
- a good range of partners make a positive contribution to pupils' wellbeing and skills development.

Recommendations

- R1 Ensure that more able pupils always achieve their full potential
- R2 Further improve the development of pupils' spelling skills in English
- R3 Provide regular opportunities for pupils to develop their numeracy skills effectively across all learning areas

What happens next?

The school will produce an action plan which shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The majority of pupils' basic skills when they start at the school are below average, especially in language, literacy and communication skills and personal and social skills. Overall, current standards of work show good progress in the standards of skills across the school.

Many pupils are able to recall previous learning well and most older pupils can apply their understanding of concepts in new situations. Most develop the wider skills that they need to prepare them for the next stage in their education.

Most pupils across the school listen attentively to their teachers during lessons. They are keen to offer answers or comments when they speak about their work. They develop a wide range of appropriate vocabulary in both languages and most pupils use it clearly and accurately when speaking about their work. The oral skills of pupils who come from non Welsh-speaking homes develop very quickly. By the end of the Foundation Phase, most use Welsh regularly in formal and informal situations. By the end of their time at the school, most are confident in both languages.

Most pupils' reading skills are developing effectively. They take an interest in books and are developing into independent readers. Nearly all of the older pupils in the Foundation Phase read meaningfully, with fluency and clear expression and good understanding. They read a wide range of texts in English and Welsh. They use their reading skills effectively to glean information and present it in an interesting way. Many use their translanguage skills confidently when conducting research work.

Most pupils show continuous development in terms of early writing skills. Older pupils in the Foundation Phase write meaningfully and independently in both languages. They use suitable and interesting vocabulary, and are beginning to vary sentences and punctuate correctly. By the end of the Foundation Phase, most use their writing skills effectively in their work across the curriculum. Spelling skills in Welsh are good, but at times in English, a few pupils' spelling skills are inconsistent. Handwriting is formed well and work is presented neatly.

In the Foundation Phase, most pupils' understanding of numbers and place value is good. When adding a series of numbers and writing some facts about specific numbers, they nearly all read, write and order numbers with increasing accuracy. They recall mathematical facts quickly and accurately and identify patterns in a series of numbers. The most proficient pupils in Year 2 explain their mental mathematics strategies clearly, and double and halve numbers easily. They show a good understanding of the comparative value of various numbers and, by Year 2, most use addition, subtraction and multiplication processes effectively. However, pupils do not use their numeracy skills consistently across all learning areas.

The majority of pupils use their thinking skills and their research skills purposefully in their work across the subjects. All pupils co-operate well with each other and respond enthusiastically to tasks that are given to them.

Pupils who have additional learning needs make good progress, but the most able pupils do not always attain their full potential.

In 2013, the percentage of Foundation Phase pupils who achieved the expected outcome (outcome 5) in language, literacy communication skills in English and Welsh, in mathematical development and in personal and social development and wellbeing and cultural diversity was higher than the average for the family of schools and Wales. The proportion of pupils achieving the higher outcome (outcome 6) was higher than the average for the family in mathematical development and personal and social skills but lower in language, literacy and communication skills in English.

In comparison with the performance of schools who have similar proportions of pupils who are entitled to free school meals, the school's performance was in the top 25% for language, literacy and communication skills, mathematical development and personal and social development, wellbeing and cultural diversity. Over the last two years, trends have been very positive in comparison with those of similar schools. There is no significant gap between the performance of boys and girls.

Wellbeing: Good

Nearly all pupils feel completely safe at school and can turn to the headteacher or to any member of the school's staff for advice and support. They have positive attitudes to living healthily, eating a healthy diet and taking regular physical exercise. Nearly all pupils are enthusiastic and keen to learn.

Most pupils co-operate effectively with each other in their lessons and activities and standards of behaviour are high. Most pupils work well independently and under the direction of adults.

The school council and the eco committee have been established well, and they understand their roles very clearly. They make a valuable contribution towards decisions at the school and members take their responsibilities seriously; for example, they serve as friends to others on the school yard.

Over the last year, the attendance percentage has been lower than the average for the family of schools and the whole of Wales, but it was higher than the average for the family previously. Nearly all pupils arrive at school punctually.

Pupils take part successfully in a range of activities, locally and beyond. This prepares them well in life and social skills.

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

The school plans effective learning experiences which gain pupils' interest. Schemes of work respond appropriately to the requirements of the Foundation Phase. Intervention programmes enable pupils to acquire the necessary skills that are needed in order to have access to the wider curriculum. The school makes good use of support staff to assist with literacy and numeracy.

Planning for developing most pupils' communication skills is good and ensures that there is co-ordination in pupils' experience across the curriculum. Provision for developing pupils' information and communication technology (ICT) skills to glean and present information is effective. However, opportunities for pupils to develop their numeracy skills across learning areas are not consistent enough.

The school creates a successful Welsh ethos and provides a variety of opportunities to ensure that pupils develop a positive attitude towards the Welsh language. The school's strategies and arrangements ensure that pupils have an increasing awareness of Welsh culture and heritage.

Provision for education for sustainable development and global citizenship is one of the school's strengths and has been embedded deeply in school life. As a result, pupils are very aware of the importance of caring for the world and looking after the environment. The school also gives pupils an opportunity to develop their awareness and expand their knowledge of other parts of the world and other cultures through their links with foreign schools.

Teaching: Good

All teachers have up-to-date subject knowledge and they use a wide range of methods and strategies in order to gain pupils' interest. Where teaching is good in most lessons, pupils benefit from lessons that offer an appropriate level of support and challenge, and which are presented in a lively and enthusiastic way. Teaching strategies, such as effective questioning techniques, help pupils to develop good thinking skills and improve their participation and progress in lessons.

In the few lessons in which teaching is not as successful, the pace of the lesson is slower, and pupils do not always understand every task well enough to move forward in their learning.

The school's assessment systems are very comprehensive. Teachers make effective use of standardised tests and tracking systems to measure progress and to provide appropriate support for pupils who are underachieving.

Assessment for learning strategies have been established well in the school's procedures. The strategies help pupils to set targets, understand how well they are achieving their work and identify what they need to do to improve. Pupils are being included increasingly when assessing, agreeing criteria and setting personal targets, and this helps them to gain a good understanding of their strengths and weaknesses.

Annual reports to parents meet statutory requirements and pay good attention to their children's progress and development.

Care, support and guidance: Good

The school is a caring community in which a high priority is given to pupils' wellbeing. There is a very good relationship between staff and pupils and this contributes considerably to the positive ethos at the school. Induction arrangements for new pupils are good.

The school promotes pupils' spiritual, moral, social and cultural development very successfully. It promotes high values, which help pupils to differentiate between right and wrong and encourage them to take responsibility for their actions.

The school has appropriate arrangements for promoting healthy eating and drinking. It makes good use of specialist services and this ensures that pupils receive professional support when necessary.

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

Provision for pupils who have additional learning needs is good. Teachers identify pupils' learning difficulties quickly and provide effective and timely support. Support staff make a very positive contribution to these pupils' learning. Teachers review pupils' progress regularly and they also ensure that pupils are included in setting and reviewing their individual targets. Teachers provide good information to parents about their children's progress.

Learning environment: Good

There is a very inclusive and homely ethos at the school, in which pupils, staff and parents are respected and welcomed. The ethos is based on policies, plans and procedures that ensure equal opportunities for all and promote equality and social diversity. These policies have been adopted after consulting with stakeholders and they are the foundation of the school's procedures, which are known to all.

The school's site and environment are stimulating, colourful and very attractive. There is an extensive variety of good quality resources and all resources are used effectively for the purposes of pupils. Displays of pupils' work and responsibilities are of a high standard and art work throughout the school is impressive. The whole site has been developed recently, following pupils' recommendations, and the school garden is used to grow vegetables. The whole environment provides good opportunities for play and learning.

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

The headteacher has a clear vision for maintaining standards, providing for the Welsh language and ensuring pupils' wellbeing. That vision is conveyed successfully

to staff, governors, parents and pupils. She has created an effective team, which provides direction and purpose to the school's life and work.

Each member of staff has clear responsibilities and they work well together and with the headteacher. As a result, there is a co-operative leadership approach across the school. Clear management structures and regular meetings ensure that all members of staff contribute constructively to the school's priorities. Pupils have beneficial opportunities to contribute to the school's development.

The school gives appropriate attention to local and national priorities, and the principles of the School Effectiveness Framework have an appropriate influence on the school's life and work. The Foundation Phase has been established successfully and good attention is paid to the importance of literacy and developing thinking skills.

The governing body is committed to fulfilling its responsibilities. It has good practical knowledge of the school's performance data and its strengths, and it provides an appropriate level of challenge. It operates as a knowledgeable and critical friend to the school's leadership team, and contributes effectively to the self-evaluation process.

Improving quality: Good

Self-evaluation and planning for improvement procedures are effective and have a positive influence on standards. All staff are aware of the purpose and effect of self-evaluation and they take advantage of opportunities to contribute suitably to the school's self-evaluation report. Parents and pupils have regular opportunities to contribute to the process.

The self-evaluation report is a useful and comprehensive document that focuses clearly on raising pupils' standards and improving provision. The school uses a number of sources of evidence to support the report's judgements, including a detailed analysis of performance data, lesson observations and evidence deriving from examining pupils' work. Teachers monitor standards of achievement and the quality of teaching and learning effectively. As a result, the school has been effective in terms of ensuring improvement over recent years, and the effect on standards and wellbeing is evident.

Priorities in the school development plan derive directly from the areas to be developed that were identified in the self-evaluation. There is an appropriate focus on raising standards and improving the quality of provision. The development plan is an effective working document, which steers the work of the school successfully. The school monitors progress against the targets identified carefully and all members of staff understand their role in ensuring the necessary improvements.

Partnership working: Good

The school works effectively with a wide range of partners, and they have a beneficial effect on pupils' wellbeing and attainment. Partnerships contribute well to enriching provision and improving outcomes for pupils' benefit. There are very strong links with parents, which influence the success of pupils and the school.

There are close links with the local community and the church. They have a positive influence on the quality of pupils' experiences and help to form a close community link. This has a positive effect on pupils' development and learning experiences.

Strong links have been fostered with pre-school groups to ensure that pupils transfer effectively to the nursery class. The school also co-operates effectively with other schools in order to share experiences and exchange practices.

The school also has very effective links with other schools in the family, and this has led to improvements in pupils' standards of literacy. This co-operation has improved provision and has helped to develop strategies across the school.

Resource management: Good

The school manages its finances well. It prioritises and monitors expenditure carefully and provides appropriate resources for the school's priorities. There is a good variety of learning resources at the school. The standard of buildings is good and they are managed effectively by leaders. The school uses its teaching staff and support staff successfully in order to meet the needs of all pupils and deliver all aspects of the curriculum.

Performance management arrangements identify and meet staff development needs in line with the school's improvement priorities. Teachers make effective use of their planning, preparation and assessment time, and arrangements for this are managed well. The school has also established professional learning communities with other schools to plan the development of literacy and numeracy skills.

Considering the effective use that the school makes of its finances, the high level of care, support and guidance and the good progress that is made by most pupils, the school provides good value for money.

Appendix 1

Commentary on performance data

The baseline assessment of pupils in the reception class shows that the majority of pupils start school with skills that are lower than that usually expected from pupils of a similar age, especially in language, literacy and communication skills and personal and social skills.

In 2013, the percentage of Foundation Phase pupils who achieved the expected outcome (outcome 5) in language, literacy and communication skills in English and Welsh, in mathematical development and personal and social development, wellbeing and cultural diversity was above the average for the family of schools and Wales. The proportion of more able pupils who achieved a higher outcome (outcome 6) was higher than the average for the family in mathematical development and in personal and social skills, but lower in language, literacy and communication skills in English.

In comparison with the performance of schools that have similar proportions of pupils who are entitled to free school meals, the school's performance was in the top 25% for language, literacy and communication skills, mathematical development and personal and social development, wellbeing and cultural diversity. Over the last two years, trends have been very positive in comparison with those of similar schools.

Over the last two years, overall, girls have performed better than boys in terms of the expected outcome. Girls achieved considerably better than boys in terms of the higher outcome in language, literacy and communication skills and personal and social development.

Pupils who are entitled to free school meals perform well in comparison with pupils who are not entitled to free school meals.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary survey (All Pupils)

Fewer than 10 responses were received. No data will be shown.

Responses to parent questionnaires

Designating the benchmark – this is the total for all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	18	10 56%	7 39%	1 6%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	18	13 72%	5 28%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	18	10 56%	7 39%	1 6%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	18	11 61%	5 28%	0 0%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	18	4 22%	12 67%	0 0%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	18	9 50%	6 33%	1 6%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	18	9 50%	8 44%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	17	6 35%	8 47%	0 0%	0 0%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	17	11 65%	5 29%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
My child is encouraged to be healthy and to take regular exercise.	17	9 53%	6 35%	1 6%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	18	12 67%	5 28%	0 0%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	15	5 33%	5 33%	0 0%	0 0%	5	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	18	8 44%	6 33%	4 22%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	18	10 56%	7 39%	1 6%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	18	8 44%	6 33%	3 17%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	17	6 35%	9 53%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	16	3 19%	7 44%	2 12%	0 0%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	18	11 61%	6 33%	1 6%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	18	10 56%	5 28%	1 6%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

David Gareth Evans	Reporting Inspector
Hazel Hughes	Team Inspector
Glenda Jones	Lay Inspector
Janet Wyn George	Peer Inspector
Eleri Owen	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.