



*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 Llangybi  
Llangybi  
Pwllheli  
Gwynedd  
LL53 6DQ**

**Date of inspection: June 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:

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

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

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Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

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**Publication date: 06/08/2013**

## Context

The school is in the village of Llanybi, about five miles from Pwllheli in Gwynedd and serves the village and the nearby rural area. The school admits pupils at the beginning of the September following their third birthday. At present, there are 72 pupils aged between 3 and 11 years on roll, including three nursery pupils. This is a reduction on the 87 pupils who were at the school during the previous inspection. Pupils are taught by three full-time teachers and one part-time teacher.

Welsh is the school's main language medium and the aim is to ensure that pupils are completely bilingual by the time they transfer to the secondary sector. Most pupils will transfer to Ysgol Glan y Môr, Pwllheli at the end of their time at the school. Eighty-two per cent of pupils come from homes where Welsh is spoken. The percentage of pupils from an ethnic minority background is very small and is lower than the percentage for the local authority.

Around 9% of pupils are entitled to free school meals and this is lower than the county average and close to the national average. The school states that the area that it serves is not economically disadvantaged. About 10% of pupils are on the additional learning needs register and this is significantly lower than the national figure. No pupils have a statement of special educational needs. The school has not recorded any permanent or temporary exclusions during the year before the inspection.

There has not been any change in the school's leadership or permanent teaching staff since the last inspection.

The individual school budget per pupil for Ysgol Llanybi in 2012-2013 is £3,630 per pupil. The maximum per pupil at primary schools in Gwynedd is £9,577 and the minimum is £2,839. Ysgol Gynradd Llanybi is in 69th position of the 102 primary schools in Gwynedd in terms of school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- the school's performance compares well with the performance of similar schools and this has been consistent for three years;
- nearly all pupils enjoy school and are enthusiastic and keen to learn;
- rich and stimulating experiences are provided across the school in a variety of situations in and outside the classroom;
- the quality of teaching is consistently good and staff co-operate well;
- the headteacher's vision has led to a caring, happy and safe ethos within the school; and
- there is obvious respect and a healthy relationship between pupils and all staff.

### Prospects for improvement

Prospects for improvement are good because:

- the headteacher has created an effective vision which has resulted in good standards over time;
- data is analysed effectively in order to monitor performance and governors are aware of how the school performs in comparison with the family of schools;
- the self-evaluation process is embedded in school life, including all staff, and leaders know their school well;
- there is a culture of effective co-operation across the school; and
- the school has responded well to national priorities.

## **Recommendations**

- R1 Reduce the gap between the older boys and girls, particularly in all aspects of literacy in terms of attaining higher levels
- R2 Improve pupils' handwriting and presentation of work
- R3 Develop governors' strategic role in order to enable them to operate effectively as critical friends
- R4 Write reports that are more evaluative of the effect of the school's work
- R5 Strengthen provision for information and communication technology so that key stage 2 pupils have a suitable range of experiences

### **What happens next?**

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

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

During their time at the school, nearly all pupils make appropriate progress in their learning.

Across the school, pupils' oral standards in Welsh are robust and nearly all pupils speak confidently and fluently in a wide variety of situations. In general, their oral skills in English are not as robust as those in Welsh. Nearly all listen well and respect the viewpoints of other pupils.

Pupils' reading skills develop well across the school. In the Foundation Phase, nearly all pupils read in line with their age and ability. They are able to answer simple questions correctly about the books that they are reading. In key stage 2, many pupils read aloud confidently and with meaningful expression in both languages. They are able to choose suitable texts from a variety of sources to improve their knowledge across the curriculum.

Most pupils' writing skills develop well as they move through the school. By the end of the Foundation Phase, most pupils are able to write independent pieces on a variety of subjects. By the end of key stage 2, most pupils have developed a wide vocabulary and are able to write extended pieces of interesting and imaginative work in both languages. However, handwriting and presentation in the books of a minority of pupils are inconsistent in key stage 2.

Nearly all pupils who have additional learning needs make good progress in relation to the targets in their individual education plans. Most of the more able pupils make good progress.

In 2012, the percentage of pupils at the end of the Foundation Phase who achieved the expected level in relation to their language, mathematics and personal skills in combination (the Foundation Phase Indicator) was higher in comparison with the averages for the family of similar schools and Wales. Similarly, the average of pupils who achieved higher than the expected level in all learning areas was higher than the average for the family and Wales. When comparing the school's Foundation Phase results in 2012 with those of similar schools in terms of the percentage of pupils who are entitled to free school meals, the school performed consistently in the top 25% in terms of attaining the expected levels.

All pupils at the end of key stage 2 achieved the expected level or higher in Welsh or English, mathematics and science in combination (the core subject indicator) in 2012. The school has been consistently higher than the average for the family and Wales for the last four years.

The percentage who achieved higher than the expected level is also higher than the family's average and the average for Wales in the four subjects. This pattern has existed almost without exception for the last four years.

When comparing the school's key stage 2 results in 2012 with those of similar schools in terms of the percentage of pupils who are entitled to free school meals, the school performed in the top 25% for English, mathematics and science, and in the top 50% in Welsh.

Over a period of four years, there is no obvious pattern of difference between the performance of boys in comparison with girls in terms of attaining the expected level at the end of key stage 2. In terms of attaining higher levels, there is a significant difference between the sexes in 2012, with girls doing better than boys in all subjects, especially in Welsh and English. The difference is significantly worse than the family of similar schools average. In general, over four years, girls have performed significantly better than boys.

### **Wellbeing: Good**

Nearly all pupils enjoy school and they are enthusiastic and keen to learn. Pupils of all ages develop good independent learning skills and co-operate effectively. One of the school's strengths is pupils' ability to focus and concentrate on a task for extended periods across the school. The school's pupils are naturally courteous and welcoming; they are proud of their area and of the school community. Pupils contribute to the local community and gain much from it. Nearly all pupils have a good awareness of the importance of keeping fit. They take part in physical activities on a daily basis. Most pupils have a good understanding of what needs to be done to stay healthy in terms of eating. They are aware of the right to be safe and understand what they should do if something worries them. Above all, pupils are very caring of each other and the feeling of self-worth and of respect for others is good. This has a positive effect on pupils' desire and ability to work hard and improve their attainment.

The pupils' voice is strong at the school. The school council is orderly and its intentions are clear, and duties and responsibilities are shared between members purposefully. It has had an effect on the school's development by leading decisions about buying new equipment and improving outdoor resources. Members of the council have a very good understanding of the procedure for holding a committee and of the need to operate in an inclusive way. They submit comprehensive reports to the governing body every term.

Attendance compares well with that of similar schools in terms of the proportion of pupils entitled to free school meals, and punctuality is good.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

Planning is consistently good across the school and ensures that provision meets all the requirements of the curriculum. Staff plan jointly successfully and this has a

positive effect on pupils' standards. Beneficial schemes of work ensure that the curriculum is balanced and stimulates pupils' interest. Themes are used effectively to deliver the curriculum and appropriate time is allocated in order to ensure achievement. The wide variety of extra-curricular activities enriches the curriculum further for all pupils. Detailed planning ensures that pupils acquire good literacy, thinking, communication and number skills. The curriculum meets the needs of specific groups of pupils appropriately.

The curriculum develops pupils' understanding of the Cwricwlwm Cymreig effectively. An example of this is the interesting work on local history topics such as the legends of Cybi. The school uses colourful displays to promote Welsh culture well. The school organises a number of cultural events, including opportunities to compete regularly in Urdd eisteddfodau.

Provision for developing information and communication technology (ICT) skills in the Foundation Phase, and promoting pupils' awareness of the importance of using the web safely, is good. Provision for developing key stage 2 pupils' ICT skills is not as good. As a result, they do not have an adequate range of experiences, especially in terms of developing data modelling and handling.

The school curriculum promotes education for sustainable development, environmental educational and global citizenship successfully. Global citizenship is promoted effectively through thematic work on other countries such as Ghana and Ethiopia.

### **Teaching: Good**

The quality of teaching is consistently good and has a positive effect on standards. By using a range of suitable methods, teachers ensure that pupils maintain interest in their learning and make good progress. All staff ensure that behaviour is very good and this creates a culture of successful learning. The school uses additional adults effectively, particularly to listen to reading.

Teachers ensure that activities meet the needs of most pupils well. They have created a culture of high expectations that has a positive effect on pupils' standards. The provision ensures that the percentage reaching the higher levels than expected are consistently higher than they are in similar schools. However, the school is not succeeding in closing the gap between the performance of boys and girls.

Assessment for learning strategies have been embedded effectively. Pupils are part of the process of setting individual targets and this is having a positive effect on their effort and commitment in lessons. Teachers give beneficial oral feedback during lessons. However, not all teachers are consistent enough in showing them the way to improve their work through marking.

The school has robust standardisation systems, which ensure that assessments are accurate. All teachers trace pupils' progress well by using assessment records purposefully. This information is used well by teachers to steer their planning work and to track individual performance.



The school's reports to parents are clear and include information about pupils' progress along with the next steps in order to improve.

**Care, support and guidance: Good**

The school promotes pupils' health and wellbeing very successfully. A happy and homely community has been created in which all pupils feel safe. Learning experiences, circle time and assemblies promote pupils' personal, spiritual and moral development effectively. Good opportunities are provided for pupils to be a natural part of the local community, and to foster a caring attitude towards others through charitable and cultural activities.

The school has beneficial links with external specialist agencies. This contributes significantly to pupils' wellbeing and provides appropriate information, guidance and support to staff. The school's arrangements for safeguarding pupils meet requirements and they are not a cause for concern.

Pupils who have additional learning needs are identified early and appropriate intervention programmes are provided for those who need specific support. Individual education plans set attainable targets and are having a positive effect on pupils' development. They are evaluated and updated regularly in consultation with pupils and parents.

**Learning environment: Good**

One of the school's strengths is the homely and caring ethos that ensures that all children are safe. Equal access to the curriculum is offered to all pupils in addition to a wide range of extra-curricular activities. Assemblies and circle time lessons are successful when discussing equality, prejudice and racism and pupils are aware of differences and diversity in society.

There is an appropriate variety of resources at the school, which enriches learning and teaching. There are effective outdoor resources for the Foundation Phase and there is a range of purposeful classrooms and facilities for the number of pupils. The school makes good use of the site and the building and surrounding grounds are kept in a good and neat condition. One lovely feature is the use of the practical garden, which was designed jointly with the local Young Farmers' club, and which enriches each pupil's educational experiences.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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**Leadership: Good**

The headteacher provides effective leadership and she has a clear vision for the school. This vision is shared with all members of staff and the governing body successfully. The vision is reflected clearly within the priorities of the school development plan, along with the discussion themes in staff meetings and governing body meetings. The vision has created a happy, caring, stimulating and safe atmosphere in which the pupils' voice has a very prominent place and is appreciated. The governing body is very supportive of the school and receives reports regularly on

the implementation of the school improvement plan. The chairperson has an appropriate understanding of school data and how well the school is achieving in comparison with similar schools. However, governors' ability to challenge the school as critical friends and to monitor subjects and observe lessons has not been developed sufficiently.

The school addresses current national and local priorities well and it has focused appropriately on key aspects, such as literacy and developing a healthy lifestyle.

### **Improving quality: Good**

The self-evaluation process has been embedded in school life and includes all staff successfully. Data analysis is an integral part of the process. Evidence is collected effectively through classroom observations, scrutinising pupils' work and listening to the viewpoints of pupils and parents. These processes have helped the school to identify clearly its strengths and most of the areas that need development. The self-evaluation report shows that leaders know their school well. However, it is not evaluative enough on all occasions.

The outcomes of the self-evaluation processes steer the priorities of the school improvement plan successfully. The plan focuses well on raising standards and widening provision. The plan refers effectively to the steps to be taken, the success criteria, timing and responsibility, and monitoring and budgeting arrangements. Almost without exception, it includes beneficial measurable targets in relation to progress and improvements in pupils' standards.

There are good opportunities for teachers' continuous professional development and these are linked to the school's priorities for improvement. They feed back to the remainder of the staff after they have attended courses and they share good practice effectively. A culture of co-operating as a team is developed well and this helps the school to grow as an effective learning community. There is effective networking with the schools in the catchment area and this promotes the staff's understanding and improves provision for pupils.

### **Partnership working: Good**

The school has valuable links with parents and carers. Cymdeithas Cyfeillion Cybi raises a considerable and regular amount of money and good use is made of the additional funding for the benefit of pupils. Close links with the community enrich pupils' learning experiences and the school benefits from the lasting interest of former pupils of the school. Members of the community come into the school to listen to reading and this fosters respect for adults and develops literacy skills well.

The link with the nursery group that feeds the school is good and facilitates the children's smooth transfer. There are also effective arrangements in place for transferring pupils to the local comprehensive school. These arrangements prepare older pupils well for the next stage in their education.

The school takes advantage of an effective partnership with the local authority's education services for developing staff, responding to pupils' needs and raising standards.

The school is involved with a number of professional learning communities, which have a positive effect on raising standards. A good example of this is projects with other schools in order to develop communication and research skills through the use of iPads and to boost thinking skills through numeracy.

### **Resource management: Good**

The headteacher and governors manage resources effectively. They have ensured a suitable level of staffing in order to implement the requirements of the curriculum effectively. Good use is made of the staff's specific expertise across the school and assistants are used successfully to promote teaching and learning. All staff work effectively as a team to share best practice and to ensure that any shortcomings are identified as priorities in the school improvement plan. There are appropriate arrangements for ensuring time for teachers to plan, prepare and assess.

The school's performance management systems are robust and meet teachers' professional development needs well. Although classroom assistants also have good opportunities to develop professionally, there are no formal performance management arrangements for them.

The senior management team and the governing body monitor the school's budget effectively and there is a good link between expenditure and priorities that have been identified in the development plan. Resources are suitable for teaching requirements and are renewed regularly according to the school's priorities.

As a result of the good standards that are achieved by pupils and the number of strengths in the provision, the school provides good value for money.

## Appendix 1

### Commentary on performance data

Every pupil in the Foundation Phase in 2012 achieved the expected level.

Language, mathematics and personal skills in combination (the Foundation Phase indicator) are higher in comparison with the average for the family of similar schools and Wales. Similarly, the average of pupils who achieved higher than the expected level in all learning areas is higher than the average for the family and for Wales.

When comparing the school's Foundation Phase results in 2012 with those of similar schools in terms of pupils who are entitled to free school meals, the school performed consistently in the top 25% in terms of attaining the expected level.

All pupils in key stage 2 achieved the expected level or higher in Welsh or English, mathematics and science in combination (the core subject indicator) in 2012. The school has performed consistently higher than the average for the family of similar schools and Wales for the last four years.

The percentage who achieved higher than the expected level is also higher than the average for the family and Wales in the four subjects. This pattern has existed almost without exception for the last four years.

When comparing the results for key stage 2 at the school in 2012 with those in similar schools in terms of the percentage of pupils who are entitled to free school meals, the school performed in the top 25% for English, mathematics, and in the top 50% in Welsh.

Over a period of four years, there is no obvious pattern of difference between the performance of boys in comparison with girls in terms of attaining the expected level at the end of key stage 2. In terms of attaining the higher levels, there was a significant difference between the sexes in 2012, with girls doing better than boys in all subjects, especially in Welsh and English. The difference is significantly worse than the family of similar schools average. In general over four years, girls have performed significantly better than boys.

As the number of pupils who receive free school meals is very small, it is not meaningful to refer to trends in their performance in comparison with those of other pupils.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Thirty-five responses were received from key stage 2 pupils and they all agree that:

- they are doing well at school;
- they feel safe at school and they know to whom to speak if they are worried or anxious;
- they know what to do and to whom to speak if they find the work difficult;
- teachers and other adults at the school help them to learn and make progress;
- the school teaches them how to stay healthy;
- there are many opportunities at the school to take regular physical exercise; and
- they have enough books, equipment and computers to be able to do their work.

Nearly all believe that:

- the school deals well with any bullying;
- homework helps them to understand and improve their work at school; and
- other children behave well and they are able to do their work.

A few believe that:

- not all children behave well at play time and lunchtime.

The responses for all questions compare very favourably with the national picture for primary schools.

#### Responses to parent questionnaires

Twenty-eight responses to the questionnaires were received.

Nearly all believe that:

- teaching is good;
- staff expect pupils to work hard and do their best;
- their children are making good progress at school;
- their children like school and have support to settle in well;
- the school helps children to become more mature and to shoulder responsibility;
- there is a good variety of activities, including trips or visits;
- they understand the school's system for dealing with complaints; and
- they are satisfied with the school in general.

Most believe that:

- the school is well run;

- their children are safe at school;
- they receive regular information about their children's progress;
- homework that is given builds well on what is learnt at school;
- staff treat all children fairly and with respect;
- they feel comfortable about asking a question at school, making suggestions or identifying a problem;
- their children are encouraged to be healthy and to take regular physical exercise; and
- their children have been prepared well for moving on to the next school.

A few believe that:

- pupils do not behave well at school;
- their child does not receive appropriate additional support in relation to any specific individual needs.

Responses to the majority of questions do not compare favourably with the national picture for primary schools.

## Appendix 3

### The inspection team

Maldwyn Pryse	Reporting Inspector
Carolyn Thomas	Team Inspector
Jeremy Turner	Lay Inspector
Gwynn Griffiths	Peer Inspector
Elin Owen	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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.