



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 Llywelyn
Trellewelyn Road
Rhyl
Denbighshire
LL18 4EU**

Date of inspection: December 2012

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 Llywelyn is a large primary school on the southern outskirts of Rhyl, constructed in the 1950s within extensive grounds. Pupils come from a variety of backgrounds, ranging from relatively prosperous to economically disadvantaged. Around a fifth of families only remain in the area for a short period. Approximately 24% of pupils receive free school meals, which is above the local authority and national averages.

There are currently 534 pupils in the school aged between three and 11, taught in 19 classes, seven of which contain a mixed age range. Pupils enter the early years unit on a part-time basis at the beginning of the year in which they are four. They move on to full-time education in reception the following September. The number on roll has declined steadily over the last few years.

The school has identified around 24% of pupils as having additional learning needs, which is similar to the national average. A very few have a statement of special educational needs. There were 15 fixed-term exclusions in 2011-2012 involving seven pupils. No pupils use Welsh as a first language, but a very few speak another European language at home and receive support for English as an additional language. Very few are looked after by the local authority or come from an ethnic minority background.

The school was last inspected in November 2006. The headteacher was appointed in September 2011.

The individual school budget per pupil for Ysgol Llywelyn in 2012-2013 means that the budget is £3,578 per pupil. The maximum per pupil in the primary schools in Denbighshire is £9,659 and the minimum is £3,064. Ysgol Llywelyn is 45th out of the 52 primary schools in Denbighshire 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 performance is good because:

- pupil attainment at the expected levels in literacy and numeracy in the Foundation Phase and key stage 2 is generally similar to or better than the averages for the family of similar schools, the local authority and Wales;
- most pupils make good progress through the school and develop appropriate skills in oracy, reading and writing;
- most pupils achieve at a level appropriate to their age and ability in Welsh;
- nearly all pupils behave well and attendance is above the national average; and
- nearly all teaching is good or better.

Prospects for improvement

Prospects for improvement are good because:

- the performance of pupils at the end of the Foundation Phase and key stage 2 is rising;
- improvements in leadership and management are beginning to have a positive impact on outcomes;
- all staff work together effectively in teams;
- the governing body is very supportive and has a clear understanding of the school's strengths and areas for development; and
- the quality of self-evaluation is good overall.

Recommendations

- R1 Improve the relative performance of boys and girls and of pupils entitled to free school meals
- R2 Ensure that work is well matched to the needs and abilities of pupils, with particular reference to those who are more able and talented
- R3 Further develop assessment procedures to ensure that they have a positive impact on pupils' achievement and progress
- R4 Improve the monitoring of teaching and learning in order to raise standards

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils make good progress through the school and develop appropriate skills in literacy and numeracy. Nearly all speak clearly and effectively in lessons when asking and answering questions. They listen attentively and follow instructions carefully.

Many pupils read competently for their age and discuss enthusiastically what they have read. By the end of the Foundation Phase, able pupils, in particular, read well and with expression. These improvements are built upon throughout key stage 2 and most older pupils read confidently and fluently. They talk knowledgeably about authors and texts they like.

Most pupils' writing skills are good. They write for different purposes and audiences in different styles and with increasing confidence and accuracy. They generally spell and punctuate correctly, although on occasions extended writing is limited and the quality of handwriting and presentation varies too much.

Throughout the school most pupils apply their numeracy and information and communication technology skills well in a range of contexts.

In Welsh, most pupils achieve at a level appropriate to their age and ability. Within a range of familiar contexts, and in formal and informal situations, they engage successfully in relevant Welsh conversations.

In 2012 in the Foundation Phase, pupil attainment of the expected outcome 5 in literacy and numeracy was generally similar to or better than the family, local authority and Wales averages and placed the school among the better 50% of similar schools. Pupil attainment of the higher than expected outcome 6 was good and placed the school among the best 25% of similar schools.

In 2012 in key stage 2, pupil attainment of the expected level 4 in the three core subjects was better than in the previous four years and broadly similar to the family, local authority and Wales averages. This placed the school among the better 50% of similar schools for English, but among the lower 50% for mathematics and science. At the higher than expected level, performance was also better than in previous years in English, but overall it remained below average compared with that of similar schools.

In the Foundation Phase boys achieve less well than girls across the curriculum. In key stage 2 girls consistently attain better than boys in English, although this trend is reversed in mathematics. Pupils on free school meals tend to achieve less well than their peers and the more able and talented do not always reach their potential.

Wellbeing: Good

Most pupils have a good understanding of how to be healthy by eating sensibly and taking part in frequent physical activity. Nearly all feel safe and enjoy school.

Nearly all pupils have a positive attitude to learning and are able work independently and co-operatively in pairs and groups. They show interest in their work and are keen to start their activities promptly. Most know what they need to do to improve and develop appropriate thinking and problem-solving skills.

Nearly all pupils behave well in class and around the school. They are polite and courteous and show respect and care towards their peers. They take on responsibilities willingly and are aware of the consequences of their actions.

Attendance is good and over the last four years has been above the national average and that of similar schools. Unauthorised absence is relatively low. A very few pupils arrive late in the morning.

The school council is well established and effectively organised into sub-committees. It makes a positive contribution to school life by undertaking a range of projects, such as renovating the junior library.

Pupils raise funds for a number of charities and are involved in an increasing number of links and projects with the local community.

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

The school provides a broad, balanced and relevant curriculum through an effective topic-based approach that fulfils the requirements of the Foundation Phase and the statutory curriculum in key stage 2. As pupils move through the school, the curriculum builds systematically on their existing knowledge, understanding and skills.

Teachers collaborate well to plan flexible learning programmes that respond well to individual needs. They offer good opportunities for pupils to make decisions on what they learn.

Teachers plan relevant and interesting activities for pupils to develop their literacy, numeracy and information and communication technology skills, so that they can apply these effectively in different areas of learning. However, on occasions opportunities for pupils to write at length across the curriculum are constrained by an over-reliance on work sheets.

The school makes good provision for pupils with specific literacy and numeracy needs, for example through the use of ability groups and transition projects. As a result, most make good and sometimes very good progress. However, opportunities to develop the potential of more able and talented pupils are more limited, particularly when tasks are not well matched to their abilities.

The school provides a very varied programme of extra-curricular activities and visits to places of interest, which effectively enriches pupils' learning. Teachers set homework consistently.

Provision for the Welsh language and Y Cwricwlwm Cymreig is good. This is evident in nearly all areas of the curriculum and in the daily life of the school. The work of the athrawon bro has a positive impact on standards.

Pupils have a good understanding of the importance of sustainability and how they can make a positive contribution to creating a better society. They develop an appropriate awareness of global citizenship, for example through the school's links with India and Fair Trade initiatives.

Teaching: Good

Nearly all teachers have good background knowledge and have high expectations for pupils' achievement. They engage all pupils, move the lesson along quickly and make learning fun.

All teachers plan interesting activities for pupils and structure lessons appropriately. They establish a calm and productive working atmosphere for learning. They manage their classrooms and the behaviour of pupils well. They motivate pupils appropriately through effective praise and encouragement.

All teachers have good working relationships with pupils. They use a wide variety of strategies, activities and resources to provide them with suitable opportunities to develop their skills.

In the few lessons where teaching is less successful, teachers do not plan sufficiently to cater for different abilities and do not give pupils enough responsibility for their own learning.

The school is implementing revised assessment and tracking procedures to enable staff to identify pupils who are underperforming more accurately. This has not yet had sufficient time to impact on standards.

All teachers use assessment information purposefully. They encourage pupils to evaluate their own work and that of others. In key stage 2 they have begun to enable pupils to set their own personal targets.

The school has developed a new marking policy, which most teachers consistently apply. However, written feedback in a few cases is not explicit enough to inform pupils how to improve their work next time.

Annual pupil reports meet statutory requirements. They provide targets in the core subjects for parent to help their children, but comments tend to be too similar between different pupils.

Care, support and guidance: Good

The school understands the needs of its pupils well. It has excellent procedures to support their health and wellbeing, for example through its personal and social education programme and nurture groups. This provision contributes well to pupils' spiritual, moral, social and cultural development.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The site and buildings are secure and any incidents of bullying are dealt with promptly and effectively.

The school has procedures in place to follow-up persistent absences and lateness and senior staff meet regularly with the education welfare officer. However, there is currently no first-day response system.

The school has positive behaviour management systems, which are beginning to reduce the number of exclusions.

The support and provision for pupils with additional learning needs is good. Teachers identify their needs quickly and they make good progress as a result. The school targets effective support towards vulnerable groups and individuals, and this has resulted in improvements in pupils' attitudes to learning.

The school uses outside agencies appropriately to meet pupils' specific needs. It regularly reviews individual education plans and keeps parents well informed of their children's progress.

Learning environment: Good

The school has a very caring and fully inclusive ethos, which is reflected in its life and work.

All pupils are treated equally and the school takes good account of their backgrounds to make sure that they participate fully in the curriculum.

The school promotes respect for diversity and communicates this value effectively. It also celebrates pupils' achievements and progress well.

The school provides a bright, warm and welcoming environment for all learners.

The accommodation and grounds are spacious and well maintained, although a few external surfaces require painting and some toilets need refurbishing. There are good facilities for outdoor learning and sport.

Overall, the school has a good range of learning resources that meet pupils' needs.

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

The headteacher has high expectations and provides very clear direction to the life and work of the school. In a short time, she has introduced a leaner and more efficient management system, reorganised the staffing structure and reviewed a range of policies and practices effectively. These improvements are having a significant impact on outcomes and the quality of provision.

The deputy headteacher provides very good support and undertakes a range of managerial responsibilities conscientiously and efficiently. The senior management team is making a significant contribution to school improvement.

All teachers have a co-ordinating role, undertake their responsibilities efficiently and conscientiously and work effectively together in teams.

Governors are very supportive of the school and have a clear understanding of its strengths and areas for development. They have links with specific subjects and offer an appropriate balance of expertise on the governing body. They are increasingly involved in moving the school forward. Most visit the school regularly and attend training events.

All statutory policies are in place and are regularly reviewed. The school effectively addresses local and national priorities, particularly in relation to tackling social disadvantage.

Improving quality: Good

The self-evaluation process is rigorous and well established. The school uses the outcomes to determine appropriate priorities for improvement.

The school has good arrangements to gather information from a range of sources and stakeholders, which feeds directly into the process. All teachers are familiar with the analysis of performance data. However, the senior management team and subject co-ordinators only have limited opportunities to monitor standards across the school linked to their responsibilities.

The self-evaluation report is a comprehensive and honest document that provides a detailed analysis of the school's strengths and areas for development. Its conclusions are based on an appropriate range of first-hand evidence, including annual subject action plans and scrutiny of pupils' work.

The school has identified in detail three main areas for improvement in its school development plan as a result of self-evaluation. The targets in the plan are detailed and prioritised with suitable costs and deadlines. They refer appropriately to the impact on the quality of pupils' learning.

A very good culture of teamwork exists and, as a result, the school is developing well as an effective learning community. There are a number of professional networks within the school, for example in literacy and wellbeing, that are having a positive impact on standards. Staff also collaborate well with other schools to improve their professional knowledge, for example in physical education.

Partnership working: Good

The school has established a range of useful partnerships that benefit the school and its pupils.

Nearly all parents are very supportive of the school. They are kept well informed and are involved in a range of initiatives, such as the 'mantle of the expert' project. The school encourages parents to take an active role in supporting their children's education.

Transition from pre-school to nursery education benefits from the close liaison between the school and the playgroup on site. There are effective arrangements to support Year 6 pupils when they transfer to secondary education. Pupils visit the secondary school of their choice and benefit from working with its teachers.

There are well-established links with the local cluster of primary schools. The school participates fully in joint standardisation and moderation procedures to ensure the accuracy of its teacher assessment results.

There are strong links with a range of community groups and local businesses, many of which visit the school frequently as part of the 'mantle of the expert project' to develop pupils' entrepreneurial and life skills. The school also regularly receives students on placement from local further and higher education institutions.

Resource management: Good

The school is well staffed. Teachers are appropriately qualified and teaching assistants are efficiently deployed.

Ancillary staff make an important contribution to the efficient administration and maintenance of the school.

All staff have opportunities to undertake appropriate staff development linked to their performance management targets and whole school priorities. A minority of staff are also undertaking further professional qualifications.

Performance management procedures have been reviewed and members of the senior leadership team have all been recently trained in the new requirements. All teachers have a common target linked to the school development plan and all support staff have an annual appraisal interview.

All requirements of the national workload agreement are met. Teachers' planning, preparation and assessment time is appropriately allocated through the use of higher learning teaching assistants in the Foundation Phase and the deployment of the deputy headteacher and a part-time teacher in key stage 2.

The school manages its accommodation, resources and budget effectively. Space is well utilised and extensive and colourful displays very attractively celebrate pupils' work and their achievements.

Due to the good progress and outcomes achieved by pupils and the quality of provision overall, the school provides good value for money.

Appendix 1

Commentary on performance data

In 2012 at the end of the Foundation Phase, pupil attainment of the expected outcome 5 in all three areas of learning and specifically in language, literacy and communication skills was similar to the family, local authority and Wales averages. This placed the school among the better 50% of similar schools. In mathematical development attainment was above the family, local authority and Wales averages and among the better 50% of similar schools. However, in personal and social development, it was a little below the family average placed the school among the lower 50% of similar schools. Attainment at the higher outcome 6 in language, literacy and communication skills and in mathematical development was above the family, local authority and Wales averages. This placed the school among the best 25% of similar schools. However, in personal and social development, attainment was below all three comparators and placed the school among the lower 50% of similar schools.

In 2012 in key stage 2, pupil attainment of the expected level 4 overall and in the three core subjects was better than in the previous four years and broadly similar to the family, local authority and Wales averages. This placed the school among the better 50% of similar schools for English, but among the lower 50% for mathematics and science. At the higher level 5, performance was better than in all previous four years in English, but has fluctuated in mathematics and science. In all three core subjects, results remained below the family, local authority and Wales averages, and placing the school below the majority of similar schools.

Most pupils make good progress through the school and achieve their targets. They develop appropriate literacy and numeracy skills. Results in oracy, reading and writing in key stage 2 are above the family, local authority and Wales averages and show recent improvement. However, in 2012 in the Foundation Phase boys achieved less well than girls across the curriculum and in key stage 2 girls have consistently attained better than boys in English, although this trend is reversed in mathematics. Results indicate that in key stage 2 pupils on free school meals tend to achieve less well than their peers and the more able and talented do not always reach their potential.

Appendix 2

Stakeholder satisfaction report

Stakeholder satisfaction report

Responses to parent questionnaires

Fifty-one parents completed the questionnaire. Responses were similar to national norms overall.

All parents say that:

- their child is encouraged to be healthy and to take regular exercise.

Nearly all parents say that:

- their child likes school;
- their child makes good progress;
- teaching is good;
- staff expect pupils to work hard and to do their best;
- homework builds well on what is learnt in school; and
- the school is well run.

Most parents say that:

- they are satisfied with the school;
- their child was helped to settle in well when starting school;
- staff treat all pupils fairly and with respect;
- their child is safe in school;
- appropriate additional support is provided, if necessary;
- they are kept well informed about their child's progress;
- they feel comfortable about approaching the school with any suggestions or problems;
- their child is helped to become more mature and responsible;
- their child is well prepared for moving on to the next stage of his/her education; and
- there is a good range of activities and trips provided.

Many parents say that:

- pupils behave well in school; and
- they understand the procedures for dealing with complaints.

Responses to learner questionnaires

One hundred and three pupils in key stage 2 completed the questionnaire. All their responses were better than national norms.

All pupils say they that they:

- know whom to talk to if they are worried or upset;
- learn how to keep healthy;
- have plenty of opportunities for regular exercise;
- are helped to learn and to make progress; and
- know whom to ask if they find work hard;

Nearly all pupils say that:

- they feel safe in school;
- the school deals well with any bullying;
- they are doing well at school;
- they think homework helps them to understand and improve their work in school;
- they have enough books and equipment; and
- pupils behave well in class so they can get their work done.

Many pupils say that:

- nearly all pupils behave well at playtimes and lunch time.

Appendix 3

The inspection team

David Ellis	Reporting Inspector
Peter Roach	Team Inspector
Kathryn England	Team Inspector
Peter Haworth	Lay Inspector
Neil Gledhill	Peer Inspector
Mari Gaskell	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.