



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 y Graig**

**College Road
Lon Talwrn
Llangefni
Anglesey
LL77 7LP**

Date of inspection: November 2010

by

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for

**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 Y Graig is situated on a new site on the outskirts of the town of Llangefni. The new building was opened in January 2009 to provide education for pupils between nursery and 11 years of age. Most pupils start at the school in the term following their third birthday. Pupils represent the full range of ability. Welsh is the main medium of education. The school mainly serves parts of Llangefni but some 14% of pupils come from the surrounding rural area and other nearby villages. It is recognised that a substantial proportion of the school's catchment is an economically disadvantaged area, but some 20% of pupils come from a more prosperous background. Some 60% of pupils come from homes where Welsh is the first language. Results of the school's baseline assessments are lower than the average for the catchment and the local authority (LA).

There are currently 343 pupils on the register, and some 24.3% are entitled to receive free school meals. This is substantially higher than the LA and Wales averages. The school has identified 33% of pupils as having special educational needs (SEN) and 18 pupils hold a statement for SEN.

In addition to the headteacher in charge, there are 12 full-time teachers and one part-time teacher at the school. There are 13 classes which includes the nursery classes. Pupil numbers have remained constant over recent years.

The headteacher in charge has been in her post since September 2009.

The individual school budget per pupil for Ysgol y Graig is £2,909 which compares with a maximum of £15,158 and a minimum of £2,685 for primary pupils in the Anglesey authority. The school has the 48th highest budget per pupil out of the authority's 52 primary schools.

Summary

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

Current performance

The school is good because:

- pupils achieve good standards;
- pupils' moral, personal and social development is outstanding;
- teaching is of good quality and pupils benefit from an interesting and varied curriculum; and
- the school's effective leadership and inclusive ethos create the best possible conditions for each individual to develop and flourish.

Prospects for improvement

The school has good prospects for improvement because:

- the management team and governing body offer clear direction for the school;
- the headteacher and staff show complete commitment to high standards; and
- the school undertakes a prominent role in developing collaboration practices with a vast number of agencies.

Recommendations

- R1 ensure that lessons offer sufficient challenge for pupils of higher ability;
- R2 further develop the self-assessment strategies of pupils in key stage 2 so that they become more aware of what they need to in order to improve their work;
and
- R3 strengthen the monitoring system further to concentrate more specifically on pupils' progress and achievement.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Overall, performance against the main indicators for the key stages over the last three years have compared well with similar schools and pupils' previous attainment. In 2010, achievements of seven year old pupils in the three subjects of Welsh, mathematics and science, according to teacher assessment are higher than the family, LA and national averages. In the same year, the achievement of 11 year old pupils in the four subjects of English, Welsh, mathematics and science are higher than the family, LA and national averages. The percentage of pupils in both key stages that achieved the core subject indicator in 2010 in comparison with other schools, that is, those schools with similar numbers of pupils entitled to free school meals, places the school in the highest 25% in Wales. Over the period 2006-2010, in both key stages, although the percentage that achieves the expected level is consistently higher than the family, LA and national averages, overall the percentage that achieves the higher level is lower and has reduced over the same period. No significant pattern is evident in the performance of boys and girls.

Almost all the pupils make good or better progress in the Foundation Phase and key stage 2. Those who are entitled to free school meals and pupils with additional learning needs make good progress in relation to their ability.

Standards and the progress that most pupils across the school make in the key skills of speaking and listening, reading and writing are good. The use that many pupils make of information and communications technology (ICT) to gather information and to display their work is commendable in several subjects across the curriculum.

Standards in the Welsh language and the bilingual skills of most pupils are good.

Wellbeing: Outstanding

Pupils' moral, personal and social development is outstanding. Most pupils show very good attitudes towards their work through showing clear interest and enthusiasm. Their behaviour is outstanding. They are considerate, friendly and courteous to each other, staff and visitors. They work together very effectively. Most of the pupils have an outstanding awareness and understanding of how they can become healthy, through what they eat and the physical activities that they undertake. Most feel secure in the school and know that their needs are met very effectively.

Members of the school council are involved in decision making, which has a positive effect on many aspects of school life.

Over the last three years, the school's attendance rates place the school in the highest 25% of similar schools in Wales.

This aspect of the school's life and work is recognised as an example of innovative practice both locally and in the county.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a wide and balanced range of stimulating experiences for all pupils, which fully meets the requirements of the Foundation Phase, the national curriculum and religious education. The provision for communications, numeracy and ICT has been planned appropriately.

Classes in the Foundation Phase provide rich, first hand experiences that have a very positive effect on pupils' personal and social skills. The provision for pupils with specific needs throughout the school is an outstanding feature.

Rich learning activities and numerous interesting visits, together with the contribution of notable visitors, successfully kindle pupils' interest.

The provision for developing the Welsh language and dimension is developed effectively throughout the school. The school provides well for developing pupils' understanding in aspects such as education for sustainable development and global citizenship.

Teaching: Good

The overall quality of the teaching is good and includes some examples of outstanding teaching. Teachers understand their pupils' needs well and use a variety of methods to respond to different cohorts of pupils.

The teaching environment is very stimulating and each one of the teaching staff, including the support staff, use effective strategies that keep most pupils on task.

Staff have good and up to date subject knowledge and have high expectations from each one of the pupils. Staff show respect for pupils' responses and this contributes towards creating an atmosphere that promotes successful learning. They offer consistent praiseworthy feedback that promotes a positive learning environment. However, teachers' written comments in responding to work are inconsistent. In the best examples, constructive comments are offered that develop pupils' skills to improve their own performance.

The practice whereby pupils assess their own work is developing appropriately but a minority are uncertain of what they need to do to improve their work. Parents/carers receive good information on their children's achievements, wellbeing and development.

Care, support and guidance: Outstanding

The provision for pupils' health and wellbeing is an outstanding feature and there are a number of innovative programmes/initiatives in hand. These procedures, together with the close collaboration with a large number of external agencies, are having a significant effect on maintaining pupils' standards from a very early age. Very effective support is targeted for groups of vulnerable pupils where the emphasis is on improving, for example, attitudes, self-confidence, attendance or behaviour. Security arrangements are very robust.

The provision for pupils with additional learning needs is outstanding. The school succeeds in responding promptly to concerns and the classroom arrangement throughout the school, together with the high level of support staff is having a positive effect on pupils' attainments. The provision for gifted and talented pupils has not been developed to the same extent. The individual educational plans are evaluated and updated effectively and regularly and there is a very high level of consultation with parents/carers.

Learning environment: Outstanding

The school succeeds in operating as a very inclusive community where everyone receives the utmost respect. A clear emphasis is placed on recognising and celebrating diversity. Equal opportunities are promoted very well and staff encourage pupils to challenge and celebrate differences.

The school's provision for pupils with disabilities is outstanding and the contribution of support staff to this aspect is praiseworthy.

The accommodation is of an outstanding quality and is well maintained. Full use is made of it. The numerous resources are of good quality and meet pupils' learning needs very well.

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

The headteacher provides positive leadership and collaborates effectively with the senior managers to create a positive whole-school ethos. Team working is encouraged and appreciated and there are shared high expectations and common values that concentrate on creating the best possible conditions for each individual to develop and flourish. They are reflected well in the school's work and ethos. Specific responsibilities are shared amongst the teachers and assistants and all make a significant contribution to school development. They support each other effectively. Pupils' assessments are carefully analysed to identify strengths and weaknesses. Currently, arrangements do not take sufficient advantage of comparative data to interpret added value. Governors undertake their roles and responsibilities conscientiously and respond well to set the school's strategic direction. They take their responsibility as critical friends seriously. Through the headteacher's termly report and individual governor visits, they have a good picture of the school's activities. The school contributes well to local and national priorities. It has successfully introduced the Foundation Phase to each pupil up to seven years of age and is in the forefront in its work of establishing an inclusive school and in leading to create a Primary Inclusion Group at county level.

Improving quality: Good

Arrangements for self-evaluation and development planning are good and a regular part of the school's life and work. The process is comprehensive and thorough. The headteacher and staff show complete commitment to high standards. A number of methods are used within the system including looking at examples of pupils' work,

observing teaching and carefully analysing formative assessment results. Subject co-ordinators are conscientious in their efforts to record developments in their subjects of responsibility. However, there is inconsistency in the quality of subject evaluation and the evaluation does not focus sufficiently on pupils' progress and achievement. The priorities given in the 2010-2011 school development plan are appropriate for school development. The whole-school targets set are attainable and realistic targets based on good knowledge of the pupils. However, there is no clear link between these targets and pupils' individual targets. The school has made good progress since the previous inspection. The steps taken have had a positive effect on learners' standards of achievement. The school is a professional learning community which enables staff to share knowledge and expertise. There are effective networks of collaboration with other schools and partners.

Partnership working: Outstanding

There is excellence in the multi-agency links that train and maintain pupils with special needs. The school has a prominent role in developing collaboration practices with a vast number of welfare and social agencies and services to ensure the best possible opportunities for the more vulnerable pupils to attain their potential. The school works strategically with a wide range of partners to improve pupils' standards and wellbeing. These include close partnerships with parents, the community and other schools. Extremely effective links with the LA are often used as an example of good practice. The productive partnerships with a vast number of these agencies make a significant contribution towards collaborative quality assurance and extending the range of activities available to pupils.

Resource management: Good

Staffing and financial resources are managed and used effectively to support the improvement of learning. The school employs an appropriate number of teachers and support staff for the learners. The contribution of the assistants is outstanding. Strong emphasis is placed on continuous professional development for all members of staff. Clear and effective procedures have been established to ensure that they have the opportunity to discuss progress, gain new skills and reflect and share good practice. The school ensures that learners have access to appropriate learning resources that correspond to the requirements of their learning experiences. These resources are used efficiently, economically and effectively. The accommodation of this modern school offers an outstanding location for good teaching and learning and good support for all learners. The school's financial management is good. The budget is carefully and regularly supervised in order to ensure good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Sixty-five parents and carers completed the questionnaire. Almost each one of them is satisfied with the education the school provides and states that their children are happy, behave well and feel secure at the school. Almost all parents are of the opinion that teachers work hard and are easily approachable should parents have any questions or concerns. Almost all believe that the school is well run. Most parents are satisfied with their children's progress and are of the opinion that they receive good information on their children's achievements. Almost all parents are of the opinion that the school helps their children to mature and shoulder responsibilities. Most parents understand the procedure for complaining and dealing with complaints. Most feel that their children receive sufficient additional support with their individual learning needs.

Responses to learner questionnaires

A large sample of key stage 2 pupils completed the questionnaire and the team also spoke to the younger pupils. Most pupils are of the opinion that they are treated with respect and state that they feel safe in the school. Most say that the school deals with bullying well and that they know who to speak to if they are worried or concerned. Almost all pupils are of the opinion that teachers give them good support and help them to know how well they are doing. Almost all of them are of the opinion that the school is effective in teaching them how to be healthy and state that they have many opportunities to undertake regular physical exercise. Not many pupils are worried about the behaviour of other children during playtime and lunchtime but some show concern. Some pupils expressed dissatisfaction with homework and a minority state that some pupils impair them as they undertake their work.

Appendix 2

The inspection team

Merfyn Lloyd Jones	Reporting Inspector
Goronwy Morris	Team Inspector
Gruffydd Dylan Roberts	Lay Inspector
Gwynoro Jones	Peer Inspector
Eirianwen Williams	School Nominee

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Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11