



*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 Gynradd Llandwrog  
Llandwrog  
Caernarfon  
Gwynedd  
LL54 5ST**

**Date of inspection: September 2011**

**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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## Context

Ysgol Gynradd Llandwrog is a rural, bilingual school situated in the village of Llandwrog on the outskirts of the town of Caernarfon in Gwynedd. It serves the village itself and the surrounding area. The school was established over a century and a half ago and it is a Church in Wales voluntary controlled school.

At present, there are 73 pupils between 3 and 11 years old on the school roll, including seven children of nursery age who attend the school on a part-time basis. Pupil numbers have increased over the past six years.

About 5% of the pupils are entitled to receive free school meals, which is significantly lower than the county and national averages. Thirteen and a half per cent (13.5%) of the school's pupils are registered as having special educational needs, including two pupils who have statements.

Sixty-nine per cent (69%) of the pupils come from homes where Welsh is spoken. There are no pupils from an ethnic minority background in the school.

The headteacher has been in post since September 1998.

The individual school budget per pupil in 2010-2011 for Ysgol Gynradd Llandwrog is £3,154, which compares with a maximum of £8,442 and a minimum of £2,717 for primary schools in Gwynedd. The school has the 75th highest budget per pupil of the 103 primary schools in Gwynedd.

## Summary

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

### Current performance

Ysgol Llandwrog's current performance is good because:

- nearly all pupils makes solid progress during their time in the school;
- there is a homely, caring and industrious ethos that promotes respect, courtesy and a healthy attitude towards learning;
- the staff encourage the pupils to play an active part in making decisions that affect their education and welfare; and
- the percentage of pupils who reach levels that are consistently higher than expected in both key stages compares well with the situation in similar schools and the overall average for Wales.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision and conveys that vision successfully to the staff and pupils;
- all of the staff work together well and effectively in a way that has a positive impact on the pupils' achievement;
- the governors fulfil their duties in an intelligent and conscientious manner; and
- it has effective procedures for self-evaluation and development planning.

## Recommendations

In order to improve further, the school should:

- R1 refine short-term planning methods in order to provide a better focus on developing key skills within sessions;
- R2 share best practice in teaching among the staff; and
- R3 further develop assessment for learning procedures to ensure consistency across the school.

### **What happens next?**

The school will produce an action plan showing how it will address the recommendations. Estyn will invite the school to produce a written case study, describing the excellent practice identified during the inspection.

## Main findings

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

Good

#### Standards: Good

During their time at the school, nearly all the pupils make solid progress in their learning. Pupils across the school make very good progress in their use of Welsh from the time they start at the school. Most of the pupils use the language fluently and effectively on all kinds of formal and informal occasions. The way in which the majority of the pupils use Welsh with each other regularly is a strong feature. Most of them can discuss various subjects very effectively in Welsh across the school, and in English in key stage 2, using extensive vocabulary. Their knowledge of vocabulary that is specific to areas of learning is particularly good. Most of the pupils in key stage 1 can read at a level that is appropriate to their age and ability, and they make full use of their writing skills across the curriculum. In key stage 2, nearly all of the pupils can read meaningfully and with good expression in both languages and can write to a standard that is appropriate to their age and ability. Most of the older pupils can write extensively to a very high standard, varying their style in different contexts.

Trends in the performance of seven-year-old pupils who achieve the core subject indicator (level 2 in a combination of the core subjects of Welsh, mathematics and science) have been uneven over a period of five years. Performance has varied between the top 25% and the bottom 25% in comparison with the relative performance levels of other schools that have a similar percentage of pupils who are entitled to free school meals. Core subject indicator and individual core subject results have also varied in comparison with those of the family of similar schools and with Wales as a whole. The trends are similar in key stage 2, where level 4 is the expected level. This is characteristic of situations where pupil groups are very small (fewer than 10 pupils in Year 2 and Year 6 each year). The school's internal data show that pupils' results, apart from those who have profound needs, have been very good over a period of three years.

Pupils with additional learning needs, including more able and talented pupils, make very good progress. The percentage of pupils who achieve higher levels than expected is consistently higher in comparison with the situation in schools in the family and Wales as a whole. There are no obvious patterns of difference between boys' performance compared with that of girls. It would be unfair to compare the achievement of pupils who are entitled to free school meals with that of pupils who are not, because the numbers are too small to establish a clear pattern.

#### Wellbeing: Excellent

Standards of pupils' wellbeing and inclusion are very high throughout the school. All of the pupils feel safe, and their knowledge and understanding of things that affect their wellbeing are excellent and a strong feature of school life.

All of the pupils participate very positively and happily in the lessons and show pride in their work, their school and their community. The pupils' behaviour and attitude

towards all the school's work are to be commended. The attendance percentage for pupils over the past year has been 95.2%. This is higher than the county and national average. The majority of the pupils speak with maturity about their feelings and demonstrate respect and care towards their peers. They understand the importance of healthy eating and regular physical exercise. Almost all of the pupils take the opportunity to run around the school field each day in order to keep fit.

The pupils' ability to make decisions is excellent. The work of the school council, the eco council, the 'green group' and the 'nutrition group' is especially effective, with members taking their responsibilities seriously and contributing very effectively to raising and maintaining standards of wellbeing across the school. As a result of the positive way in which the group tries to overcome specific problems, through research and responding to the opinions of fellow pupils, the work of the 'nutrition group' represents sector-leading practice.

Older pupils take pride in their ability to evaluate their own work and the work of their peers regularly, offering comments in order to improve the standard of their efforts.

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

The school provides an appropriate and balanced range of learning experiences to all the pupils. The provision for more able and talented pupils is effective in challenging and stretching them. As a result, a higher percentage achieves the higher levels at the end of both key stages. The school intervenes appropriately when pupils underachieve in literacy through the use of specific programmes that have a positive effect on standards. The teachers succeed in assessing and monitoring groups of pupils who need additional help and they are effective in planning differentiated tasks for the full range of pupils' abilities.

Long and medium term plans clearly identify opportunities to develop pupils' skills. Short term planning methods do not focus enough on developing pupils' key skills within sessions and, as a result, it is not always clear which skills are being given attention.

The school also provides many worthwhile learning experiences outside school hours, which enrich the learning. The school has close links with the community; for example, pupils play a prominent role in the village midsummer celebrations and they make extensive use of the community playing field. As a result, the pupils feel that they have an important role to play within their local community.

The Welsh dimension is central and permeates throughout all the school's activities. Visits by poets and artists in residence, actors and other notable figures benefit the pupils.

Activities to develop the pupils' knowledge regarding sustainability and the importance of safeguarding and protecting the environment are an integral part of the school's practices. Opportunities for pupils to extend their experiences as global citizens are also good.

## **Teaching: Good**

On the whole, teaching across the school is good, with teachers responding intelligently to the pupils' needs. In the best teaching, probing questions are asked, the pace is appropriate, expectations are high and independent learning is encouraged. In the small number of less successful lessons observed, the pace of the teaching was not as effective.

A very successful working relationship exists between the adults and the pupils in every class, with each side showing respect and courtesy towards the other. The classroom assistants are extremely effective in their support for pupils. Classroom management is consistently effective throughout the school and the teachers create a friendly and caring ethos.

The school has effective assessment procedures that record pupils' attainment clearly. The assessment for learning strategies are developing appropriately in some classes, but this is not consistent across the school as a whole. Reports to parents conform to statutory requirements and contain the appropriate information.

## **Care, support and guidance: Good**

The school is a caring and supportive community in which all pupils are respected and valued. The benefits of healthy living are promoted well across the curriculum and in extra-curricular activities. The school has effective methods for promoting positive discipline. As a result, the school's ethos is very positive, and the pupils' personal, moral, cultural and social development is developed successfully.

The school has rigorous systems for identifying pupils with special educational needs that enable teachers to organise appropriate and effective provision for them. Individual education plans are appropriate and are reviewed regularly, and shared with parents. Support is co-ordinated very effectively and links with specialist external agencies are good.

Very effective use is made of assistants to support pupils with additional educational needs. All pupils, including pupils with physical and medical needs, have full access to the curriculum.

The school has an appropriate policy and has procedures for safeguarding.

## **Learning environment: Good**

The school is an inclusive community with a very safe and familial ethos. All pupils have equal access to the curriculum and to all areas of provision. Equality and respect for diversity are promoted effectively by the school through work on global citizenship, personal and social education programmes and wellbeing.

The school provides a safe environment for pupils. The classrooms, including the classroom in the hall, provide a suitable environment for learning. The building and the surrounding grounds are well maintained.



There are stimulating displays throughout the school and a variety of suitable resources that enrich the learning and teaching.

Good use is made of the external area, which includes community facilities, to undertake a range of worthwhile activities. Effective use is also made of sports facilities in the area to add to the learning opportunities.

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

The headteacher has a clear vision and succeeds in conveying that vision successfully to the staff and pupils, giving a purposeful strategic direction to the school's life and work. The headteacher and the staff work together effectively and with ease in a way that influences pupils' achievements positively.

The school has a wide range of managerial and curricular policies that are implemented effectively. All of the staff have clear responsibilities and job descriptions that are undertaken well. There is support for the staff's continuous professional development through an effective performance management system that sets relevant targets for individual improvement within the context of the school.

Under the leadership of a very experienced chair and vice-chair, the governing body has a sound awareness of what goes on at the school. The governing body carries out its responsibilities in a very conscientious manner. The governors have a clear understanding of the school's performance data over time. They offer useful support as a critical friend, and they challenge the headteacher when necessary. The governing body, along with the headteacher, has established effective arrangements for allocating responsibilities in order to give the school further support in the process of monitoring and setting targets.

The school gives due attention to national and local priorities. It has addressed aspects of the School Effectiveness Framework including establishing successful professional learning communities. This is having a positive effect on standards throughout the school. The staff work closely with schools in the cluster to develop the curriculum and assessment procedures.

### **Improving quality: Good**

The self-evaluation report is of a good quality and it identifies clearly most of the areas requiring development within the school. The school has made every effort to include the views of all the staff, the governors and older pupils in the self-evaluation process.

Comprehensive self-evaluation systems are a core part of the school's work. They comprise an effective process that includes data analysis, observing lessons and evaluating the pupils' work. The outcomes of this process have a direct influence on the priorities in the school development plan.

The school development plan, which is of a good quality, is based on an evaluation of the previous plan and the priorities that emerged from the self-evaluation process. Appropriate plans have been included clearly to cover the next three years. In the current development plan, clear references are made to local and national priorities, steps to be taken, success criteria, timetables, costs, and the person with responsibility.

The teachers belong to a number of networks of professional practice with other schools in the cluster, for example a headteachers' network, and groups concerned with raising pupils' standards in science and mathematics. Internally, the school conducts regular meetings to discuss and share good practice in the areas of learning and teaching. These networks have a positive influence on the quality of the provision for the school's pupils.

### **Partnership working: Good**

The school has a range of effective strategic partnerships which extend provision and raise pupils' standards. The headteacher's vision, in establishing and promoting partnerships that benefit education, welfare and the pupils' development, is a strong feature.

The school works well with parents and carers and the responses to questionnaires confirm this. They contribute effectively in several contexts and enrich the pupils' educational and social experiences, for example by sharing expertise in areas such as art, music, football and the Urdd.

The school makes substantial and effective use of the community and community resources. Members of the community are invited into the school regularly to work with the pupils and to expand their knowledge in a variety of subjects including the world of work. This makes a good contribution to the pupils' understanding of life within their community.

There are successful arrangements in place for transferring pupils between the school and local secondary schools and the cluster of primary schools. Teachers have opportunities to visit these schools to share good practice and also to help with the process of moderation and ensuring consistency. There are good links with local nurseries and the 'Ti a Fi' group, which meets at the school every week. This is very effective in facilitating the process of admitting pupils.

The school works effectively with Bangor University and Coleg Menai as part of the process of developing the professional skills of teachers and assistants, and for training aspiring teachers. It has a very close partnership with the local authority and with Cynnal in drawing up documents and planning the curriculum.

### **Resource management: Good**

The school has a sufficient qualified staff to teach the curriculum effectively and they use resources appropriately. Where there is a lack of expertise among the full-time staff, the school employs staff who specialise in areas such as music on a part-time basis. The teachers and assistants work very well together as a team and they have

appropriate opportunities to develop their professional skills. The school satisfies the statutory requirements of the National Agreement on Raising Standards and Tackling Workload and arrangements for teachers' planning, preparation and assessment sessions are having a positive effect on planning and assessment. There are rigorous arrangements in place for managing the performance of all the staff.

The headteacher and governors monitor the budget appropriately. There is effective management of the good supply of resources available for all the school's needs, ensuring the best use of these resources. The school's buildings and grounds are also well managed and well maintained.

When considering the outcomes and purposeful use of the finance available, the school provides good value for money.

## Appendix 1

### Comments on performance data

#### Appendix A: Data analysis

The number of pupils in each school year is low (fewer than 10) and consequently the performance of each pupil has a significant effect on the data.

The results of teacher assessments at the end of key stage 1 have varied over a period of five years, with uneven trends in the percentage achieving the core subject indicator (level 2 in a combination of the core subjects of Welsh, mathematics and science), and level 2 in Welsh. There is a downward trend in the percentage achieving at least level 2 in mathematics and science.

In 2011, the percentage of pupils achieving the expected level (level 2) was consistently lower than the average for the family of schools and for Wales in Welsh, mathematics and science.

However, the percentage of seven-year-old pupils who achieved a higher level than expected (level 3) over the last three years in Welsh, mathematics and science has been significantly higher than the average for the family and for Wales as a whole. There is no pattern of difference between the performance of pupils who are entitled to free school meals and those who are not. In general, over a period of five years, boys have achieved higher results than girls.

When comparing the results of key stage 1 with those of similar schools across Wales with regard to the proportion of pupils entitled to free school meals, the school's results for the expected level in Welsh, mathematics and science have been consistently in the lower 50% over a period of five years, apart from in 2008-2009 when they were in the top 25%.

The attainment of key stage 1 pupils in a combination of reading, writing, mathematics and science has compared favourably with attainment levels in the family of similar schools and with Wales over the last three years.

Apart from in 2011, the results of teachers' assessments at the end of key stage 2 have also varied over a period of five years, with downward trends for the percentage achieving the core subject indicator (level four in a combination of the core subjects of Welsh, English, mathematics and science) and level four in mathematics. There has been an uneven trend in the percentage achieving at least level four in Welsh, and an upward trend in English and science.

However, in 2011, the percentage of pupils achieving the expected level (level four) was significantly higher than the average for the family of schools and for Wales in every core subject and in the core subject indicator.

The percentage of 11-year-old pupils who achieved a higher level than expected (level five) over the last three years in Welsh, English and mathematics shows an

upward trend and is significantly higher than of the averages for the family and Wales as a whole. There is no pattern of difference between the performance levels of pupils who are entitled to free school meals and those who are not, nor when comparing the relative performance of boys and girls.

In comparing the results of key stage 2 with those of similar schools across Wales in terms of the proportion of pupils entitled to free school meals, the school's results for the expected level in Welsh, English, mathematics and science have varied between the top 25% and the bottom 25%.

The attainment of key stage 2 pupils in a combination of reading, writing, mathematics and science have shown an upward trend and in 2010-2011 compared favourably with attainment levels of the family of schools and Wales as a whole.

## Appendix 2

### Stakeholder satisfaction report

#### Pupils' questionnaires

All of the pupils feel safe at the school and say that they know whom to talk to if they are worried or concerned, or if they find their work difficult. All pupils feel that the school offers many opportunities for regular physical exercise, that it teaches them how to stay healthy, and that it deals well with any cases of bullying. All pupils feel that they are doing well at the school and that the teachers and other adults help them to learn and make progress. Also, they feel that homework helps them to understand and improve their work and that the school has plenty of books, equipment and computers. Almost every pupil feels that the other children behave well and that they can do their work. All pupils believe that every child behaves well during breaks and lunchtime.

#### Parents'/carers' questionnaires

Parents/carers all agree or agree strongly that they are satisfied with the school in general and that their child likes the school. They feel that their child is safe at the school and received help to settle in well when they started there. They feel that the school is well run, that the teaching is good and that their child is making good progress. They feel that the staff expect the pupils to work hard and do their best. They feel that there is a good variety of activities, including trips and visits, and that the school encourages the pupils to be healthy and to take regular physical exercise. All of the parents/carers feel that they receive regular information about their child's progress and that they understand the school's procedures for dealing with complaints. Also, all of them feel that the school has helped their child to become more mature and to shoulder responsibilities, and that they have been prepared well for moving on to the next school.

Most of them feel that the pupils behave well at school, that the staff treat each child fairly and with respect and that their child is given appropriate additional help in relation to any specific needs. They also feel comfortable about asking questions at the school, making suggestions or reporting a problem. Most of them feel that the homework which is given builds well on classroom work.

## Appendix 3

### The inspection team

Huw Watkins	Reporting Inspector
Ray Owen	Team Inspector
Gwynoro Jones	Lay Inspector
Michael Hayes	Peer Inspector
Tracy Jones	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))

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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