



*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 Glanadda  
Bangor  
Gwynedd  
LL57 4SG**

**Date of inspection: February 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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**Publication date: 02/05/2013**

## Context

Ysgol Glanadda serves the urban area that is on the western boundary of the city of Bangor and it is maintained by Gwynedd local authority. The school indicates that pupils come from varied backgrounds; some are privileged and others are underprivileged. Thirty-three per cent of pupils are entitled to free school meals, which is considerably higher than the national average.

There are 38 full-time pupils between seven and 11 years old on roll. Children are taught in two classes. Pupils transfer to Ysgol Glanadda from the local infants school, namely Ysgol Coedmawr. Both schools were federated in September 2011. Both schools are led by the same headteacher.

At present, 58% of pupils are on the additional educational needs register, which is much higher than the national average. A very small number of pupils have a statement of educational needs. Twelve per cent of pupils come from homes where Welsh is spoken. Thirty per cent of pupils come from an ethnic minority background.

The individual school budget per pupil for Ysgol Glanadda in 2012-2013 is £5,244. The maximum per pupil in primary schools in Gwynedd is £9,577 and the minimum is £2,839. Ysgol Glanadda is in 24th place of the 102 primary schools in Gwynedd in terms of school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- the school is a happy, caring community;
- pupils' personal, social and life skills are developing well and prepare them well for life and work outside the school;
- pupils who have additional learning needs make progress in relation to the targets that have been set for them;
- most pupils show positive attitudes towards learning and show high levels of commitment in the classroom; and
- teachers provide activities that stimulate pupils to undertake their activities enthusiastically.

However:

- there is not enough progress in many pupils' reading and extended writing skills in both languages;
- there is not enough of a challenge to ensure that the most able pupils make appropriate progress across the curriculum; and
- marking does not always show clearly enough how to improve the quality and content of work.

### Prospects for improvement

Prospects for improvement are unsatisfactory because:

- leaders do not have a strategic and clear enough vision that is shared with the remainder of the staff for developing the school and raising standards;
- the school does not pay enough attention to analysing data and raising the level of pupils' achievement;
- the self-evaluation document is not evaluative enough; and
- the priorities of the school development plan are not based on the outcomes of self-evaluation.

## Recommendations

- R1 Raise standards in Welsh
- R2 Raise standards of extended writing skills across the curriculum
- R3 Plan more purposefully for developing skills across the curriculum
- R4 Differentiate effectively in order to meet the needs of all individuals, especially the most able pupils
- R5 Develop governors' ability to monitor and challenge the school's performance effectively
- R6 Ensure that the school's self-evaluation systems lead to identifying priorities in the school development plan, that are linked to raising standards

### **What happens next?**

In line with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress 12 months after publishing this report.

## Main findings

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

Adequate

#### Standards: Adequate

The literacy and numeracy skills of the majority of pupils when they transfer to key stage 2 are higher than the national average and most of them have good social skills. However, by the end of key stage 2, on average, many pupils' Welsh and English literacy and numeracy skills, are lower than the averages for schools in the family over the last four years. The percentage of pupils who attained the higher levels has also been lower than the family all-Wales averages for three of the last four years.

Most pupils listen attentively and concentrate well. During formal activities, the majority of pupils show a good knowledge and understanding of what they have learnt previously. They contribute confidently and sensibly to group discussions in English. However, many pupils' Welsh oral skills do not develop sufficiently by the end of key stage 2 and they do not have confidence to contribute effectively to discussions in Welsh.

Most pupils read fluently in English and a few change the intonation of their voices effectively. However, there is not enough of a challenge in reading materials and only a few turn to a book voluntarily for enjoyment. Only a few pupils are able to talk about their favourite books or authors, or read regularly and widely. The majority of pupils' standards of reading in Welsh are lower than standards in English, and only a few are able to discuss aspects of a book in order to show a confident understanding of events and their favourite characters. However, they use reading strategies successfully to discover information as they research. As a result, many pupils' translanguaging skills are developing appropriately.

Pupils' writing skills in English across the curriculum are developing appropriately. By the end of key stage 2, many pupils use appropriate vocabulary to write in a range of forms. In general, their writing is structured effectively and many pupils write for different purposes and in different styles. The majority of pupils' punctuation and spelling skills are developing appropriately. However, pupils' extended writing skills are not developing appropriately in either language.

Most pupils' numeracy skills are developing appropriately as they move through the school. However, only a minority of pupils apply their skills regularly enough in different subjects and activities.

The majority of pupils develop their information and communication technology skills well across the curriculum. The standard of many pupils' presentations as well as data-handling work is good.

Pupils who have additional learning needs are making good progress in relation to the targets that have been set for them. On the other hand, the most able pupils are not achieving as well as they should.

By the end of key stage 2, the majority of pupils' oral responses are developing well. Their ability to work independently and make decisions that affect their learning directly are also developing appropriately.

The small numbers of pupils at the end of key stage 2, as well as the significant percentage of latecomers who speak English as a second language, often affect the school's data.

The percentage of pupils who achieved the expected level in the core subject indicator is significantly lower than the results of pupils in other schools in the family. The percentage of pupils who attained the expected level in each individual subject is also lower than the average for schools in the family except for science, which is a little higher. However, pupils' achievement at the higher levels in English is better than in other schools in the family, although performance in the other subjects is lower than in other schools in the family. In comparison with similar schools in terms of the percentage of pupils who are entitled to free school meals, pupils' performance places the school among the bottom 25% for level 4 achievement in English, Welsh and mathematics.

### **Wellbeing: Good**

Most pupils have a good understanding of the importance of physical exercise and keeping healthy. Their personal, social and life skills are developing well and prepare them well for life and work outside the school. They are developing into friendly and courteous individuals.

Pupils are aware of their responsibilities for their fellow pupils and they are proud of the ethnic diversity that exists among the school's pupils. This is seen in the support that they give each other. Nearly all pupils feel safe and turn to staff if they have any concerns.

Most pupils display positive attitudes towards learning and show high levels of commitment in the classroom. Nearly all pupils co-operate successfully, are prepared to share ideas and are eager to support each other.

The school council is active and pupils express their views well. Their opinions are appreciated and they have had a positive effect on aspects such as the school environment, resources and deciding which charities to support.

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

Individual subject schemes of work are used appropriately in order to ensure that there is a range of activities that stimulate pupils' interest. Various visits are arranged, and these enrich pupils' experiences. However, only a very few extra-curricular activities are arranged for pupils.

Short-term planning for communication and numeracy skills has been reviewed recently, but there is no specific planning to ensure progression and development in

pupils' experiences across the curriculum. There are not enough opportunities for pupils to write at length across the curriculum, and overuse of work sheets hinders pupils' progress. In addition, planning does not ensure that the needs of specific groups of pupils are met, especially more able pupils and those who speak English as a second language. Numeracy skills are not reinforced sufficiently through activities across the curriculum.

Provision to develop independent learning skills and thinking skills is beginning to receive appropriate attention.

Teachers ensure that pupils have some experiences that encourage awareness of the Welsh dimension. Sustainability and global citizenship receive appropriate attention in some aspects of the curriculum. Comprehensive displays, in addition to work on Fair Trade, enrich pupils' experiences.

### **Teaching: Good**

Quality of teaching is good across the school, and ensures that many pupils make appropriate progress in their work. Teachers give careful consideration to the varied linguistic needs that are in their classes. This includes native Welsh speakers and pupils from an ethnic minority background, for whom English is a second language, in order to provide activities that stimulate them to undertake their activities enthusiastically. Teachers are sensitive to linguistic needs, and model good language, question effectively and establish a close relationship with pupils in their care. This has a positive effect on behaviour and promotes effective learning.

Teachers plan jointly effectively with classroom assistants and set clear objectives for learning activities. Teachers know pupils well and ensure appropriate opportunities for children to discuss, and they encourage them to develop their own ideas and share them. This has a clear influence on the progress of various groups, especially those who speak English as a second language. However, tasks are not always challenging enough to meet the needs of the most able pupils.

Pupils receive support and suitable oral feedback during lessons, which leads to identifying aspects to be improved. The majority of pupils are aware of their targets, and identify good features in their work. Some pupils evaluate their own work and that of their peers but this is not regular practice across the school.

The school assesses pupils in line with a specific timetable, and track progress over time purposefully and effectively. This leads to planning for the next stages in their development.

Reports to parents are detailed and give comprehensive information to parents about their children's development.

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

The school is a happy, caring community. Staff have a close relationship with pupils. They are very supportive of them, and try to boost their confidence through various systems of giving praise. These processes are beginning to contribute to promoting pupils' self-image.



Occasional visitors to the school contribute appropriately to pupils' learning experiences. Pupils receive some opportunities to contribute ideas through the School Council and the Eco Council, for example by choosing a new school uniform for pupils.

Moral and spiritual development is good, but provision for cultural development is not effective enough across the curriculum. The school has a close working relationship with some agencies that support with aspects such as behaviour, health and wellbeing.

The significant number of pupils who have additional learning needs receive suitable support from the additional needs co-ordinator and classroom assistants. Many pupils are making appropriate progress as a result of specialist intervention and support programmes.

The school has been slow to respond to the need to improve attendance. It has now introduced appropriate strategies to monitor attendance, which have begun to have a positive effect. The school's arrangements for safeguarding pupils meet requirements and they are not a cause for concern.

### **Learning environment: Adequate**

The headteacher and staff pay suitable attention to promoting equality among pupils.

Through careful planning, the school gives appropriate consideration to pupils' backgrounds in order to ensure that all pupils have equal access to the curriculum and to opportunities that are offered by the school.

There is a suitable supply of resources of suitable quality in order to meet the needs of the curriculum but the best use is not made of them in all lessons as they are not accessible enough to pupils. The reading material that is provided in classrooms for pupils is also very limited, especially in Welsh.

The school's internal rooms are well maintained on the whole, but the outdoor areas are run-down and there is a need to tidy-up and pick up litter. There are enough play areas, but there are very few play resources and stimulating use is not being made of the grounds except for a small garden.

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

The headteacher and the governing body co-operate effectively to federate the school with the nearby infants' school. The school has created a positive atmosphere in which pupils feel happy and safe.

However, leaders do not have a strategic and clear enough vision that is shared with the remainder of staff for developing the school and raising standards.

All staff have appropriate job descriptions. Teaching staff have responsibilities for developing specific aspects of the curriculum but their role in monitoring provision and standards has not been developed sufficiently and they are not a full part of the school's self-evaluation systems.

Although they have an understanding of their duties, the management team's responsibilities have not been formalised sufficiently. They do not play an active enough role when producing the school development plan and setting the school's strategic direction.

The school does not pay enough attention to data analysis in order to identify individuals who need support and set specific targets for them in order to raise pupils' level of achievement.

The governing body is supportive of the school's work and is aware of its responsibilities. A number of governors visit the school and this contributes appropriately to their understanding of the needs of the institution. They have good knowledge of the day-to-day running of the school. They have begun to use the school's data analyses in order to discuss the school's performance, but they do not receive detailed enough information to challenge the school sufficiently about its performance.

Governors do not receive enough information, that arises from the school's self-evaluation systems.

The school pays appropriate attention to some local and national priorities but it has not addressed raising standards in literacy. It has responded to some of the principles of the Effectiveness Framework, specifically in elements of pupils' wellbeing. The implementation of thinking skills and pupils' ability to measure their success is beginning to have a positive effect on their learning.

### **Improving quality: Unsatisfactory**

The school's self-evaluation systems are not thorough enough. Processes do not focus enough on raising standards and outcomes are not analysed in enough detail in order to produce strategies for improvement.

The school's system of monitoring its performance against the priorities of the development plan is not specific enough. Staff's part in the process is not sufficient and not enough attention is being paid to direct evidence. In a few cases, subject co-ordinators have examined samples of pupils' work and have shared findings in staff meetings. However, written records that arise from this work are not detailed and analytical enough in terms of identifying aspects to be developed. Evidence of the effect of these activities on improving standards and provision is scarce.

Although the self-evaluation process identifies some aspects to be developed further, priorities in the school development plan has not been based on these aspects. Staff do not evaluate the effect of action plans on pupils' results. As a result, the self-evaluation document is not evaluative enough.

There are appropriate arrangements to enable staff to develop professionally. The majority of the teaching staff and assistants have attended courses in order to develop new skills. These have had a positive effect on their teaching.

### **Partnership working: Adequate**

The school has fostered a range of useful partnerships, including with the community and the local authority in order to improve pupils' wellbeing. An appropriate relationship exists with parents, which supports some developments such as developing the school garden. They support the school by attending events such as money-raising fairs and pupils' annual performances.

The school is developing links with the community, and some local businesses support the school's work. Members of the community come to the school to share experiences with pupils such as fair trade activities. However, the school's use of strategic partnerships for continuous improvement is scarce.

The school has begun to co-operate with schools in the cluster in order to moderate pupils' work. This has ensured a better understanding of the requirements of the curriculum in addition to improvements in assessment.

A close and effective partnership exists with the infants' school, which is part of the federal provision. Co-operation between members of staff in both schools is developing. Transfer arrangements to the secondary schools are effective and inclusive. Opportunities to co-operate with other schools in order to share good practice and plan jointly are very few.

### **Resource management: Adequate**

The school has enough staff who have suitable qualifications to undertake their work. Teaching staff and support staff co-operate effectively as a conscientious team and there are appropriate opportunities for them all to develop their professional skills. This has a positive effect on learning and teaching. Teachers make appropriate use of their time to plan and prepare lessons.

The governing body keeps a careful eye on the budget and reserve funds are allocated carefully in order to respond to the priorities of the development plan. The school has a suitable range of appropriate resources and the headteacher and governors ensure that good use is made of them.

Considering the adequate standards, the school provides adequate value for money.

## Appendix 1

### Commentary on performance data

The proportion of pupils who achieved level 4 or higher in Welsh or English, mathematics and science has been lower than the averages for the family and the averages for schools in Wales in four of the last five years.

In 2012, pupils' achievement at level 4 in every subject was much less than the averages for the family and schools in Wales, except for science, which was a little higher than the family average.

Pupils' performance in the individual subjects over the last four years has been very inconsistent. Results for English and mathematics were significantly higher than the results for the family in 2011 but there is no similar pattern in the last four years in any other subject. In comparison with schools that have a similar percentage of pupils who are entitled to free school meals, pupils' attainment in English, Welsh, mathematics and science places the school among the bottom 25%.

The percentage of pupils who achieved a level higher than expected (level 5) is also inconsistent over the last four years. The percentage of pupils who achieved the higher level is lower than the averages for the family and Wales in English, Welsh and mathematics but a little higher in science.

When comparing the school's achievement with similar schools in terms of free school meals, the school's achievement at level 5 has varied between the top 25% and the bottom 25% over the previous four years in English, mathematics and science. Results in Welsh place the school consistently in the bottom 25% for three of the last four years.

There is no significant pattern in the boys' and girls' achievement over time.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Thirty-five pupils responded to the questionnaire. Nearly all of the responses are very positive and are higher than the average for primary schools in Wales.

All pupils feel safe at the school, and believe that teachers and other adults help them to learn and make progress. Nearly all pupils know what to do and to whom to speak if they find their work difficult. All pupils say that the school deals well with any cases of bullying, and that they know to whom to speak if they are worried or anxious. Nearly all pupils believe that they are doing well at school, and that they have enough books, equipment and computers to do their work.

Some pupils believe that the homework that is set does not help them to understand their work at school.

Many pupils say that other children behave well and that they are able to do their work. Nearly all pupils also say that other children behave well at play times and at lunch times. All believe that the school teaches them how to keep healthy and that there are many opportunities for regular physical exercise at the school.

#### Responses to parent questionnaires

Thirteen responses were received to parent questionnaires. Nearly all parents express high levels of satisfaction with the school. The proportion of positive responses in almost all cases is significantly higher than national comparisons.

All parents believe that staff expect children to work hard and to do their best. All parents also believe that their children are treated with respect and feel safe at school. Nearly all believe that the school is led effectively, and indicate that teaching is good.

All parents believe that they receive enough information about their child's progress. A very few believe that homework does not build sufficiently on the work that is done in school. A few are dissatisfied with children's behaviour, while a very few parents are also unhappy with the quality of teaching at the school.

Nearly all parents understand the school's system for raising a complaint, and indicate that they feel comfortable about asking a question at the school, making suggestions or identifying a problem.

Nearly all parents say that their children like school, are making good progress and that staff helped them to settle in well when they started at the school.

## Appendix 3

### The inspection team

Dyfrig Wyn Ellis	Reporting Inspector
Owen Glyn Roberts	Team Inspector
Geraint Wyn Jones	Lay Inspector
Jeremy Turner	Peer Inspector
Len Brookes	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.