



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Ysgol Llandygai  
Llandygai  
Bangor  
Gwynedd  
LL57 4HU**

**Date of inspection: March 2019**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

## About Ysgol Llandygai

Ysgol Llandygai is situated in the village of Llandygai, near Bangor in Gwynedd local authority. There are 128 pupils between 3 and 11 years old on roll. Welsh is the main medium of the school's life and work. The school has five mixed-age classes and one part-time nursery class. The headteacher was appointed to the post in September 2016 and the school was last inspected in May 2012.

Over a three-year period, around 18% of pupils have been eligible for free school meals, which is the same as the national percentage. Around 29% of pupils come from Welsh-speaking homes and very few are from ethnic minority backgrounds. The school has identified 30% of its pupils as having additional learning needs, which is higher than the national percentage of 21%.

Estyn does not inspect religious education or the religious content of collective worship when the school is of a religious character. Instead, the governing body is required, by law, to arrange for religious education and collective worship to be inspected separately

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

During their time at the school, many pupils develop sound Welsh communication skills. They learn productively and make good progress orally, in their reading and in their writing, considering their starting points. Many pupils' English skills when talking, reading and writing, are mature and meaningful.

Many pupils acquire robust mathematical concepts and information and communication technology (ICT) skills successfully. They also understand that eating and drinking healthily contributes extensively to their wellbeing.

Teachers and assistants assess pupils' work in detail and care for them diligently and conscientiously. They provide them with purposeful guidance and support. As a result, pupils feel safe at the school and appreciate their relationships with staff.

The headteacher conducts thorough management procedures regularly in order to target improvements in provision. He works closely with the governors to promote beneficial outcomes for pupils through interesting learning experiences. They also use the budget wisely to maintain effective provision.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Recommendations**

- R1 Raise pupils' standards of Welsh oracy
- R2 Ensure that pupils apply their numeracy skills effectively across the curriculum
- R3 Plan challenging activities in order for pupils to solve problems independently, particularly the most able pupils
- R4 Ensure that the school's management procedures are manageable and sustainable

## **What happens next**

The school will produce an action plan to address the recommendations from the inspection.

## Main findings

### Standards: Good

On entry to the school, few pupils have Welsh communication skills that correspond with the standard that is expected for their age. During their time at the school, many pupils gain sound Welsh communication skills and learn productively. Pupils with additional learning needs achieve successfully against their personal targets.

Many pupils make good progress in developing their oral skills. They speak clearly in Welsh and explain their work methodically. For example, in key stage 2, many describe the content of St Dwynwen's letter to her father in detail. In the foundation phase, many respond with amazement to the mischief of the naughty peas, after they stick vegetables to tables with tape. However, pupils are not willing enough to speak Welsh regularly in their lessons or on the playground, which disrupts the fluency of their speech. Many pupils in key stage 2 have mature English oracy skills, for example as they explain the effect of air resistance on a parachute, and how to create a fanfare for the St David's Day eisteddfod.

Many pupils develop purposeful reading skills. In the foundation phase, many read a wide range of texts clearly. They understand the content of their books well when reading and build unfamiliar words efficiently, by taking advantage of useful phonic strategies. They are knowledgeable about the qualities of familiar characters, such as the little gingerbread man, and provide sensible explanations for the fox's slyness and predatory intentions. Many in key stage 2 pronounce clearly when reading, particularly in English. They enjoy fictional and factual books, and research meaningfully on the internet, including tracing the history of the Age of Princes and describing the actions of the Mother Teresa. As a result, they use their higher order reading skills to find information from different sources purposefully.

Many pupils, across the school, write purposefully for different purposes in a range of useful contexts. In the foundation phase, many write interesting and accurate pieces in Welsh. A good example is comparing homes, beaches, food and the landscape in Wales and Jamaica. In key stage 2, many write meaningfully in both languages for a wide range of purposes. For example, they create colourful factual leaflets on the planets and on famous scientists, such as Sir Isaac Newton. They also evaluate pictures of the Welsh landscape by a local artist enthusiastically and maturely.

Many pupils understand mathematical concepts well. They follow instructions to expand their knowledge effectively during lessons. As a result, foundation phase pupils measure the height of plants and compare the results confidently. They also design a fruit kebab intelligently by following specific patterns, and use tables of data on the class's favourite fruit to complete an interesting pictogram.

Many pupils in key stage 2 use data with increasing accuracy and present it in various ways to complete mathematical tasks successfully. For example, they estimate the degrees of angles and create composite shapes with specific perimeters. They also compare and order fractions confidently and find the area of triangles. However, only a minority of pupils across the school choose suitable mathematical methods to complete new tasks independently, without guidance from an adult. A minority of pupils apply their numeracy skills purposefully to solve problems across the curriculum.

Many pupils develop their ICT skills well. In the foundation phase, many use a range of applications to improve their language, number and fine motor skills by using electronic toys. They also begin to learn how to stay safe online through sensible instructions from adults that are easy to understand. In key stage 2, many pupils use a range of software and ICT equipment effectively to expand their understanding across the curriculum. For example, they use laptops purposefully to gather information about picking up litter on the beach and use a green screen to create an advertisement on sustainability. They also have a sound understanding of the advantages of ICT to support their learning and the importance of online safety.

### **Wellbeing and attitudes to learning: Good**

Nearly all pupils feel safe at school, within its homely and familial ethos. They enjoy the school's activities and many behave well in lessons and around the building. Nearly all pupils feel that they have a close relationship with the staff, and know what to do if anything is worrying them. The school's 'blwch bwrw bol' (worry box) provides valuable opportunities for pupils to express their concerns confidentially. This reinforces their assurance that adults respond to their worries.

Many pupils across the school have positive attitudes to learning. On the whole, they work purposefully, although a few pupils are not ready to begin their work promptly enough at the beginning of learning sessions. Many pupils respond positively to new experiences, particularly stimulating new experiences, such as the adventures of a magical potato. Many pupils have an appropriate understanding of what they need to do to improve their work. They are beginning to guide their own learning by choosing challenges that are related to the term's theme. As a result, many pupils are developing satisfactorily to become independent learners.

Many pupils understand the importance of eating and drinking healthily. The daily fruit shop, which has been introduced recently by the 'healthy young committee', supports pupils to make sensible choices about their diet. Nearly all pupils keep fit by taking part in regular exercise activities. They also use their physical skills successfully in extra-curricular activities, such as football, rugby and netball. As a result, they have a sound understanding of the importance of maintaining good levels of fitness.

Most pupils know how to stay safe online and the 'derwyddon y cyfrifiaduron' (digital druids), and sessions by the police, reinforce their understanding purposefully. They also have a sound awareness that substance misuse and smoking harm their bodies.

The pupil's voice is developing appropriately through the work of the school committees. The wide range of committees, such as the 'criw ysbrydol' (spiritual crew), the 'dreigiau doeth' (wise dragons) and the 'gofalwyr gwyrdd' (green carers) enable pupils to make purposeful choices about the school's life and work. An effective example of this is the 'spiritual crew's' initiative, in which they have created an area for calm and reflection in the school's orchard.

Most pupils' understanding of values and equality is developing well. The 'super ambassadors' lead the area of children's rights effectively across the school. A good example of their work is the opportunities for pupils to discuss issues such as anti-bullying with each other. Most pupils' knowledge of global citizenship and other

cultures is developing purposefully within their classes. For example, fair trade activities and studies of various countries, such as Patagonia and Botswana, develop most pupils' understanding of the world around them effectively.

Nearly all pupils contribute to planning activities to raise money for local and national charities. For example, they fill shoeboxes with useful goods for children in need across Europe. This increases their understanding of the importance of their contributions to create a caring society successfully.

### **Teaching and learning experiences: Good**

Teachers provide a wide range of rich learning experiences that engage pupils' interest successfully. Their experiences are enriched effectively through the regular use of visitors and visits. Examples include visits to Penrhyn castle, opportunities to work with experts to create a radio programme and to write poems with a local poet.

Curricular plans are based on interesting themes, and pupils contribute ideas about the content of learning programmes appropriately. The principles of the foundation phase have been embedded firmly, and the outdoor areas are used appropriately to enrich pupils' learning experiences purposefully. For example, they purchase bulbs for the spring and search for insects under the hedges around the school. The principles of the new curriculum for Wales have been implemented in key stage 2, with a good emphasis on the need to build on pupils' skills, experiences and knowledge on their journey through the school.

Teachers' plans to develop pupils' literacy and ICT skills are detailed and purposeful. As a result, many pupils make good progress in these areas. Provision to develop pupils' mathematical skills is sound. However, the school does not provide enough opportunities for pupils to apply their numeracy skills across the curriculum.

Staff know the pupils' very well and encourage them to do their best in a helpful and supportive environment. However, at times, over-direction by teachers and assistants hinder pupils' ability, particularly those who are more able, to develop their problem-solving skills independently.

Most teachers succeed in engaging pupils' interest well by providing an interesting range of activities. For example, in the foundation phase, they use the classical piece of music, 'The Flight of the Bumble Bee', to stimulate pupils to create colourful pieces of art. In key stage 2, pupils learn how to create paper as part of their theme work, namely 'Recover, Recycle and Re-use'. Across the school, teachers share the learning objectives and success criteria of activities effectively with pupils. However, at times, there is too much emphasis on recording objectives and criteria in workbooks. As a result, pupils do not start their learning promptly enough.

Teachers and learning assistants work together effectively and support learning successfully by providing purposeful intervention. Assistants are an asset to the school, and support individuals and groups of learners effectively within the classes. The best features of teaching, which are evident in more than half of classes, are based on teachers' high expectations. In these classes, they question skilfully in order to develop pupils' responses and understanding further, and lessons have a good pace. At times, in very few lessons, teachers do not manage the class robustly enough. As a result, a very few pupils' behaviour disrupts the smooth flow of lessons.

Most teachers use a range of assessment for learning procedures effectively. They give pupils good opportunities to assess their own work, which strengthens their understanding of how to make improvements. Teachers' feedback celebrates pupils' successes and shows them how to improve their work constructively. The school works well with schools in the catchment area to standardise and moderate pupils' work. This contributes beneficially towards ensuring the validity and accuracy and teachers' assessments.

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

The school is an inclusive and homely community. Emphasis is placed on ensuring care and support for every individual. As a result, nearly all pupils feel safe and take pride in their school. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern. The school's procedures foster positive methods of managing behaviour and most staff implement them successfully.

Procedures for tracking pupils' progress are very detailed. Information that derives from them is used well to identify the needs of individuals and groups of pupils. Provision for pupils who need additional support is purposeful and has a positive effect on their progress. All pupils with additional learning needs have an effective individual education plan. These include relevant information and appropriate targets in order for pupils to progress well in their learning. Plans are reviewed regularly with pupils, teachers and parents. As a result, pupils make good progress from their starting points.

The school works successfully with external agencies, such as social services, the welfare officer and the police. These partnerships have a very positive effect on pupils' wellbeing. There is a productive relationship between parents and the school, in addition to effective communication methods, which enable parents to support their children successfully.

Provision to promote pupils' understanding of the importance of eating and drinking healthily is effective. Staff encourage pupils to keep fit through physical education lessons and a good variety of extra-curricular activities. Visits by the school nurse and the police enable pupils to understand the harmful effects of substance abuse and the dangers of using the internet irresponsibly. As a result, most pupils understand the importance of making sensible choices in order to stay healthy and safe.

The inclusive ethos ensures that pupils are given good opportunities to be members of the various committees. They meet regularly and their contribution to the school's work is developing well. The school's ethos, and collective worship assemblies, promote pupils' spiritual and moral development successfully. Staff encourage pupils to consider the views of others sensibly, acknowledge and respect diversity, and the importance of values, such as tolerance.

Pupils are given valuable opportunities to learn about Welsh culture. They compete in eisteddfodau, learn about myths such as Cantre'r Gwaelod, and listen to traditional and contemporary music. The school provides purposeful opportunities for pupils to learn about the cultures of other countries through curricular activities and by inviting



visitors to the school. A successful example of this is the recent visit by students from Japan, who taught pupils about their musical traditions, life and language. The school encourages pupils to use their imagination and engage effectively with the creative arts. An exceptional example of this is the partnership between the school and a local theatre company, where pupils worked with artists, actors, dancers and musicians to create a high quality, professional documentary.

### **Leadership and management: Good**

The headteacher's leadership is based on skilful management procedures. He encourages a happy and familial atmosphere, which is based on robust care and support. His philosophy focuses on improving provision and ensuring pupils' wellbeing. He provides staff with robust leadership to address important issues, such as promoting the Welsh language and working sensibly with nearby schools. As a result, teachers support his vision in order to ensure improvements, for example when updating their plans to fulfil the requirements of the new curriculum for Wales.

Up-to-date and thorough self-evaluation procedures are in place. The headteacher and teachers implement efficient quality improvement arrangements. They focus well on improving provision to target pupils' outcomes, such as providing opportunities to develop the pupil's voice across the school. As a result, they identify strengths and areas for improvement by following an annual monitoring timetable. However, although self-evaluation procedures build a valid picture of the school, they are not manageable or sustainable. Practices are cumbersome, such as creating an abundance of unnecessary paperwork in relation to tracking pupils' progress.

Targets in the development plan focus effectively on maintaining and improving pupils' standards, although progress against some priorities is slow, such as improving numeracy across the curriculum. However, due to challenging circumstances in terms of staffing, the headteacher's ability to allocate responsibilities to meet the priorities in the development plan, is currently limited.

Members of the governing body have sound knowledge of the school's performance. They receive practical input from the headteacher about self-evaluation procedures and strategic planning. They work effectively with the headteacher by scrutinising books and conducting learning walks around the school. As a result, they have a rigorous understanding of the school's strengths and any inconsistencies in provision. This enables them to hold the headteacher to account and support the clear strategic direction to develop the school as an effective learning community. They ensure that the school has appropriate resources, including support staff, who are an integral part of the team and contribute successfully towards raising pupils' standards, and ensuring their care and wellbeing.

Leaders address local and national priorities effectively. For example, the strong focus on implementing the Welsh Language Charter is beginning to have a positive effect on the pupils' use of the Welsh language.

Effective systems to develop teachers link directly to the performance management procedures. They have a positive effect on their teaching skills. For example, they have improved their expertise well through training on how to improve pupils' extended writing skills and behaviour. As a result, they share their expertise with their colleagues regularly and ensure that training has a positive effect on pupils' outcomes.

The headteacher and governors make purposeful use of the staff and the building. The school grounds, the local community and the wider area are used effectively, including Penrhyn castle and a nearby slate quarry. These experiences enrich pupils' learning effectively and develop their skills further. However, they do not organise the daily timetable effectively. Frequent break periods in the foundation phase and the shortage of hours in key stage 2 hinder the smooth flow of learning.

The headteacher and governors ensure that the budget and additional grants to develop provision and improve standards are used well. Expenditure links purposefully with priorities in the development plan, and rigorous monitoring of funding ensures a positive effect on provision and pupils' standards. A successful example of this is funding learning experiences away from the school site, which enrich pupils' learning, such as visits to the International Eisteddfod in Llangollen and museums in Cardiff.

## Copies of the report

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

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

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

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