



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 Glancegin
Maesgeirchen
Bangor
Gwynedd
LL57 1ST**

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:

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 Glancegin is a community school located on the Maesgeirchen estate, in the city of Bangor. The area is considered to be socially disadvantaged, and over 97% of the school's pupils live in an area which is amongst the 20% of Wales' most deprived areas. The local authority is Gwynedd.

The school operates Gwynedd's language policy which aims to make children bilingual by the time they leave school at 11 years of age. In line with this policy, Welsh is the school's official language of assessment at the end of the Foundation Phase. In key stage 2, the schools continues to develop pupils' grasp of the Welsh language, giving attention to developing their skills in both languages.

All of the school's pupils come from the Maesgeirchen estate. Currently, there are 201 pupils from nursery age to 11 years old. There are 11 teachers, including the headteacher and deputy headteacher, and 11 teaching assistants. Apart from pupils of nursery and reception age, pupils are placed in classes according to school years.

Nearly all pupils come from a White British background, and 9% of them speak Welsh at home.

Forty two point three per cent (42.3%) of pupils are entitled to receive free school meals, and 41.3% are on the additional needs register. These percentages are significantly higher than both local authority and Wales averages. Three pupils have a statement of special educational needs.

The school was last inspected in March 2007, when it was placed in special measures. It was taken out of special measures two years later.

The individual school budget per pupil for Ysgol Glancegin in 2012-2013 is £3,660. The maximum per pupil in primary schools in Gwynedd is £9,577 and the minimum is £2,839. Ysgol Glancegin is in 68th position of the 102 primary schools in Gwynedd in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- considering the high level of deprivation, standards of pupils' wellbeing are very high;
- teachers and support staff commit themselves thoroughly to give a high standard of pastoral support to all pupils;
- standards at Ysgol Glancegin have shown considerable and impressive progress since the last inspection;
- pupils make steady progress in every area of learning and achieve a generally high standard of work by the end of key stage 2;
- standards of literacy are good overall; and
- teaching is generally good.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision which she shares effectively;
- the roles and responsibilities of the management team and staff are clear;
- leaders and managers set high expectations;
- the headteacher and management team have a clear picture of the school's strengths and aspects which need improvement; and
- the school has a recent history of ensuring considerable progress in pupils' outcomes.

Recommendations

- R1 Ensure further improvements in Welsh across the school
- R2 Ensure consistent standards for every particular group of pupils
- R3 Develop opportunities for Foundation Phase pupils to learn regularly outdoors
- R4 Ensure that success criteria in the school improvement plan focuses clearly on pupils' standards

What happens next?

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

The school will produce an action plan which shows how it will address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Standards at Ysgol Glancegin have shown considerable and very significant progress since the last inspection.

The majority of pupils start school with very low social and language skills. During their time at the school, they make sound progress in every area of learning and complete work of a generally good standard in learning sessions and in their books by the end of key stage 2.

In lessons, most pupils listen attentively and concentrate on their tasks consistently. They show an interest in their activities, and develop appropriately as independent learners. The most able pupils in key stage 2 can discuss their own learning intelligently. They are aware of their targets, and know what they need to do in order to improve.

As they progress through the school, the majority of pupils talk about their work with increased confidence and in various situations within the classroom. They use appropriate vocabulary, including vocabulary that is relevant to the subjects of the curriculum. However, they do not speak Welsh with each other when they are not being supervised directly by an adult.

By the end of the Foundation Phase, pupils' reading skills are developing appropriately. In key stage 2, the strongest pupils read fluently and accurately, and on the whole use intonation to convey meaning effectively. Overall, pupils enjoy reading. The best readers do not always choose books that are challenging enough for their level of ability.

Most pupils develop their writing skills effectively. By the time they reach the upper end of key stage 2, they write at length in a good range of forms to an appropriate standard in both Welsh and English. A majority of them present their work neatly and in an orderly way, although spelling and language errors occur too frequently.

By the end of the Foundation Phase, pupils have made significant progress from their starting point on entry to the school, although results of teachers' assessments in 2012 were lower than both the average of the family of schools and the whole of Wales. In comparison with the results of similar schools in terms of the percentage of pupils who are entitled to receive free school meals, the school was in the lowest 25% in the three areas which were assessed, and in the Foundation Phase indicator.

In key stage 2, there has been very significant progress in the results of teachers' assessments from 2008 (25.71% level 4+ in the core subject indicator) to 2011 (76.19% in the core subject indicator). Results in 2012 break the pattern of progress, although this continues at a significantly higher level than 2008. They are generally lower than the averages for the family and Wales in all core subjects. Over recent

years, except in 2012, in comparison with similar schools in terms of the percentage of pupils who are entitled to receive free school meals, the school has been generally amongst the highest 50% in the core subject indicator, English, mathematics and science. Teachers' assessment results in Welsh are consistently lower than in other core subjects.

Results at the higher than expected level in key stage 2 (Level 5+) are similar to the family average in Welsh, English and mathematics, and slightly higher in science. Overall, boys' results are significantly lower than those of girls. During the last two years, the performance of pupils who are entitled to receive free school meals has been lower than that of those who are not. Pupils with additional learning needs make very good progress towards their targets.

Wellbeing: Excellent

Pupils' standards of wellbeing have increased significantly since the last inspection. Pupils feel happy and safe at the school. They are able to discuss the importance of healthy eating and healthy living intelligently and enjoy opportunities to exercise regularly during their lessons and in the various after-school clubs.

Pupils are very welcoming and courteous and they are very careful of each other, and show a high level of respect. In general, in lessons and in informal situations, most pupils behave particularly well. Almost all pupils show a positive attitude towards learning. They concentrate effectively on their tasks and co-operate well with each other, whether in pairs or in groups.

Members of the school council and the Eco, healthy eating and sports committees are proud of their responsibilities, and take a leading part in a number of activities. They feel that their voice is important and that adults listen to them. They enjoy taking part in assemblies and other events in the local community, and enjoy arranging events within the school themselves.

Attendance levels have increased significantly since 2008. Over a period of four years, they are amongst the highest 50% of those for similar schools in terms of the percentage of pupils who are entitled to free school meals.

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

The school provides a range of rich experiences that meet pupils' interests and needs well. It meets the requirements of the national curriculum in full. Not enough regular opportunities are provided for pupils in the Foundation Phase to use the school's outdoor environment. The recent use of a new thematic scheme as well as the school's internal system of developing literacy and numeracy skills and behaviour has led to consistency and progression across the school.

Teachers plan in detail and show progression and progress in skills, paying good attention to problem-solving and thinking skills. The school takes advantage of every opportunity to add the Welsh dimension in schemes of work and in displays

throughout the school. The content is made as relevant as possible to pupils, and about events to which they can relate, for example the bombing of Maesgeirchen during the Second World War. The school provides a number of after-school clubs in order to extend pupils' experience of using the Welsh language.

The school is very committed to teaching sustainability, and recycling and cycling periods are now a natural part of school life. These activities have led to achieving Forest School and Green School awards and the Eco Schools Silver Award. Through Fair Trade activities and geography lessons and personal and social education, the school promotes global citizenship well, although it has not have much direct contact with other countries to date.

Teaching: Good

Teaching is generally good across the school. Where teaching is at its best, teachers have clear and high expectations. They explain the aim of the lesson clearly, build upon on what they have learned already and maintain a consistent and suitable pace to the lesson. In addition, in these lessons, there is open questioning, good use of success criteria and effective use of support staff to extend vocabulary and promote learning.

Where teaching was not as good, there was a lack of knowledge and understanding of the subject, the lesson aim was unclear to pupils and there was insufficient differentiation to ensure that everyone succeeded in the task.

Teachers' expectations in terms of the use and standard of the Welsh language are not consistent enough.

Assessment for learning strategies are evident in every classroom and are an integral part of the whole school's learning and teaching philosophy. In most classes, effective use is made of various strategies that help pupils to understand and improve the quality of their work.

The school is developing an effective procedure for assessing and tracking pupils' progress and moderates work in order to ensure consistency. Parents/carers receive good information about their children's achievements, wellbeing and development. Reports to parents meet requirements.

Care, support and guidance: Excellent

The school promotes pupils' spiritual, moral and social development in an excellent way. Teachers and support staff commit themselves thoroughly to giving a high standard of pastoral support, which meets the needs of all pupils. They apply a range of effective strategies consistently and thoroughly to foster respect towards others and to promote good behaviour. As a result, standards of pupils' wellbeing in recent years show very significant progress. Health, safety and wellbeing education has a prominent place in the activities and everyday life of the school.

The school benefits significantly from the expertise of a wide range of services in order to maintain pupils' personal and social health across the school. For example,

the school works closely with an educational psychologist to produce an intervention plan and progress monitoring document which has a clear effect on pupils' progress, and on improving their learning.

The school's arrangements for safeguarding pupils meet requirements, and they are not a cause for concern.

There is very sound provision for additional learning needs. There are effective systems to identify individuals' needs from an early age and to assess individuals' achievement and progress consistently.

The school's inclusion team provides classroom teachers with intensive support and co-operates closely with them to ensure progression and consistency in the progress of pupils who have additional needs. As a result of its work, the whole school has developed a very effective system of developing literacy and numeracy skills and behaviour, which has a positive effect on pupils' standards.

Learning environment: Good

The school community is very caring and inclusive where everyone is important and all show respect towards each other. The active link between the school and its local community, and positive strategies used by the headteacher and staff to promote self-respect amongst pupils, have contributed very effectively towards creating the homely ethos. This is an obvious strength.

Effective use is made of every room within the building, and some are used to accommodate additional resources. A particularly good example is 'Yr Aelwyd' for the activities of the nurture group, which has succeeded in raising confidence and improving the confidence of individual pupils. The school has a good range of bespoke resources to meet pupils' requirements, and effective use is made of these by teachers and support staff.

Although the shape and age of the building present some challenges, the school makes good efforts to ensure that it is attractive and stimulating. Teachers make effective use of the grounds, including the wooded area, but the outside area for the Foundation Phase has not yet been developed.

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

The headteacher has a clear vision, which she has shared effectively with staff and governors. The roles and responsibilities of the management team and staff are clear, and in general meetings focus appropriately on the school's priorities, which give particularly good attention to pupils' wellbeing. Leaders and managers set high expectations.

Governors have received relevant training and they have a good understanding of their roles and responsibilities. They are familiar with the school's priorities and are beginning to support the school as a critical friend. However, the governing body does not always challenge the school sufficiently about standards.

The school responds to national and local priorities effectively, on the whole. There is a relevant emphasis on improving literacy and numeracy and on developing strategies that help pupils to know how to improve their work. Staff have implemented the Foundation Phase adequately, but pupils are not given enough opportunities to work regularly in the outside area.

Improving quality: Good

Leaders have planned a suitable self-evaluation timetable, which gives appropriate attention to a range of activities, including data analysis, monitoring lessons, scrutinising books and collecting the opinions of staff, governors, parents and pupils. As a result, the headteacher and management team have a clear and accurate picture of the school's strengths and aspects which need to be improved. Through perseverance over a period of time, the school has responded well to the recommendations of the previous inspection.

The self-evaluation report is a detailed document, and is linked firmly to the school improvement plan. However, there are too many priorities in the current plan. The plan includes specific targets and actions, a useful timetable for implementation and success criteria. Overall, the success indicators focus appropriately on pupils' outcomes, but they are sometimes too general.

The school is developing well as a strong learning community. Teachers and support staff co-operate well. Everyone has benefited from professional development and, as a result, they ensure that their skills and knowledge have a positive effect on pupils' results. For example, all staff make consistent use of positive behaviour management strategies to ensure a positive ethos across the school, and this has made a significant difference to pupils' wellbeing.

Partnership working: Good

The school has developed robust partnerships with parents, the community and particularly with a wide range of multi-disciplinary agencies and voluntary organisations. Those links have a strong influence on pupils' outcomes and their families, particularly in relation to their confidence, self-awareness and wellbeing.

The headteacher has established a special room at the school in order to facilitate meetings between parents and services which promote pupils' wellbeing. This initiative ensures that children and their parents attend important appointments with the speech and language therapist, for example. Co-operation with the Flying Start group, which is located on the school's site, has a positive effect on the standards of pupils who start school.

There is a strong partnership between the school and community. For example, the school holds various activities and concerts at the local church, and these activities develop children's confidence and their pride in their community. The school has a continuous partnership with the university, which affects the standards of literacy of a particular group of pupils.

The transition plan between the school and secondary school is generally suitable, and helps pupils to be prepared for the next stage in their education. This partnership promotes curricular and pastoral links. The school has begun to work with schools within the catchment area and the secondary school to moderate pupils' work. However, these partnerships are not strong enough yet to ensure consistency and meaningful co-operation between primary schools within the catchment area.

Resource management: Good

The school manages its resources appropriately. The school's finance sub-committee meets regularly and the management team and governors understand the importance of allocating sufficient funds to address the school's priorities. Improvements inside the building have created a stimulating and attractive learning environment, which has had a significant effect on pupils' attitudes towards their school and on staff morale.

The school has a sufficient number of teaching staff and support staff, and ancillary staff are deployed very effectively to support teaching and learning across the school. The school has responded well to statutory requirements for performance management. Managers ensure that staff receive suitable training, which meets individuals' needs and the school's priorities in full.

As most pupils make good progress from their starting points and standards have improved significantly since the last inspection, the school provides good value for money.

Appendix 1

Commentary on performance data

Results of baseline assessments show that the majority of pupils arrive at the school with a low level of skills.

At the expected level (outcome 5 or higher), teachers' assessment results at the end of the Foundation Phase in 2012 were lower than family and Wales averages in every area of learning which is assessed. Compared to the results of similar schools in terms of the percentage of pupils who are entitled to for free school meals, the school was consistently in the lowest 25%.

Girls achieve significantly better than boys, particularly in language and literacy development and the Foundation Phase indicator, which considers results in every area.

Results at the higher than expected level (outcome 6+) show a similar pattern, except in mathematical development, which is equal to the average performance of the family of schools.

In key stage 2, teachers' results at the expected level (level 4 or higher) show a significant general increase in every core subject from 2008 to 2011, with a decrease in 2012. Results from 2010 and 2011 compared favourably with the average of the family of schools and Wales. They were lower than the average of the family and Wales in 2012.

In 2012, in comparison with similar schools in terms of the proportion of pupils who are entitled to free school meals, the school was amongst the lower 25% in the core subject indicator, Welsh and English, and amongst the lower 50% in mathematics and science. This performance was not as good as in the previous two years.

Boys' results are significantly lower than girls' results in every subject over a period of time, and pupils who are entitled to receive free school meals are consistently lower than the rest. There are not enough pupils from an ethnic background to form any meaningful analysis of their performance.

Results at the higher than expected level in key stage 2 (level 5+) are similar to the family average in Welsh, English and mathematics, and slightly higher in science.

Appendix 2

Stakeholder satisfaction report

Learner questionnaires

A total of 88 questionnaires were received by pupils at the school. A very positive response was received overall, and it is more positive than the average across Wales.

All pupils state that:

- the school teaches them how to be healthy;
- they are given many opportunities to undertake physical exercise at the school;
- they are doing well in school;
- teachers and other adults at the school help them to learn and make progress; and
- there are enough books, equipment and computers for them to do their work.

Almost all pupils state that:

- they feel safe at school;
- the school deals well with any bullying;
- they know with whom to talk if they are worried about something;
- they know what to do and with whom to talk if they find their work hard; and
- homework helps them to understand and improve school work.

Most pupils state that almost all children behave well during playtime and lunchtime, and that other children behave well in order that they can get on with their work.

Parent questionnaires

A total of 67 parents responded to the questionnaires, which is a significantly higher percentage than usual in schools across Wales. Responses are very positive and significantly more positive than responses of schools across Wales.

All parents stated that they are satisfied with the school in general and that:

- their child was supported to settle well when he/she started at the school;
- their children make good progress in school;
- the teaching is good;
- staff expect their children to work hard and do their best;
- their children are encouraged to be healthy and to undertake physical exercise regularly;
- their children are safe at school;
- their children receive appropriate additional support in relation to any specific individual needs;
- the school helps their children to become more mature and to shoulder responsibility; and
- the school is well run.

Almost all parents stated that:

- their children like this school;
- pupils behave well at school;
- homework builds well on what their children learn at school;
- staff treat all children fairly and with respect;
- the school gives them regular information about their children's progress at school;
- they feel comfortable about approaching the school to ask questions, make suggestions or identify a problem;
- they understand the school's procedures for dealing with complaints;
- children are prepared well to move on to the next school; and
- there is a good variety of activities, including trips or visits.

Appendix 3

The inspection team

Terwyn Tomos	Reporting Inspector
Sarah Morgan	Team Inspector
Jeremy Turner	Lay Inspector
Mari Phillips	Peer Inspector
Bethan Morris-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)

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.