



*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 Llandygai  
Llandygai  
Bangor  
Gwynedd  
LL57 4HU**

**Date of inspection: May 2012**

**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 Llandygai is situated about two miles from the city of Bangor. It is a school that is under the voluntary control of the Church in Wales and serves the local community and the surrounding area. About 56% of pupils come from villages that are outside the school's natural catchment area. The local area is described as one that is neither prosperous nor socially and economically disadvantaged. About 17% of pupils are entitled to receive free school meals, a figure that is higher than the average for the local authority, but lower than the national average.

The school provides for pupils between the ages of three and 11. There are 170 pupils on roll, including 12 part-time nursery children, and they are arranged into seven classes. Two classes include pupils of mixed ages. There are no pupils who are looked after by the local authority. A very few pupils come from travellers' families and no pupils are learning English as an additional language. About 20% of pupils speak Welsh at home.

Pupils encompass a full range of ability and their achievements vary on entry to the school. About 38% of pupils have additional learning needs, which is much higher than the county and national percentages. A small number of pupils have statutory statements of special educational needs.

The individual school budget per pupil for Ysgol Gynradd Llandygai in 2011-2012 is £3,009 per pupil. The maximum per pupil in primary schools in Gwynedd is £7,732 and the minimum is £2,745. Ysgol Gynradd Llandygai is 86th out of the 102 primary schools in Gwynedd authority in terms of its school budget per pupil.

There have been no significant changes to the nature of the school since the last inspection in May 2006. The headteacher has been in post since May 2011.

## Summary

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

### Current performance

The school's current performance is good because:

- most pupils are making good progress in their English literacy skills and in oracy and reading in Welsh;
- most pupils demonstrate good ability to improve their learning skills;
- there are learning experiences of good quality;
- teaching is mostly good and assessment for learning strategies have been established firmly throughout the school; and
- pupils' spiritual, moral, social and cultural development is promoted successfully.

### Prospects for improvement

Prospects for improvement are good because:

- the headteacher demonstrates ability to co-ordinate the commitment of staff, pupils and governors extremely efficiently;
- a strong culture of self-evaluation and planning for improvement has been established firmly throughout the school;
- the governing body supports the school as a critical friend in a professional and effective way;
- the school is developing as a strong learning community; and
- staff and resources are managed and used effectively to support and improve learning.

## Recommendations

In order to improve the school needs to:

R1 increase the percentages of pupils who attain levels 3 and 5;

R2 improve attendance; and

R3 improve the supply of reading books.

### What happens next?

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

## Main findings

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

Good

#### Standards: Good

In the Foundation Phase, nearly all pupils are making good progress in their ability to use their oral, literacy and communication skills in different formal and informal contexts. During mass sessions, pupils listen carefully and express their ideas confidently and accurately. By the end of Year 2, a good number are reading fluently and writing with increasing accuracy.

Most key stage 2 pupils listen carefully during lessons and contribute consistently in group and class discussions. Most are fluent readers and obtain information in an ordered way from different sources, such as books and websites. By the end of the key stage, the most skilful readers use English language information books very effectively to reinforce their work in Welsh and write well in a variety of forms and for different purposes.

Pupils in the Foundation Phase and Years 3 and 4 are making good progress in their ability to use Welsh across the curriculum. However, the progress is inconsistent at the top end of key stage 2 and a minority of Welsh learners are making basic errors in their oral expression and their writing.

In the Foundation Phase, during three out of the last five years, the percentage of pupils who achieved level 2 (the expected level in Welsh, mathematics and science for seven-year-old children) has been mainly in the lower 50% in comparison with the local and national benchmarks and in comparison with the performance levels of similar schools. During three of the last five years, the percentage of key stage 2 pupils who achieved level 4 or higher (the expected level) was in the lower 50% in comparison with the local and national benchmarks and in comparison with the performance levels of similar schools. Results for English and science have mostly been in the top 50% of those for schools that are in the same family.

In 2011, the proportion of pupils who achieved level 2 or higher in Welsh, mathematics and science at the end of the Foundation Phase was similar to the national benchmarks and those of most schools that are in the same family. Over the same period, the proportion of key stage 2 pupils who achieved level 4 or higher in English, mathematics and science in 2011 was a little higher than the national benchmarks and averages for schools from the same family. The proportion who achieved level 4 or higher in Welsh and especially in writing in Welsh was lower than these benchmarks.

Over time, the percentage who achieved the higher levels at the end of Year 2 has been much lower than the average for similar schools. Results at the higher level at the end of Year 6 have been uneven across the subjects and have varied greatly from year to year. In learning sessions and in their work books, the standards and progress of many pupils are consistent and appropriate to their age and ability, and they complete their tasks successfully. Pupils who have additional learning needs are achieving at a level that corresponds with their ability.

Most pupils are making good progress in their learning. In lessons, they recall previous learning effectively and obtain information, understanding and new skills confidently. Pupils' problem solving skills and thinking skills of all ages are consistently good.

**Wellbeing: Good**

Most pupils enjoy coming to school. They say that they feel safe in the school environment and that they are confident that staff would deal effectively with any threats to their health and wellbeing. Pupils of all ages have a firm understanding of how to become healthy and they appreciate that healthy foods and regular physical exercise have a beneficial effect on their health and development.

Most pupils' social skills and life skills are good. As they co-operate on tasks or move around the school, nearly all behave responsibly and show respect and care for one another. Many are active, enthusiastic learners who co-operate harmoniously and keep diligently on task for extended periods. Although a small core of older pupils show a lack of involvement in their work and, at times, behave inappropriately, they do not prevent other pupils from doing their work.

From an early age, pupils are very confident when making choices about their learning and undertake problem-solving tasks skilfully. Most are making good progress in their ability to improve their learning.

Pupils have a strong commitment to the school and, as they mature, they are willing to shoulder additional responsibilities. The school council and the eco committee carry out their work conscientiously and are influential in the life and work of the school.

There has been a period of gradual decline in attendance rates during the last four years. Although the school's percentages in the year 2010-2011 were among the bottom 25% of those for similar schools, there was an improvement of over two percentage points during the two terms before the inspection. This can be attributed to purposeful action on the part of the headteacher and the governing body.

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

The wide range of learning experiences that are provided meet pupils' needs and provide regular opportunities for them to develop many key personal and social skills. In the Foundation Phase, the breadth of interesting and motivating learning experiences that are planned help children to make good progress towards meeting the necessary learning outcomes. Plans for key stage 2 build systematically on pupils' previous knowledge and understanding and ensure progression and continuity in their learning. The learning experiences are enriched further by a variety of educational visits, clubs and other activities.

Opportunities for pupils to develop key skills, and especially literacy skills and thinking and problem-solving skills, have been planned thoroughly throughout the

school. Intervention programmes that are aimed at pupils who have poor literacy skills enable these pupils to acquire the necessary skills that are needed in order to have access to the wider curriculum.

Respecting multiculturalism, promoting anti-racist attitudes and developing fairness and equal opportunities are strong elements of the school's culture. The school's daily practices, along with the activities of the eco council, contribute well towards raising pupils' awareness of the importance of sustainability and protecting the environment. The Welsh dimension has a prominent place in the school's curriculum and activities.

### **Teaching: Good**

Most of the teaching is good. Teachers have up-to-date subject knowledge and they plan thoroughly and set clear objectives for learning experiences. Most pupils are challenged by stimulating activities that capture their interest and enable them to make good progress. In all classes, support staff are used very effectively in order to improve learning. Good opportunities are provided to develop pupils' skills and strong emphasis is placed on encouraging them to be independent learners. A wide range of teaching and organisation strategies are used appropriately in order to ensure pupils' commitment to the work in question. In a few lessons, tasks are not challenging enough to extend pupils of higher ability.

Robust strategies have been established for assessing learning and also for assessment for learning. Through appropriate marking, especially at the top end of key stage 2, pupils receive useful guidance about the standard of their work but this is not consistent throughout the school. The practice of giving active roles to pupils in the assessment processes promotes good learning outcomes. Every pupil's progress is recorded regularly and assessment information is used skilfully in order to identify the next steps in learning.

The annual reports that are provided for parents are of good quality and provide them with beneficial information on their children's progress and wellbeing.

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

The school is a happy and ordered community and it has comprehensive and appropriate policies and procedures. The staff create a safe environment and a friendly ethos in which pupils' health and wellbeing have a high priority. Staff respond quickly to any alleged cases of disruption or bullying. The school has an appropriate policy and procedures for safeguarding

The benefits of eating healthily, fitness and regular physical exercise are promoted regularly and effectively.

There is comprehensive provision for promoting pupils' spiritual, moral, social and cultural development. During joint worship and on other occasions, they are encouraged to reflect upon their own lives and those of others and to discuss values such as honesty and respect.

The support for additional learning needs is effective and orderly. The provision is reviewed regularly and procedures conform to the Code of Practice. All pupils who

have additional learning needs have detailed individual education plans and they are reviewed regularly once a term. Support staff assist pupils effectively in the classrooms. External agencies are used appropriately to support pupils, including those who have behavioural difficulties.

### **Learning environment: Good**

The school's inclusive ethos promotes equal opportunities effectively and ensures that every pupil has full access to all areas of provision. The school ensures a clear emphasis on recognising, respecting and celebrating diversity and creating an ethos that fosters care and tolerance.

There is a good supply of relevant resources of good quality for almost all areas of learning. On the whole, resources have been matched appropriately to the whole age and ability range. However, the lack of suitable Welsh language books at the end of the Foundation Phase and good English-language fiction in key stage 2 limits the choice that is available to confident readers. The school takes good advantage of resources that are available in the community in order to add to pupils' learning experiences.

The building, along with the grounds around the school, is of good quality and used imaginatively by teachers to enrich pupils' learning experiences and to raise standards of achievement.

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

In a comparatively short period, the headteacher has established a culture that examines ways of raising pupils' standards regularly. She receives good support from dedicated staff who work as a team, and who share values and expectations and fulfil their roles conscientiously. Performance management arrangements support teachers' and assistants' continuous professional development effectively and they are used appropriately in order to meet individuals' and whole-school development needs.

The governing body supports the school as a critical friend, professionally and effectively. By taking an active part in self-evaluation and data analysis processes, members are very knowledgeable about the strengths of the school and the aspects that need improvement. They have specific committees to supervise financial management, and to review the school's policies and procedures. These arrangements ensure that they meet their statutory requirements fully.

The school pays close attention to a good number of national and local priorities. Assessment for learning strategies are implemented thoroughly in every class, the Foundation Phase is very firmly established, and close attention is paid to developing learning skills in key stage 2. These initiatives have a very positive impact on pupils' learning outcomes and experiences.

### **Improving quality: Good**

The school uses a wide range of procedures to evaluate its work, giving good consideration to the opinions of parents, staff and pupils. Leaders respect the



opinion of pupils and adopt some of the ideas that they suggest, such as providing more resources for play during break time. The process of self-evaluation is thorough and based firmly on monitoring evidence including data analysis, observation of lessons and scrutinising pupils' work. All staff contribute and have an influence over the process. As a result, the self-evaluation process and its outcomes identify the school's strengths clearly and prioritise the aspects that need to be improved.

There is a strong link between self-evaluation and planning for improvement. The school development plan is comprehensive, it focuses on raising standards and success criteria are relevant and challenging. It shows clearly the actions and suitable timetables for implementing them as well as their associated costs.

The school is developing as a strong learning community and has established a culture of close co-operation with a number of other schools in the local area. The effect of these networks and professional learning communities has promoted improvements in a number of areas, such as assessment for learning and leadership.

### **Partnership working: Good**

The school works closely with a wide range of partners who have a positive effect on pupils' wellbeing and attainment. Partnerships with parents, the community and others, including transfer links between the cylch meithrin and the school, are effective. The quality of communication between the school and home is mostly good. The parents and teachers association contributes enthusiastically towards a number of activities and raises money in order to improve educational provision. A few parents and members of the community contribute to curricular work in order to improve pupils' reading skills and this has a positive effect on fostering and maintaining pupils' interest and enjoyment of reading.

The beneficial transfer plans with the two local secondary schools enable older pupils to be prepared well for the next period in their education.

The cylch meithrin is situated within the school and there is an effective link between the school and the setting. The school takes advantage of people's skills within the community in order to enrich the experiences of pupils and it works effectively with other agencies and organisations to present associated programmes that improve pupils' outcomes and wellbeing.

### **Resource management: Good**

Staff and resources are managed and used effectively to support and improve learning. The school uses teaching staff and support staff well by taking advantage of their time and expertise effectively in order to deal with every aspect of the curriculum. The effect of resources on teaching and learning is reviewed regularly and detailed plans are made for future needs. There are systematic, accurate budgeting arrangements in place and expenditure decisions link well with priorities for improvement and pupils' wellbeing. Pupils' outcomes are good. The school provides good value for money.

## Appendix 1

### Commentary on performance data

In the Foundation Phase during three of the last five years, the percentage of pupils who achieved level 2 (the expected level in Welsh, mathematics and science for seven-year-old children) has been mostly in the lower 50% in comparison with local and national benchmarks and in comparison with the performance levels of similar schools.

Results for key stage 2 pupils during the same period have varied considerably from one year to another. In three of the last five years, the percentage of pupils achieved level 4 or higher (the expected level) has been in the lower 50% in comparison with local and national benchmarks and in comparison with the performance levels of similar schools. However, results for English and science have mostly been in the top 50% of those for schools in the same family. Although results for writing in Welsh have improved consistently during the last three years, they have been much lower than the national averages.

The proportion of pupils who achieved level 2 or higher at the end of the Foundation Phase in 2011 in Welsh, mathematics and science, compared favourably with the national benchmarks and with the results of most schools that are in the same family. The proportion of more able pupils who reached the higher level 3 in any one of the three subjects was 15 percentage points lower than the family's average.

In 2011, the proportion of pupils who achieved level 4 or higher at the end of key stage 2 in Welsh, English, mathematics and science was very similar to the national benchmarks and the averages for schools from the same family. The proportion of pupils who attained the higher level 5 in Welsh and mathematics was lower than the national benchmarks and the averages for the family. However, with over 40% achieving level 5 in English and in science, the school's performance was much higher than the national benchmarks and the averages for the family.

Although girls' performance is better than boys' performance in the Foundation Phase, there are no significant differences between the sexes by key stage 2.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to parent questionnaires

Forty-one parents completed the pre-inspection questionnaire, namely about a third of the school's families. Almost half the questionnaire expressed satisfaction with the school, which is lower than the national averages.

Most parents say that their child:

- is making good progress and that he/she has to work hard and do his/her best;
- likes school and had good support to settle in on entry to the school;
- is safe at school and that staff respect every individual and treat them fairly; and
- is encouraged to be healthy and is helped to become more mature and to shoulder responsibilities.

Many parents say:

- that they are satisfied with the school in general and that teaching and management in the school are good;
- that they have regular information on their child's progress and that they feel comfortable in asking staff a question; and
- that their child has appropriate additional support and that he/she is prepared well for moving onwards to the secondary school.

A minority of parents feel that pupils' behaviour is not good and that there is no appropriate variety of activities for their children. They were also of the opinion that communication between the school and parents is not good.

#### Responses to learner questionnaires

Most of the 72 pupil questionnaires that were completed expressed positive attitudes towards the school, which compares well with national averages.

Nearly all pupils say:

- that they feel safe at school, that there are many opportunities for them to take regular physical exercise and that they have help from teachers and adults to learn and to make progress;
- that homework helps them to make progress and that they are satisfied with the school in general; and
- that they are making good progress and are being prepared well for moving on to the secondary school.

Over a quarter of pupils feel that there are not enough books, equipment and computers to do their work.

## Appendix 3

### The inspection team

Wil Williams	Reporting Inspector
Buddug Bates	Team Inspector
Dylan Jones	Lay Inspector
April Wiggins	Peer Inspector
Caroline Hughes	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))

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority. If it is available, the data report can be seen on our website alongside this report.

### 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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FPYear 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	FPR	FPY1	FPY2	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:

Foundation Phase	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**

### **National Curriculum**

#### **Expected National Curriculum levels**

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

#### **Core subject indicator in all key stages**

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

#### **All-Wales Core Data sets**

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.