



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on
Ysgol Gynradd Llandegfan
Llandegfan
Menai Bridge
Anglesey
LL59 5UW

Date of inspection: September 2010

by

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



INVESTORS | BUDDSODDWYR
IN PEOPLE | MEWN POBL

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 Llandegfan

Ysgol Llandegfan is located in the village of Llandegfan, which is close to the town of Menai Bridge in Anglesey. The school serves the village and the surrounding rural area. According to the school, the pupils come from a mainly prosperous background; about 2% of the pupils are entitled to free school meals.

At the time of the inspection, there were 136 pupils on roll compared with 145 at the time of the last inspection in 2004. Three pupils have statements of special educational needs and there are a further 26 pupils on the school's additional learning needs (ALN) register. An ALN Unit which serves the area is also located in the school.

Approximately 20% of the pupils come from homes where Welsh is the main language but it is estimated that Welsh is the mother tongue of 75% of pupils or that they speak it to an equivalent standard by the end of key stage 2 (KS2). Welsh is the teaching medium in the reception class and for the first two terms in year (Y1); following this, pupils are educated through the medium of Welsh and English with the aim that they become bilingual by the end of KS2.

The school was last inspected in 2004. The headteacher has been in post since September 2005.

In 2009-2010, the individual school budget for Ysgol Gynradd Llandegfan is £3,197 per pupil which compares with a maximum of £15,158 and a minimum of £2,685 for primary schools in Anglesey. The school has the 36th highest budget per pupil of the 52 primary schools in Anglesey.

Summary

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

Current performance

The school is good because:

- nearly all the pupils make appropriate progress during their period in the school;
- in general, the quality of the teaching throughout the school is good; and
- pupils' health and wellbeing is promoted well and they feel happy and safe in the school.

Prospects for improvement

Prospects for improvement are good because:

- the school identifies and prioritises areas for improvement effectively and development planning is an element of its working life;
- the school's leaders and managers convey high expectations and promote a supportive and encouraging ethos; and
- a trend of improvement has been seen in the school's results over a period.

Recommendations

In order to improve, the school needs to:

- 1 ensure the continuation of the progress seen in standards over the recent period;
- 2 develop a self-evaluation system that includes a thorough review of every aspect of school life and their impact on the pupils' standards of achievement;
- 3 improve teachers' quality of marking and ensure consistency in the use of assessment for learning strategies; and
- 4 refine the planning in order to ensure opportunities to develop all of the pupils' skills systematically throughout the school.

What happens next?

The school will draw up an action plan which shows how the school is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The school's performance in key stage one (KS1) is good. Every child succeeded in attaining the expected aim of level 2 in the core subject indicator in 2010 and this is better than the average of the other schools in the school's family. This is also better than the average performance of schools within the local authority (LA) and throughout Wales and places the school in the upper quartile in its family. The school's performance in the individual core subjects is good with every child again achieving the anticipated level. Over 50% also succeeded in achieving higher levels of 3+ in mathematics and Welsh, putting the school as the highest and second highest in these subjects amongst the ten schools in its family. The 2010 performance was a significant improvement on the performance of the previous two years.

Progress has been made in the core subject indicators for KS2 over the past four years and the performance in 2010 confirms the trend. The school's targets envisage a further continuation in this trend next year. Its performance puts the school above the average for other schools within the authority and in Wales and sixth out of the ten schools in the family. When the school's results are compared with those schools that have a similar percentage of pupils that are entitled to free school meals, the school is in the third quarter for the core subject indicator. It is also in the third quarter for individual subjects, with the exception of science, in which it is in the fourth quarter. In 2010, 40% of the relevant pupils achieved higher levels in English and the trend in comparison with other schools in the family is consistently higher. The trend in Welsh in comparison with the family of schools has been consistent over four years.

In key stage one there is no difference in the performance of boys and girls who achieve the expected level in Welsh. When the performance of children that achieve higher levels is considered, differences in the performances of boys and girls which is above the national average can be seen in every core subject. The performance of boys is better in mathematics whilst girls perform better in science and Welsh. However, in the context of the relevant numbers, these differences are not considered to be significant. In key stage two the performance of girls is marginally better than that of boys in English, which reflects the national trend. The performance of boys in Welsh is better than that of girls, whilst girls perform better than boys in science. In both subjects the trends are above those seen at a national level but this is not considered significant.

Almost every pupil makes appropriate progress during their period in the school and achieves standards that are appropriate for their age and ability. In general, pupils enjoy their tasks and work together happily and effectively with their peers.

The communication skills of the majority of pupils in Welsh are developing effectively throughout the school and also in English in KS2. The literacy skills of the majority

are good in reading and writing with many being able to write extensively in both languages, using a wide range of media. The majority also make appropriate progress in information and communication technology (ICT) and numeracy. This means that every one of the pupils has equal access to the wider curriculum as is appropriate to their age and ability.

By the end of KS1 the vast majority can use Welsh fairly confidently, irrespective of their linguistic background when they started in the school.

Wellbeing: Good

All the pupils have positive attitudes towards a healthy living and healthy eating. Pupils feel happy and safe in the school and are confident that the school deals with any bullying well.

The behaviour of almost all pupils is very good in lessons and around the school. Pupils have an opportunity to make an input into what they learn and this has a positive effect on their participation. Their ability to sustain concentration and to undertake tasks is appropriate. Pupils are very courteous and respect each other and adults. The attendance rate of approximately 94% is slightly below the three previous years.

Pupils work together well in the school and take responsibility for their activities and their work.

The school has a council that is maturing in its role, and an active eco committee. Through these groups, pupils develop their contribution towards a number of aspects of school life, such as sustainability and healthy eating. They make a significant contribution towards the school's charity work. Regular meetings are held that allow pupils of all ranges of ability to express their opinions and contribute to decisions and changes in the school. As the school's senior pupils, all year six (Y6) pupils have accepted the responsibility of prefects to promote Welsh and to promote good behaviour.

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

The schemes of work are comprehensive and have been updated as a result of the 2008 Curriculum and the introduction of the Foundation Phase. A wide range of learning activities is provided within these schemes which meet the pupils' needs. Effective use is made of themes to introduce the curriculum and appropriate time is allocated in order to ensure that they are achieved. French lessons are introduced successfully to year six pupils. Both boys and girls have equal opportunities to participate in every activity. Some pupils are given the opportunity to work in smaller groups with specialist help in the morning sessions.

In the majority of lessons, appropriate opportunities are planned for pupils to develop their literacy, communication, numeracy and ICT skills. This means that the vast majority are able to use these skills confidently across the curriculum. However, with

the exception of writing, there is no procedure in place to ensure that all these skills are introduced systematically throughout the school in order to ensure adequate progress in pupils' skills.

Developing the Welsh language amongst all pupils is a priority throughout the school. Successful systems are in place in order to encourage pupils to learn and use Welsh, e.g. to win a "Cochyn y Ddraig" badge. The majority of older pupils appreciate the benefits of learning Welsh and are becoming increasingly bilingual. The way in which the school presents the Cwricwlwm Cymreig is a strong feature of all its work. All pupils' understanding of the cultural, economic and historical features of Wales is developing appropriately. In order to enrich this, special days are commemorated such as Owain Glyndŵr's Day, Saint Dwynwen's Day, St David's Day and T Llew Jones Day.

Education for sustainable development and global citizenship is a prominent strength. Effective use is made of the school's grounds to grow vegetables and to attract butterflies. Pupils talked excitedly about these projects which have been promoted through effective partnerships with parents, the community and external agencies. The school operates in a sustainable manner. Under the leadership of an active Eco Committee, pupils' commitment to these measures is strong. Pupils are familiar with the circumstances, customs and traditions of different countries. They show empathy towards good causes in the third world by collecting money regularly.

Teaching: Good

In the most effective lessons, good use is made of resources to support pupils' learning. Penetrating questions extend pupils understanding in a positive learning environment and teachers have high expectations of the pupils. A variety of interesting activities are planned to improve pupils' skills and to stimulate their interest. In a minority of lessons, in which the teaching is less effective, the teachers do not challenge pupils sufficiently and the pace of the lessons is too slow. The plans for lessons are clear and effective use is made of learning support staff. All staff, including learning support staff, model language well and use behaviour management strategies effectively to keep almost every pupil on the task in question. In general, the quality of teaching throughout the school is good.

Teachers show sensitivity when talking to pupils about the quality of their work. This provides pupils with ideas and encouragement about how to improve. Teachers succeed in creating a purposeful learning atmosphere in which praise is used effectively to encourage pupils. The way in which teachers mark pupils' work is less effective as it does not always show how they could improve their work. Pupils are involved in the process of setting individual targets and this has a positive effect on their effort and application in lessons.

Pupils' attainment is assessed regularly and the findings are analysed to track progress. Teachers develop some assessment for learning strategies but their use throughout the school is inconsistent. Reports to parents are clear, informative and outline the areas for improvement.

Care support and guidance: Good

The school promotes the health and wellbeing of its pupils well. These aspects are coordinated by a comprehensive personal and social education strategy. Whole-school services create an appropriate Christian atmosphere and a reflective ethos. The pupils sing enthusiastically during these services. Pupils collect money for many good causes.

Pupils' health and fitness is promoted through a number of sports clubs and a daily fruit shop. Pupils accept numerous responsibilities in the life of the school. They take pride in these duties and perform them conscientiously and effectively. The school is an important part of its local community and supports local cultural and social events well.

Circle time sessions allow good opportunities for pupils to express, share and discuss feelings. This is supplemented effectively by a "what's the matter box" which provides an opportunity for pupils in every class to express their concerns confidentially. Pupils state that there are no problems with bullying. Pupils approach teachers, assistants and the school's ancillary staff confidently for help and guidance.

Appropriate use is made of the assistance of external specialist services, including educational welfare, medical and emergency services. The school has appropriate safeguarding policies and procedures.

There is planned provision for pupils with additional learning needs. The school has effective procedures and systems for identifying pupils who require additional support with their work. The support is coordinated well and there are good links with external agencies. There are effective programmes for individuals and groups of pupils to assist their progress. Parents and carers receive good information and individual education plans are evaluated and reviewed regularly. The school's reporting procedures satisfy statutory requirements.

The school promotes the health and wellbeing of its pupils well. These aspects are co-ordinated by a comprehensive personal and social education strategy.

Learning environment: Good

There are adequate staff and resources to deliver all aspects of the national curriculum. The main building has an unusual design. It won architectural awards when it was first built but it is not as convenient for current teaching methods. There is no wheelchair access to some of the classrooms.

The school's vast grounds are used effectively to provide outdoor educational areas, hold sports events, celebrate the diversity of nature and to grow vegetables. The football pitch is used regularly by the community. All the toilets have been refurbished by incorporating a number of suggestions made by the School Council. The colourful displays create a stimulating atmosphere. The buildings are kept in good condition and all areas are clean and tidy.

In general, there are policies and procedures in place that ensure equal opportunities for all pupils and promote social equality and diversity. The school appreciates the pupils' varied linguistic backgrounds and there is an educational and extra-curricular programme that is inclusive to all. The school's personal and social education programme (PSE) and circle time in individual classes provide suitable opportunities for promoting these areas. The school's pupils are members of Children's Commissioner for Wales's Ambassadors scheme which contributes to their understanding and appreciation of children's rights throughout the world. This promotes the pupils' social skills and life skills well.

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

The headteacher conveys his vision through a range of methods that include allocating a part of the weekly staff meetings to a focus on standards. These promote the understanding of all members of staff of their roles and responsibilities in implementing the school's plans. A range of relevant data is used to monitor the success of the strategies that have been adopted. The school's professional development arrangements provide opportunities to match the development needs of individual staff effectively with the school's strategic objectives. The deputy headteacher shoulders a range of leadership and management responsibilities that include acting as the KS1 coordinator and the language and music coordinator. Her contribution to the leadership of the school is significant. School leaders and managers convey high expectations and promote a supportive and encouraging ethos. Their relationship with other members of staff is based on cooperation and an appreciation of each other's contribution.

The school's governing body bears its responsibilities effectively and understands its role. It receives reports about end of key stage performance and considers the relevant outcomes such as the difference between the performance of boys and girls. The contribution of the governing body to the self-evaluation process stimulates improvements in the provision and promotes initiative in sustainable developments.

The Foundation Phase was established successfully by ensuring suitable and adequate resources and managing them well. Areas of the outdoor environment were modified effectively to promote and facilitate the development. The principles of the School Effectiveness Framework are a developmental element of the school's priorities.

Improving quality: Good

The school identifies areas for improvement effectively and planning development is an element of its working life. Focus is placed on identifying priorities that are embedded in the school development plans. The range of information considered by the school includes data on standards, including analyses of trends over time. Attention is also given to evidence about the standard of teaching and learning. Arrangements have been put in place to seek the views of parents/carers through the use of questionnaires. Effective use is made of the LA education service's monitoring reports and appropriate attention is given to local and national initiatives.

Appropriate attention has also been given to the recommendations of the last report. These processes have led to balanced development plans that have influenced outcomes effectively over the past two years. However, the self-evaluation processes have not included a thorough review of every aspect of school life and how these affect the pupils' standards of achievement.

The school's management structures ensure that staff understand their role. The collaborative ethos promote opportunities to discuss and prioritise matters that have been identified for improvement. The development plans include appropriate strategies which define the tasks to be completed within suitable timescales. Responsibility is allocated for coordinating the strategies and the outcomes that the school is aiming for are noted. The arrangements have led to specific improvements in standards across both key stages.

The school's supportive culture promotes opportunities for staff to benefit from continuous professional development. The procedures include an evaluation cycle which leads to agreed aims that encompass staff development needs and school improvements. Observation arrangements in the classroom have been established to maintain development and share good practice. The school collaborates with a neighbouring school through which effective professional practice networks have been developed. This has led to improvements in curricular planning and valuable developments in arrangements for children's wellbeing. The school's involvement in various networks at a catchment level has built capacity for continuous improvement.

Partnership working: Good

Partnerships with parents, the community and others, including transition links between the playgroup and the school, contribute effectively to the school's aims. The transition arrangements for the cluster of schools and the secondary school enable the older pupils to prepare for the next stage of their education. The links with special agencies has led to an improvement in the wellbeing of groups of pupils.

Visits to the community and visits from members of the community make a positive contribution to enriching pupils' experiences. The close links with Uned y Glannau benefits pupils with additional learning needs.

Resource management: Good

The resources allocated to the school are managed well by leaders and managers and ensure appropriate staffing arrangements to teach the curriculum effectively. In general, there is a good match between the school's priorities and decisions on expenditure. There are suitable arrangements in place for appraisal and performance management and effective use is made of the planning, preparation and assessment time that is available to teachers. Appropriate use of classroom assistants is planned and their contribution improves standards both in the Foundation Phase and in supporting children with Additional Learning Needs.

The budget monitoring processes are good and give relevant consideration to monthly budgetary reports that are provided by the local authority's education service.

In general, the school provides good value for money in terms of pupils' outcomes and in its use of funding.

Appendix 1

Responses to parent/guardian questionnaires

32% of the parent questionnaires were returned and all were either satisfied or very satisfied with the school, in general. They stated that their children like the school and feel safe in it. Almost all the parents believe that pupils' behaviour is good, that pupils are respected, treated fairly and that they develop into becoming more mature and to accept responsibilities. Every parent feels that the teaching is good and almost all feel that their children are making good progress in the school. However, a few parents feel that they do not receive regular information about their children's progress and that the homework that is set does not build well on what the children learn in school. Every parent was of the opinion that the school was run well or very well.

Responses to learner questionnaires

Almost all the KS2 learners completed the questionnaire and members of the team spoke to pupils during the inspection. Everyone said that they felt safe in the school and that the school deals with bullying well. Almost everyone knew who they could talk to if they had concerns or if they thought that their work was difficult. Every one of the learners was of the opinion that the teachers and other adults helped them to learn and to make progress and almost everyone felt that they are doing well in the school. A few children felt that not every child is well-behaved at play times and at lunch time and a similar number feel that other children's behaviour impairs their ability to do their work.

Appendix 2

The inspection team

Iwan Roberts	Reporting Inspector
Huw Watkins	Team Inspector
Catherine Evans	Shadow
Richard John Roberts	Lay Inspector
Kevin Neil Williams	Peer Inspector
Richard Jones	School Nominee

Copies of the report

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Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11