

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Ysgol Gynradd Llanddona  
Llanddona  
Ynys Môn  
LL58 8TS**

**School Number: 6602149**

**Date of Inspection: 24/01/06**

**by**

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67644**

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- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
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Ysgol Gynradd Llanddona was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Gynradd Llanddona took place between 24/01/06 and 26/01/06. An independent team of inspectors, led by Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

“There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a standard inspection.”

## 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 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	6
<b>Standards</b>	7
Key question 1: How well do learners achieve?	7
<b>The quality of education and training</b>	9
Key question 2: How effective are teaching, training and assessment?	9
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	10
Key question 4: How well are learners cared for, guided and supported?	12
<b>Leadership and management</b>	13
Key question 5: How effective are leadership and strategic management?	13
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	14
Key question 7: How efficient are leaders and managers in using resources?	15
<b>Standards achieved in subjects and areas of learning</b>	16
Welsh	16
Science	17
History	18
Music	19
Physical education	20
Religious education	20
<b>School's response to the inspection</b>	21
<b>Appendices</b>	23
A Basic information about the school	23
B School data and indicators	23
C National Curriculum assessments results	24
D Evidence base of the inspection	24
E Composition and responsibilities of the inspection team	25



## Context

### The nature of the provider

1. Ysgol Llanddona is a bilingual Community Primary school that is located on an open site close to the centre of the village. It serves the village and the surrounding rural hinterland. It provides an education for pupils between 3 - 11 years of age.
2. The school is of the view that the area it serves is neither prosperous nor economically disadvantaged. Two per cent of the pupils are entitled to receive free school meals, a figure that is considerably below local and national averages.
3. There are 46 full-time pupils on the school register together with four part-time nursery children. Welsh is the main language spoken in the homes of approximately half the pupils, but the school adjudges that some three quarters of the pupils now speak Welsh to first language standards. The children are admitted to school on a full-time basis in the September following their fourth birthday.
4. Pupils' levels of attainment vary greatly when they are admitted to school. According to the school, a high percentage of them are of moderate or lower ability. Twenty per cent of pupils have additional learning needs, a figure that is slightly above county and national averages.
5. The school was last inspected in the spring term of 2000. Since then, there has been a considerable change in pupils' linguistic background, with a higher percentage of non-Welsh speaking pupils now attending the school.

### The school's priorities and targets

6. The school's priorities and targets for 2005 – 2007 include:
  - continuing to develop the provision for the under-fives in the context of Foundation Stage requirements;
  - increasing the provision for information and communications technology and make more use of the area as a learning and teaching resource across the curriculum;
  - creating a subject portfolio in English and review the scheme of work;
  - working towards the third element of the Healthy School initiative and establish a School Council.

## Summary

7. The findings of the school in its self-evaluation report matched the judgement of the inspection team in all seven Key Questions.

### Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the leadership experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	2
6 How well do learners and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

### Standards

8. Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	46%	15%	0%	0%

9. Standards achieved in the areas of learning and subjects inspected are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 3	Grade 3
Science	Grade 2	Grade 2
History	Grade 1	Grade 1
Music	Grade 3	Grade 3
Physical education	Grade 1	Grade 1
Religious education	Grade 2	Grade 1

10. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

11. Pupils of all ages succeed regardless of their social or linguistic background and they make good progress towards the individual targets set for them by the school.
12. The pupils with additional learning needs make good progress according to their age and ability.
13. In the key skills, the under-fives and Key Stage 1 and Key Stage 2 pupils make good progress in their communication and mathematical skills. They are confident users of information and communications technology and the standards are good.
14. As they move up the school, the pupils make good progress in their bilingual skills. By the end of Key Stage 2, the vast majority are confident users of both Welsh and English.
15. During the last three years, the number of Year 2 and Year 6 pupils assessed in the core subjects of the National Curriculum was relatively small and the results have consequently fluctuated considerably from one year to the next. In 2005, pupil performance in both key stages was lower than local and national averages.
16. The pupils' personal and social skills are good. They have a positive attitude towards learning, they work together effectively and their ability to work independently is developing well.
17. Standards of behaviour throughout the school are good, and pupils are considerate and courteous in their involvement with each other and adults.
18. The creative skills of pupils of all ages are good. This is particularly apparent in their artwork and in physical education lessons.
19. Average levels of attendance during the three terms prior to the inspection were 95% and were generally good. Punctuality is good.
20. Pupils have an appropriate awareness of equal opportunity issues and they respect the diversity of beliefs and cultural traditions found in society.
21. Pupils have a good understanding of their community and they play an active part in its life and work.

### **The quality of education and training**

22. The quality of teaching was adjudged to be as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
40%	53%	7%	0%	0%

23. There is a good working relationship between teachers and learners, all pupils are treated fairly and each individual is fully respected.

24. The outstanding features to the teaching include imaginative presentations, challenging tasks, searching questioning and effective use of different types of classroom organisation.
25. The good features to the teaching include clear objectives shared with pupils, tasks that match the needs of all pupils and effective use of a wide range of learning resources.
26. In a small minority of lessons the tasks are not explained in sufficient detail and the attention of all pupils is not secured.
27. The quality of assessment is good. There are detailed arrangements for assessing each pupil and effective use is made of the assessments in order to move the teaching and learning forward.
28. The individual targets set for pupils assist them to understand the purpose of assessment and they motivate them to work harder. The quality of the annual reports to parents is good.
29. Curriculum planning and school organisation give careful consideration to the diversity of pupils' backgrounds and their linguistic needs. The school acts purposefully to secure full and equal access for all pupils to a broad and balanced curriculum.
30. There are detailed plans for teaching the key skills, the basic skills and the Cwricwlwm Cymreig, and a high priority is given to developing the bilingual competence of each pupil.
31. The provision for presenting the programme of personal and social education is good with outstanding features. The experiences the pupils receive promote respect and tolerance towards others and they enable them to discuss their feelings and moral issues with ease.
32. The numerous educational visits and activities enhance pupils' learning experiences.
33. Pupils' spiritual, moral, social and cultural development is promoted effectively.
34. The quality of the partnership between the school and parents is good with outstanding features. The active Friends of the School organises a number of activities that raise considerable sums of money for the school.
35. The partnerships with the community, with catchment and other primary schools in the county, and with the local secondary school are good.
36. The breadth of learning experiences enables pupils to gain an appropriate range of skills that are valuable in terms of lifelong learning.

37. The school gives some attention to sustainable development, enterprise skills and the world of work, but these areas have not been developed to their full potential.
38. The quality of care, support and guidance offered to learners is good. The school is a happy and caring community, pupils have confidence in their teachers and they are happy to approach them for support and guidance. Regular attention is given to pupils' personal welfare and to health and safety issues.
39. The effective procedures for promoting pupils' behaviour ensure that pupils are free of any kind of discrimination or harassment. During the inspection, no evidence of bullying was seen.
40. The under-fives together with the older pupils who have joined the school during the year settle in quickly in their classes.
41. The school's commitment to Healthy School principles impact strongly on its educational provision and on pupils' personal and social development.
42. The provision for pupils with additional learning needs is good. The school has an effective system for identifying pupils' difficulties at an early stage and their progress is closely monitored.

### **Leadership and management**

43. The positive leadership of the headteacher effectively co-ordinates the work of the governing body, staff and parents and gives a clear sense of direction to the work of the school. The teaching staff work together effectively as a team.
44. The individual targets set for pupils together with the whole-school targets are challenging and they provide clear aims for pupils, teachers and parents to work towards.
45. There are effective arrangements for leading and managing the school and for staff development. The quality of the School Development Plan is good and it gives a clear sense of direction to the work of the school.
46. Members of the governing body are well-informed about school priorities and they operate effectively in order to set a strategic direction to its work. They undertake their duties thoroughly, but they have not given sufficient attention to their monitoring and evaluation responsibilities.
47. The school has detailed self-evaluation arrangements that ensure that staff and governors are well-informed about the school's performance.
48. Although there is no formal school council, the voice of pupils features prominently in the development of the school. There are no formal arrangements for gathering parents' views about the quality of educational provision.

49. Staffing levels are sufficient for the numbers of pupils on the school register. The teachers have an appropriate level of knowledge and experience to teach all aspects of the curriculum.
50. There is a good supply of learning resources, particularly so books and computers, and there is sufficient space in the classrooms. There is no designated outdoor play area for the under-fives and this restricts the practical experiences that can be provided for them.
51. The school's resources are managed effectively by the headteacher and the governing body and the school provides good value for money.
52. The school has made good progress since the last inspection and has addressed a considerable number of the Key Issues highlighted in the Report produced in 2000.

## **Recommendations**

- R1 Raise standards in Welsh and music throughout the school by addressing the shortcomings identified.
- R2 Build on the good standards by aiming at excellence in all subjects.
- R3 Further develop the self-evaluation system by increasing the monitoring and evaluation role of the governing body and establish a method for gathering parents' views.
- R4 Develop pupils' awareness of sustainable development and of the world of work, and give more attention to enterprise skills.
- R5 Work with the Local Education Authority to establish an outdoor play area for the under-fives.
- R6 Ensure that the School Handbook and the Annual Report of the Governing Body to Parents contain all the necessary information.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

53. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

54. Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	46%	15%	0%	0%

55. Standards achieved in the areas of learning and subjects inspected are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 3	Grade 3
Science	Grade 2	Grade 2
History	Grade 1	Grade 1
Music	Grade 3	Grade 3
Physical education	Grade 1	Grade 1
Religious education	Grade 2	Grade 1

56. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

57. Pupils of all ages succeed regardless of their social or linguistic background and they make good progress towards the individual targets set for them by the school.

58. The pupils with additional learning needs make good progress according to their age and ability.

59. In the key skills, the under-fives and Key Stage 1 and Key Stage 2 pupils make good progress in their communication and mathematical skills. They are confident users of information and communications technology and the standards are good.

60. Pupils of all ages listen attentively in lessons and they express their ideas confidently in oral lessons. They have a firm grasp of the technical terms of different subjects, they gather information from various sources and are able to write for different purposes.

61. They use their numeracy skills with appropriate accuracy and make effective use of information and communications technology resources to support their learning.

62. Pupils make good progress in their bilingual skills. Welsh learners in the Reception Class very quickly come to use the language confidently and by the end of Key Stage 1, they are able to read and write in Welsh with growing ease.
63. The Welsh and English oracy, reading and writing skills of pupils in Key Stage 2 are developing appropriately. The non-Welsh speaking pupils who arrived at the school during the year make considerable progress in Welsh.
64. During the last three years, the number of Year 2 and Year 6 pupils assessed in the core subjects of the National Curriculum was relatively small and the results have consequently fluctuated considerably from one year to the next.
65. In 2005, the attainment levels of pupils in Key Stage 1 and Key Stage 2 were lower than local and national averages and were lower than similar schools in terms of the percentage of pupils entitled to receive free school meals. Over the last three years, the performance of girls has excelled that of boys, particularly so in Key Stage 2.
66. Pupils make good progress in their learning skills as they gain knowledge and learn new skills. In music and physical education lessons, they show a good awareness of their levels of achievement and can identify what needs to be done to improve them.
67. The personal targets set for each pupil make a good contribution to the progress they make towards achieving their potential. The vast majority of pupils work at their optimum level of ability and they are well placed to move on to the next stage of learning. They make good progress between both key stages.
68. The pupils' personal, social and learning skills are good. They have a positive attitude towards their learning; they are interested in their work and work hard in their lessons. They work together effectively in pairs and in group situations, displaying good listening and discussion skills. They take responsibility for their work and show respect for and tolerance of others.
69. The vast majority of pupils behave well; they work productively in their lessons and are considerate and courteous in their involvement with each other and with adults.
70. The average levels of attendance of Key Stage 1 and Key Stage 2 pupils during the three terms prior to the inspection were 95% and were generally good. The punctuality of the vast majority of pupils at the beginning of the school days is good.
71. Pupils of all ages make good progress in their ability to work independently. From an early age, they persevere with their tasks without being over-dependent on teachers' support and by Key Stage 2, they are able to organise their own work, make decisions and accept responsibilities with confidence.

72. The creative skills of pupils in both key stages are good. This is highlighted in the quality of their artwork and in physical education lessons.
73. Pupils have an appropriate awareness of equal opportunity issues and they respect the diversity of beliefs and cultural traditions found in society.
74. Pupils have a good understanding of their community and they play an active part in its life and work. This prepares them for becoming responsible citizens.
75. They have some awareness of the world of work and the workplace, but this aspect has not been fully developed.

## The quality of education and training

### Key question 2: How effective are teaching, training and assessment?

#### Grade 2: Good features and no important shortcomings

76. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
77. The quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
40%	53%	7%	0%	0%

78. There is a good working relationship between teachers and learners, all pupils are treated fairly and there is clear mutual respect between teachers and pupils. Lesson planning is thorough and teachers have a good knowledge of the subjects they teach.
79. Where there are outstanding features to the teaching:
  - lessons are presented in a knowledgeable, skilful and imaginative manner;
  - the tasks challenge learners and extend their knowledge and understanding;
  - the teacher's effective intervention moves the learning forward;
  - a wide range of teaching strategies are used including pair and group work;
  - the explanations are clear and the searching questioning adds effectively to learners' understanding.
80. Where there are good features to the teaching:
  - appropriate timescales are set for completing the work;
  - effective strategies are employed to help pupils to succeed;
  - clear lesson objectives are shared with learners;
  - lessons are well structured and there is good continuity;

- the tasks correspond to the needs of each individual pupil;
  - a wide range of teaching methods and resources are used including the interactive whiteboard;
  - pupils' work is regularly monitored and evaluated.
81. In a small minority of lessons the tasks are not explained in sufficient detail and the attention of all pupils is not demanded.
82. The quality of assessment is good. There are detailed arrangements for assessing the under-fives and the pupils in Key Stages 1 and 2. Effective use is made of the assessments in order to move the teaching and learning forward.
83. The individual targets set for pupils assist them to understand the purpose of assessment and they motivate them to work harder.
84. The recently-produced subject portfolios make a good contribution to adding to the teachers' understanding of the requirements of the National Curriculum.
85. Pupils' work is marked regularly and useful observations are appended in order to improve it.
86. The annual reports to parents are of a good quality and they conform to statutory requirements. They note the pupils' achievements in each subject and contain useful comments on their personal characteristics. Parents appreciate these observations.

**Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

**Grade 2: Good features and no important shortcomings**

87. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
88. The school responds well to pupils' learning needs and interests by providing equal access to a broad and balanced curriculum. The curriculum conforms to the requirements of the National Curriculum and religious education, and the Desirable Outcomes for Children's Learning.
89. The schemes of work provide clear guidelines for teachers and secure continuity and progress in pupils' learning. There are detailed plans for teaching the key skills, the basic skills and the Cwricwlwm Cymreig.
90. The broad-based learning experiences received by pupils successfully promote their spiritual, moral, social and cultural development. The pupils have an appropriate sense of ownership of and responsibility towards the school and its environment.

91. The provision for presenting the programme of personal and social education is one of the outstanding features of the school. The pupils benefit considerably from the opportunities they receive during designated lessons, daily acts of collective worship, periods of reflection and circle time to discuss personal issues of importance to them. These experiences promote respect and tolerance towards others and they enable them to discuss their feelings and moral issues with ease.
92. The school provides good opportunities for extra-curricular learning. The visits to places of educational interest and various other activities enhance and extend the curriculum and contribute purposefully to their experiences and development.
93. Good provision is made for developing the pupils' bilingual competence. The quality of the Cwricwlwm Cymreig is good and it receives due prominence in class work and in community activities. Strong emphasis is placed on studying the heritage and culture of Wales.
94. The quality of the partnership between the school and parents is good with outstanding features. This was reiterated in the questionnaires received from parents and at the pre-inspection meeting. The active Friends of the School organises a number of activities that raise considerable sums of money for the school.
95. There are effective procedures for communicating with parents. The School Handbook and the Annual Report of the Governing Body to Parents provide useful information for parents despite certain minor gaps in their content.
96. There is a good relationship between the school and the community and pupils play a prominent part in local celebrations and activities.
97. There is an effective partnership with other local primary schools. There is good co-operation with catchment secondary schools, particularly so in the area of staff training, and there is a productive partnership with a multi-county cluster of other small schools.
98. There is an effective partnership with the local secondary school and the arrangements for the transfer of pupils from one sector to the other are good. There is an effective bridging scheme and there are good links between teachers in both sectors.
99. The school's day-to-day practices such as the paper recycling and energy saving procedures emphasise the school's commitment to sustainable development, but there is no clear strategy for further promoting this area of activity.
100. There is good provision for developing pupils' awareness of global citizenship. In religious education and geography lessons, detailed attention is given to the culture, religion and living conditions of people from countries markedly different to Wales, and the regular opportunities pupils receive to contribute to

charities increase their sense of responsibility towards their fellow human beings.

101. The breadth of learning experiences enable pupils to gain an appropriate range of skills that are valuable in terms of lifelong learning. They include bilingualism, information and communications technology skills, numeracy and personal and social skills. Good attention is given in the school's day-to-day organisation to promoting learners' independence and to developing their ability to manage their own learning.
102. Although some links have been developed with business and industry and that some attention is given to developing pupils' enterprise skills, there are shortcomings in the provision. The school has identified this as a priority in its self-evaluation.

#### **Key question 4: How well are learners cared for, guided and supported?**

##### **Grade 2: Good features and no important shortcomings**

103. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
104. The quality of care, support and guidance offered to learners is good. The school is a happy and caring community, pupils have confidence in their teachers and they are happy to approach them for support and guidance.
105. The school's commitment to Healthy School principles impacts strongly on its educational provision and on pupils' personal and social development.
106. The school works well with parents and it gives reasonable consideration to their views. They appreciate the open door policy operated to discuss concerns with staff.
107. The under-fives settle in quickly at school. The pupils who join the school during the school year are well supported by other pupils and by the teachers.
108. Regular attention is given to pupils' personal welfare and to health and safety issues. Risk assessments are held before conducting educational visits and good practical steps are taken to ensure pupils' safety whilst they are at school. There are effective arrangements for monitoring attendance and punctuality.
109. Effective use is made of the support services of the Local Education Authority when specific cases arise relating to pupils' health and safety.
110. There are effective arrangements for child protection and they are known to the teachers. The policies for sex education, fire drills, equal opportunities and racial equality are well established and are implemented.

111. The provision for pupils with additional learning needs is good. The school has an effective system for identifying pupils' difficulties at an early stage and their progress is closely monitored.
112. The school fully conforms to the statutory requirements of the Code of Practice. The individual education plans are appropriate; they contain relevant targets for each pupil and are regularly reviewed.
113. The co-ordinator is well informed about pupils' needs and works closely with the support teacher and class teachers. The designated governor is fully aware of her duties.
114. The school's curriculum planning and organisation gives careful consideration to the diversity of pupils' backgrounds and to their linguistic needs. It acts purposefully to secure equal opportunities for each individual and to promote gender equality.
115. The school building has not been adapted to meet the needs of pupils with disabilities, but the governing body is aware of the steps required if specific cases arise.
116. These procedures promote good behaviour and they ensure that pupils are free of any kind of discrimination or harassment. During the inspection, no evidence of bullying was seen.

## **Leadership and management**

### **Key question 5: How effective are leadership and strategic management?**

#### **Grade 2: Good features and no important shortcomings**

117. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
118. The positive leadership of the headteacher effectively co-ordinates the work of the governing body, staff and parents and gives a clear sense of direction to the work of the school. They are all committed to the aims and objectives of the school, they share agreed values and have high expectations of the school.
119. All the school's policies and practices promote equal opportunities for all including the teachers, support staff and pupils.
120. The teaching staff work effectively as a team. They shoulder a good measure of curricular and management responsibilities, they work towards common purposes and give a high priority to improving educational provision and raising pupils' standards of achievement.
121. The school gives appropriate consideration to national and local priorities in its work programme and it co-operates effectively with several partnerships. It

has gained the Basic Skills Agency Quality Mark accreditation. It is working towards the accreditation of the third element of the Healthy Schools initiative and is preparing for the arrival of the Foundation Stage.

122. Thorough processes have been established for tracking the educational development of individual pupils. The targets set for them are challenging and give clear aims for pupils, teachers and parents as to the specific aspects upon which they should focus.
123. Performance management requirements are implemented thoroughly. The quality of the teaching is monitored regularly and there are appropriate arrangements for identifying and fulfilling the teachers' professional development needs. There are good links between the objectives set for the teachers and headteacher and the priorities contained in the School Development Plan.
124. Members of the governing body are well-informed about school priorities and they operate effectively in order to assist the headteacher in setting a strategic direction to the work of the school. They know the school well and are aware of the importance of their role as a critical friend to the headteacher, but they have not given sufficient attention to their monitoring and evaluation responsibilities. They undertake their statutory responsibilities thoroughly.

**Key question 6: How well do leaders and managers evaluate and improve quality and standards?**

**Grade 2: Good features and no important shortcomings**

125. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
126. The detailed self-evaluation arrangements give the school good quality information about its performance. The findings of the school in its self-evaluation report matched the judgement of the inspection team in all seven Key Questions.
127. The school makes use of a wide range of direct evidence that gives it good information about the quality of the teaching and learning and the standards achieved by pupils. Pupils' performance is analysed regularly and improvement targets are set for them. The school's performance is compared against local and national benchmarks and any trends that become apparent over a period of time are highlighted.
128. Although there is no formal school council, the voice of pupils features prominently in the development of the school. There are no formal arrangements for gathering parents' views about the quality of the educational provision.
129. The self-evaluation report presented by the school prior to the inspection is of good quality. A grade is awarded to the seven Key Questions and to the six

areas of learning inspected, the school's strengths are identified and priorities for future action are determined.

130. The school has made good progress since the last inspection and has addressed a considerable number of the Key Issues highlighted in the Report produced in 2000. The shortcomings identified in each subject are addressed in considerable detail, further improvement was seen in the quality of teaching and better support has been provided for the under-fives. Policies have been updated and curricular responsibilities have been allocated to staff in a more balanced manner. There remains more work to be done in terms of establishing a programme and policy for partnership with industry.
131. The quality of the process of planning for improvement is good. The information from the self-evaluations is used effectively to set priorities and targets in the School Development Plan. The plan contains clear steps for action together with success indicators, and it allocates responsibilities for supporting the priorities. At the end of each school year, a detailed evaluation is undertaken of the impact of the Development Plan on standards of achievement and on educational provision.

#### **Key question 7: How efficient are leaders and managers in using resources?**

##### **Grade 2: Good features and no important shortcomings**

132. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
133. Staffing levels are sufficient for the numbers of pupils on the school register. The teachers have an appropriate level of knowledge and experience to teach all aspects of the curriculum. They regularly update their knowledge by attending training sessions and by receiving support visits by officers and advisers of the Local Education Authority.
134. Effective use is made of teachers' expertise by exchanging classes to teach science and physical education.
135. The planning, preparation and assessment time allocated to teachers together with the non-contact period earmarked for the headteacher are used to very good effect by taking advantage of the expertise of the part-time teachers to teach music and art throughout the school and religious education in Key Stage 1. These arrangements contribute effectively to raising pupils' standards of achievement.
136. Pupils have access to appropriate learning materials that correspond to the requirements of their learning requirements. They are in good condition and are accessible for pupils' use. There is a very good supply of books and computers that engage pupils' interest and promote their investigative skills and their ability to work independently.

137. There is sufficient space in the classrooms to teach all areas of the National Curriculum. The classroom environment is enhanced by the tasteful and interesting displays.
138. School buildings are well maintained and are used effectively by teachers and pupils. The standard of cleanliness in the building is very high.
139. There is no designated outdoor play area for the under-fives and this restricts the practical experiences that can be provided for them.
140. The school's resources are managed effectively by the headteacher and the governing body and the school provides good value for money. There are careful budgetary arrangements that are based on an annual appraisal of the school's needs, budgetary changes are foreseen and there is careful planning in order to respond to them without adversely affecting the quality of educational provision. The school has an adequate supply of teaching resources and staff.

## **Standards achieved in subjects and areas of learning**

### **Welsh**

**Key Stage 1: Grade 3: Good features outweigh shortcomings**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

#### **Good features**

141. Pupils in Key Stage 1 listen well to stories and class presentations and a good number of them are eager to respond and contribute. Individuals express themselves clearly and intelligibly and Welsh learners make every effort to use the language.
142. The vast majority of pupils show an interest in books and a good number of them use appropriate strategies when coping with unfamiliar words. The most competent readers read with increasing fluency and are able to discuss their texts intelligently.
143. Pupils write for various purposes using simple, coherent sentences. A minority vary their sentence structure, punctuate correctly and exhibit appropriate mastery of spelling conventions.
144. The vast majority of pupils in Key Stage 2 listen attentively and respond appropriately in various situations. Individuals are able to express their opinions and ideas clearly in discussions and when talking to visitors. They offer unsolicited comments and modify their language for different purposes.
145. The pupils read carefully, paying attention to punctuation. There is a small number of good readers in every year who read fluently and meaningfully. They are aware of authors and poets from Wales and have an appropriate understanding of the difference between the work of an author and an

adapter. The majority know from which sources information can be obtained and their confidence in using dictionaries is developing appropriately.

146. When writing, they show an appropriate awareness of register and style and they use an appropriate range of forms when responding to various texts. They show a good awareness of some of the characteristics of poetry and work together effectively to create their own simple poems, offering original and interesting ideas.

### **Shortcomings**

147. In both key stages, pupils' expression is defective and individuals lack confidence when expressing themselves orally.
148. A number of pupils in every class do not read fluently. They seek to guess unfamiliar words rather than building them phonetically.
149. The writing of a number of pupils in Key Stage 1 is defective and lacking in ideas.
150. There are errors of spelling, mutation and syntax in the written work of a number of pupils in Key Stage 2. Little extended written work is produced by pupils in Year 5 and Year 6.

<b>Science</b>
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### **Key Stage 1 - Grade 2: Good features and no important shortcomings**

### **Key Stage 2 - Grade 2: Good features and no important shortcomings**

#### **Good features**

151. Pupils in Key Stage 1 are able to discover scientific information from various sources and they use the appropriate vocabulary to describe their work. They speak confidently about their work, respond to suggestions on how to discover things and are able to offer their own suggestions.
152. With their teacher's assistance, they conduct a good number of investigations. They understand the basic requirements of fair testing and are able to make sensible predictions of the possible results of their investigation. They use standard units to measure different sizes and record their findings in tabular and graphical formats.
153. A good number of pupils possess an appropriate knowledge and understanding of the programmes of study. Following their recent work, they have a good understanding of simple electrical circuits and of the effects of forces.
154. Pupils in Key Stage 2 collect information from sources such as text and information technology, and they present their work in a variety of formats, using relevant scientific vocabulary. They design their investigations in an orderly manner; they make accurate observations and measurements and communicate their findings effectively using text, diagrams, graphs and tables.

They come to a sensible conclusion on the basis of their observations and are able to offer a scientific explanation for what they have found.

155. Pupils have a good knowledge and understanding of all the programmes of study. They have a sound awareness of forces and their impacts and can describe in detail how materials can be changed. They recall prior learning, such as that on light and sound, in considerable detail.

### **Shortcomings**

156. Pupils in both key stages do not take sufficient advantage of information technology equipment and software in order to make detailed observations.
157. The ability of pupils in Y5 and Y6 to conduct investigations independently has not developed sufficiently.

## **History**

**Key Stage 1 - Grade 1: Good with outstanding features**

**Key Stage 2 - Grade 1: Good with outstanding features**

### **Outstanding features**

158. The historical enquiry skills of pupils in both key stages are one of the school's major strengths. The pupils ask and respond to historical questions in an appropriate and detailed manner and they make intelligent comparisons between different historical sources. By Key Stage 2, pupils are able to discuss in detail the significance of primary and secondary sources.
159. Pupils in both key stages make intelligent use of old and new artefacts in order to learn about the past. They are able to link these with the living practices of people in a given period.

### **Good features**

160. The awareness of Key Stage 1 pupils of the passage of time is good as they compare living conditions in the past with their own lives. They use appropriate vocabulary when talking about the past and are able to place events in their correct order. By Year 2, they are able to recognise certain differences between stories and genuine facts and have a basic understanding of cause and effect.
161. Pupils have a thorough knowledge of the historical characters they have studied and they convey their knowledge about them in various ways. They have a good understanding of everyday life in days gone by as they study the history of the Welsh people who emigrated to Patagonia.
162. Pupils in Key Stage 2 have a good knowledge of different historical periods and are able to place them in chronological order. They can effectively recall their prior learning and are able to compare features of the past and present in detail and discuss the living conditions of people in a given period.

163. When interpreting the past, they are able to differentiate between fact and opinion and they make effective use of information and communications technology in order to discover information.

### **Shortcomings**

164. There are no important shortcomings.

## **Music**

**Key Stage 1: Grade 3: Good features outweigh shortcomings**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### **Good features**

165. Pupils in both key stages sing a suitable variety of age-appropriate songs.
166. Pupils in Key Stage 1 have an appropriate understanding of different instruments and they use the correct vocabulary when discussing them. They play the instruments confidently when composing simple sequences. They are able to correctly repeat rhythm patterns and they use various sound sources with increasing confidence when composing their own rhythms.
167. Pupils are able to compose simple sequences of music using a number of different instruments in order to convey a particular atmosphere. After recording and performing their composition they are able to suggest ways of improving it. They make some use of musical terminology when describing the music and are able to express their views about it in simple terms.
168. Pupils in Key Stage 2 keep to the beat and repeat rhythms correctly when performing their compositions and they exhibit a good understanding of their work. They show a good understanding of the area as they evaluate their compositions and suggest ways of improving them.
169. They have an appropriate knowledge of famous composers including composers and performers from Wales. They are able to express their views when listening to music and describing some of its main elements.
170. A good number of pupils receive instrumental tuition. This makes a significant contribution to the development of their musical skills.

### **Shortcomings**

171. Pupils in both key stages display little control of pitch, breathing and phrasing in their singing.
172. In Key Stage 1, several pupils lack assuredness when using instruments.
173. The composition skills of pupils in both key stages have not been sufficiently extended.

## Physical education

**Key Stage 1 - Grade 1: Good with outstanding features**

**Key Stage 2 - Grade 1: Good with outstanding features**

### Outstanding features

174. Pupils in both key stages have a sound understanding of the relevant technical terms and they make effective use of the information gained to improve the quality of their work.
175. They have a thorough knowledge of the characteristics of basic gymnastics shapes and they use their knowledge to create high quality shapes.
176. In both key stages, pupils create sequences of interesting and ambitious shapes and they improve their performance through exercise.
177. The particular emphasis placed in Key Stage 2 on developing the pupils' ability to teach other leads to significant improvements in the standard of their work.

### Good features

178. Pupils of all ages work physically hard in their lessons and they know of the beneficial effects of physical exercise on the body. They listen attentively and follow the teacher's instructions in detail. They are able to design their movements appropriately, showing a good degree of imagination and creativity in their work.
179. Pupils in Key Stage 1 move in a disciplined manner, they exhibit increasing control of their bodies and their balancing skills are developing well.
180. Pupils in Key Stage 2 have a good awareness of the factors that promote high standards and they use their knowledge effectively to evaluate their own work and that of others.

### Shortcomings

181. There are no important shortcomings.

## Religious education

**Key Stage 1 - Grade 2: Good features and no important shortcomings**

**Key Stage 2 - Grade 1: Good with outstanding features**

### Outstanding feature

182. In Key Stage 2, pupils are particularly aware of the need to protect the environment and they discuss this with great maturity and good sense. They have their own personal views about the 'big questions' of religion.

### Good features

183. Pupils in both key stages have a good knowledge of stories from the Bible and stories from other religions and they know about stories relating to the Welsh religious tradition. They understand the significance of holy books; they are aware of the significance of prayer and compose their own simple prayers.
184. Pupils in Key Stage 1 express views effectively about issues such as care for others and friendship, and they are aware of the living conditions of people less fortunate than themselves.
185. Pupils are aware of the main religious festivals and they understand their significance. They can correctly describe the main characteristics and rituals of church and chapel and are able to compare them.
186. They confidently discuss places that are special to them and their understanding of the importance of pilgrimage to believers is good.
187. The visits to places of worship in the community add to pupils' knowledge and understanding of Christian practices. They discuss religious symbols well.

#### **Shortcomings**

188. Individuals in Key Stage 1 are uncertain when recollecting stories from the Bible.

### **School's response to the inspection**

The staff and governors of this school are of the view that the report is fair, positive and constructive, and that it reflects the good work of the school.

We take pride in the fact that the judgements of the inspection team concur with those of the school in each of the seven Key Questions. We feel that we know our school well and that our self-evaluation arrangements are sound and dependable.

The inspection was a developmental process and we undertook a professional dialogue with the inspectors. Opportunities were given to highlight all the school's strengths and the role of the nominee was a valuable element of the process.

The report highlighted very many good features at the school. It was noted that pupils' standards in their lessons and the quality of teaching were higher than Welsh Assembly Government targets and that children make good progress in striving to achieve their individual targets. It was also said that the children make good progress in the key skills and particularly so in their bilingual competence, and that their personal, social and moral development is good throughout the school.

It was reported that the breadth of pupils' experiences across the curriculum enables them to gain a range of skills that are valuable in terms of lifelong learning. We are proud that the inspectors have noted that the provision for presenting a programme of personal and social education, together with the quality of the partnership with parents, are outstanding.

We take great pride in the fact that the inspectors found that pupils' standards in history, physical education and religious education in Key Stage 2 are outstanding. We shall as schoolwork diligently to address the shortcomings identified in the other areas.

As staff, governors, parents and children, we take pride in our school. By conducting the self-evaluation, we had an opportunity to look objectively and in detail at all aspects of the life of the school. We found that the school has several good features but that others require further development. The findings of the inspection team have given a considerable boost to the confidence of teachers and governors at the school, particularly so with regard to our ability to monitor and evaluate our performance effectively.

We look forward to continuing to maintain and raise standards so that we can develop the school to its full potential, aiming at excellence in all aspects of the life and work of Ysgol Llanddona.

## Appendix A

### Basic information about the school

Name of school	Ysgol Gynradd Llanddona
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Llanddona Ynys Môn
Post-code	LL58 8TS
Telephone number	01248 810371
Headteacher	Mrs Bethan Wyn Jones
Date of appointment	October 1996
Chair of governors/ Appropriate authority	Mr Idris Jones
Reporting inspector	Wil Williams
Dates of inspection	24-26 Januray 2006

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2	4	6	8	3	9	7	9	48

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	2.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	4:1
Average class size, excluding nursery and special classes	14
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2005	85%	84%	94%
Summer 2005	76%	86%	96%
Autumn 2005	80%	92%	95%

Percentage of pupils entitled to free school meals	2%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

### National Curriculum Assessment Results: End of Key Stage 1

<b>National Curriculum Assessment KS1 Results 2005</b>	Number of pupils in Y2	5
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	60%	In Wales	80%

### National Curriculum Assessment Results: End of Key Stage 2

<b>National Curriculum Assessment KS2 Results 2005</b>	Number of pupils in Y6	7
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	57%	In Wales	72%

## Appendix D

### Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- fifteen lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- thirteen responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post inspection meetings with staff and governors.

## Appendix E

### Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr Wil Williams	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Science; history; physical education
Mrs Rhianwen Huws Roberts	Team	Key questions 2; 3; 4.	Welsh; music; religious education
Mr Wil Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

**School's Nominee:** Mrs Bethan W Jones

**Contractor:** Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

### Acknowledgement

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.