

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

**LLANDWROG VOLUNTARY  
CONTROLLED PRIMARY SCHOOL  
LLANDWROG  
CAERNARFON  
GWYNEDD  
LL54 5ST**

**School number: 661/3018**

**Date of inspection: 20-22 September 2005**

**by**

**Mr D M Cray  
Registered Inspector 92/16768**

**Date: 21 October 2005**

**Under Estyn contract number: T/017/05P**

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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 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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

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 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.

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## Context

### The nature of the provider

- 1 This is a rural, bilingual primary school located in the village of Llandwrog near the historic town of Caernarfon. It serves the village itself and its environs. The school was established over a century and a half ago and comes under the voluntary control of the Church in Wales. It is maintained by Gwynedd Local Education Authority. The pupils represent the full range of ability and their attainment varies greatly when first admitted to school. A good number of pupils come from professional backgrounds.
- 2 There are currently 65 pupils between 3 and 11 years of age on the school register, including seven nursery age children. They are admitted on a part-time basis in the September following their third birthday and on a full-time basis following their fourth birthday. Pupil numbers have increased considerably over the last five years.
- 3 Some five per cent of pupils are entitled to receive free school meals – a figure that is lower than county (12%) and national averages (19%). Seven pupils, (11%) are designated as having special educational needs. Three of these pupils have a statement of their needs.
- 4 Some 60% of pupils come from homes where Welsh is spoken as a first language and this is comparable to the situation at the time of the last inspection. The school follows the National Curriculum in Wales Welsh first language programme of study and it is adjudged that some 86% of pupils are now able to speak Welsh to first language standard.
- 5 The school was last inspected in November 1999. The headteacher has been in post since September 1998.

### The school's priorities and targets

- 6 The school's priorities and targets for 2005 – 2006 include:
  - Preparing a post-inspection action plan;
  - Establishing a system for Planning, Preparation and Assessment;
  - Further developing the ethos of the school;
  - Issues relating to health and safety.

## Summary

- 7 The inspection team agreed with the school's judgement in four of the seven key questions. Higher grades were awarded for key questions 2 and 4, and a lower grade for key question 7.

### Table of grades awarded

- 8 The inspection team adjudged the work of the school to be as follows:

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

### Standards

- 9 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	78%	--	--	--

- 10 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
- 11 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows:

Subjects	Key stage 1	Key stage 2
Welsh	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 1	Grade 1
History	Grade 2	Grade 2
Art	Grade 2	Grade 2
Religious education	Grade 1	Grade 1

- 12 The under-fives and pupils in both key stages succeed in their work, regardless of their ability or social or linguistic background. Pupils with special educational needs make progress that is good and sometimes very good, as they achieve the targets set for them.
- 13 The under-fives, together with the pupils in Key Stages 1 and 2 make good progress in the development of their communication and mathematical skills in a range of contexts across the curriculum. Their ability to use their information technology skills in different contexts is outstanding.
- 14 The development of pupils' bilingual skills is one of the school's strengths.
- 15 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in Key Stage 1 during recent years has ranged from being in the 25% best performing schools, to the 50% lowest, but above the 25% lowest. During the same period, in Key Stage 2, the school's performance has varied from being in the upper group to the 25% lowest performing.
- 16 The vast majority of pupils enjoy their lessons and engage enthusiastically in the different activities. They concentrate and persevere well, and develop their ability to work independently and together.
- 17 Almost without exception, pupils' behaviour is very good and they are aware of the school's expectations.
- 18 Levels of attendance at the school over the last three full terms are slightly below 94%, and those for the nursery children are considerably lower. There is room for improvement, and for the nursery children to attend on a more regular basis. Overall, pupils' punctuality is good.

### Quality of education and training

- 19 In the lessons observed, it was adjudged that the quality of teaching was as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
55%	45%	-	-	-

- 20 One of the main strengths of the school is the warm and happy working relationship that exists between the teachers and pupils. The teachers show respect towards the pupils and they support their learning through regular praise and encouragement.
- 21 The assessment procedures are systematic, manageable and useful. The teachers monitor and review the progress of individual pupils on a regular basis.

- 22 The quality of the annual reports to parents on the pupils' progress is very good and they conform to requirements. They give a clear picture of the pupil's curricular achievements as well as offering personal observations.
- 23 The learning experiences offered by the school are a particular feature and they fulfil pupils' needs very effectively. The curriculum is broad, balanced and is designed to ensure progression and continuity from one learning stage to the next. The curriculum conforms to statutory requirements. Very good attention is given to the requirements of the Cwricwlwm Cymreig.
- 24 The school's participation in a wide range of extra-curricular activities, during and outside school hours, is an outstanding feature.
- 25 The pupils' personal development, including their moral, social and cultural development, is nurtured to very good effect. The vicar of Llandwrog Church makes regular visits to the sessions of collective worship, and the school has very close links with the church.
- 26 The governing body, in consultation with the Diocesan Director of Education, chose to make its own arrangements for inspecting the pupils' spiritual development.
- 27 The partnership with parents is outstanding and they are very knowledgeable about the life and work of the school. The home-school agreement fulfils statutory requirements, but there are minor shortcomings in the information handbook for parents.
- 28 Pupils' awareness of the world of work and the workplace is developing well. Their entrepreneurial skills are developed very successfully by running the school fruit shop and selling a number of different products.
- 29 Appropriate attention is given to sustainability and global citizenship.
- 30 Outstanding care, guidance and support are provided for pupils and the school works hard to ensure that they all feel that they are respected and valued.
- 31 Although there is good co-operation between the school and the psychological service of the local education authority, the reports on pupils' assessments do not always arrive at the school within an acceptable period of time.
- 32 The School Council is developing very well and provides opportunities for pupils to discuss and voice any concerns and to offer any suggestions.
- 33 The school's system for identifying pupils with special educational needs is an outstanding feature of its work. The procedures and support programmes are managed very well and school policies conform to the Code of Practice.
- 34 Teachers ensure pupils adopt a positive attitude towards diversity and racial equality. They are deliberately promoted through school activities.

- 35 The school has clear procedures in terms of conducting risk assessments. There are some health and safety shortcomings to the building and site, to which the school has already drawn the attention of the local education authority.

### **Leadership and management**

- 36 The headteacher's leadership provides a clear sense of direction to the work of the school. She succeeds very effectively in co-ordinating the work of the teachers, support staff, the governing body and parents.
- 37 The governors know the school well and they undertake their management and legal responsibilities very effectively. They provide good support to the headteacher in guiding the strategic direction of the school.
- 38 The school fulfils its responsibilities in terms of teaching time requirements, but there are minor shortcomings in the annual report of the governing body to parents.
- 39 A culture of self-criticism has been firmly established at the school and it is well aware of its performance. The self-evaluation arrangements are comprehensive, systematic and based on a range of evidence, including the contribution of the School Council. The findings are used to make improvements and all members of the school community are committed to this.
- 40 The quality of the self-evaluation report submitted to the inspection team is good. It presents an accurate assessment of the school's strengths and of those areas that require further attention. It is firmly based on the agreed views of all relevant personnel.
- 41 The school has made good progress since the last inspection. The targets in the action plan that deal with the key issues identified in the last inspection have been addressed. There has been a considerable improvement in the standards of pupils' work.
- 42 The increase in numbers during recent years has created pressures in terms of accommodation. The toilet facilities are inadequate for the current number of pupils, and there are no designated disabled facilities, nor for the under-fives. The under-fives are regularly forced to move between their classroom and the hall for lessons and they do not have a designated play area separate from the rest of the school. The yard is far too small for the numbers currently registered and the numerous nooks and crannies require careful supervision during break times. During the inspection it was seen that there are considerable on-road parking problems at the beginning and end of the school day. This problem is exacerbated during those months when staff are prohibited from parking on the community-owned grassed area that borders the school site.

- 43 The quality of the displays throughout the school is an outstanding feature and they make a considerable contribution to creating a stimulating learning environment.
- 44 Financial management at the school is good, and the headteacher and governing body carefully supervise a tight budget. The school provides good value for money.

## **Recommendations**

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1: continue to maintain and build on the good or better standards achieved by pupils;
- R2: ensure that the appropriate agencies report punctually following the assessments conducted on pupils with special educational needs;
- R3: co-operate with the local education authority to resolve those problems relating to the school buildings and site;
- R4: ensure that the handbook for parents, together with the annual report of the governing body fulfil the requirements.

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

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

46 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	78%	--	--	--

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

48 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows:

Subjects	Key stage 1	Key stage 2
Welsh	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 1	Grade 1
History	Grade 2	Grade 2
Art	Grade 2	Grade 2
Religious education	Grade 1	Grade 1

49 The under-fives and pupils in both key stages succeed in their work, regardless of their ability or social or linguistic background. Pupils with special educational needs make progress that is good and sometimes very good, as they achieve the targets set for them.

50 The under-fives, together with the pupils in Key Stages 1 and 2 make good progress in the development of their communication and mathematical skills in a range of contexts across the curriculum. Their ability to use their information technology skills in different contexts is outstanding.

51 The development of pupils' bilingual skills is one of the school's strengths. In Key Stage 2, they come to be able to use their oral, reading and writing skills in both languages in a range of curricular contexts, changing from one language to another with ease.

52 In Key Stage 1 in 2005, according to teachers' assessments, 86% of pupils attained level 2 or above in the core subjects of Welsh, mathematics and science. In 2004 the figure was 100% (Wales 80%; Gwynedd 82%) and in 2003 it was 80% (Wales 79%; Gwynedd 79%). The school's results for 2005 were considerably higher than county and national averages (2004) in Welsh

and science, and were slightly lower in mathematics. There are no patterns of obvious differences in the performance of boys and girls.

- 53 In Key Stage 2 in 2005, according to teachers' assessments, 86% of pupils at the school attained level 4 or above in the core subjects of Welsh, English, mathematics and science. In 2004 it was 67% (Wales 72%; Gwynedd 76%) and in 2003 the figure was 100% (Wales 71%; Gwynedd 72%). The results for 2005 were higher than the county and national averages (2004) in all subjects. There are again no patterns of obvious differences in the performance of boys and girls in this key stage.
- 54 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in Key Stage 1 during recent years has ranged from being in the 25% best performing schools, to the 50% lowest, but above the 25% lowest. During the same period, in Key Stage 2, the school's performance has varied from being in the upper group to the 25% lowest performing.
- 55 The vast majority of pupils are aware of the strengths of their work and can explain what is required to make further improvement. A number of older pupils come to be able correct their work unassisted.
- 56 The vast majority of pupils enjoy their lessons and engage enthusiastically in the different activities. They concentrate and persevere well, and develop their ability to work independently and together.
- 57 Almost without exception, pupils' behaviour is very good and they are aware of the school's expectations. They are courteous and respectful, and respond positively and contribute to the homely and supportive atmosphere that has been generated by teachers. There are a few challenging individuals, but the teachers control this very small minority to very good effect.
- 58 Levels of attendance at the school over the last three full terms are slightly below 94%, and levels for the nursery children are considerably lower. There is room for improvement, and for the nursery children to attend on a more regular basis. Overall, pupils' punctuality is good.
- 59 Pupils in both key stages are aware of equal opportunity issues and they acknowledge and respect diversity and social and cultural traditions. These aspects are developed effectively within the school's citizenship programme.
- 60 The pupils are keenly aware of the community life of their locality and they make regular contributions to local events. They are familiar with aspects of the world of work through their local visits and links.

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

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

**Grade 1: Good with outstanding features**

61 The findings of the inspection team differ from the school's self-evaluation to the extent that the school awarded Grade 2 for this key question.

62 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
55%	45%	--	--	--

63 One of the main strengths of the school is the warm and happy working relationship that exists between the teachers and pupils. The teachers show respect towards the pupils and they support their learning through regular praise and encouragement.

64 The level of challenge and motivation in the tasks provided for pupils is appropriate in terms of their ability and understanding, and the teachers are particularly aware of the needs of individual pupils, including those with special educational needs. They deal with any challenging situations in a clear and fair manner.

65 The outstanding features to the teaching include:

- the respect shown to pupils by teachers in lessons;
- the natural way in which teachers convey their good values to pupils;
- the methods of differentiation that are employed;
- clear learning objectives, stimulating presentations and references to previous lessons. These features engage the pupils' interest from the outset and they build on their understanding;
- skilful questioning that challenges pupils to think, to continue to focus on their work and to reflect on what they have learned.

66 The good features to the teaching include:

- the use made of teaching strategies and resources that help to sustain pupils' interest; and
- stimulating tasks that motivate pupils to work at an appropriate pace.

67 The teachers possess a good knowledge of the subject areas. They plan their lessons appropriately, giving consideration to continuity and progression in learning.

68 Effective use is made of the classroom assistants in order to promote and support pupils' development.

69 The school makes equal provision and experiences for all pupils. Their linguistic needs are fully satisfied and the teachers' commitment to nurture and develop pupils' bilingual skills is an outstanding feature. They use good quality language, setting a good model.

- 70 The assessment procedures are systematic, manageable and useful. The teachers monitor and review the progress of individual pupils on a regular basis. Pupils' Progress Files succeed in offering a clear picture of their development during their time at school. The school analyses test and assessment results and uses them to inform the planning process.
- 71 Pupils' work is regularly marked and the practice of encouraging them to evaluate their work in order to promote self-assessment skills is developing gradually. The majority of pupils are aware of their personal targets.
- 72 The quality of the annual reports to parents on the pupils' progress is very good and they conform to requirements. They give a clear picture of the pupil's curricular achievements as well as offering personal observations. Parents receive opportunities to respond to the report and they are invited to discuss their children's education and progress on three occasions during the year.

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

**Grade 1: Good with outstanding features**

- 73 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 74 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
- 75 The learning experiences offered by the school are a particular feature and they fulfil pupils' needs very effectively. The curriculum is broad, balanced and is designed to ensure progression and continuity from one learning stage to the next. The curriculum conforms to statutory requirements.
- 76 The schemes of work are detailed and useful documents, and they contain very good provision for the development of pupils' basic and key skills.
- 77 The school's participation in a wide range of extra-curricular activities, during and outside school hours, is an outstanding feature. During the year a number of activities, educational visits and guest speakers such as artists, poets and local people have extended pupils' experiences and have greatly enhanced their learning. The pupils also benefit considerably from the school's links with nearby Parc Glynllifon.
- 78 The governing body, in consultation with the Diocesan Director of Education, chose to make its own arrangements for inspecting the pupils' spiritual development.
- 79 The pupils' personal development, including their moral, social and cultural development, is nurtured to very good effect. The vicar of Llandwrog Church

makes regular visits to the sessions of collective worship, and the school has very close links with the church.

- 80 The school fulfils the requirements of the Framework for Personal and Social Education, giving appropriate attention to all the relevant aspects, themes and skills. The school has a detailed and specific policy that lays the foundation for a programme of lessons and specific activities that are integrated within the cross-curricular themes.
- 81 The partnership with parents is outstanding, and during the pre-inspection consultation, the parents stated that they are entirely satisfied with the communication and relationship between the school and pupils' homes. Parents are very knowledgeable about the life and work of the school. They respond positively when engaged in fundraising for the school and offer practical support when required. The home-school agreement satisfies statutory requirements, but there are minor shortcomings in the information handbook to parents.
- 82 The pastoral transition arrangements to the secondary stage are organised effectively. The school has good partnerships with schools, colleges and the university at Bangor.
- 83 The school's numerous and varied links with the Church and the local community are an outstanding feature of the provision. The school considers itself to be a key element of the local community, and pupils make very regular contributions to local events and activities.
- 84 Pupils' awareness of the world of work and the workplace is developing well. Pupils' entrepreneurial skills are developed very effectively by running the school fruit shop and selling a number of different products.
- 85 The pupils' bilingual skills are developed to particularly good effect across the school. Their increasing ability to work in both languages is clearly apparent in all school activities. Very good attention is given to the requirements of the Cwricwlwm Cymreig.
- 86 Appropriate attention is given to sustainability and global citizenship. Attention is given to pollution problems and the school has a recycling scheme.

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

##### **Grade 1: Good with outstanding features**

- 87 The findings of the inspection team differ from the school's self-evaluation to the extent that the school awarded Grade 2 for this key question.
- 88 One of the strengths of the school is that it is a very close-knit community in which pupils feel happy and safe. The care, support and guidance provided for pupils are outstanding. The school has a positive ethos and it works hard to ensure that all pupils feel that they are respected and valued.

- 89 The school works effectively in partnership with parents and carers. Parents appreciate the fact that the headteacher and staff are friendly, approachable and are willing to listen at all times. The school presents data on pupil performance in innovative ways that help parents to understand it.
- 90 Although there is good co-operation between the school and the psychological service of the local education authority, the reports on pupils' assessments do not always arrive at the school within an acceptable period of time.
- 91 The school's admission procedures ensure that new pupils are well received and welcomed by their fellow pupils and staff in order to help them to settle in easily at school. The newcomers to Key Stage 2, who do not speak Welsh, are given the opportunity to spend a period of time in a language unit.
- 92 The teachers know their pupils well and pupils are happy to approach them for support and guidance. The School Council is developing very well and provides opportunities for pupils to discuss and voice any concerns and to offer any suggestions. Appropriate attention is given to sex education, substance misuse and other social and health-related issues.
- 93 The school strives to improve attendance levels and it has effective methods for monitoring them. The school's registration system conforms to the requirements of National Assembly for Wales Circular 3/99.
- 94 The school has very high expectations in relation to pupils' behaviour and they are communicated very well. The school has adopted a new behaviour scheme that is having a very positive impact.
- 95 The child protection policy and guidelines are effectively documented and all members of staff together with the designated governor are aware of the procedures.
- 96 The school's system for identifying pupils with special educational needs is an outstanding feature of its work. The procedures and support programmes are managed very well and school policies conform to the Code of Practice. The pupils' individual education plans are of high quality and are carefully monitored and regularly reviewed. The special educational needs co-ordinator, the classroom teachers and support assistants all work effectively together in order to provide a sound learning structure for pupils. The school provides full access to the curriculum, and pupils are integrated very well.
- 97 The school has a policy that is effectively implemented in order to monitor and respond to any discriminatory behaviour or harassment.
- 98 The school conforms in full with its policy on equal opportunities, and the quality of fairness and equal opportunities for all support the work, and pupils feel that they are an important part of it. These are outstanding features.
- 99 The teachers ensure that pupils adopt a positive attitude towards diversity and racial equality. They are deliberately promoted through school activities.

- 100 The school has clear procedures in respect of conducting risk assessments. There are some health and safety shortcomings to the building and site, to which the school has already drawn the attention of the local education authority. The school has produced a draft accessibility plan according to the requirements of the Special Needs and Disability Act 2001 and it ensures that no pupil is treated less favourably. Fire drills are held on a regular basis and are appropriately documented.

## **Leadership and management**

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

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

- 101 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 102 The headteacher's leadership provides a clear sense of direction to the work of the school. She succeeds very effectively in co-ordinating the work of the teachers, support staff, the governing body and parents.
- 103 Agreed aims and values are well reflected in the work and ethos of the school. Equality and opportunities for all to contribute to the shared purpose and direction of the school are promoted.
- 104 There is a wide range of clear management and curricular policies in place. However, there is room to produce a more specific programme to be reviewed over time.
- 105 Good consideration is given to National Assembly for Wales priorities, together with targets that are linked to the Gwynedd Education Strategic Plan when planning for the development of the school.
- 106 The school has gained the Basic Skills Agency Quality Mark accreditation for the second time.
- 107 An effective system has been established to set targets for improvement. Overall, the whole-school targets set are achievable and realistic.
- 108 Appropriate performance management arrangements have been established in order to promote teachers' continuous professional development and to raise standards.
- 109 The headteacher has attended leadership courses that have facilitated her professional development and her ability to provide whole-school leadership.
- 110 There are good arrangements in place to fulfil teacher workload requirements.

- 111 The governors know the school well and they undertake their management and legal responsibilities very effectively. They have a range of backgrounds and expertise, and the school makes good use of this. Individual members have been allocated responsibility for supervising specific areas of the curriculum and they have a good awareness of the school's performance, and those factors that impact upon this. They provide good support to the headteacher in guiding the strategic direction of the school.
- 112 The school fulfils its responsibilities in terms of teaching time requirements, but there are minor shortcomings in the annual report of the governing body to parents.

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

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

- 113 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 114 A culture of self-criticism has been firmly established at the school and it is well aware of its performance. The self-evaluation arrangements are comprehensive, systematic and based on a range of evidence, including the contribution of the School Council. The findings are used to make improvements and all members of the school community are committed to this.
- 115 Data is analysed effectively and there is a good level of awareness of how the school is performing in a county and national context.
- 116 The school has set rolling targets according to National Assembly for Wales requirements. They are based on a sound knowledge of pupils' abilities.
- 117 The monitoring programme gives good attention to issues relating to the quality of provision together with the standards achieved by pupils across all subjects. Within the records kept, there is room to provide greater clarity with respect to the outcomes in relation to the quality of teaching.
- 118 The governing body receives copies of monitoring reports and is given ample opportunities to discuss them.
- 119 The quality of the self-evaluation report submitted to the inspection team is good. It presents an accurate assessment of the school's strengths and of those areas that require further attention. It is firmly based on the agreed views of all relevant personnel.
- 120 The school development plan is an useful document that provides strategic direction to the work of the school. It notes the expected outcomes, together with details of implementation responsibilities and the resources required to

support the developments. However, there is room to strengthen the link between it and the issues resulting from the school's monitoring programme.

- 121 The inspection team matched the school's judgement in four of the seven key questions. Higher grades were awarded for key questions 2 and 4, and a lower grade for key question 7.
- 122 The school has made good progress since the last inspection. The targets in the action plan that deal with the key issues identified in the last inspection have been addressed. There has been a considerable improvement in the standards of pupils' work.

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

#### **Grade 3: Good features outweigh shortcomings**

- 123 The findings of the inspection team differ from the school's self-evaluation to the extent that the school awarded Grade 2 for this key question.
- 124 The number of teaching staff is adequate and provides a favourable pupil: teacher ratio. They are all suitably qualified in order to undertake their responsibilities. Very good use is made of the nursery assistant, together with the classroom assistants, and they work very effectively with the teachers.
- 125 The human resources are further enhanced through the contributions of others, such as the specialist music teachers. These arrangements have a positive impact on pupils' experiences.
- 126 The job descriptions provided for all members of staff give a clear outline of their responsibilities, including the subjects for which they are responsible. The teachers undertake their monitoring responsibilities effectively.
- 127 The school has a good supply of resources for the age range of pupils and they are also of good quality. There is a good supply of computers and the one interactive whiteboard is used regularly by pupils and adults alike. The school is currently engaged in collecting funds to purchase an additional whiteboard.
- 128 The pupils benefit from the contributions of visitors who share their experiences and from educational visits that enhance their learning.
- 129 The increase in numbers during recent years has created pressures in terms of accommodation. The toilet facilities are inadequate for the current number of pupils, and there are no designated disabled facilities, nor for the under-fives. The under-fives are regularly forced to move between their classroom and the hall for lessons and they do not have a designated play area separate from the rest of the school. The yard is far too small for the numbers currently registered and the numerous nooks and crannies require careful supervision during break times. During the inspection it was seen that there are considerable on-road parking problems at the beginning and end of the school

day. This problem is exacerbated during those months when staff are prohibited from parking on the community-owned grassed area that borders the school site.

- 130 The quality of the displays throughout the school is an outstanding feature, and they make a considerable contribution to creating a stimulating learning environment.
- 131 Financial management at the school is good, and the headteacher and governing body carefully supervise a tight budget. The school provides good value for money.

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

### **Welsh**

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

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

#### **Good features**

- 132 Pupils in both key stages exhibit the ability to listen attentively to teachers' presentations and to each other's contributions. They make sound progress in their oral skills. The majority of pupils speak clearly, using a rich vocabulary.
- 133 In Key Stage 1, pupils make regular progress in their mastery of different aspects of the reading process. Overall, they read expressively, using their phonic knowledge in order to build unfamiliar words.
- 134 They learn effectively about the fundamentals of writing including some punctuation conventions. They use a range of syntax when writing purposefully for personal and factual purposes. They exhibit an increasing understanding of the characteristics and structure of a story.
- 135 In Key Stage 2, the pupils' ability to read fluently and meaningfully grows as they familiarise themselves with a broader range of fiction and non-fiction texts. They use a range of sources in order to discover information. They are able to recognise the author and publisher of a book as they read the information on the cover, and they understand that each book has a unique reference number.
- 136 Pupils come to be able to write in extended fashion in a range of styles. They exhibit good mastery of verbal forms, syntax, mutations, paragraphing and the use of quotation marks. Some of the older pupils conduct effective self-assessments of their own work.

#### **Shortcomings**

- 137 The development of pupils' handwriting across the key stages is uneven.

## Science

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

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

### Good features

- 138 In Key Stage 1, pupils are able to correctly name different parts of a plant and they know that it requires light in order to grow strong and healthy.
- 139 They are knowledgeable about the seasonal cycle and signs of Autumn, such as the summer flowers withering and leaves falling. They are also aware that certain animals hibernate throughout the winter.
- 140 They make good progress in their understanding of the different kinds of foods that help people to stay healthy.
- 141 They have a sound grasp of the characteristics of various materials and know that they can be changed. It was seen that the pupils' scientific enquiry skills are developing well as a result of this work. They predict, measure and record their findings correctly.
- 142 In Key Stage 2, by studying the local environment, the pupils have gained a good awareness of the functions of different parts of plants. They use a good range of terms in the correct context as they explain the life processes of plants. They are able to effectively plan a scientific investigation.
- 143 From their previous work, it was seen that the pupils have investigated with great thoroughness the impact of physical exercise on the pulse and have also studied shadows. This work was completed systematically and they presented their findings correctly and in a range of appropriate methods.
- 144 They have a very sound understanding of the planets in the Solar System.

### Shortcomings

- 145 There are no significant shortcomings.

## Information technology

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

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

### Outstanding features

- 146 In Key Stages 1 and 2, the pupils exhibit outstanding skills as they use a wide range of tools to create artwork on screen. The work completed by pupils in Key Stage 1 on Dinas Dinlle and those in Key Stage 2 on portraying stories and their characters, is very impressive.

### Good features

- 147 In Key Stage 1, the pupils exhibit good word processing skills. By year 2, a number can work with a good degree of independence requiring little or no support.

- 148 They make good progress in their work on data. They are able to collect and input information about the colour of eyes and hair, and can present it effectively in graphical format.
- 149 The pupils' Modelling work is developing well as they use the Floor Turtle and move through the pages of multi-media packs.
- 150 In Key Stage 2, the pupils make confident use of the word processor as they present work to fulfil the needs of different audiences.
- 151 Older pupils are able to use multi-media sources to give high quality presentations to their peers that are based on their class projects or personal interests.
- 152 They make good use of CD-Roms and the Internet when undertaking research work. Their ability to use a digital camera and e-mail is also developing well.
- 153 They make good progress when using their Modelling skills to create Logo procedures and keeping a record of the sales of the school fruit shop on a spreadsheet.

### **Shortcomings**

- 154 There are no significant shortcomings.

<b>History</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**

- 155 In Key Stage 1, pupils have a good understanding of chronology. They make correct use of commonplace words and phrases relating to the passage of time.
- 156 By looking at photographic evidence, they are able to differentiate between old and new in farming implements. They have a good grasp of the way in which farming and harvesting practices have changed over time.
- 157 They know the history of heroes such as Dic Evans, Moelfre, and how the lifeboat service has changed over time. They use role-play as an effective medium to convey their knowledge and understanding.
- 158 Pupils in Key Stage 2 have a good understanding of the chronology of key historical periods and they make correct use of conventions relating to the passage of time.
- 159 They make effective use of historical evidence such as old photographs and census material to build up a picture of life at Plas Glynllifon and the locality.

- 160 They are well-informed about some of the main characteristics of Celtic society in the Iron Age.
- 161 By studying and interpreting various sources, pupils become aware of some of the main facts and effects of the Second World War.
- 162 They have an open mind about historical events and appreciate that the past is interpreted in a number of different ways.

### **Shortcomings**

- 163 There are no significant shortcomings.

## **Art**

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

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

### **Good features**

- 164 In both key stages, pupils exhibit the ability to use a wide range of media and techniques to produce work of a consistently good standard. They are familiar with working with resident artists and have produced several pieces as a whole school, that are displayed in public places within the building. Increasing use is made of computerised art across the school.
- 165 Pupils are familiar with researching the work of artists before seeking to reproduce the effects. They exhibit a sound awareness of a number of artistic elements such as line, tone and texture from a very early age. They are able to observe objects and sketch them creatively in various media. Their ability to evaluate their work is developing well.
- 166 In Key Stage 1, pupils have a good understanding of colour. They realise that mixing different colours produces a new colour.
- 167 In Key Stage 2, pupils have a developing understanding of artists from Wales. By using a range of media and emulating the style of the artist, they have produced a number of high quality pieces.

### **Shortcomings**

- 168 There are no significant shortcomings.

## **Religious education**

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

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

### **Outstanding features**

- 169 In Key Stage 1, pupils have an outstanding awareness that the Bible is a special book for Christians and they are able to tell a number of stories about

Jesus, as well as some relating to the religious tradition of Wales such as Saint David and Mari Jones.

- 170 In Key Stage 2, pupils have an outstanding awareness of different religions other than Christianity. They are able to compare them, referring to the different buildings, practices and the various physical positions adopted by different religions during prayer.

**Good features**

- 171 Pupils in Key Stage 1 have a sound knowledge of special services. Their visit to the local church for the baptismal service of *Awel Haf* has given them a particular understanding, not only of that service, but also of the main features of the building. They also know about other religions, such as Judaism, and about the use made of the Torah.
- 172 They understand the meaning of prayer as part of worship and are able to create their own prayers to good effect.
- 173 In Key Stage 2, the pupils understand the importance of reflection and of being tolerant of different religions and cultures. They are able to write purposeful prayers for various purposes, such as Thanksgiving.

**Shortcomings**

- 174 There are no significant shortcomings.

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

As a school we are very proud of the inspection findings, that are evidence of the commitment, diligence and professionalism of all members of staff and of the hard work of the children.

We are all proud that the quality of teaching has been adjudged to be very good with outstanding features, that the learning experiences offered at the school are an outstanding feature and that they fulfil pupils' needs to very good effect.

The report also acknowledges that Ysgol Llandwrog is a close-knit, happy and safe community and that it provides outstanding care, support and guidance for its pupils.

It was also pleasing to receive confirmation of the outstanding relationship with parents.

We wish to extend our thanks to the Inspection Team for their professionalism and courtesy.

It was a highly positive experience for us as a school and will be hugely beneficial as we move forward to the future.

We shall produce an action plan and co-operate closely with the Local Education Authority to resolve those problems relating to the school buildings and site. The plan will be shared with parents and the annual report of the governing body will report on the progress made.

## Appendix A

### Basic information about the school

Name of school	Llandwrog Primary School
School type	Voluntary Controlled
Age-range of pupils	3-11 years
Address of school	Llandwrog Caernarfon Gwynedd
Post-code	LL54 5ST
Telephone number	(01286) 8830223
Headteacher	Mrs T A Richardson Jones
Date of appointment	September 1998
Chair of governors/ Appropriate authority	Mrs Bethan Jones
Reporting inspector	Mr D M Cray
Dates of inspection	20-22 September 2005

## 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	3.5	12	13	9	7	7	6	4	61.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.9:1
Pupil: adult (fte) ratio in nursery classes	7:1
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2005	75.1%	94.5%	94.1%
Spring 2005	78.1%	93.4%	90.6%
Autumn 2004	82%	95.3%	95.7%

Percentage of pupils entitled to free school meals	5.3%
Number of pupils excluded during 12 months prior to inspection	1

## Appendix C

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

<b>National Curriculum Assessment KS1 Results 2005</b>	Number of pupils in Y2	7
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	86%	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	86%	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:

- twenty two 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;
- twenty-two 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 D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Science; information technology; history
Mr H Watkins	Team	Key questions 2; 3; 4.	Welsh; art; religious education
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	
Mrs T Jones	School's Nominee		

**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.

## SUMMARY REPORT ON THE INSPECTION OF YSGOL LLANDWROG

Crown Copyright 2005. This Report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in any misleading context. The material must be acknowledged as Crown copyright and the title of the Report specified. Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Ysgol Llandwrog was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Ysgol Llandwrog took place between 20-22 September 2005. An independent team of inspectors, led by Mr Martin Cray 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 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.

## Summary

The inspection team agreed with the school's judgement in four of the seven key questions. Higher grades were awarded for key questions 2 and 4, and a lower grade for key question 7.

### Table of grades awarded

The inspection team adjudged the work of the school to be as follows:

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

### Standards

Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	78%	--	--	--

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

In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows:

<b>Subjects</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 1	Grade 1
History	Grade 2	Grade 2
Art	Grade 2	Grade 2
Religious education	Grade 1	Grade 1

The under-fives and pupils in both key stages succeed in their work, regardless of their ability or social or linguistic background. Pupils with special educational needs make progress that is good and sometimes very good, as they achieve the targets set for them.

The under-fives, together with the pupils in Key Stages 1 and 2 make good progress in the development of their communication and mathematical skills in a range of contexts across the curriculum. Their ability to use their information technology skills in different contexts is outstanding.

The development of pupils' bilingual skills is one of the school's strengths.

In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in Key Stage 1 during recent years has ranged from being in the 25% best performing schools, to the 50% lowest, but above the 25% lowest. During the same period, in Key Stage 2, the school's performance has varied from being in the upper group to the 25% lowest performing.

The vast majority of pupils enjoy their lessons and engage enthusiastically in the different activities. They concentrate and persevere well, and develop their ability to work independently and together.

Almost without exception, pupils' behaviour is very good and they are aware of the school's expectations.

Levels of attendance at the school over the last three full terms are slightly below 94%, and those for the nursery children are considerably lower. There is room for improvement, and for the nursery children to attend on a more regular basis. Overall, pupils' punctuality is good.

### **Quality of education and training**

In the lessons observed, it was adjudged that the quality of teaching was as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
55%	45%	-	-	-

One of the main strengths of the school is the warm and happy working relationship that exists between the teachers and pupils. The teachers show respect towards the pupils and they support their learning through regular praise and encouragement.

The assessment procedures are systematic, manageable and useful. The teachers monitor and review the progress of individual pupils on a regular basis.

The quality of the annual reports to parents on the pupils' progress is very good and they conform to requirements. They give a clear picture of the pupil's curricular achievements as well as offering personal observations.

The learning experiences offered by the school are a particular feature and they fulfil pupils' needs very effectively. The curriculum is broad, balanced and is designed to ensure progression and continuity from one learning stage to the next. The curriculum conforms to statutory requirements. Very good attention is given to the requirements of the Cwricwlwm Cymreig.

The school's participation in a wide range of extra-curricular activities, during and outside school hours, is an outstanding feature.

The pupils' personal development, including their moral, social and cultural development, is nurtured to very good effect. The vicar of Llandwrog Church makes regular visits to the sessions of collective worship, and the school has very close links with the church.

The governing body, in consultation with the Diocesan Director of Education, chose to make its own arrangements for inspecting the pupils' spiritual development.

The partnership with parents is outstanding and they are very knowledgeable about the life and work of the school. The home-school agreement fulfils statutory requirements, but there are minor shortcomings in the information handbook for parents.

Pupils' awareness of the world of work and the workplace is developing well. Their entrepreneurial skills are developed very successfully by running the school fruit shop and selling a number of different products.

Appropriate attention is given to sustainability and global citizenship.

Outstanding care, guidance and support are provided for pupils and the school works hard to ensure that they all feel that they are respected and valued.

Although there is good co-operation between the school and the psychological service of the local education authority, the reports on pupils' assessments do not always arrive at the school within an acceptable period of time.

The School Council is developing very well and provides opportunities for pupils to discuss and voice any concerns and to offer any suggestions.

The school's system for identifying pupils with special educational needs is an outstanding feature of its work. The procedures and support programmes are managed very well and school policies conform to the Code of Practice.

Teachers ensure pupils adopt a positive attitude towards diversity and racial equality. They are deliberately promoted through school activities.

The school has clear procedures in terms of conducting risk assessments. There are some health and safety shortcomings to the building and site, to which the school has already drawn the attention of the local education authority.

### **Leadership and management**

The headteacher's leadership provides a clear sense of direction to the work of the school. She succeeds very effectively in co-ordinating the work of the teachers, support staff, the governing body and parents.

The governors know the school well and they undertake their management and legal responsibilities very effectively. They provide good support to the headteacher in guiding the strategic direction of the school.

The school fulfils its responsibilities in terms of teaching time requirements, but there are minor shortcomings in the annual report of the governing body to parents.

A culture of self-criticism has been firmly established at the school and it is well aware of its performance. The self-evaluation arrangements are comprehensive, systematic and based on a range of evidence, including the contribution of the School Council. The findings are used to make improvements and all members of the school community are committed to this.

The quality of the self-evaluation report submitted to the inspection team is good. It presents an accurate assessment of the school's strengths and of those areas that require further attention. It is firmly based on the agreed views of all relevant personnel.

The school has made good progress since the last inspection. The targets in the action plan that deal with the key issues identified in the last inspection have been addressed. There has been a considerable improvement in the standards of pupils' work.

The increase in numbers during recent years has created pressures in terms of accommodation. The toilet facilities are inadequate for the current number of pupils, and there are no designated disabled facilities, nor for the under-fives.

The under-fives are regularly forced to move between their classroom and the hall for lessons and they do not have a designated play area separate from the rest of the school. The yard is far too small for the numbers currently registered and the numerous nooks and crannies require careful supervision during break times. During the inspection it was seen that there are considerable on-road parking problems at the beginning and end of the school day. This problem is exacerbated during those months when staff are prohibited from parking on the community-owned grassed area that borders the school site.

The quality of the displays throughout the school is an outstanding feature and they make a considerable contribution to creating a stimulating learning environment.

Financial management at the school is good, and the headteacher and governing body carefully supervise a tight budget. The school provides good value for money.

### **Recommendations**

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1: continue to maintain and build on the good or better standards achieved by pupils;
- R2: ensure that the appropriate agencies report punctually following the assessments conducted on pupils with special educational needs;
- R3: co-operate with the local education authority to resolve those problems relating to the school buildings and site;
- R4: ensure that the handbook for parents, together with the annual report of the governing body fulfil the requirements.

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.

**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.**