

**Inspection under Section 28 of the
Education Act 2005**

**Ysgol Glanadda
Caernarfon Road
Bangor
Gwynedd
LL57 4SG**

School Number: 6612051

Date of Inspection: 13/03/07

by

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Ysgol Glanadda 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 Glanadda took place between 13/03/07 and 15/03/07. An independent team of inspectors, led by David 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:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	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 nursery schools, 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

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Context

The nature of the provider

- 1 Ysgol Iau Glanadda serves the urban area on the western outskirts of the city of Bangor and is maintained by Gwynedd Local Education Authority. The information provided to the inspectors prior to the inspection indicates that approximately half the catchment area is deprived and that the other half is not particularly prosperous.
- 2 There are currently 59 pupils between 7 and 11 years of age on the register, and a further six in an unit for pupils with additional learning needs located on the school campus. The pupils transfer from Ysgol y Babanod, Coedmawr, on completion of their Key Stage 1 education. Over the years, there has been a reduction in pupil numbers.
- 3 Approximately 30% of pupils are entitled to receive free school meals – a figure that is considerably higher than county (13.8%) and national (19%) averages. Thirty two pupils, (49%), including four statemented pupils, are designated as having additional learning needs. This figure is again considerably higher than county and national averages.
- 4 Only some two per cent of pupils come from homes where Welsh is spoken as a first language. The school follows the National Curriculum in Wales Welsh first language programme of study.
- 5 The school was last inspected in February 2001. The teaching staff have been at the school since before the last inspection, but the headteacher took up her temporary post in September 2006. She also acts as temporary headteacher at Ysgol Babanod Coedmawr whilst the future of both schools is considered.

The school's priorities and targets

- 6 The school's priorities and targets for 2006 – 2007 include:
 - Raise oracy standards in Welsh.
 - Raise spelling standards in English.
 - Make full use of information and communications technology.
 - Establish better links between Key Stage 1 and Key Stage 2.
 - Make full use of the 'Raise' grant to improve standards.

Summary

- 7 The findings of the inspection team match the school's judgements in four of the seven Key Questions (Key Questions 2, 3, 4 and 7). In the remaining Key Questions, the grades awarded by the inspection team were lower than those of the school itself.

Table of grades awarded

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

Key question	Inspection grade
1 How well do learners achieve?	3
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?	3
6 How well do learners and managers evaluate and improve quality and standards?	3
7 How efficient are leaders and managers in using resources?	2

Standards

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	53%	47%	--	--

- 10 The standards achieved by pupils in the lessons inspected are higher than the Welsh Assembly Government target for 2007 that 98% of lessons should be at least Grade 3, but lower than the target that 65% should be Grades 1 and 2.
- 11 In Key Stage 2, in the subjects inspected the standards achieved are as follows:

Subjects	Key Stage 2
Welsh	Grade 3
Mathematics	Grade 3
Design and technology	Grade 2
Art	Grade 3
Music	Grade 2
Religious education	Grade 3

- 12 Overall, the pupils make good use of their communication and mathematical skills in various contexts across the curriculum. The use they make of their information technology skills for various curricular purposes is limited.
- 13 Although the pupils' bilingual competence shows progress, some lack confidence, particularly so the older pupils, when using Welsh across the entire range of the curriculum.
- 14 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, it was seen that, with the exception of 2006, the school's performance was in the main within the lower 50% group of schools.
- 15 In general, the pupils' personal, social and learning skills are developing well. The way in which the pupils within the unit for additional learning needs develop these skills is a particularly good feature.
- 16 The pupils' behaviour is consistently good. They respect the other pupils and adults around them and display a high measure of self-discipline.
- 17 In the three full terms prior to the inspection, the pupils' average level of attendance was slightly above 94%.

The quality of education and training

- 18 The standards achieved in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	65%	22%	--	--

- 19 The above percentages are slightly lower than the all Wales statistics for the year 2005-2006 (Annual Report of Her Majesty's Chief Inspector), in which grades 1 and 2 were awarded in 79% of lessons.
- 20 Overall, the quality of the assessment and recording procedures is good. A programme of standardised tests is regularly administered, and the teachers undertake continuous in-class assessments.
- 21 The school has recently introduced a code for marking pupils' work, but to date it has not been adopted across the school.
- 22 The school provides equal access to a curriculum that is flexible, broad and balanced enough to fulfil the needs and interests of all pupils. It fulfils the statutory requirements.
- 23 The overall quality of the schemes of work for the subject areas and the religious education syllabus is good and the majority offer appropriate guidance to teachers. Following the re-organisation of classes, the teachers have begun to revise the schemes of work to reflect the needs of the current position.

- 24 The pupils' spiritual, moral, social and cultural development is promoted effectively.
- 25 Overall, appropriate attention is given to the Welsh dimension and pupils' awareness of their culture and heritage is promoted through various curricular areas such as history and music. However, there is room to develop this further within the programme of work for art.
- 26 The school strives hard to develop its links with parents. There is clear and regular communication about events, and recent developments such as the production of a calendar of events in collaboration with Ysgol Coedmawr is an example of good innovation. The school handbook is of good quality, but it does not contain all the required information for admitting and providing for pupils with disabilities.
- 27 There are good links with neighbouring schools and close co-operation with local colleges. The partnership between the school and the community is developing effectively.
- 28 The school has some links with the world of business, but there is room to further strengthen this aspect in order to promote the pupils' work-related education. The same is also true of their enterprise skills.
- 29 The provision for developing the pupils' personal and social education is good. There is an active programme that is effectively linked with the termly thematic work.
- 30 The quality of care, support and guidance given to learners is good. The school is a community in which pupils are respected and valued.
- 31 The arrangements for monitoring pupils' behaviour and progress are very effective.
- 32 The policy and procedures for child protection are known to all and are clearly stated in school documentation. The arrangements reflect the all Wales statutory requirements and staff have received appropriate training.
- 33 The quality of provision for pupils with additional learning needs is good and it fulfils the requirements of the Code of Practice. The support provided in class, and within the group funded through the RAISE scheme (Raise the Standards of Attainment and Educational Standards of Individuals in Wales) is sound, and it helps pupils to achieve the targets identified in the individual education plans.
- 34 The pupils in the additional learning needs unit receive stimulating experiences that ensure that they make good progress.
- 35 The individual education plans contain a sensible range of relevant targets. Regular reviews are conducted, but the evaluations undertaken do not provide sufficiently clear guidance as to the next steps to be taken.

Leadership and management

- 36 The inspectors are of the view that the headteacher provides positive leadership that gives a clear sense of direction to the work of the school and promotes improvements. However, although much has been achieved in a short period, her efforts as yet have not had sufficient opportunity to influence the standards achieved.
- 37 Members of the governing body reflect a range of backgrounds, and their experience is beneficial to the school. All members are happy to work with the headteacher, who, through her reports, ensures that they receive regular updates on management and curricular issues. However, not enough emphasis has been placed on their monitoring responsibilities.
- 38 Although the school has prepared and implemented a self-evaluation timetable for past years, it was seen that the monitoring work has slipped for a time, and as a result the school has until recently failed to identify needs, such as a lack of computer hardware and the need to develop pupils' key skills in information technology.
- 39 Under the leadership of the new headteacher, a thorough audit has been undertaken of the school's position and this work has been crucial in gaining a better understanding of its needs.
- 40 The school development plan contains a number of priorities that reflect very well the outcomes of the self-evaluation exercise and they provide a sound basis for shaping the future direction of the school and for securing improvements.
- 41 The self-evaluation report presented to the inspectors provides a useful overview of the school's position. It contains judgements on all aspects of the inspection, identifying the school's strengths together with those that require further development.
- 42 Although the school has made good progress in addressing the vast majority of key issues highlighted in the 2001 report, the work of raising standards remains a priority.
- 43 Staffing levels at the school are appropriate and all teachers are suitably qualified to fulfil pupils' needs. They update their skills and knowledge by attending various training sessions.
- 44 Effective use is made of teacher expertise in areas such as music and design and technology.
- 45 Resources are provided in accordance with the priorities in the school development plan, and overall the school provides value for money.

Recommendations

- R1 Raise standards by addressing the shortcomings identified in the subject section of this report, and ensure that pupils regularly develop their information technology skills across the curriculum.
- R2 Continue to give attention to the development of pupils' bilingual skills.
- R3 Ensure that the marking code adopted by the school is implemented.
- R4 Ensure that the evaluations of pupils' individual education plans provide sufficient guidance for the next steps in their learning.
- R5 Give regular attention to the evaluation of standards and whole-school aspects, ensuring the full participation of staff and governors.
- R6 Fulfil the requirements with regard to the content of the school handbook.

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 3: Good features outweigh shortcomings

46 The findings of the inspection team differ from the school's judgement in its self-evaluation report. Although there are good features to the standards achieved by pupils, they do not sufficiently outweigh the shortcomings so as to allow the inspectors to award a grade higher than 3.

47 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	53%	47%	--	--

48 The standards achieved by pupils in the lessons inspected are higher than the Welsh Assembly Government target for 2007 that 98% of lessons should be at least Grade 3, but lower than the target that 65% should be Grades 1 and 2.

49 In Key Stage 2, in the subjects inspected the standards achieved are as follows.

Subjects	Key Stage 2
Welsh	Grade 3
Mathematics	Grade 3
Design and technology	Grade 2
Art	Grade 3
Music	Grade 2
Religious education	Grade 3

- 50 In general, the pupils, including those with additional learning needs, succeed in their work, regardless of their ability or social or linguistic background.
- 51 Overall, the pupils make good use of their communication and mathematical skills in various contexts across the curriculum. The use they make of their information technology skills for various curricular purposes is limited.
- 52 Although the pupils' bilingual competence shows progress, some lack confidence, particularly so the older pupils, when using Welsh across the entire range of the curriculum.
- 53 In Key Stage 2 in 2006, according to teacher assessments, 82.4% of pupils at the school attained level 4 or above, in the core subjects of Welsh, English, mathematics and science. In 2005 it was 66.7% (Wales 74.3%; Gwynedd 76.3%) and in 2004 the figure was again 66.7% (Wales 72%; Gwynedd 76%). The results for 2006 were higher than county and national averages (2005) in all subjects with the exception of Welsh.
- 54 Over time, there are no obvious patterns of difference in the performance of boys and girls in either key stage.
- 55 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, it was seen that, with the exception of 2006, the school's performance was in the main within the lower 50% group of schools.
- 56 Overall, in their lessons, it was seen that pupils effectively reinforce their knowledge, understanding and skills. They make progress towards achieving their potential, but they do not always produce work at a sufficiently challenging level.
- 57 In general, the pupils' personal, social and learning skills are developing well. They show good levels of motivation, contribute constructively to class work, enjoy their lessons and use their time effectively. The way in which the pupils in the additional learning needs unit develop these skills is a particularly good feature.
- 58 The pupils' behaviour is consistently good. They respect the other pupils and adults around them and display a high measure of self-discipline.
- 59 In the three full terms prior to the inspection, the pupils' average level of attendance was slightly above 94%. This compares well with similar schools in

Wales and is within the 25% group of schools with the lowest rates of absences. Pupils arrive at school punctually.

- 60 The pupils display respect towards the diversity of other beliefs and cultural traditions. They have a good awareness of equal opportunity issues and of fairness.
- 61 The links between the school and the locality effectively extend the pupils' understanding of community life and they take part in a number of different community-based activities. Although they benefit from some useful links, there is room to strengthen their awareness of the world of work.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 62 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 63 The standards achieved in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	65%	22%	--	--

- 64 The above percentages are slightly lower than the all Wales statistics for the year 2005-2006 (Annual Report of Her Majesty's Chief Inspector), in which grades 1 and 2 were awarded in 79% of lessons.
- 65 The teachers know the pupils well and are aware of their individual needs. They support the pupils' learning through encouragement and praise and they succeed in establishing their authority with clarity and fairness.
- 66 Overall, the teachers possess appropriate subject knowledge. The recent practice of using teachers' expertise in subjects such as music and design and technology is working effectively. Good use is made of representatives of institutions such as Coleg Menai and University of Wales, Bangor to present aspects of the programmes of study of certain subjects, including physical education.
- 67 The outstanding elements identified in the teaching include:
- highly effective strategies for encouraging pupils to develop their musical ideas as individuals and as members of a group; and
 - skilful methods of promoting the self-respect and independent skills of pupils in the additional learning needs unit.
- 68 The good features to the teaching include:

- concise presentations that build on pupils' understanding through reference to prior learning in order to ensure continuity;
 - a clear focus on the learning objectives and good explanations that mean that pupils are clear about what they are learning and why;
 - effective differentiation that fulfils the needs of all pupils;
 - lively and interesting presentations and a clear structure to the flow of the lesson; and
 - appropriate attention to the suitability of the content and the skills to be developed.
- 69 The shortcomings to the teaching include:
- over-dependence on the use of worksheets and recording frameworks that often limit pupils' responses; and
 - lengthy presentations.
- 70 The teachers are good language models. However, the language medium of lessons is not always clear enough.
- 71 Effective targeted support is provided for pupils with additional learning needs within school organisation, including the support they receive in the Unit or as members of the RAISE group.
- 72 The provision for the three pupils for whom English is a second language ensures that they make solid progress in learning a new language.
- 73 Overall, the quality of the assessment and recording procedures is good. A programme of standardised tests is regularly administered, and the teachers undertake continuous in-class assessments. The procedures are applied consistently and records are kept in an orderly manner. Comprehensive individual assessment profiles are kept that contain carefully annotated examples of work.
- 74 The school has recently introduced a code for marking pupils' work, but to date it has not been adopted across the school.
- 75 The school, according to its plans, acknowledges that there is room to develop the practice of encouraging pupils to evaluate their own work in order to promote their self-assessment skills and contribute towards setting personal targets. Pupils at the Unit are able to confidently refer to and discuss their targets.
- 76 The arrangements for reporting to parents are good. The school's usual system of holding formal evenings to which parents are invited to discuss their children's progress and achievements occurs on a termly basis. Overall, the quality of the annual reports to parents and carers on the pupils' progress is good and they conform to requirements. Parents receive opportunities to discuss the contents of the reports and records are kept of their feedback.

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

- 77 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 78 The school provides equal access to a curriculum that is flexible, broad and balanced enough to fulfil the needs and interests of all pupils. It fulfils the statutory requirements.
- 79 The overall quality of the schemes of work for the subject areas and the religious education syllabus is good and the majority offer appropriate guidance to teachers. Following the re-organisation of classes, the teachers have begun to revise the schemes of work to reflect the needs of the current position.
- 80 The pupils' spiritual and moral development is promoted within the daily services of collective worship. They are well planned and conform to requirements. Pupils receive regular opportunities to contribute and the provision is enhanced through visits and by presentations from clergy. The services encourage pupils to nurture values such as honesty and to respect truth and justice.
- 81 Overall, the pupils' cultural and social development is promoted effectively. They are encouraged to raise funds for different national and international charities, such as their latest campaign for 'Comic Relief'. The older pupils are given good opportunities to undertake various responsibilities that show consideration of younger pupils.
- 82 An after school Dragon Sports club is held at the school and the pupils' visits to places of interest such as Penrhyn Castle and Erddig enhance their experiences.
- 83 Overall, appropriate attention is given to the Welsh dimension and pupils' awareness of their culture and heritage is promoted through various curricular areas such as history and music. However, there is room to develop this further within the scheme of work for art.
- 84 The school is committed to developing the pupils' bilingual skills, and on the whole this is done effectively.
- 85 The school strives hard to develop its links with parents. There is clear and regular communication about events, and recent developments such as the production of a calendar of events in collaboration with Ysgol Coedmawr is an example of good innovation. The school handbook is of good quality, but it does not contain all the required information for admitting and providing for pupils with disabilities .

- 86 There are good links with local primary schools and with Ysgol Friars to which pupils transfer at the end of Key Stage 2. There are close links with local colleges and the partnership between the school and the community is developing effectively.
- 87 The school has some links with the world of business, but there is room to further strengthen this aspect in order to promote the pupils' work-related education.
- 88 The provision for developing the pupils' personal and social education is good. There is an active programme that is effectively linked with the termly thematic work.
- 89 There are good opportunities for raising the pupils' awareness of issues relating to healthy eating and keeping fit, and they receive opportunities to take part in projects such as 'Dal i Fynd' to promote their fitness. The school has now completed the third stage in the Gwynedd and Môn Healthy Schools scheme and has been accepted to the Green Schools initiative.
- 90 Recycling and saving energy are given good attention and the school operates sustainably on a day to day basis. The pupils have been active in planting flowers and placing bird boxes in various parts of the school campus.
- 91 Pupils are given opportunities to study countries beyond Wales such as Bangladesh and Jamaica. This helps to promote and enhance their awareness of other cultures and their understanding of global citizenship.
- 92 Pupils were recently given opportunities to organise and hold fund raising activities, such as producing and selling greeting cards at the Christmas Fair and running a fruit shop. However, there is room to further develop their enterprise skills.
- 93 The arrangement of having older pupils to undertake responsibilities such as listening to pupils in the additional learning needs unit reading regularly is effective. The school seeks to ensure that all pupils undertake more responsibility for their own learning in order to lay firm foundations for lifelong learning.

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

Grade 2: Good features and no important shortcomings

- 94 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 95 The quality of care, support and guidance given to learners is good. The school is a community in which pupils are respected and valued. Care arrangements are well managed and effective use is made of the support services. Equal access is provided to all aspects of the educational activities.

- 96 The school's induction programmes are very good. A comprehensive information pack is presented and the parents and pupils of Ysgol Coedmawr are given regular opportunities to visit the school. There is evidence that pupils for whom English is a second language settle in quickly.
- 97 The arrangements for monitoring pupils' behaviour and progress are very effective. There are assessment files for each year that show clearly the progress made by each pupil, and Webster Stratton and Golden Time strategies make an important contribution towards ensuring good behaviour. The school also operates good systems for monitoring pupil attendance and punctuality and the registers are kept in accordance with statutory requirements.
- 98 Good attention is paid to issues relating to pupils' welfare, health and safety when they are on school premises and on field visits. The practice of holding risk assessments has been formalised, including keeping appropriate records.
- 99 There is a good relationship with specialist services, such as the community policeman and nurse.
- 100 The policy and procedures for child protection are known to all and are clearly stated in school documentation. The arrangements reflect all Wales statutory requirements and staff have been given appropriate training.
- 101 The School Council was established some time ago and pupils have had an opportunity to develop their roles effectively and were involved in the democratic process of electing members, including their recent election to appoint the 'Ciw Clên'.
- 102 The quality of provision for pupils with additional learning needs is good and it fulfils the requirements of the Code of Practice. The support provided in class, and within the group funded through the RAISE scheme is sound, and it helps pupils to achieve the targets identified in the individual education plans.
- 103 Pupils in the additional learning needs unit receive stimulating experiences that ensure that they make good progress.
- 104 The individual education plans contain a sensible range of relevant targets.
- 105 Regular reviews are conducted, but the evaluations undertaken do not provide sufficiently clear guidance as to the next steps to be taken. Regular meetings are held with parents to discuss their children's needs and progress.
- 106 There are equal opportunities policies in place, including a policy on racial equality, and the school nurtures positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on the basis of race, gender and background. To date, the monitoring of the impact of the school's racial equality policy has not been sufficiently formalised.

- 107 Reasonable steps are taken to ensure that disabled pupils do not suffer from being treated less favourably within the school and an accessibility plan has been produced in accordance with requirements.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 3: Good features outweigh shortcomings

- 108 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school has awarded Grade 2 for this key question. The inspectors are of the view that the headteacher provides positive leadership that gives a clear sense of direction to the work of the school and promotes improvements. However, although much has been achieved in a short period, her efforts as yet have not had sufficient opportunity to influence the standards achieved.
- 109 There is now a wide range of current management policies in place to facilitate the work of guiding the future direction of the school.
- 110 Appropriate attention is given to local and Welsh Assembly Government priorities. The school has gained the Basic Skills Agency Quality Mark for the third time and good attention has been given to projects relating to awareness raising in health education. The school has also recently been included in and received a substantial grant from the RAISE programme.
- 111 The school works well with several partnerships that include the local colleges, the local education authority and Ysgol Babanod Coedmawr, with whom there is successful co-operation on policy and management issues. There is room to further develop this co-operation in order to lessen the management and curricular workload.
- 112 The whole-school targets set for pupils at the end of key stages are based on an assessment of the likely performance of each pupil.
- 113 The procedures for the teachers' performance management conform to national requirements.
- 114 Members of the governing body reflect a range of backgrounds, and their experience is beneficial to the school. All members are happy to work with the headteacher, who, through her reports, ensures that they receive regular updates on management and curricular issues. They use this information in order to help them to gain a better understanding of the work of the school. However, not enough emphasis has been placed on their monitoring responsibilities.

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

Grade 3: Good features outweigh shortcomings

- 115 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school has awarded Grade 2 for this key question. Shortcomings in terms of the consistent implementation of self-evaluation procedures account for the lower grade awarded by the inspection team.
- 116 Although the school has prepared and implemented a self-evaluation timetable for past years, it was seen that the monitoring work has slipped for a time, and as a result the school has until recently failed to identify needs, such as a lack of computer hardware and the need to develop pupils' key skills in information technology.
- 117 Under the new headteacher, a thorough audit has been undertaken of the school's position and this work has been crucial in gaining a better understanding of its needs.
- 118 The school development plan for the current year contains a number of appropriate priorities that are set in an orderly manner against success indicators, expenditure details and individuals' operational responsibilities. There is also a list of recently added priorities, to be realised over an extended period of time, in the form of an appendix to the plan. These reflect very well the outcomes of the self-evaluation exercise and they provide a sound basis for shaping the future direction of the school and for ensuring improvements.
- 119 The self-evaluation report presented to the inspectors provides a useful overview of the school's position. It contains judgements on all aspects of the inspection, identifying the school's strengths together with those that require further development.
- 120 The findings of the inspection team match the school's judgements in four of the seven Key Questions (Key Questions 2, 3, 4 and 7). In the remaining Key Questions, the grades awarded by the inspection team were lower than those of the school itself.
- 121 Although the school has made good progress in addressing the vast majority of key issues highlighted in the 2001 report, the work of raising standards remains a priority.

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

Grade 2: Good features and no important shortcomings

- 122 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 123 Staffing levels at the school are appropriate and all teachers are suitably qualified to fulfil pupils' needs. They update their skills and knowledge by attending various training sessions.

- 124 Effective use is made of teacher expertise in areas such as music and design and technology.
- 125 The classroom assistants provide good support to the teachers and pupils.
- 126 There are effective arrangements in place for reducing teachers' workload and for providing them with non-contact time for planning, preparation and assessment.
- 127 All pupils are given opportunities to make use of appropriate learning resources that correspond to their needs and to curriculum requirements. There is now a good supply of computers and interactive whiteboards.
- 128 The campus is expansive, with plenty of space for pupils to play safely. The overall quality of the school buildings and the care taken of them are good. The grassed areas bordering the main site require attention.
- 129 The size of some of the rooms is rather limited for the number of pupils accommodated. However, the teachers make effective use of them.
- 130 The building is accessible for disabled persons.
- 131 Resources are provided in accordance with the priorities in the school development plan, and overall the school provides value for money.

Standards achieved in subjects and areas of learning

Welsh

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 132 The pupils listen attentively and they demonstrate interest when listening to the teachers' presentations and to each other's contributions. The majority are able to express themselves with a good measure of confidence. They can memorise pieces for their oral presentation on the theme of 'global warming'.
- 133 They read with a satisfactory degree of understanding and with increasing fluency. On the whole, the majority pronounce clearly and they colour their voices as required. They can answer questions about the features and content of their reading books. They respond well to questions based on their class novel, 'Yr Hen Wraig a'r Pedwar Sŵn' (The Old Lady and the Four Noises). They can recall facts, using the vocabulary and phrases introduced to them.
- 134 The pupils write in various styles such as scripts, diaries, poetry and adventure stories. They realise that language form depends on its purpose, as seen in their work on creating adverts for selling houses. They use story frameworks to collate and organise their ideas. They are able to use their

planning, drafting and re-drafting skills with increasing competence. Overall, their punctuation and paragraphing skills are developing well.

Shortcomings

- 135 A minority of pupils show a lack of confidence when using their oral skills.
- 136 Some of the work submitted contains careless spelling and mutation.
- 137 The pupils' extended writing skills are limited and their ability to write descriptive and creative pieces is underdeveloped.

Mathematics

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 138 Overall, the pupils make good progress in their understanding of number. They can handle large numbers with confidence and they employ various strategies in their work. They use the four operations accurately and have a good understanding of decimals, fractions and percentages.
- 139 The majority of pupils can measure area effectively and they are able to correctly calculate the perimeter of regular and irregular shapes. They develop a good understanding of co-ordinates and a good number of them come to be able to measure angles correctly, using a protractor.
- 140 The most able pupils can deal confidently with standard units of length, capacity and time, and to a lesser extent, mass.
- 141 The pupils are able to handle data, organise and classify it correctly according to the criteria set for them.

Shortcomings

- 142 The pupils do not respond quickly enough when recalling mental mathematics facts.
- 143 They do not have a sufficient understanding of the characteristics of three-dimensional geometric shapes.
- 144 They have an insufficient understanding of different types of graphs.

Design and technology

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

Good features

- 145 The pupils work successfully on their assignments in which they design and make various products, including some with moving parts.

- 146 Under the guidance of their teacher, they learn to conduct good investigations into their tasks, such as for the brief to design and make a pencil case. This helps them to make choices and to develop their own ideas effectively.
- 147 They learn how to assemble, join and combine materials in order to make sound structures such as a frame to hold a moving toy based on the ship, the Royal Charter. Through this project, they have gained a good understanding of different types of cams and of how they work. They use the technical vocabulary correctly.
- 148 They are aware of the importance of working in an orderly, responsible and careful manner when handling equipment.
- 149 The finished work is of a high standard, as seen in the work they completed recently in their projects on cars. Their models have been effectively evaluated including a proper trial.

Shortcomings

- 150 There are no important shortcomings.

Art

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 151 The pupils exhibit the ability to mix pastel colours to create effects, such as in their work on emulating cloud patterns. Their understanding of colour, line and tone is developing well.
- 152 They know about the history and styles of world famous artists such as Monet and Picasso.
- 153 The pupils' three-dimensional work includes creating tiles out of clay and decorating them in the style of Bangladeshi art.
- 154 Their current work on the theme of 'Windows' reflects the use they make of a digital camera to collate ideas. The pupils are able to create impressive patterns and produce individual stained glass windows, using silk paper.
- 155 As a result of their study on the theme of 'People and their work', they are able to produce good pieces of work. They emulate the style of Kyffin Williams to create portraits of the shepherd and farmer. The pupils make effective use of a 'frame' to draw a section of one of the artist's landscapes.

Shortcomings

- 156 The practice of using sketch books to record their investigative and observational work has not been developed.

- 157 There is little evidence of pupils' evaluation work and their awareness and understanding of elements of visual language have not been sufficiently developed.
- 158 Their awareness of artists and sculptors from Wales is limited.

Music

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

Good features

- 159 The pupils sing in tune, giving attention to breathing and the quality of sound. They sing expressively and are able to convey the atmosphere of a piece when performing such contrasting songs as songs from the musical 'Les Miserables' and the sea shanty 'Fflat Huw Puw'.
- 160 They listen carefully to their own music and music from a wide range of styles. They understand and make regular references to the musical elements when discussing and evaluating the pieces.
- 161 The pupils are able to emulate rhythmic patterns and they compose rhythmic pieces, using graphic notation. As a result of their work on the theme of 'Homes', they are able to use the 2Beat computer programme to compose and record their work.
- 162 The pupils recognise orchestral instruments and they know to which family they belong.
- 163 The current work of the older pupils show their ability to compose and record their work by using the 'eJay' computer programme to create impressive electronic dance music scores.
- 164 All pupils receive recorder lessons. The pupils are taught how to read a musical score and the correct technique when playing the instrument. They produce commendable performances.

Shortcomings

- 165 There are no important shortcomings.

Religious education

- 166 During the inspection, no religious education lessons were observed in any of the classes. Evidence based on discussions with pupils, together with an inspection of previous work, indicates that the standards achieved are as follows:

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 167 The pupils know about the significance of the Bible to the Christian faith and of some of the stories from the Old Testament and the New Testament.
- 168 They can refer to local places of worship and know that people attend them on Sundays. They have an understanding of the function of prayer and of the purpose of the services held in school.
- 169 Their awareness of values such as friendship and kindness to others is developing well.
- 170 They know of the lives and work of benefactors such as Dr Barnardos and Florence Nightingale.
- 171 They realise that other religions have holy books and are able to talk in broad terms about some of the rituals and festivals belonging to these religions.

Shortcomings

- 172 The pupils do not have a sufficiently sound grasp of a range of Biblical stories.
- 173 Their knowledge and understanding of world religions and of different religious artefacts is superficial.

School's response to the inspection

The staff and governors of Ysgol Glanadda are pleased to receive the inspectors' findings as a fair and positive reflection of the school's current position. As the school has begun on a new period as a member of a cluster of schools under the leadership of a new headteacher, it is pleasing to receive the team's acknowledgment that firm foundations have been laid for the future. We take pride in the fact that the inspection has not highlighted any areas for improvement that have not already been identified by the school through its thorough self-evaluation process, and although the grades do not agree fully, the evaluation process has been an effective tool to allow the school to gain a much clearer recognition of itself.

The inspection process was thorough and we wish to thank the inspectors warmly for the honesty and astuteness of their comments, and for their courtesy. The headteacher is particularly grateful for the opportunity she received to work with them through her role as nominee, a valuable experience that gave the school an active part in the whole process.

The school will now produce an action plan in response to the recommendations and will prioritise the aspects that require attention in the School Development Plan.

Appendix 1

Basic information about the school

Name of school	Glanadda
School type	Community
Age-range of pupils	7-11 years
Address of school	Caernarfon Road Bangor Gwynedd
Post-code	LL57 4SG
Telephone number	(01248) 352821
Headteacher	Miss Bethan Morris Jones
Date of appointment	May 2006
Chair of governors/ Appropriate authority	Mr John Wyn Jones
Reporting inspector	Mr D M Cray
Dates of inspection	13-15 March 2007

Appendix 2

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	--	--	--	--	10	21	6	22	59

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	0	3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19.7:1
Pupil: adult (fte) ratio in special classes	6:1
Average class size, excluding nursery and special classes	29.5
Teacher (fte): class ratio	1.5:1

Percentage attendance for three complete terms prior to inspection	
Term	Key Stage 2
Autumn 2006	93.9%
Summer 2006	95%
Spring 2006	93.86%

Percentage of pupils entitled to free school meals	30.5%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2006							Number of pupils in Y6				17	
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	4+
English	Teacher assessment	School	12							70	18	88
		National			1		1	4	15	47	32	79
Welsh	Teacher assessment	School	12						17	53	18	71
		National	1				1	4	17	50	26	76
Mathematics	Teacher assessment	School	12						6	59	23	82
		National			1		1	3	15	47	32	79
Science	Teacher assessment	School	12							65	23	88
		National			1			2	11	51	35	86

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	82.4%	In Wales	74.3%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

Appendix 4

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 three 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 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 5

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.	Mathematics; design and technology; religious education
Mrs SA Taylor	Team	Key questions 2; 3; 4.	Welsh; art; music
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	
Mrs E W Williams	Peer Assessor	Contributions to key questions	Contributions to subjects

School's Nominee: Miss Bethan Morris 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.