

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

**Ysgol Gynradd Llandrygarn
Tyn Lôn
Caergybi
Ynys Môn
LL65 3AJ**

School Number: 6602147

Date of Inspection: 22/01/07

by

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Ysgol Gynradd Llandrygarn was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Gynradd Llandrygarn took place between 22/01/07 and 24/01/07. 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

Contents	Page
Context	1
Summary	2
Recommendations	5
Standards	6
Key Question 1: How well do learners achieve?	6
The quality of education and training	8
Key Question 2: How effective are teaching, training and assessment?	8
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	10
Key Question 4: How well are learners cared for, guided and supported?	12
Leadership and management	13
Key Question 5: How effective are leadership and strategic management?	13
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	14
Key Question 7: How efficient are leaders and managers in using resources?	15
Standards achieved in subjects and areas of learning	16
English	16
Science	16
Design technology	17
Art	18
Music	19
Religious education	20
School's response to the inspection	21
Appendices	22
1 Basic information about the school	22
2 School data and indicators	22
3 National Curriculum assessments results	23
4 Evidence base of the inspection	23
5 Composition and responsibilities of the inspection team	24

Context

The nature of the provider

- 1 This small primary school, maintained by Ynys Môn Local Education Authority, serves the rural area of Llandrygarn and the neighbouring villages. According to the school, the area is neither particularly prosperous nor an area of social deprivation. The children's levels of attainment vary greatly when they are first admitted to school.
- 2 There are currently 33 pupils between 4 and 11 years of age on the register. There is no provision for three year olds and they are admitted on a full-time basis in the September following their fourth birthday. Overall, pupil numbers have remained fairly constant over recent years.
- 3 Six per cent of pupils are entitled to receive free school meals – a figure that is considerably lower than county (21%), and national (19.7%) averages. Twelve pupils (36%), have additional learning needs. This figure is higher than county and national averages. Two pupils have statements of their needs.
- 4 Around half the pupils come from homes where Welsh is spoken as a first language and during their time at the school most of the remainder become fluent. The school follows the National Curriculum in Wales Welsh first language programme of study.
- 5 Pupils are taught by two full-time and two part-time members of staff. The headteacher has been in post since January 1994 and the school was last inspected in February 2001.
- 6 Due to circumstances outside her control, the Headteacher was forced during the inspection to make late staffing changes at the school.

The school's priorities and targets

- 7 The school's priorities and targets for 2006 – 2007 include:
 - Establish a School Council;
 - Plan for the Foundation Phase;
 - Raise standards in Welsh;
 - Assessment;
 - Join the Eco-school Scheme.

Summary

- 8 The inspection team agrees with the school's judgements in each of the seven key questions.

Table of grades awarded

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

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

Standards

- 10 The standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	90%	--	--	--

- 11 The standards achieved by pupils in the lessons inspected were higher than the Welsh Assembly Government target for 2007 which is that 98% of lessons should be at least satisfactory (Grade 3), and that 65% should be good or very good (Grade 1 and 2).
- 12 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
- 13 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
English	-----	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Religious education	Grade 2	Grade 1

- 14 Across the school, the pupils, including those with additional learning needs, make good progress in achieving agreed learning aims.
- 15 The under-fives make generally good progress in the development of their communication, mathematical and information technology skills across the six areas of the Desirable Outcomes. The pupils in both key stages make good use of their key skills to support their learning across the subjects. The pupils' bilingual skills are developing well.
- 16 In relation to similar schools in Wales in terms of pupils receiving free school meals, the school's performance in both key stages has over time varied from being in the upper 25% group of schools to the 25% lowest performing.
- 17 Pupils make good progress in their learning and they fulfil their potential.
- 18 Overall, the personal, social and learning skills of pupils of all ages are good. They show good levels of motivation and use their time effectively. There are occasional examples of pupils having difficulty to concentrate for extended periods.
- 19 It was seen that pupil behaviour is generally good and they are very knowledgeable about the school's expectations.
- 20 In the three full terms prior to the inspection, the pupils' average levels of attendance were slightly above 95%.

The quality of education and training

- 21 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
6%	72%	22%	--	--

- 22 The above percentages are similar to the 79% of lessons adjudged to be good or better (Grade 1 and 2) for the whole of Wales in the year 2005, (Annual Report of Her Majesty's Chief Inspector), but lower than the 18% found to be outstanding (Grade 1).
- 23 Overall, the quality of assessment is good. However, although some of the older pupils are aware of their strengths and shortcomings, they are not sufficiently involved in the steps of setting short-term targets or in the work of reviewing them.
- 24 The annual reports to parents conform to statutory requirements. The school provides equal access to a broad and balanced curriculum that is relevant to the needs of pupils of all abilities. It fulfils the statutory requirements.
- 25 The provision for the pupils' personal and social education is good.

- 26 Despite the shortage of after school clubs due to the scattered nature of the catchment, pupils' experiences are enhanced through a very wide range of stimulating visits and by inviting visitors in during school hours. This provision is an outstanding feature.
- 27 The pupils' spiritual, moral, social and cultural development is effectively promoted through the variety of learning experiences offered to them. The sessions of collective worship provide particularly good opportunities to reflect on the experiences and messages presented to pupils, and this is an outstanding feature of the life and work of the school.
- 28 The school provides a range of opportunities to develop pupils' awareness of Wales and the Welsh language.
- 29 Parents are very supportive and they raise considerable funds to buy resources. The school handbook is of good quality, but it does not contain the required information for admitting and providing for pupils with disabilities.
- 30 The quality of the care, support and guidance provided for pupils is good. Their personal and educational development is promoted in a happy and welcoming environment in which they feel safe.
- 31 The policy and procedures for child protection are clear to all.
- 32 Pupils with additional learning needs are identified and assessed at an early stage and there are effective systems at the school to support their education.
- 33 The school's policies and practices nurture positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on the grounds of race, background and gender.

Leadership and management

- 34 The headteacher's leadership through example gives a very clear sense of direction to the work of the school and promotes higher standards. She succeeds in co-ordinating the work of staff, the governing body and parents to particularly good effect and promotes equality and opportunities for all to contribute to a common purpose. Everyone involved is committed to the work.
- 35 There are some minor omissions in the content of the governing body's annual report to parents.
- 36 The self-evaluation arrangements are moving forward well and they draw on a range of evidence. The school is well aware of the standards achieved and it uses the information effectively to make improvements. It has noted the intention to extend the school's self-evaluation timetable in order to ensure an implementation framework for re-visiting different areas over time. The inspection team agrees with this.

- 37 The self-evaluation report presented to the inspectors is of good quality, completed very thoroughly and fully encompassed all of the aspects related to the inspection.
- 38 The school has made good progress in acting on the key issues highlighted in the 2001 report.
- 39 Overall, the school has a good supply of resources, including computers and interactive whiteboards. However, there is a shortage of large equipment for developing the under-fives' physical skills and this is acknowledged within the school's plans.
- 40 The building is in good condition and the standard of cleanliness and tidiness is outstanding.
- 41 The interesting displays seen in the classrooms and in the corridors provide a highly stimulating learning environment.
- 42 The school's resources are managed efficiently by the headteacher and the governing body in order to secure value for money.

Recommendations

- R1 Maintain and build on the existing good standard in pupils' work;
- R2 Ensure that pupils play an active part in setting and reviewing targets for improving their work;
- R3 Extend the timetable in order to secure a framework to guide the self-evaluation programme for the future as identified in the school's documentation;
- R4 Ensure an adequate supply of large equipment in order to develop the physical skills of the under-fives, as has been identified by the school;
- R5 Ensure that the school handbook fulfils the requirements relating to pupils with disabilities.

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.

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

44 The standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	90%	--	--	--

45 The standards achieved by pupils in the lessons inspected were higher than the Welsh Assembly Government target for 2007 which is that 98% of lessons should be at least satisfactory (Grade 3), and that 65% should be good or very good (Grade 1 and 2).

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

47 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
English	-----	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Religious education	Grade 2	Grade 1

48 Across the school, the pupils, including those with additional learning needs, make good progress in fulfilling agreed learning aims. They succeed in their work, regardless of their ability, social or linguistic background.

49 The under-fives make generally good progress in the development of their communication, mathematical and information technology across the six areas of the Desirable Outcomes.

50 The pupils in both key stages make good use of their communication and mathematical skills in a range of contexts across the curriculum. They also make good and consistent use of their information technology skills to support their learning across the subjects.

- 51 The pupils' bilingual skills are developing well. By the end of Key Stage 2, they come to use their oral, reading and writing skills in Welsh and English in a number of curricular contexts.
- 52 The results of assessments conducted by teachers at the end of Key Stage 1 in 2006 were not published in order to safeguard the anonymity of the small numbers in question. At the end of the key stage in 2005, 100% of pupils attained level 2 or above in the core subjects of Welsh, mathematics and science (Wales 80.9%; Ynys Môn 82.7%). In the year 2004, it was 86% (Wales 80%; Ynys Môn 77%).
- 53 At the end of Key Stage 2 in 2006, according to teacher assessments, 71.4% of pupils at the school attained level 4 or above in the core subjects of Welsh, English, mathematics and science. The results were considerably higher than county and national averages (2005) in mathematics and science, they were slightly lower in English, and in Welsh they were considerably higher than the county average, but a little lower than the all Wales figures. In 2005 and also in 2004, the numbers assessed were too small to publish the results.
- 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 pupils receiving free school meals, the school's performance in both key stages has over time varied from being in the upper 25% group of schools to the 25% lowest performing. It is emphasised that the numbers of pupils referred to in the years in question are small and that those pupils with additional learning needs have also impacted on performance in certain years.
- 56 Pupils make good progress in their learning and they fulfil their potential. Overall, they respond well when learning new knowledge or skills. They are willing to venture and to ask for support and guidance as and when required. The older pupils learn to be aware of the strengths of their work and of what needs to be improved.
- 57 Overall, the personal, social and learning skills of pupils of all ages are good. They show good levels of motivation and use their time effectively. They enjoy their lessons and come at an early age to display a measure of independence and responsibility for their learning. There are occasional examples of pupils having difficulty to concentrate for extended periods.
- 58 It was seen that pupil behaviour is generally good and they are very knowledgeable about the school's expectations. They are respectful and courteous towards their peers and adults. They are very orderly and disciplined in their contributions to the day-to-day procedures and this responsible attitude has a positive impact on their learning.
- 59 In the three full terms prior to the inspection, the pupils' average levels of attendance were slightly above 95%. In two of the last three years, for which data is available, it was seen that absence levels are lower than in similar

schools in Wales. They were higher in 2004/05. There are some examples of a lack of pupil punctuality.

- 60 The pupils' creative skills across the school are developing well. They respond very positively to the opportunities they receive to express themselves in various ways in subjects such as art, music and design and technology.
- 61 Across the school, pupils show respect towards diversity in society. They have a very sound awareness of moral issues, equal opportunities and fairness.
- 62 The pupils' awareness of the world of work and the workplace is developing well. The pupils' contribution to the life of the local community is also good.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 63 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 64 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
6%	72%	22%	--	--

- 65 The above percentages are similar to the 79% of lessons adjudged to be good or better (Grade 1 and 2) for the whole of Wales in the year 2005, (Annual Report of Her Majesty's Chief Inspector), but lower than the 18% found to be outstanding (Grade 1).
- 66 The teachers have a very good relationship with pupils and they know their backgrounds well. Overall, they manage the pupils well, making purposeful interventions according to their individual needs. The pupils' efforts and good work are praised and constant encouragement ensures good progress.
- 67 The teachers have a sound knowledge of subjects and of the common requirements of the National Curriculum and they use a wide range of teaching techniques effectively.
- 68 The teachers regularly promote equal opportunities and equality in lessons and the programmes of work are modified as required to fulfil the needs of individual pupils, including those with additional learning needs.
- 69 The outstanding features to the teaching include:
- a very sound knowledge and understanding of subjects;

- skilful and searching questioning when reviewing previous work and evaluating what has been completed in the lesson; and
 - use of a wide range of resources and artefacts to stimulate interest, explain concepts and develop pupils' knowledge, understanding and skills.
- 70 Where the teaching is good, teachers:
- plan purposefully and in detail, with clear learning objectives at the beginning of the lesson that are effectively shared with pupils;
 - introduce the work in a way that engages interest and enthusiasm;
 - ensure a good balance between class, group and individual work;
 - have high expectations in terms of presentations, attitudes and behaviour;
 - prepare extensive and stimulating tasks to challenge pupils to listen carefully, to speak purposefully and to rationalise and elaborate when offering comments and ideas; and
 - set differentiated tasks and provide appropriate support to enable pupils to achieve them successfully.
- 71 The shortcomings to the teaching include:
- the pace of the lesson being too slow and insufficient attention given to the plenary session;
 - lengthy presentations that fail to sufficiently engage and sustain pupil interest;
 - unclear lesson objectives and structure; and
 - activities that have not been sufficiently differentiated for the entire range of age and ability in class.
- 72 The classroom assistants work closely with the teachers and they have a positive impact on pupils' learning.
- 73 The pupils receive good opportunities to develop and use their bilingual skills.
- 74 Overall, the quality of assessment is good. The under-fives are assessed appropriately and comprehensive notes are kept of them. In the key stages, work in the core subjects is assessed on a termly basis and in the foundation subjects within a two-year cycle. A range of tests are used to assess pupils' achievements and to identify those who need additional support.
- 75 Effective use is made of the results of a range of standardised tests to analyse standards. The information is used to identify strengths and shortcomings in the core subjects and to guide priorities in the long term planning.
- 76 There are good assessment and recording procedures for pupils with additional learning needs and challenging targets are set in their individual education plans.
- 77 Pupils' work is marked regularly and conscientiously and constructive observations are provided, particularly so in Welsh and English, on how to improve the work.

- 78 Overall, although some of the older pupils are aware of their strengths and shortcomings, they are not sufficiently involved in the steps of setting short-term targets or in the work of reviewing them.
- 79 The school has recently embarked on the task of preparing portfolios of pupils' work, but they have not yet developed sufficiently to become a wholly effective tool for moderating judgements and raising standards across the school.
- 80 The annual reports to parents conform to statutory requirements. The comments in them are constructive and set a clear direction for improving the work. Parents are invited to discuss their children's education and progress on two 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 2: Good features and no important shortcomings

- 81 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 82 The school provides equal access to a broad and balanced curriculum that is relevant to the needs of pupils of all abilities. It fulfils the statutory requirements.
- 83 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
- 84 The schemes of work for curriculum subjects provide good guidance to the teachers. Many of them have been recently reviewed and others are in the process of being refined further.
- 85 The curricular provision for pupils with additional learning needs is comprehensive and appropriate to their individual needs. The good links between the class teachers and the specialist teachers promote and enhance the provision.
- 86 The development of pupils' basic and key skills is identified in the teachers' termly plans. Overall, they are well developed, despite the fact that there is no method of monitoring their use, particularly so in the short-term plans.
- 87 The school effectively promotes the pupils' bilingual skills. They receive good opportunities to develop their ability to use both Welsh and English.
- 88 The provision for the pupils' personal and social education is good and the school responds to the requirements of the national guidelines. Suitable opportunities are provided during 'Circle Time' sessions to discuss emotions and feelings, the importance of friends and the results of bullying.

- 89 Despite the shortage of after school clubs due to the scattered nature of the catchment, pupils' experiences are enhanced through a very wide range of stimulating visits, and by inviting visitors in during school hours. This provision is an outstanding feature.
- 90 The pupils' spiritual, moral, social and cultural development is effectively promoted through the variety of learning experiences offered to them. The sessions of collective worship provide outstanding opportunities to reflect on the experiences and messages presented to pupils and this is an outstanding feature of the life and work of the school.
- 91 The pupils' moral and social development is good. Sharing moral messages is an aspect that is emphasised within the provision. The annual efforts to collect towards good causes, such as Christian Aid and Operation Christmas Child, as well as other appeals, promote pupils' awareness of their responsibilities.
- 92 The pupils' cultural development is good. There is a range of opportunities to develop pupils' awareness of Wales and the Welsh language. The Cwricwlwm Cymreig is a strong element of the provision in subjects such as history, art and music.
- 93 The school has created effective links with several partnerships. Parents are very supportive of the work of the school and they raise considerable funds to buy resources. There is clear communication between them and the school handbook is of good quality, but it does not contain the required information for admitting and providing for pupils with disabilities. There has been a good response to the home-school agreement.
- 94 The school plays a key role in the life of the local community and the links with local schools are good, including the pastoral and curricular links with the local secondary school.
- 95 The school ensures that the pupils' awareness of their responsibilities as global citizens is good. There are valuable links with Nigeria and India and their understanding of other cultures is developed through the attention given to world religions and music from other countries.
- 96 The School Council is active and resourceful in its efforts to develop initiatives and they are keenly aware of their responsibilities as representatives of their respective classes.
- 97 The pupils' knowledge and understanding of education for sustainable development are good. They receive good opportunities to discuss and investigate issues relating to recycling, energy saving and environmental changes. There is good emphasis on the importance of acting sustainably on a day-to-day basis.
- 98 The school has a good range of links with the world of business and they are used effectively to promote education related to the children's work. Their enterprise skills are developed effectively by organising stalls and holding

evenings for parents and others, although there is room to develop this element further.

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

Grade 2: Good features and no important shortcomings

- 99 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 100 The quality of the care, support and guidance provided for pupils is good. Their personal and educational development is promoted in a happy and welcoming environment in which they feel safe. They are confident and comfortable when seeking advice and guidance from the teaching and support staff.
- 101 The school has well developed policies that effectively promote equal and varied opportunities. Pupils' achievements are celebrated in various ways, including special reward events, where they receive individual praise and appropriate certificates.
- 102 There are appropriate induction programmes for the reception children. They settle in easily in the school's homely environment. The links with the local ysgol feithrin facilitate this process.
- 103 Appropriate information is presented to pupils about the dangers of drug misuse and the school handles sex education effectively.
- 104 There are good procedures for caring for pupils who are unwell and the accident book records any incidents in detail.
- 105 The school follows the correct procedures with regard to children in the care of the local authority.
- 106 There are good procedures for monitoring pupils' attendance and performance and their behaviour receives careful attention by all staff on the yard and within lessons, in order to ensure that there are no examples of oppressive behaviour.
- 107 The day-to-day arrangements relating to the health and safety of both pupils and staff are good. Fire drills are held every half term and risk assessments are carefully conducted for important events and prior to taking pupils on visits. Pupils are carefully supervised when they are on school grounds. There are effective arrangements for receiving them in the morning and releasing them at the end of the day.
- 108 The policy and procedures for child protection are clear to all. The headteacher, as the designated individual, has overall responsibility and she receives appropriate support and good links with the social services. The school follows national guidelines and the necessary training has taken place.

- 109 Pupils with additional learning needs are identified and assessed at an early stage and there are effective systems at the school to support their education. The support offered by the teachers, the specialist teachers and assistants enable the pupils to take full advantage of the life and work of the school.
- 110 The individual education plans are of good quality and they contain clear, concise and timely targets for those pupils on the additional needs register.
- 111 Through the recently established School Council, pupils receive good opportunities to develop an awareness of citizenship, the importance of democracy as well as the right to express opinions about a number of aspects of the life of the school.
- 112 The school's policies and practices nurture positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on the grounds of race, background and gender.
- 113 The school is committed to ensuring that no pupil is placed under any disadvantage. It has produced an accessibility plan based on the requirements of the 2001 Disability and Special Educational Needs Act.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 114 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 115 The headteacher's leadership through example gives a very clear sense of direction to the work of the school and promotes higher standards. She succeeds in co-ordinating the work of staff, the governing body and parents to very good effect and promotes equality and opportunities for all to contribute to a common purpose. Everyone involved is committed to the work.
- 116 There is a wide range of management and curricular policies in place and they are implemented effectively and with consistency. They are reviewed as and when required.
- 117 Good consideration is given to county and national priorities. The school has gained the Basic Skills Agency Quality Mark for the second time and the national agreement to reduce the teachers' workload is operated effectively, as are the arrangements for performance management that reflect the needs of individuals as well as the school itself. End of key stage quantitative targets are set as required and the school has also begun to prepare for the Foundation Phase.

- 118 The governors are very enthusiastic in their support for the school, they know it well and fulfil their responsibilities effectively. They undertake monitoring visits according to an agreed programme and this is followed by reports back to the full governing body. They receive comprehensive reports from the headteacher on issues that include the school's performance and its self-evaluation programme. All of this ensures that the governing body possesses the information it requires to enable it to contribute effectively towards setting the strategic direction of the school, a task which it undertakes effectively.
- 119 There are some minor omissions in the content of the governing body's annual report to parents.

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

Grade 2: Good features and no important shortcomings

- 120 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 121 The self-evaluation arrangements that have been operational for some time have over time provided an evaluation of the various curricular areas, together with aspects of the quality of provision. The work has moved forward well and draws on a range of evidence that includes an analysis of test results, and to a lesser extent, classroom observation. As a result, the school is well informed about its standards and uses the information effectively to make improvements.
- 122 The school has noted its intention to extend the school's self-evaluation timetable in order to secure an implementation framework for re-visiting different areas over time. The inspection team agrees with this.
- 123 The teaching staff undertakes a good measure of responsibility, although there is room to be clearer about the distribution of curricular responsibilities within the job descriptions.
- 124 All the staff and governors are involved in the process of drawing up the school development plan. It contains an outline of long-term areas for action as well as priorities for the current year that have been systematically set against success indicators, expenditure details and the operational responsibilities of individual members of staff. The issues for action all reflect very well the outcomes of the school's self-evaluation processes. It was seen from the minutes of the governing body that the school development plan is regularly discussed during the year.
- 125 The self-evaluation report presented to the inspectors is of good quality, it has been completed very thoroughly and fully encompassed all of the aspects related to the inspection. It identifies the school's strongest features, together with those areas that require further attention. It also refers to various sources of evidence to support the school's judgements.

- 126 The inspection team concurs with the school's judgements in each of the seven key questions.
- 127 The school has made good progress in acting on the key issues highlighted in the 2001 report.

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

Grade 2: Good features and no important shortcomings

- 128 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 129 The number of teaching staff is sufficient for the size of the school and they are suitably qualified for undertaking their duties effectively. They update their curricular knowledge and expertise by following county training programmes. Good use is made of expertise in order to teach areas such as physical education, art and music.
- 130 The learning assistants work well in tandem with the teachers.
- 131 Pupils benefit from the contribution of visitors who share their experiences and from educational visits outside school boundaries to enhance their learning. This is an outstanding feature of the provision.
- 132 There are effective arrangements for reducing teachers' workload and securing non-contact time for them for planning, preparation and assessment. This has a positive impact on the standards achieved by pupils.
- 133 Overall, the school has a good supply of resources, including computers and interactive whiteboards. However, there is a shortage of large equipment for developing the under-fives' physical skills, and this is acknowledged within the school's plans. Because of a lack of suitable space, certain aspects of the school's physical education curriculum are taught in the leisure centre and at the local secondary school.
- 134 The building is in good condition and the standard of cleanliness and tidiness is outstanding.
- 135 It is possible for people with disabilities to gain access to the building, but there are no designated toilets for their use.
- 136 The interesting displays seen in the classrooms and in the corridors provide a highly stimulating learning environment.
- 137 The school's resources are managed efficiently by the headteacher and the governing body in order to secure value for money. The school's financial resources are used economically in order to support the priorities identified in the school development plan.

Standards achieved in subjects and areas of learning

English

138 English is formally introduced to pupils at the beginning of Key Stage 2.

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

Good features

139 The majority of pupils listen attentively during discussions and they respond effectively to instructions. They talk confidently in groups and with adults, expressing themselves clearly in language that is appropriate to the occasion.

140 Pupils' reading skills are good. They read with appropriate ease, expression and accuracy. They are able to discuss what they read intelligently, following the plot of a story or novel and recognising the characters and describing them effectively. They can name several popular authors and select their favourite books, giving valid reasons for their choices. The most able pupils can confidently discuss the styles of various authors with understanding and enthusiasm. They are familiar with the contents of the school library and use reference books to search for information.

141 The pupils make good progress in their writing work across the key stage. They write for various purposes and in response to a range of stimuli. They write letters and reports, such as expressing their views in a powerful manner following a visit to the school by a lady from Nigeria. When writing newspaper articles, stories and job adverts, the pupils show that their spelling, paragraphing and punctuation skills have developed well. The most able pupils at the upper end of the school use adverbs and adjectives in an imaginative manner and they begin to understand the craft of writing striking poems on themes such as love, hatred and happiness.

Shortcomings

142 The pupils' higher reading skills have not developed sufficiently.

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

143 In Key Stage 1, the pupils are familiar with taking part in scientific investigations. They offer their own ideas and make simple predictions of the expected outcomes. They have a good understanding of the requirements of fair testing. With assistance, they conduct investigations and experiments, and make observations related to the task. From their previous and current work, it

was seen that they record their findings in words, diagrams, tables and graphs.

- 144 The pupils' knowledge and understanding of the programmes of study are good. They have recently conducted a thorough investigation into the characteristics of different types of paper and of materials for building a house. Their previous work has also included investigations into sounds and electricity, and their current work on forces such as pushing and pulling is also developing well.
- 145 In Key Stage 2, the pupils build well on the investigative skills learned in the previous key stage. The older pupils come to be able to plan an investigation methodically and independently, showing a clear awareness of fair testing requirements. They can recognise which variables need to be kept constant and which must be changed. They make detailed observations and measurements and communicate their findings effectively. They appreciate the importance of checking their findings and they form sensible conclusions on the basis of their observations.
- 146 The pupils have a good knowledge and understanding of the contents of the key stage programme of study. Their recent work includes an investigation into which supermarket uses the strongest bag for carrying goods, and what is the best material for making curtains for a baby's bedroom. They have a good understanding of the importance of healthy eating and of the impact of exercise on the rate of their heartbeat. Their current work on friction and gravity is also developing well.

Shortcomings

- 147 There are no important shortcomings.

Design and technology

- 148 No lessons were observed in Key Stage 1, but from discussions with pupils and looking at their work, the inspectors were of the view that the standards are Grade 2.

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

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

- 149 In Key Stage 1, it was seen that the pupils have successfully undertaken assignments in which they design and produce a range of products such as a fruit salad, shopping bags and puppets. Under their teacher's guidance, they have learned to thoroughly investigate their tasks, such as, for example, for the brief of designing and making a bedroom where they looked in detail at different kinds of furniture and wallpaper. This has helped them to make choices and to develop their own ideas through making freehand drawings. They learn how to assemble, join and combine a wide range of materials and components. The quality of the finished products of pupils in this key stage is good.

- 150 In Key Stage 2, the pupils respond well to tasks related to problem solving such as designing and building a bridge of specific dimensions to replace one that has been washed away, and an implement for picking up litter. This work has effectively developed their awareness of structures and mechanisms. It was seen that they make effective use of building kits as they investigate their tasks and they are very happy to justify their choices, as witnessed in their reasoning for selecting six as opposed to four wheels for a vehicle.
- 151 Again in this key stage, the completed work is of a high standard and effectively reflects a number of different ideas.
- 152 Across both key stages, the pupils evaluate their finished articles and they make modifications where appropriate.

Shortcomings

- 153 There are no important shortcomings.

Art

- 154 During the inspection, no art lessons were observed in either key stage. On the basis of discussions with pupils and an inspection of previous work, the evidence shows that the standards achieved are as follows:

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, the pupils make effective use of a wide range of media and techniques. They develop good skills when using equipment, such as paint, charcoal and pastels to create exciting pictures of trees in the winter.
- 156 They have a good knowledge of mixing colours and a good awareness of colour, tone and texture that is apparent in their finished work. They observe well and experiment confidently with techniques in their sketchbooks.
- 157 They have benefitted from working directly with a local artist, Keith Andrew. They have succeeded in creating interesting pictures of their homes that are a good attempt at reflecting the atmosphere and techniques of their styles in their own work.
- 158 Pupils in Key Stage 2 make effective use of their sketchbooks to record and collect visual resources during the investigative process. They show a good awareness of tone, form and pattern in their work as they produce sketches of objects.
- 159 They are familiar with the work of famous artists, some of them from Wales. They have researched the work of Van Gogh and Kyffin Williams, and have made good efforts to capture the essence, atmosphere and techniques of these artists in their own work.

- 160 It was seen that their previous work includes experience of using tiles to create an attractive mural of the school logo, painting interesting landscapes on silk, still life drawings and lively self-portraits.
- 161 They have a good understanding of artwork from various places and cultures, such as Africa, and from different historical periods, such as the Celtic and Tudor periods.

Shortcomings

- 162 There are no important shortcomings.

Music

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

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

Good features

- 163 Pupils in Key Stage 1 know a range of Welsh songs, including nursery rhymes and songs introducing language patterns. They realise the importance of co-ordinated singing and of paying attention to tonality. They enjoy singing and performing with a level of technical accuracy that is appropriate to their development.
- 164 They recognise a number of musical instruments and are able to correctly identify if they are percussion instruments or not. They can research a range of sound sources and can select appropriate sounds as they compose music in response to a stimulus such as the song 'Plu Eira'n Cwmpo' (Snowflakes Falling). They are able to keep a good rhythm on untuned instruments and to create simple compositions.
- 165 They have a developing awareness of musical terms such as high and low and slow and quick, and they understand terms such as 'piano' and 'forte'.
- 166 The majority of pupils in Key Stage 2 sing melodically, breathing in a controlled manner and with good poise and correct expression. They understand beat, rhythm, tempo, quality and dynamics.
- 167 They develop a good awareness of African music and respond effectively through their use of percussion instruments. They describe which musical elements are used to convey an event or movement. They learn quickly and they perform their African song effectively, paying good attention to tempo.
- 168 They work well together to produce collective compositions. The able pupils at the upper end of the school discuss their compositions meaningfully, making purposeful observations when explaining how a tone containing 'polyrhythms' begins easily and then becomes difficult.

Shortcomings

- 169 The ability of pupils in both key stages to evaluate their own performance is under-developed.

Religious education

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

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

- 170 In Key Stage 2, the pupils' understanding of what Christians think of the natural world around them, together with their ability to appreciate concepts such as wonder and awe are outstanding features.

Good features

- 171 Across both key stages, the pupils show a very mature awareness of the ritual of worship during the morning services.
- 172 In Key Stage 1, the pupils have a good knowledge of Biblical stories, such as the Kind Samaritan and others. They are aware of the function of prayer and they write their own purposeful prayers.
- 173 Their understanding of Christianity is enhanced through visits to local places of worship.
- 174 They have a good understanding of the importance of celebrations in their own lives and those of others.
- 175 They show a good developing awareness of other religions such as Judaism.
- 176 The Biblical awareness of Key Stage 2 pupils builds effectively on work completed in the previous key stage.
- 177 They know that celebrations occur at specific times in a person's life as part of a religious tradition. They are knowledgeable about the main Christian festivals and have made mature contributions to a discussion on the value of Christmas as a festival.
- 178 Their awareness of other religions that are practised within the global community is developing very well. Their knowledge of the Jewish faith is thorough and they have made good use of artefacts during their study of the Jewish faith.
- 179 Studying the work of Christian Aid and the history of Dr Barnardo has raised their awareness of the importance of helping people less fortunate than themselves. They understand that they have a responsibility to share and to care for others.

Shortcomings

- 180 There are no important shortcomings.

School's response to the inspection

The staff and Governors of Ysgol Llandrygarn acknowledge that the findings of the report are the subject of pride for everyone involved with the school. It is a reflection of the hard work and dedication of Governors, staff, pupils and parents at the school.

The inspection team concurred with the school's judgements in each of the seven key questions. It is acknowledged that the pupils make good progress in their learning and that they fulfil their potential and benefit from the contribution of visitors who share their experiences, and from educational visits to enhance their learning. Good and outstanding features were seen in the life and work of the school.

It was found that the Governors are very enthusiastic in their support of the school and that parents are also highly supportive, and that the standard of cleanliness and tidiness is outstanding.

The Governors and staff wish to thank the Registered Inspector, Mr D. Martin Cray and his team for their geniality and professionalism during the inspection.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Llandrygarn
School type	Community
Age-range of pupils	4-11 years
Address of school	Tyn Lôn Holyhead Ynys Môn
Post-code	LL65 3AJ
Telephone number	(01407) 720438
Headteacher	Miss J Richards
Date of appointment	January 1994
Chair of governors/ Appropriate authority	Mrs Cadi Roberts
Reporting inspector	Mr D M Cray
Dates of inspection	22 – 24 January 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	--	7	3	4	3	5	6	5	33

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	2.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	13.9:1
Average class size, excluding nursery and special classes	16
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	--	97%	96%
Summer 2006	--	99%	96%
Spring 2006	--	95%	94%

Percentage of pupils entitled to free school meals	6%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS1 Results 2006	Number of pupils in Y2	2
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.		

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2006	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	71.4%	In Wales	74.3%

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:

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

Members of the inspection team had meetings with:

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

The team also considered:

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

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

Appendix 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.	Science; design and technology; religious education
Mr R O Phillips	Team	Key questions 2; 3 and 4.	English; art; music
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

School's Nominee: Miss J Richards

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.