



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Ysgol Llaingoch  
South Stack Road  
Holyhead  
Anglesey  
LL65 1LD**

**Date of inspection: July 2013**

**by**

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



During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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## Context

Ysgol Llaingoch is situated on the outskirts of the town of Holyhead, Anglesey. About 70% of pupils come from the nearby area, and the remainder travel from other parts of the town. The school describes the area as one that includes pupils from privileged and disadvantaged backgrounds. The town of Holyhead is known as an area that is economically disadvantaged. However, the number of pupils at the school who are entitled to free school meals is much lower than county and national averages.

There are 193 pupils aged between 3 and 11 on roll, including 28 part-time nursery children. They are arranged into four classes according to age in the Foundation Phase and into three mixed-age classes in key stage 2. The school admits pupils to the school on a full-time basis in the September following their fourth birthday.

Although about a third of pupils come from homes where Welsh is spoken as a first language, very few are fluent in Welsh. At present, there are no pupils from ethnic minority backgrounds. Eleven per cent of pupils have additional learning needs, which is much lower than the national percentage. A few pupils have a statutory statement of special educational needs.

The individual school budget per pupil for Ysgol Llaingoch in 2012-2013 is £3,347. The maximum per pupil in primary schools in Anglesey is £10,188 and the minimum is £2,842. Ysgol Llaingoch is in 46<sup>th</sup> position out of the 48 primary schools in Anglesey in terms of the school budget per pupil.

The headteacher has been in post since September 2011. The school was last inspected by Estyn in June 2007.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

Performance is good because:

- most pupils make good progress in their literacy, numeracy and information communications technology (ICT) skills;
- pupils' attainment in Welsh and in Welsh as a second language is good;
- nearly all pupils try hard and make suitable progress in their learning;
- pupils have a strong commitment to the school and staff;
- pupils behave responsibly and show respect and care for each other;
- learning experiences are good and stimulate the interest of almost all pupils; and
- the school is a happy and inclusive community.

### Prospects for improvement

Prospects for improvement are adequate because:

- close co-operation between the headteacher, staff and governors contributes well towards the school's work;
- governors are well informed about the school's work and fulfil their responsibilities conscientiously;
- self-evaluation, on the whole, gives a clear picture of the school's current situation; and
- partnership activities ensure clear advantages to pupils' standards and wellbeing.

However:

- the lack of a senior management team limits the headteacher's ability to share leadership responsibilities;
- there are not clear enough arrangements for monitoring the effect of the school development plan;
- the role of subject co-ordinators has not been developed sufficiently; and
- self-evaluation processes do not include observation of teaching and scrutinising pupils' work.

## Recommendations

- R1 Establish a senior management team and define teachers' responsibilities more clearly
- R2 Monitor the effect of the school development plan on standards and provision more thoroughly
- R3 Increase pupils' ability to evaluate and improve their work
- R4 Establish a whole-school system to record and track all pupils' progress

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### Standards: Good

Most pupils make good progress in their ability to apply their literacy skills, along with their numeracy and ICT, across all areas of the curriculum.

When they undertake individual tasks or co-operate on group activities, nearly all pupils in the Foundation Phase discuss their work confidently and communicate effectively together and with adults. They show a liking for books and read with increasing accuracy and pay good attention to expression and text. By the top end of the Foundation Phase, most pupils write comprehensibly and the most able present imaginative and interesting pieces. Simple words are usually spelt and formed correctly.

Mostly, pupils in key stage 2 discuss their learning in a clear and intelligent way. Most show interest in books and enjoy them. By the end of the key stage, they apply their reading skills effectively to glean information from different sources such as books and websites. Many pupils write confidently for a wide range of purposes. Across the key stage, the format of pupils' written work is of high quality.

Pupils' attainment in Welsh and in Welsh as a second language is good. By the end of key stage 2, most pupils speak, read and write to a standard that is appropriate to their age and linguistic ability.

Nearly all pupils across the age range try hard in lessons and make good progress in their learning. They concentrate and persevere with tasks; they are alert to asking and answering questions and discuss their tasks confidently. The majority of pupils use their thinking skills effectively when planning jointly and solving practical problems. This has a positive effect on their learning and the standards that they achieve. However, only a few pupils, by key stage 2, can evaluate their work and identify what needs to be done to improve it.

Pupils' performance at the end of the Foundation Phase in 2012 compares well with schools that face the same challenges and also with the average for primary schools in Wales. As 2012 is the first year for publishing performance data for the Foundation Phase, it is not possible to report on historical trends in performance.

Performance in key stage 2 during the last four years has varied from one year to the other. Whilst results for English and mathematics have mostly been in the top 50% of schools that have a similar percentage of pupils who receive free school meals, results in science along with the core subject indicator have been in the bottom 50% every year.

There is no pattern of underperformance by boys or girls in the Foundation Phase or in key stage 2.

## **Wellbeing: Good**

Most pupils enjoy coming to school. They feel safe at school and are confident that staff will deal effectively with any threats to their health and wellbeing. Pupils of all ages have a sound understanding of how to become healthy and they appreciate that healthy foods and regular physical exercise have a beneficial effect on their health and development.

Most pupils' social and life skills are good. As they co-operate on tasks or move around the school, nearly all behave responsibly and show respect and care towards each other and towards visitors. Many are diligent and enthusiastic learners who work together harmoniously and keep diligently on task over extended periods.

From an early age, many pupils are confident when making choices about their learning and address problem-solving tasks skilfully. A good example of this is the way in which Foundation Phase pupils guide their own learning by trying to discover whether or not it is possible to mix water with oil.

Pupils have a strong commitment to the school and staff, and as they mature, they are willing to shoulder additional responsibilities. The school council undertakes its work conscientiously. However, pupils have little influence on the school curriculum.

During three of the last five years, the school's attendance percentages were among the top 50% of schools that have a similar proportion of pupils who receive free school meals. It was in the bottom 50% during the last two years.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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## **Learning experiences: Good**

Through close co-operation, teachers plan interesting and stimulating learning opportunities that meet pupils' personal and educational needs and that enable nearly all pupils to make good progress. In the Foundation Phase, a wide range of exciting learning experiences stimulate pupils' interest and give valuable opportunities for them to develop into independent learners.

Cross-curricular themes and interesting and imaginative work programmes extend pupils' knowledge and understanding in key stage 2. They also give them good opportunities to make practical use of their communication, numeracy and ICT skills across a number of curricular areas. A good example of this is the local study that was made of the story of an evacuee in the village of Llaingoch during the Second World War and the way in which pupils' learning experiences were enriched by visits from members of the community.

The central place of the Cwricwlwm Cymreig, along with the wide range of extra-curricular activities, helps pupils to develop a number of key personal and social skills very effectively.

The differentiated provision for Welsh and Welsh as a second language strengthens pupils' bilingual skills and enables many of them to transfer to the secondary school confidently in Welsh and English.

Through the gardening club, the cycling to school campaign and recycling arrangements, the school operates in a sustainable way. There is appropriate provision for promoting pupils' understanding of global citizenship.

### **Teaching: Good**

Teachers in almost every class use a wide range of teaching strategies in a skilful way and present lessons in a lively and enthusiastic way. Most activities are challenging and offer valuable opportunities for pupils to practice and develop their literacy and numeracy skills. Through purposeful intervention and skilful questioning, teachers and support staff extend pupils' knowledge and understanding and develop their learning skills well. However, there is little encouragement for pupils to express an opinion about their work and offer improvements. In each class, support staff are used effectively to improve pupils' learning.

In most Foundation Phase classes, there are suitable arrangements for assessing and recording individual pupils' progress and teachers use the information that is collected purposefully to identify the next steps in learning. However, there is no whole-school system for tracking pupils' progress as they move through the school.

Key stage 2 teachers mark pupils' written work regularly but feedback for pupils does not always show clearly enough how to improve it.

Annual reports that are provided to parents are of good quality and provide beneficial information to them about their children's progress and wellbeing.

### **Care, support and guidance: Good**

The quality of the school's care for the children is very good. The staff make sure that there is a warm and welcoming environment and that the needs of all individuals are met. The school encourages pupils to eat healthily, and through numerous physical activities, they have a wide variety of opportunities to increase their levels of fitness and health.

Pupils' personal, spiritual, moral, social and cultural development is co-ordinated well and embedded firmly in the school's curriculum and day-to-day procedures. The school promotes high values, which help pupils to differentiate between that which is right and wrong and encourages them to take responsibility for their actions.

The school promotes good attendance consistently and acts effectively in specific cases in order to ensure improvement.

There is good provision for supporting pupils who have additional learning needs. Teachers identify pupils who need additional support and provide suitable support for them. Procedures that are in place enable these pupils to make good progress and to have full access to the school curriculum. Pupils and their parents have an active role in all the processes and the school co-operates well with specialist external agencies.



The school's arrangements for safeguarding pupils meet requirements and they are not a cause for concern.

**Learning environment: Good**

The school is a happy community in which pupils enjoy their lessons and activities and are treated equally and with respect. There is a clear emphasis on recognising, respecting and celebrating diversity and creating an ethos that fosters care and tolerance. There are many purposeful and stimulating displays throughout the building, which include very good examples of artwork. These contribute significantly towards creating a stimulating and tasteful environment. There is an extensive supply of good quality relevant resources for most of the learning areas. However, a shortage of laptop computers and suitable Welsh books hinders the efforts of pupils and teachers.

The building is of good quality and the school uses every space effectively for pupils' benefit. The garden and the outside area for the Foundation Phase are a valuable and interesting resource which offers beneficial experiences to children. It promotes their learning and their personal and social development effectively.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
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**Leadership: Adequate**

Close co-operation between the headteacher, staff and governors contributes well to the work of the school. They are all committed to the school's success and share agreed values about relationships and behaviour. The headteacher has put appropriate strategies in place in order to improve pupils' learning outcomes and wellbeing. However, no senior management team has been established and this limits the headteacher's ability to share leadership responsibilities and to develop the school further.

The school's day to day management is effective and there are suitable arrangements for producing and reviewing policies. Leaders promote equal opportunities for all and the contribution of all members of staff is appreciated. However, the role of subject co-ordinators has not been developed sufficiently and this hinders their influence on the development of the school.

Governors are supportive of the school's work and fulfil their responsibilities conscientiously. They are well informed about the school's work and scrutinise performance data carefully in order to identify areas to be improved. The headteacher's detailed reports along with occasional visits to classrooms expand their knowledge further. The role of governors as a critical friend of the school is developing gradually.

The school pays suitable attention to implementing national priorities and the Foundation Phase has been established effectively. Raising standards of literacy and numeracy has been targeted appropriately in the current development plan.

**Improving quality: Adequate**

The school's self-evaluation is detailed and, on the whole, gives a clear picture of the school's current situation. Recent reviews by the education authority and by external

agencies have contributed significantly to the school's understanding of its strengths and areas for improvement. Although self-evaluation is based on a range of evidence such as analysing performance data, monitoring arrangements do not include observation of teaching and scrutinising pupils' work. Nor do they give pupils, parents and the community enough opportunities to express an opinion on the school.

The outcomes of the self-evaluation process have an appropriate influence on priorities in the school development plan. The plan is of good quality, and is based on an evaluation of the previous plan and the areas for development that emerged from the self-evaluation process. However, there are not clear enough arrangements for monitoring the effect of implementing the plan's priorities on learning outcomes and on quality of provision.

Occasionally, joint training is arranged with nearby schools. This practice has contributed well to teachers' professional development.

The school is developing appropriately as a professional learning community. A good example of this is the way in which Foundation Phase staff have co-operated recently over a period of time to refine their plans, change classroom organisation, improve the learning environment and monitor each other's work. As a result, standards, and teachers' quality of teaching and learning in their classes are consistently good.

### **Partnership working: Good**

Partnership activities with parents, the community and other schools expand pupils' choices and ensure clear advantages to their standards and wellbeing. Parents are very supportive and receive useful and regular information about the school's activities and about their children's progress. The parents' association is active and the school benefits from regular activities to raise money in order to purchase learning resources, such as reading books.

The school has close links with the local community. Pupils benefit from opportunities to take part in local events, for example displaying produce from the school garden in the Llaingoch show. Occasionally, members of the community come to the school to share their experiences with pupils. This contributes positively to enriching pupils' experiences.

The school also takes considerable advantage of the advice of specialist local authority agencies, such as the psychological service, social services and the speech and language therapist.

Effective transition arrangements with the local secondary schools help pupils to settle in better in their new school.

The school makes good use of volunteers from the secondary school and the college to support pupils' education by listening to readers and working with specific groups of pupils within the class. They contribute effectively to raising pupils' standards.

There are appropriate arrangements for standardising and moderating pupils' work within the local cluster.

**Resource management: Good**

The school uses teaching staff and support staff well by taking full advantage of their time and expertise to strengthen provision across the curriculum. The practice of using the expertise of one of the assistants to give support during physical education lessons and to run the school's football club is a good example of this.

Planning, preparation and assessment arrangements are suitable and staff make good use of their time. Appropriate arrangements are in place for managing teachers' performance but there are no formal arrangements for support staff.

The school ensures the effective and appropriate allocation of funds and grants in order to address the priorities of the development plan. The headteacher and governors monitor the school's expenditure regularly and review the effect of resources on learning outcomes and provision.

The school provides good value for money in terms of pupils' outcomes, quality of provision and use of funds.

## Appendix 1

### Commentary on performance data

The proportion of pupils who attained the expected outcome (outcome 5) or higher at the end of the Foundation Phase in 2012 in language, literacy and communication in English and in mathematical development and personal and social development and wellbeing and cultural diversity was similar to the average for schools in the family who face the same challenges. The school's performance in the three areas also compares well with national averages. In comparison with other schools that have a similar proportion of pupils who are entitled to free school meals, the school's performance placed it in the lower 50% for language, literacy and communication and in mathematical development. It was in the top 25% for personal and social development, wellbeing and cultural diversity.

The proportion of those who achieved the higher outcome (outcome 6) in the three areas compared well with national averages and averages for the family.

As 2012 is the first year for publishing performance data for the Foundation Phase, it is not possible to report on historical trends in performance.

The proportion of pupils who attained the expected level (level 4) or higher at the end of key stage 2 in 2012 in English, mathematics and science was lower than the average for schools in the family who are facing similar challenges. The proportion of pupils who achieved level 4 or higher in Welsh or English, mathematics and science (the core subject indicator) was lower than the average for primary schools in Wales and the average for schools in the family. The proportion who achieved the higher level (level 5) in the three subjects was significantly higher than the averages for the school and the national performance. In comparison with schools that have a similar level of pupils who are entitled to free school meals, performance in English, mathematics and science placed the school among the lower 50% of the group.

In two of the last four years, results for English in key stage 2 placed the school among the top 50% of schools that have a similar percentage of pupils who are entitled to free school meals. The school was in the lower 50% of this group during the other two years. Except in one year, results in mathematics placed the school among the top 50% during the period. During the four years, results for science and the core subject indicator placed the school among the bottom 25% of schools with a similar percentage of pupils entitled to free school meals.

Although performance during the last four years has varied from one year to the other, the performance of girls at level 4, and especially in English, exceeds the performance of boys. The school's internal data, along with performance at the end of key stage 2, shows that many pupils who have additional learning needs or who are entitled to free school meals make good progress in the three learning areas during their time at the school.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

All of the 72 questionnaires that were completed expressed positive attitudes towards the school and this is much higher than the national averages.

Most pupils say that:

- they feel safe at school and receive help from teachers and adults to learn and make progress;
- they know to whom to turn if they are worried or find their work difficult;
- the school teaches them how to keep healthy and there are many opportunities for them to take regular physical exercise; and
- there are enough books, equipment and computers for them to do their work.

Many pupils say that:

- they are doing well at school and homework helps them to understand and improve their work; and
- the school deals well with any bullying.

About half of pupils say that other children behave well and enable them to do their work.

#### Responses to parent questionnaires

Seventeen parents completed the pre-inspection questionnaire, namely 10% of the families at the school. Many of the questionnaires expressed satisfaction with the school and this compares favourably with national averages.

All parents say that:

- their child had support in settling in well when he/she started at the school;
- teaching is good and teachers expect their child to work hard and do his/her best;
- their child is encouraged to be healthy and he/she receives additional support in relation to any specific individual needs; and
- there is a good variety of activities, including trips or visits.

Many parents say that:

- they are satisfied with the school in general, their child likes school and he/she is making good progress;
- all pupils are treated fairly and pupils behave well;
- teachers expect children to work hard;

- their child is being helped to become more mature and to shoulder responsibilities and he or she is safe whilst at school;
- they feel comfortable about asking a question at the school or identifying a problem;
- their child has been prepared well for moving on to the next school; and
- the school is well run.

A few parents say that they do not receive regular information about their children's progress and that they do not understand the school's system for dealing with complaints.

### Appendix 3

#### The inspection team

William Williams	Reporting Inspector
Rhian Jones	Team Inspector
Jeremy Turner	Lay Inspector
Dilys Ellis-Jones	Peer Inspector
Derfel Griffiths	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, 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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.



The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.