



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Llanystumdwy
Llanystumdwy
Criccieth
Gwynedd
LL52 0SP**

Date of inspection: June 2018

by

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

About Ysgol Llanystumdwy

Ysgol Gynradd Llanystumdwy, which is under the control of the Church in Wales, is situated in the village of Llanystumdwy near Criccieth in Gwynedd. Welsh is the main medium of the school's life and work. There are 22 pupils between 3 and 11 years old on roll, including 2 part-time nursery pupils. They are divided into two mixed-age classes.

Over the last three years, around 7% of pupils have been eligible for free school meals. This is significantly lower than the national percentage (19%). Around 70% of pupils come from Welsh-speaking homes. There are no pupils from ethnic minority backgrounds. The school has identified 25% of its pupils as having additional learning needs. There are no pupils with a statement of special educational needs.

The teacher in charge was appointed to the post in January 2011. Since April 2017, she has also acted as headteacher of another nearby school. The school was last inspected in December 2011.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

Particular features of the school include the familial ethos, which ensures that pupils and staff care naturally for each other, and the effective working relationship between pupils and staff. The school has a very strong Welsh ethos, and provision encourages pupils to make full use of the Welsh language in all aspects of school life. Pupils show pride towards the language and an obvious appreciation of the local area's culture and history.

The headteacher provides robust leadership and a clear strategic direction, which is based on high standards and ensuring pupils' wellbeing. The quality of teaching is consistently good and staff show a strong commitment to ensuring continuous improvement.

Pupils benefit from rich learning experiences that engage their interest and motivate them to learn successfully. As a result, most make sound progress and achieve well. Their behaviour is very good and they have positive attitudes towards learning.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Improve pupils' information and communication technology (ICT) skills to handle data across the curriculum
- R2 Ensure that key stage 2 pupils are more aware of what they need to do to improve their work
- R3 Ensure more opportunities for pupils to make choices in relation to their learning and to work independently

What happens next

The school will produce an action plan to address the recommendations from the inspection.

Main findings

Standards: Good

On entry to the school, most pupils' literacy and numeracy skills are similar to that expected for their age. As they move through the school, most pupils, including those with additional learning needs, make sound progress and achieve well. Although the Welsh language is new to a minority, the oracy skills of pupils from non-Welsh-speaking homes develop very quickly.

Nearly all pupils make sound progress in their oral and listening skills. From an early age, they listen attentively to adults and each other, and speak confidently, for example when discussing their work on pirates. By Year 1, most use the Welsh language confidently in their activities and at other times during the day. Most pupils in key stage 2 speak natural and rich Welsh. They show pride towards the language and use it to socialise at playtime and in their lessons. At the top of the school, most express themselves clearly in Welsh and English, and reach a good standard of bilingualism. They are very keen to contribute to class discussions by using subject vocabulary confidently, for example when discussing the findings of their scientific inquiry.

Most pupils' reading skills in the foundation phase are developing well. They use an appropriate range of phonic strategies confidently to build unfamiliar words. By Year 1, nearly all pupils use their reading skills confidently, for example when following instructions in the 'pentref prysur' (busy village). Most pupils in key stage 2 make sound progress in their reading in Welsh and English. They use their skills competently to gather information from different texts, including the internet, for example when creating a fact file about volcanoes.

Most pupils in the foundation phase develop their early writing skills successfully. By Year 1, they write independently for different purposes and begin to use appropriate syntax, for example when re-telling the story 'We're Going on a Bear Hunt'. Most pupils in key stage 2 build successfully on their writing skills in both languages, and use paragraphs and punctuation correctly. By Year 6, most write at length and show a sound awareness of the features of a wide range of different forms, for example when writing a personal letter to Bendigeidfran and Branwen's monologue based on the tales of the Mabinogi. They apply their literacy skills effectively in a variety of subjects across the curriculum. For example, they present interesting information about Iceland and create a mature debate about whether life in Wales was better before or after the arrival of the Romans. However, only a minority of pupils draft and re-draft their work effectively when completing extended writing tasks across the curriculum.

Most pupils' have sound numeracy skills. In the foundation phase, most make good progress. Most pupils in Year 1 handle money correctly, for example when buying clothes to role-play as pirates. Most solve numeracy problems successfully across the areas of learning, for example when measuring how much sunflower seeds have grown. In key stage 2, most pupils build well on previous learning and, by Year 6, they have a sound understanding of number strategies. They use a wide range of methods to solve problems confidently, for example when comparing prices and

understanding what offers the best value for money. They apply these methods successfully in a wide variety of activities across the curriculum; for example, they use maps intelligently when discovering and comparing the population of Patagonia.

Most pupils use their information and communication technology (ICT) skills purposefully to support their work across the curriculum. By Year 1, most use publishing software to present their work in colourful and attractive ways. They input a series of instructions correctly in order to move a toy along a designated path. Most pupils in key stage 2 use the internet successfully to search for information, for example when learning about ospreys. They create multimedia presentations successfully in order to present their work, for example on castles in north Wales. However, only a minority of pupils across the school develop a good understanding of how to handle data, for example when gathering evidence, displaying it in the form of a graph and interpreting it, or how to create databases to analyse evidence and pursue specific lines of enquiry across the curriculum.

Wellbeing and attitudes to learning: Good

Nearly all pupils are very well behaved in the classroom and around the school. They are very polite and welcoming towards each other, staff and visitors. This contributes significantly towards creating an effective learning environment. Most pupils are very caring towards each other and treat others with respect during break time and lunchtime. They learn and play happily together on the playground and are very willing to support each other in a good variety of different situations, for example in group activities and school assemblies.

Most pupils show positive attitudes towards their work. They are active and enthusiastic learners who work harmoniously and stay on task diligently for extended periods. Most pupils' ability to improve their own work and that of their peers, under the teacher's guidance, is developing well. However, only a minority of pupils in key stage 2 are aware of their improvement targets and make independent choices in relation to their learning.

Nearly all pupils enjoy the school's life and work and feel safe within a caring, inclusive and supportive ethos. They are aware of the importance of attending school regularly and are happy to discuss problems with members of staff, and are confident that they listen to them. Most have a sound understanding of how to stay safe when using the internet. They understand the importance of eating and drinking healthily and have a good awareness of the effect this has on the body. They take part in a good variety of physical activities both within the school and beyond, which has a positive effect on their fitness.

Pupils take pride in the opportunities that they are given to express an opinion and play an important part in their community. Teachers give them responsibility for leading aspects of school life and for developing their skills purposefully, for example by leading morning assemblies and planning and holding fundraising activities in school fairs. Many pupils take part in an appropriate variety of extra-curricular activities, for example a cooking club, fitness club and 'Clwb y Llan', which contribute successfully towards developing their understanding of a healthy lifestyle. Many pupils contribute extensively to the community and play a prominent part in local social events and competitions, for example through activities during Lent, the local

eisteddfod and attending a Remembrance Day service. They contribute regularly to various charities. This has a positive effect on their understanding of other people's needs, in addition to developing a sense of pride in their community.

Teaching and learning experiences: Good

Teachers ensure that there are opportunities for all pupils to receive a range of practical, stimulating and rich learning experiences. Teachers introduce interesting and imaginative cross-curricular themes and work programmes, which extend most pupils' knowledge and understanding and strengthen their commitment to their work effectively. The principles of the foundation phase have been embedded firmly. All teachers make effective and flexible use of the school's resources, including the outdoor areas, in order to develop pupils' skills successfully.

All staff take advantage of every opportunity to enrich pupils' language, which contribute successfully to their oral skills. As a result, many older pupils have robust translanguaging skills and develop as competent and confident bilingual learners. Teachers plan numerous opportunities to develop pupils' understanding of their heritage and Welsh culture, for example by studying local legends and the history of Welsh princes. Valuable visits are organised, for example to Cardiff, the Urdd Residential Centre at Glan-llyn, and the National Park study centre. This develops pupils' social skills successfully.

Teachers plan effectively to develop pupils' literacy and numeracy skills across the curriculum. Overall, teachers provide good opportunities for pupils to use their ICT skills to gather and present information. However, opportunities for pupils to develop their ICT skills, for example to create databases and analyse evidence in order to pursue specific lines of enquiry, have not been developed effectively enough across the curriculum.

The quality of teaching across the school is good. Staff establish an effective working relationship with pupils, which fosters a supportive and industrious learning environment. Teachers have good subject knowledge and they lead learning sessions effectively. They have high expectations, explain new concepts clearly and ensure that sessions have a good pace. They link their lessons effectively with previous learning and use a range of methods skilfully. Purposeful co-operation between teachers and assistants provides good support in order for pupils to complete their tasks and benefit from them successfully. Overall, there is a good balance between experiences that are led by adults and opportunities for pupils to work independently. However, at times, adults have a tendency to over-direct activities, and this limits opportunities for pupils to make choices about their learning.

Teachers provide pupils with effective oral feedback and encourage them to persevere and reflect further on how to improve their work. They intervene sensitively to support pupils at appropriate times during the lesson, for example to encourage them to check their progress against success criteria. Teachers' written comments provide pupils with beneficial feedback on how to improve their subsequent work, but there are not always enough opportunities for them to improve the content of their work. As a result, only a minority of pupils in key stage 2 have a good understanding of how to improve their work.

Care, support and guidance: Good

A particular feature of the school is the familial ethos, which ensures that pupils and staff care for each other naturally. As a result, pupils feel happy and safe at school. The school provides skilfully to develop pupils' spiritual, moral, social and cultural attitudes. Collective worship sessions provide valuable opportunities for pupils to reflect on values such as trust, sharing and appreciation. Members of the local community come to the school each week to read and discuss different stories from the Bible, which enriches pupils' learning experiences effectively. Pupils are given regular opportunities to organise and present assemblies, which reinforces their understanding of moral and social aspects.

The school provides an effective personal and social education programme, which nurtures aspects such as respect, tolerance and equality well. The school organises visitors and rich educational visits that contribute well to pupils' understanding of the importance of nurturing sound social attitudes; for example, taking part in the 'Lleisiau Bach' (Small Voices) project, which raises pupils' awareness of the challenges that are faced by disabled people, and the importance of promoting equality in society. This has a good effect on their ability to discuss, co-operate and respect each other's views on social issues.

The school has appropriate arrangements to promote healthy eating and drinking. This has a positive effect on pupils' understanding of issues relating to their health and wellbeing. Arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school provides useful opportunities for all pupils to voice their opinions and influence elements of the school's life and work, for example as they appoint a pupil as attendance officer in order to improve attendance rates. Teachers organise valuable enterprise activities, for example through a project to create cloth bags. This contributes successfully towards developing pupils' enterprise, literacy and numeracy skills.

The school has a good relationship with parents and the community. The headteacher uses social media in order to provide timely information for parents. Parents appreciate this and, as a result, they are more aware of what they can do to support their children's learning. The friends of the school contribute significant funding, for example by purchasing ICT resources that enable the school to implement the Digital Competence Framework. They also strengthen the partnership by promoting activity in the outdoor area and helping with arts and craft activities. There are various links with the local community, for example by celebrating Lloyd George's birthday each year and visiting the local area's slate museums in order to develop pupils' understanding of their area. Provision to develop pupils' awareness and respect of diversity in Wales and around the world is good. A successful example of this is the study by pupils in key stage 2 of different countries around the world as part of their theme on Portmeirion.

Provision to develop pupils' creative arts and performing skills are good. Pupils take pride in their success when competing in local and national eisteddfodau, in addition to their creative work. The school provides valuable opportunities for pupils to work with actors and artists by taking part in a creative project relating to Welsh legends

and English stories. These activities provide stimulating opportunities for pupils to script and produce short films about a new legend called 'Crisialau'r Gwynfryn', and create cloaks, puppets and masks in order to present a particular part of a story. As a result, many pupils communicate confidently in front of their peers and wider audiences. This also develops pupils' Welsh oracy skills, English spelling skills and ICT skills effectively.

The school has effective systems for tracking pupils' progress during their time at the school. Teachers and learning assistants know their pupils well and tailor class activities to meet the needs of pupils of different abilities effectively. The school provides effectively for pupils with additional learning needs. Teachers use a variety of suitable methods to identify pupils' needs at an early stage, and take appropriate steps to meet their needs within the classroom. Teachers provide appropriate individual education plans for individuals, and parents and pupils are included suitably in the process of producing and reviewing them. As a result, the school ensures that most pupils make good progress against their targets.

Leadership and management: Good

The headteacher provides robust leadership, which ensures a clear direction for developing the school and a culture that promotes continuous improvement. She has high expectations and a robust vision that she shares successfully with all staff, governors, parents and pupils. One of the school's strengths is the strong focus on providing a variety of stimulating experiences to develop the Welsh language and Welsh dimension. As a result, pupils appreciate the culture and history of their local area greatly.

The school has a very prominent ethos of close co-operation. All members of staff are aware of their roles and responsibilities, and they fulfil them effectively and conscientiously. They meet regularly to discuss, plan and track pupils' progress. Effective performance management arrangements, which are linked to the school's priorities, provide good opportunities to promote the staff's professional development. A good example of this is the teachers' commitment by preparing purposefully to implement the Digital Competence Framework.

Staff are given suitable opportunities to improve their skills and professional knowledge by working with other local schools. The headteacher's role as strategic head in charge of two schools has led to successful co-operation between them. This, for example, has been an opportunity for the foundation phase teacher to develop her management skills effectively as an assistant headteacher. Co-operation between the two schools has a positive effect on standards and provision, and contributes towards teachers' professional development, for example as they plan jointly and share good practice. These pupils have benefited from scrutinising the other school's English books and providing comments on how pupils could improve their written work. This helps to develop assessment for learning practices and leads to raising standards of writing. However, there are few opportunities for staff to share good practice outside the local area.

Leaders and managers have a sound understanding of the school's strengths and areas for development. They make effective use of first-hand evidence on the quality of teaching and learning in order to monitor pupils' progress. Self-evaluation

procedures give appropriate consideration to the views of pupils and parents on aspects of school life. There is a good link between the self-evaluation report and the school improvement plan, which focuses clearly on improving provision and raising standards. The headteacher and teachers monitor progress carefully and submit rigorous reviews to the governors, which show where further improvement is needed.

Governors have thorough knowledge of the school's performance and play an increasing role in self-evaluation processes. Through effective co-operation with the headteacher and deputy headteacher, discussions with pupils and scrutinising their workbooks, they have a clear understanding of the school's strengths and areas for development. They use this information effectively to make decisions and in setting a strategic direction for the school's work. As a result, they succeed in supporting and challenging the school in relation to its performance.

The headteacher and governors use resources effectively to enrich the curriculum. They make effective use of individuals' expertise to enrich teaching and learning. They link expenditure appropriately with the school's priorities and monitor funding carefully in order to ensure its best use. They use the pupil development grant prudently to raise the standards of the very few pupils who are eligible for free school meals.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

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

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