



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

A report on

**Ysgol Gynradd Llandwrog
Llandwrog
Caernarfon
Gwynedd
LL54 5ST**

Date of inspection: July 2019

by

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

About Ysgol Gynradd Llandwrog

Ysgol Gynradd Llandwrog is situated in the village of Llandwrog, approximately six miles from the town of Caernarfon. The school is under the voluntary control of the Church in Wales and is maintained by Gwynedd local authority. Estyn does not inspect religious education or the religious content of collective worship when the school is of a religious character. Instead, the governing body is required, by law, to arrange for religious education and collective worship to be inspected separately.

Welsh is the main medium of the school's life and work. There are 46 pupils between 3 and 11 years old on roll, including three nursery age pupils. The school has two mixed-age classes.

Over a three-year-period, around 7% of pupils have been eligible for free school meals. This is significantly lower than the national percentage of 18%. Around 90% of pupils come from Welsh-speaking homes. The school has identified around 12% of pupils as having additional learning needs, which is significantly lower than the national percentage of 21%.

The school was last inspected in September 2011. The headteacher was appointed to the post in September 2017. She is responsible for another nearby school and divides her time between the two schools.

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

Staff create a welcoming and inclusive environment at the school, which fosters a supportive and hardworking learning ethos for pupils. An excellent feature is the familial ethos, which ensures that pupils and staff care for each other naturally. As a result, pupils are happy to attend, behave very well and develop positive attitudes to learning. During their time there, most pupils develop as competent and confident bilingual learners, make sound progress and achieve well.

Teachers provide rich and interesting learning experiences for pupils, which meet most of their needs. The school has a very strong Welsh ethos and provision encourages pupils to make full use of the Welsh language in all aspects of its life and work. As a result, pupils show pride towards the language and a clear appreciation of the local area's culture and history.

The headteacher provides effective leadership that provides a clear strategic direction for the school. She receives strong support from dedicated staff, who work well together as a team. They show strong commitment to promoting continuous and sustainable improvements. Governors have a thorough understanding of the school and use their knowledge purposefully to challenge the school and hold it to account for standards.

| 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 Provide more regular opportunities for pupils to make choices in relation to their learning and work more independently
- R2 Ensure that pupils are more aware of what they need to do to improve their own work
- R3 Ensure regular and appropriate opportunities for pupils to develop their numeracy skills across the curriculum

What happens next

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

Main findings

Standards: Good

During their time at the school, most pupils, including those with additional learning needs, make sound progress in their learning and achieve well.

Most pupils across the school have strong communication skills. Most pupils in the foundation phase use the Welsh language confidently in lessons and informal situations. They understand that listening to others makes an important contribution to their learning. By Year 2, most talk eloquently about their work and use wide and accurate vocabulary, for example when discussing preparing food for birds. Most pupils in key stage 2 contribute effectively to class discussions. For example, they explain their choices concisely and maturely when discussing the features of an information leaflet to attract visitors to Llanberis. They talk maturely and intelligently in Welsh and English when discussing the work in their books.

Most pupils enjoy reading and make good progress regularly. By Year 2, most read meaningfully and with expression, and discuss the content of their books maturely. In key stage 2, most pupils read intelligently in both languages. They practise their higher order reading skills regularly and maturely to gather information from different sources. A good example of this is the work of older pupils when learning about the journey of people from Wales to Patagonia.

Most pupils' early writing skills are developing positively. They use varied vocabulary and language increasingly in Years 1 and 2. By the end of the foundation phase, they write independently, have a good understanding of different writing styles and expand their ideas effectively, for example when presenting a script for the weather forecast. Most pupils in key stage 2 develop their writing skills successfully and, by the end of the stage, they show a sound grasp of spelling patterns, paragraphing and punctuation in both languages. At the top of the school, many show a sound grasp of the features of a wide range of writing genres, for example when writing a ghost story or writing a letter to the council to oppose the proposal to charge for parking at Dinas Dinlle. They use relevant idioms and similes effectively to enrich their writing, for example when creating an imaginary script between school children from Capel Celyn following the decision to flood the Tryweryn valley. However, the standard of a few pupils' presentation and handwriting in key stage 2 is not neat enough.

In the foundation phase, most pupils make good progress in their mathematical development. By Year 2, they have a sound grasp of number facts and measurement, and use them correctly when creating hats for the end-of-year party. They collect data about the birthdays of the class's pupils and display it successfully in the form of a bar graph. In key stage 2, most pupils have a sound understanding of number strategies and, by Year 6, use a wide range of methods to solve problems, for example to calculate the cost of a bus journey from Llanbedrog to Aberdaron. They use their data-handling skills appropriately, for example when comparing the growth of two tomato plants. However, they do not always use their numeracy skills at the same level in activities across the curriculum as they do in mathematics lessons.

Most pupils use their information and communication technology (ICT) skills purposefully to support their work across the curriculum. Nearly all pupils in the foundation phase use electronic tablets effectively. Year 2 pupils, for example, record their work in the outdoor area electronically, for example as they research the best place to put water for the birds. Most pupils in key stage 2 use the internet effectively to search for information, and create multimedia presentations successfully to present their findings, for example on the effect of the slate industry on the local area. They develop a good understanding of how to handle data when choosing and calculating the cost of suitable equipment for a journey to the top of Snowdon.

Wellbeing and attitudes to learning: Good

Nearly all pupils enjoy school and feel completely safe there. They know who to approach for advice if they are worried about anything and are confident that the school responds promptly to any concerns they may have. Nearly all are aware of the importance of attending school regularly, and this is reflected clearly in their good and consistent attendance. They talk confidently about their school and community, take pride in the Welsh language and use it naturally when talking to each other.

Nearly all pupils behave very well in lessons and around the school. They are very respectful and polite towards staff, their peers and visitors. They are extremely caring towards each other and a wonderful example of this was seen as the older pupils led the younger ones carefully to a service at the local church. The positive interaction and strong levels of co-operation among pupils of all ages, during work and play, are a strong feature of the school.

Most pupils show positive attitudes to learning. They are hard-working and enthusiastic learners and stay on task for extended periods. They show motivation in their work, work together in harmony and apply themselves diligently to their tasks. This contributes successfully to the effective ethos of learning that exists within the school, and has a positive effect on pupils' standards and wellbeing. Most pupils respond positively to the increasing opportunities they are given to nurture and develop their learning skills by adopting strategies such as 'three before me'. This helps them to understand that making mistakes is a natural part of the learning process and encourages them to suggest different ways of solving problem to their peers. However, their role in guiding their own learning, making decisions and being independent learners has not been developed in full. Only a few pupils know how to improve their own work independently.

Most pupils have a sound understanding of the importance of eating and drinking healthily, and understand the effect of exercise on their health. They participate enthusiastically in a range of physical activities that are organised with a nearby school, in addition to the 'Dal i Fynd' club, which promotes their physical development and fitness effectively. Most pupils have a sound understanding of the importance of keeping themselves safe on the internet, and visits from the community police officer reinforce this.

Members of the school council undertake their work enthusiastically through a variety of activities. By doing so, they contribute appropriately to the school's life and work, for example by choosing new equipment and resources for the playground. This has

expanded the opportunities for pupils to play together at break time. Pupils take pride in the opportunity to support various charities, such as Christian Aid, and contribute to activities in the community and services at the church. This has a positive effect on their understanding of the needs of other people in their community and the wider world.

Teaching and learning experiences: Good

All staff have an effective working relationship with pupils, which fosters a positive and supportive environment for learning. They know the pupils well and provide them with effective support when they are working and interacting with their peers. The respect between pupils and adults is an important feature of the school's work, and this has a positive effect on pupils' standards and wellbeing.

There is a very strong Welsh ethos, and provision encourages pupils to make full use of the Welsh language in all aspects of the school's life and work. All staff take advantage of every opportunity to enrich pupils' language in both Welsh and English, which contributes successfully towards their refined oracy skills. As a result, most pupils develop as competent and confident bilingual learners.

The school has an interesting curriculum that develops pupils' skills across all areas of learning effectively. Teachers provide a varied range of valuable learning experiences for their pupils, which meet most of their needs successfully. Cross-curricular themes and interesting work programmes expand their knowledge and understanding well and strengthen their commitment to their work effectively. Teachers have recently started to adapt the curriculum to meet the purposes of the new curriculum for Wales by providing increasing opportunities for pupils to make decisions in relation to their work. There is a clear emphasis on developing a curriculum that is based on Wales and Welsh heritage. Teachers provide a range of valuable experiences for pupils, which reflect the school's nature and context successfully. A strong feature of provision is the valuable opportunities for pupils to learn about the local area. A good example of this is pupils' work on the effect of the slate industry on the area. This contributes effectively to their understanding of their local area, their history and their culture. As a result, pupils take pride in their heritage and Welshness.

Teachers have good subject knowledge and use this information successfully to lead learning sessions effectively. They have high expectations and usually link their lessons effectively with previous learning. Purposeful co-operation between teachers and assistants provide good support to enable pupils to complete their tasks and benefit from them successfully. This contributes effectively towards ensuring that most pupils make appropriate progress and achieve well. Overall, there is a good balance between experiences that are led by adults and opportunities for pupils to work independently. However, teachers have a tendency, at times, to guide activities too much, which limits opportunities for pupils to take responsibility for their own learning. This also limits the level of challenge, particularly for more able pupils.

Teachers in both key stages plan purposefully to develop pupils' literacy skills. Planning is methodical and helps teachers to create interesting tasks that build well on pupils' previous learning. Teachers plan comprehensive opportunities for pupils to develop their Welsh and English skills across the curriculum. As a result, most

pupils transfer and apply these skills confidently. However, there are no regular opportunities for pupils to use their numeracy skills to the same extent across the curriculum. Teachers provide purposeful opportunities for pupils to develop their ICT skills and apply them regularly across the curriculum.

The school has recently strengthened the use of assessment for learning strategies. Teachers provide pupils with valuable feedback during lessons and encourage them to persevere and reflect further on how to improve their work. They also provide increasing opportunities for pupils to reflect on their own work and that of their peers. However, opportunities for pupils to lead and improve their own work are inconsistent.

Care, support and guidance: Good

The school is a caring and familial community that promotes the importance of Welshness, courtesy and respect highly effectively. The supportive and friendly working relationship between staff and pupils is an excellent feature of the school. This contributes effectively to pupils' positive attitudes towards their work and the school's inclusive ethos. The school promotes pupils' moral and social development very successfully. There is a sense of team spirit, and all members of staff have high expectations in terms of pupils' behaviour, effort and wellbeing. This is reflected in nearly all pupils' good behaviour and courtesy, and their positive attitude towards learning and their school.

The emphasis on promoting the Welsh language and Welshness is a strength and ignites pupils' pride in their culture and heritage. As a result, Welsh is the language that most pupils choose to speak, both inside and outside their classes. A large number of rich events and visits are provided for pupils, which promote their understanding of their culture and community successfully. Provision to develop pupils' creative and expressive skills is a strong feature of school life. Through opportunities to compete successfully in eisteddfodau and perform in concerts in the local area, most pupils develop their expressive skills very successfully. Teachers provide regular opportunities to develop pupils' creative experiences by inviting poets, musicians, authors and actors to work with them. A good example of this is a dance company's visit to provide valuable opportunities for pupils to foster performing skills. This contributes successfully towards increasing many pupils' self-confidence and their ability to work together effectively.

The school's procedures for tracking pupils' progress are sound. This enables staff to identify pupils' additional learning needs at an early stage and provide for them effectively. Teachers create detailed individual education plans for all pupils with additional learning needs. Assistants work skilfully and conscientiously to implement a wide range of purposeful intervention programmes. Their detailed knowledge of pupils' targets and purposeful strategies to support them are a strong feature. These plans are reviewed regularly with pupils and their parents, and adapted as necessary. Staff work effectively with external agencies to support specific pupils. As a result, most pupils with educational, emotional and social needs make sound progress from their starting points.

There is a robust partnership between the school and parents, which is based on its open-door policy. This ensures that parents are able to raise any concerns in a

timely manner. Regular meetings are held for them to discuss their children's progress and development targets, and to reinforce what they can do to support their children with their work. As a result, parents feel a part of the school. This can be seen in parents' willingness to train pupils to compete successfully in eisteddfodau and take part in sports activities. The school benefits from significant contributions from the school's friends association, which enrich pupils' experiences, for example by raising money to develop the outdoor area.

The school has appropriate arrangements to promote eating and drinking healthily, in addition to keeping fit. This has a positive effect on pupils' understanding of issues that relate to their health and wellbeing. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Good

The headteacher provides effective leadership, which ensures that the school has a clear strategic direction and promotes a close-knit and inclusive community. She has high expectations and a clear vision, which is based on ensuring a range of rich learning experiences for pupils in a happy and supportive environment. Promoting the Welsh language and Welshness is her priority and it is at the heart of all of the school's work. The headteacher works successfully with pupils, staff, governors and parents to implement this vision successfully.

Members of staff work together effectively, fulfil their roles successfully and support the headteacher conscientiously. Teachers meet formally and informally regularly to discuss progress and improvement objectives purposefully. This ensures that the school's day-to-day systems work well and place a clear focus on the work of all staff. They show a strong commitment to promoting continuous and sustainable improvements. This is reflected in teachers' willingness to work with staff from the other school that is in the headteacher's care. These meetings focus firmly on standards and priorities for improvement. This also provides valuable opportunities to share good practice and help successfully to reduce teachers' workload.

The school has a strong culture and ethos of supportive staff's professional learning. Teachers address recent developments in education enthusiastically, for example when preparing for the new curriculum and introducing the digital competence framework. The headteacher provides good opportunities for all members of staff to improve their practice and raise standards. This, for example, has led to an improvement in pupils' ICT skills across the school.

Self-evaluation procedures are at the heart of the school's life and work, with a clear focus on pupils' outcomes. The process is based on a wide range of first-hand evidence of pupils' achievement, which includes lesson observations, scrutiny of pupils' work and conducting learning walks. The headteacher ensures that all staff have an active role in the process. This ensures that they have an accurate understanding of the school's strengths and areas for improvement. The headteacher provides beneficial opportunities to seek and respond to the views of pupils and parents when identifying priorities for improvement. Priorities in the school development plan derive directly from the evidence that is gathered from self-evaluation procedures and focus clearly on improving provision and raising

standards. The school's ability to plan and ensure improvement is evident when considering the progress that is made by most pupils.

Appropriate performance management arrangements to develop teachers' and assistants' skills are based firmly on national priorities and the school's priorities. As a result, staff are given appropriate opportunities to develop professionally and contribute effectively towards improvements to teaching and learning, for example by improving outdoor provision for foundation phase pupils. Recently, the headteacher has ensured valuable training for teachers and pupils on aspects of ICT in order to prepare to implement the digital competence framework.

The governing body is dedicated and supportive of the school. By working with staff, observing lessons and discussing examples of work with pupils, they play an active part in the school's self-evaluation processes. This, in addition to the headteacher's purposeful reports, leads to a thorough understanding of strengths in provision and areas for improvement. As a result, the governors' strategic role as critical friends is developing successfully and enables them to challenge the school about its performance effectively.

Leaders manage resources effectively in order to provide varied and rich learning experiences for pupils. They allocate funding appropriately to support the school's priorities and monitor expenditure carefully. The school benefits from financial contributions from the parents' association to purchase resources, such as ICT equipment, which succeed in expanding opportunities to respond to the requirements of the digital competence framework.

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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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