



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 Llanddoged
Llanddoged
Llanrwst
Conwy
LL26 0BJ**

Date of inspection: May 2012

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:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	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 Llanddoged is a school that is under the Voluntary Control of the Church in Wales, and is situated in the centre of the village, serving the village and the nearby rural area. It is maintained by Conwy local authority.

The school describes the area that it serves as one that is mixed in terms of social background and is neither prosperous nor economically disadvantaged.

There are 67 pupils aged between 3 and 11 on roll, including eight part-time nursery children. Pupils are admitted to the school full-time in the September following their fourth birthday.

Eighty-one per cent of pupils come from homes where Welsh is spoken as a first language. Welsh is the main teaching medium. There are no pupils from ethnic minority backgrounds at present. About 4% of pupils are entitled to receive free school meals and this figure is lower than the national average. Twenty-two per cent of pupils have special educational needs, which is similar to the national figure, and a small number of pupils have statements.

The individual school budget per pupil for Ysgol Llanddoged in 2011-2012 is £4,107. The maximum in terms of school budget per pupil in primary schools in Conwy is £13,941 and the minimum is £2,935. Ysgol Llanddoged is in 26th place of the 61 primary schools in Conwy in terms of school budget per pupil.

The school was last inspected during the summer term of 2006.

The present headteacher was appointed in April 1996.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

This school is good because:

- most pupils make strong progress during their time at the school;
- it offers a wide range of experiences that reinforce and stimulate learning;
- teaching is consistently good throughout the school, with effective use of classroom assistants; and
- nearly all pupils enjoy school and feel safe.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher knows the school well;
- governors are very supportive of efforts to raise standards;
- the staff work effectively as a team; and
- the school has identified appropriate specific aspects to be developed in the future.

Recommendations

In order to improve, there is a need to:

- R1 raise standards of pupils' writing at the end of the Foundation Phase;
- R2 plan more purposefully for developing skills across the curriculum;
- R3 ensure consistency in terms of responding effectively to pupils' work;
- R4 ensure that the development plan reflects the priorities that emerge through self-evaluation in full; and
- R5 respond to the health and safety issues that were referred to during the inspection.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Results of children's foundation assessments on entry to the school show that most of them have a good level of ability in the basic skills. Nearly all pupils make good progress throughout the Foundation Phase in every one of the learning areas.

The percentage of pupils who attained the expected level (level 2) in Welsh, mathematics and science in key stage 1 in 2011 was lower than the average in similar schools and the average for schools in Wales. The school's performance has been uneven over a period because of the small nature of the cohort of pupils and the effect of additional needs pupils on the data.

The percentage of pupils who reached the expected level (level 4) in both languages in key stage 2 in 2011 was higher than the average for schools in Wales and higher than the percentage for the results of the family of similar schools. Results for mathematics and science were lower than average in similar schools and the average for schools in Wales.

The percentage who attain beyond the expected level in Welsh in both key stages has been consistently higher than the average for schools in Wales and higher than the percentage of results for the family of similar schools over time.

Pupils' current work shows obvious progress in standards of skills in general throughout the school. Most pupils use their skills effectively for different purposes across the curriculum.

Nearly all pupils across the school listen attentively to adults' presentations and to their peers' contributions during lessons. They are eager to contribute to mass discussions and in groups. The majority of pupils in the early years pronounce comprehensibly and use a wide range of vocabulary with a good level of accuracy. By the end of the Foundation Phase, many pupils can converse clearly in both languages and they discuss familiar experiences and events confidently. In key stage 2, most pupils can respond to the contributions of other pupils sensibly and they speak confidently in a variety of contexts.

The standard of reading of most pupils in Welsh in the Foundation Phase and in both languages in key stage 2 is appropriate to their age and ability. In the Foundation Phase, pupils are familiar with a range of reading strategies and can use them to read meaningfully. By the end of the Foundation Phase, the majority of pupils can read simple English books confidently. In key stage 2, most pupils show an understanding of a wide range of texts and can respond meaningfully to the content. They can select specific parts of books for their use in their work.

Development in writing across the activities of the Foundation Phase in Welsh and across curricular areas in key stage 2 in both languages is good. However, pupils at the end of the Foundation Phase do not always write sufficiently at length. By the end of key stage 2, most pupils write clearly and at length in a wide range of forms and for a variety of purposes.

There is no significant difference between the achievement of girls and boys.

Pupils who are entitled to receive free school meals and additional learning needs pupils make appropriate progress to their age and ability.

Pupils who have Welsh as a second language cope with the Welsh language confidently very soon after starting at the school.

Wellbeing: Good

Pupils' awareness of eating healthily and keeping fit is good. A considerable number of pupils take full advantage of physical education activities. They take part in a wide range of sports competitions and tournaments locally and nationally. This, along with after-school activities, contributes considerably to pupils' confidence and to their understanding of the need to exercise regularly.

Nearly all pupils state that they are treated with respect, that they are happy at school and that they feel safe. The behaviour of almost all pupils is good in their lessons and at less formal times in school life, and they are caring of one another. Nearly all pupils across the school are developing appropriately towards being independent learners. They persevere well with their tasks for extended periods and make good use of their time.

Attendance is good. The school council is an effective voice for pupils' aspirations and has had a positive effect on a variety of aspects including health, the school environment and resources to buy. Pupils arrange regular activities to raise money for good causes of their choice. However, the school council is not operating independently enough at present in aspects such as managing its own finance.

Pupils take part regularly in a number of different activities within the local community, including concerts and assemblies. These experiences add well to the school's efforts to foster confidence in pupils.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school plans effective learning experiences that stimulate pupils' interest across the school. Schemes of work are comprehensive and respond appropriately to the requirements of the National Curriculum and the Foundation Phase. Lessons are planned well, offering a range of interesting experiences on and away from the site. Opportunities for developing literacy, numeracy, communication and information

technology skills are identified within the planning. However, the skills are not mapped in enough detail across the school in order to ensure progression.

Provision for the Welsh language is effective and enables pupils to make very good progress. The school plans appropriately so that pupils who are new to the school acquire the language quickly in the Foundation Phase. Good attention is paid to the Welsh dimension through specific activities about local history and geography and there are visits to the school by parents to speak about life in the area, which promotes values of belonging to their area.

The school promotes sustainable development effectively through practical activities on the school campus that include recycling, composting and activities in the nature garden. These contribute positively to pupils' experiences.

Provision for promoting global citizenship is good and there are good links with foreign countries. By following the Comenius scheme the international provision has been enriched for all pupils.

Teaching: Good

The quality of teaching is good across the school and ensures that pupils are motivated and show interest in their learning. Best practice in the majority of classes make appropriate use of open-ended questioning that promotes pupils' participation. Teachers have good subject knowledge and they plan a range of interesting activities that stimulate pupils. There is effective co-operation between teachers and support staff across the school. In the minority of lessons in which some aspects need to be strengthened, the pace of lessons is slow and there is not enough challenge for pupils.

On the whole, teachers respond constructively to pupils' work, orally and in writing. Where there is best practice appropriate use was seen of assessment for learning strategies in order to identify the next stages in learning. There are also very good examples of detailed marking in pupils' books, that respond constructively to their work help them to understand how to develop. However, this practice has not been developed fully across the school.

The school has a formal procedure for tracking pupils' progress, which is an effective resource for identifying different cohorts of pupils and responding to their needs.

Reports for parents on pupils' progress provide appropriate information.

Care, support and guidance: Good

Effective arrangements exist for supporting pupils' health and wellbeing in addition to encouraging their participation in their school and in the wider community.

Pupils' moral, spiritual and cultural development is promoted effectively through a caring ethos and joint worship. The school provides well for pupils' social and cultural development through sports, performing and eisteddfod experiences.

There is an appropriate induction process for new pupils and transfer arrangements to secondary education are well established.

The school has an appropriate policy and procedures for safeguarding.

Provision for pupils who have additional learning needs is good. The school identifies pupils who need additional support quickly and the school responds in a timely manner to concerns. Individual education plans are evaluated and updated effectively and there is a high level of consultation with parents. The school makes beneficial use of specialist services to expand provision, including offering guidance on identifying and responding to the needs of more able and talented pupils.

Learning environment: Good

The school is an inclusive and caring community in which pupils feel happy and safe. There is a homely, welcoming ethos at the school which ensures that pupils get on well together and look after one another. All pupils have full access to the curriculum and a good relationship with their peers and the school's staff.

Respect for diversity and racial equality is promoted successfully through class activities and personal and social education programmes.

The learning environment offers a suitable space and appropriate facilities following changes to the building, and the school makes effective use of them.

There are plenty of good quality resources for meeting pupils' needs.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher has a clear vision that has been shared with governors and parents. She has developed an inclusive spirit by ensuring an opportunity for everyone to express an opinion on the school's work. The whole staff co-operate effectively as a team by discussing pupils' needs regularly. The operation of the school from day to day is effective.

The school has a wide range of management and curricular policies that are implemented appropriately. The whole staff have appropriate responsibilities and job descriptions that are undertaken in full.

Governors are supportive of the work of the school and are aware of their responsibilities. They receive information on the school's performance and on the implementation of specific plans. They are developing appropriately in their role of challenging the school and setting quantitative targets. They have begun to analyse the school's data and discuss the school's performance in comparison with similar schools. Governors are aware of the factors that influence trends in aspects of the data.

Positive steps have been taken to meet national priorities, in particular the implementation of the principles of the Foundation Phase. The school's staff have co-operated with other schools to share good practice in a variety of areas, including implementing the Foundation Phase and developing assessment for learning.

Improving quality: Adequate

The school has developed appropriate processes for self-evaluation, which are based on a suitable range of direct evidence. This includes using information on pupils' achievement and the school's performance, trends in data and monitoring different aspects of the school's work. Outcomes of self-evaluation are discussed in staff meetings, but no detailed records are kept to identify the main issues and subsequent steps. The school collects parents' and pupils' opinions appropriately through questionnaires that feed into aspects of the self-evaluation report.

The self-evaluation report is evaluative and identifies clearly the elements to be developed, in addition to the strengths that exist.

Although the self-evaluation process identifies clearly the elements to be developed further, the priorities within the school development plan do not always refer specifically enough to these. The targets do not identify in enough detail the steps to be followed, and often, the procedures for monitoring and evaluating progress against the targets is unclear.

Teachers at the school develop and share relevant information regularly. In addition, the school works closely in co-operation with a number of other schools in order to share good practices.

Partnership working: Good

The school co-operates well with its partners and it plays a prominent and important role in its community. The school's parents volunteer to listen to readers, to run a gardening club and to organise the school fair. This enriches and adds to provision. Nursery groups use the hall regularly, and this contributes appropriately to effective transition arrangements with the school's nursery class. The community makes good use of the hall and members of the community are invited to have lunch at the school and speak to pupils about their experiences.

The school visits old people's homes and the church regularly and receives visitors from the church to lead assemblies and to conduct church ceremonies. This reinforces the school's efforts to promote pupils' spiritual development.

The school has a good relationship with the local authority, in addition to the police and the school nurse service. An appropriate transfer scheme exists with the local secondary school, which includes effective arrangements for standardising and moderating pupils' work.

Resource management: Good

There are appropriate staffing levels at the school and classes have been organised effectively, considering the numbers in each year. Teachers co-operate well and share their expertise when teaching groups of different ages as necessary. Support staff fulfil their roles well.

The school's performance management arrangements are appropriate and training for staff is in line with their professional targets.

The school provides good value for money.

Appendix 1

Commentary on performance data

The school's performance has been uneven for a time because of the small numbers of pupils.

The percentage of pupils who attained the expected level (level 2) in Welsh, English, mathematics and science in key stage 1 in 2011 was lower than the average for schools in Wales and the family of similar schools. These results placed the school among the bottom 25% of similar schools in terms of the percentage of pupils who are entitled to receive free school meals.

The percentage who attained beyond the expected level this year was higher than the average for schools in Wales and the family of similar schools and has been higher consistently over time, in the top 25% or 50%. The school's level 3 results in mathematics and science were lower than the average for the family and for schools in Wales.

The percentage of pupils who attained the expected level (level 4) in Welsh in key stage 2 in 2011 was higher than the average for schools in Wales and close to the average for the percentages of similar schools. Results for English were higher than the average for schools in Wales and higher than the average for the percentages of similar schools. Results for mathematics and science were lower than the averages for Wales and for similar schools.

Overall, the school's performance in Welsh has compared favourably with that of similar schools in terms of the percentage of pupils who are entitled to receive free school meals over a period of five years. The school has been in the upper 50% of similar schools in relation to English performance, but in the lower 50% and the bottom 25% in relation to mathematics and science over a period of five years.

The percentage who attained beyond the expected level in 2011 in key stage 2 in Welsh was higher than family and Wales averages. This has been the pattern over a period of five years. The percentage was lower than family and Wales averages in the other subjects in 2011. The results have been higher than the family of schools and Wales averages in English in three of the last five years. The school has performed consistently lower than family and Wales averages in mathematics and science for five years, except in mathematics in 2009-2010 when it was in the top 25%.

There are no obvious differences at the end of the two key stages in connection with the achievement of specific groups of pupils such as pupils who are entitled to receive free school meals and pupils who have additional learning needs. These pupils, on the whole, attain levels that are in line with their ability. There is no significant difference between the results for boys and girls.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Twenty-five responses were received. The responses give a positive picture, which is around or higher than the national averages for primary schools in every aspect.

All are satisfied with the school in general and state that their children are making good progress at school. They say that their children have received help to settle in well when they started at the school. They are also of the opinion that the school encourages pupils to be healthy and to take regular physical exercise.

Nearly all parents are of the opinion that pupils are safe at school, that teaching is good, that staff treat pupils fairly and expect them to do their best. They also believe that the school helps children to become more mature and to shoulder responsibility.

Most understand the school's procedure for dealing with complaints. They receive regular information on pupils' progress and they feel comfortable in asking a question or identifying a problem. They are also of the opinion that there is a good variety of activities available and that the school is well run.

Many state that the homework that is given builds well on what children are learning at school.

Responses to learner questionnaires

Thirty-nine key stage 2 learners completed the questionnaire. The responses give a positive picture, that is around or higher than the national averages for primary schools in all aspects.

Nearly all learners state that they are happy and feel safe at the school. Nearly all say that the school teaches them how to keep healthy and that teachers and other adults at the school help them to learn and make progress.

Learners also indicate that they know what to do and to whom to speak if they are worried of finding the work difficult. They are of the opinion that they are doing well at school.

Most are of the opinion that there are many opportunities for them to take regular physical exercise and that they have enough resources to do their work.

Many pupils indicated that behaviour is good at the school, that there is no misbehaviour to affect their ability to work and that the school deals well with any bullying.

Appendix 3

The inspection team

Glyn Roberts	Reporting Inspector
Michael Hayes	Team Inspector
Alan Parry	Lay Inspector
Robert Williams	Peer Inspector
Gwyn Griffith	School Nominee

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority. If it is available, the data report can be seen on our website alongside this report.

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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FPYear 1 refers to the year group of pupils who reach the age of six 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	FPR	FPY1	FPY2	Y3	Y4	Y5	Y6
Ages	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 four key stages cover the following year groups:

Foundation Phase	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

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.