



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: October 2017

by

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

About Ysgol Llanddoged

Ysgol Llanddoged is under the voluntary control of the Church in Wales, and is situated in the centre of the village of Llanddoged. Welsh is the main medium of the school's work. There are 44 pupils between three and eleven years old on roll, including four part-time nursery age children. They are divided into three mixed-age classes.

Very few pupils are eligible for free school meals. This is significantly lower than the national percentage. Approximately 66% of pupils come from Welsh-speaking homes, and very few are from ethnic minority backgrounds. The school has identified 33% of its pupils as having additional learning needs, but very few have a statement of special educational needs.

The headteacher was appointed to the post in September 1996, and the school was last inspected in May 2012.

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

The headteacher and staff succeed in creating a homely and inclusive ethos for pupils, and provide effective care, support and guidance. Most pupils, including those who receive additional support, make sound progress in their learning during their time at the school. Pupils enjoy coming to school and most have positive attitudes towards learning. They are very caring towards each other, and treat adults and visitors with a high level of respect and maturity.

There is an effective working relationship between adults and pupils, which fosters a purposeful learning environment. The school provides a range of valuable and exciting learning experiences; however, there are not enough opportunities for pupils to develop their numeracy and information and communication technology (ICT) skills across the curriculum.

Most parents are very supportive of the school and praise the homely ethos that exists. However, communication processes between the school and parents are not effective enough. The leadership does not ensure that provision and teaching stretch pupils of all abilities so that they achieve to the best of their ability. Governors are very supportive of the school, but they do not challenge the school robustly enough as critical friends.

| Inspection area | Judgement |
|--|---------------------------------------|
| Standards | Adequate and needs improvement |
| Wellbeing and attitudes to learning | Good |
| Teaching and learning experiences | Adequate and needs improvement |
| Care, support and guidance | Good |
| Leadership and management | Adequate and needs improvement |

Recommendations

- R1 Ensure better opportunities for pupils to develop their numeracy and ICT skills, and improve the presentation of their work
- R2 Plan more purposefully in order to ensure suitable activities for the full range of ability and ensure that teaching provides challenging tasks to respond to the needs of all pupils
- R3 Improve communication arrangements between the school and parents
- R4 Ensure that leaders operate more effectively when setting a strategic direction and challenging the school's performance
- R5 Refine self-evaluation arrangements to ensure that all stakeholders are a part of the process and that priorities in the development plan are based more specifically on findings

What happens next

The school will produce an action plan to address the recommendations from the inspection. Estyn will review the school's progress.

Main findings

Standards: Adequate and needs improvement

On entry to the school, most pupils' basic skills at least correspond to what is expected for their age. Most pupils, including those who receive additional support, make sound progress in their learning during their time at the school. However, pupils of higher ability do not achieve as well as they should.

Most pupils in the foundation phase listen attentively and discuss their work confidently. They respond intelligently to instructions and questions from staff. Many pupils in key stage 2 communicate clearly and confidently in both languages, and join in with discussions enthusiastically. They discuss their work on the 1960s and their visit to Yr Ysgwrn knowledgeably, and use varied and interesting vocabulary. At the top of the school, most attain a good standard of bilingualism and switch freely from one language to the other when discussing their work.

Most older pupils in Year 2 read simple texts fairly clearly and read independently with confidence. They understand and respond simply and knowledgeably to the story 'Ar Wib'. Many have an understanding of rhyme and give suitable examples. By the end of the phase, most read with increasing fluency and re-tell stories confidently. They refer to what they like about a book and give good reasons for their choices.

In key stage 2, many pupils read correctly and fluently and have an understanding that is appropriate for their age and ability in Welsh and English. They discuss the main events and characters in their books knowledgeably. Most older pupils have a good knowledge of a range of different books and authors in Welsh and English. Their portrayal to celebrate T Llew Jones's birthday shows a clear interest in his work. They use their skills well to find information from a variety of sources, for example in their work on the First World War and the nature of parties in the 1960s.

By the end of the foundation phase, many pupils write an increasing range of simple sentences correctly. They have an increasing understanding of vocabulary, and are beginning to use basic punctuation well in their work. Most make good progress in their proficiency to use varied vocabulary and language to write interesting pieces, for example about a visit to their grandmother's house.

Most pupils' writing skills in key stage 2 are developing appropriately. They write for different purposes in Welsh and English, and show a sound awareness of different writing forms, such as stories, diaries and letters; for example, a letter to a newspaper editor, and information about the 'Welsh Not'. Most older pupils use a capital letter, question mark and full stop with consistent accuracy, on the whole, and, by the end of the stage, they use an apostrophe and quotation marks effectively, when necessary. However, pupils do not write independently, freely or at length regularly enough across the curriculum. A majority of pupils' handwriting and presentation of work are not always neat.

In the foundation phase, most pupils develop their number skills effectively in mathematics lessons. They use simple addition, subtraction and multiplication

strategies successfully when applying their skills to solve problems. They use equipment and non-standard and standard units of measurement skilfully in a variety of tasks. Pupils in Years 1 and 2 solve shape problems when using various shapes to make sandwiches for the Gruffalo. They are able to collect, record and present simple data correctly, for example when producing a graph to record the number of boys and girls in the class. However, many pupils do not develop their numeracy skills consistently across the areas of learning.

In key stage 2, many pupils use various number strategies successfully in order to calculate. They are very willing to give answers and share their findings confidently, and use correct mathematical terminology. Pupils' mental mathematics skills are developing well throughout the school. They use different strategies to reinforce number bonds and number facts successfully. Most pupils in Years 3 and 4 collect and use data well, and apply their knowledge in interesting tasks, for example when comparing the milk productivity of dairy cattle. Most pupils in key stage 2 use equipment and units of measurement confidently. Their understanding of the relationship between fractions, decimals and percentages is sound. However, pupils in Years 5 and 6 do not develop their numeracy skills effectively enough across the curriculum.

Pupils' ICT skills are satisfactory across the school. In the foundation phase, a majority of pupils use a word processor confidently and add a picture when presenting information. They handle simple data skilfully in the form of a pictogram and when using the interactive whiteboard. However, their use of a wide range of ICT skills in their work is limited.

In key stage 2, most pupils create multimedia presentations confidently to present their work, for example when preparing information about Lloyd George and Hedd Wyn. Pupils in Years 3 and 4 use a formula skilfully in their theme work to create a spreadsheet to see who would be accepted into the army. Nearly all pupils search the internet confidently for information about the themes that they are studying. Pupils' skills in coding and producing and using models to create shapes are developing well. However, the use of ICT skills across the curriculum is inconsistent.

Wellbeing and attitudes to learning: Good

Most pupils across the school have positive attitudes towards learning. They concentrate and persevere well for long periods of time. This ensures that they succeed in their tasks. Most discuss their work confidently and show an obvious interest in their activities. They work very effectively with their peers and respect the views of others. During lessons, they listen well to each other and wait patiently to contribute. This develops their social and life skills very effectively.

Nearly all pupils' behaviour, both inside and outside the classroom, is excellent. They are very caring towards each other, and treat adults and visitors with a high level of respect. Older pupils care for the younger ones and take their responsibilities seriously. Pupils contribute well to a number of charities that are important to them, for example Red Nose Day and the local hospice. This has a positive effect on their awareness of the needs of others in their community and the wider world.

Most pupils have a sound understanding of how to stay healthy, and they express this clearly when discussing their eating and drinking habits and the importance of keeping fit. Nearly all pupils feel safe at school. They are aware of the importance of attending school regularly and punctually.

A majority of pupils contribute well to their learning by taking part in extra-curricular activities, for example sports and Eisteddfodau. They take pride in performing creatively in front of other pupils, for example to celebrate the day of the author, T Llew Jones.

Teaching and learning experiences: Adequate and needs improvement

There is an effective working relationship between adults and pupils, which fosters a purposeful learning environment. This enables them to provide suitable support for individuals and specific groups. Teachers and assistants work together well and behaviour is managed effectively. Staff use good language models that promote pupils' communication skills. This leads to robust standards of bilingualism by the end of their time at the school.

The school provides a range of valuable and exciting learning experiences that act as a catalyst for theme work. Provision to develop pupils' literacy skills is sound, although opportunities for them to write at length and independently are limited. Although there are detailed plans available for numeracy and ICT, there are few opportunities for pupils to develop these skills across the curriculum.

The quality of teaching is adequate and needs improvement. Teachers use a variety of teaching styles and share appropriate learning objectives to ensure that lessons have a clear purpose. However, the level of challenge and the nature of tasks do not always correspond well enough to pupils' needs. There is also a tendency for a number of pupils' activities to be over-reliant on direction from adults, which hinders pupils' ability to develop as independent learners.

Most teachers and support staff give pupils useful oral feedback and question them effectively to probe their understanding. This gives pupils beneficial opportunities to reflect on their learning. Many teachers mark pupils' work regularly, but seldom are there comments that enable pupils to understand how well they are doing and what they need to do in order to improve. As a result, pupils do not use written feedback routinely to improve their work effectively. On the whole, teachers do not include pupils sufficiently in assessing their own progress or that of other pupils.

The school is committed fully to the principles of the Welsh Language Charter. Developing aspects of the Welsh language and culture is one of the school's strengths. Staff model language effectively, and this strengthens pupils' oral skills very successfully. This has a positive effect on pupils' linguistic development, particularly those from non-Welsh-speaking backgrounds. The school makes very effective use of visitors, for example poets, musicians and artists, who undertake valuable work in raising pupils' awareness of their Welshness. The good range of extra-curricular activities, which include various visits in the local area and beyond, enrich pupils' experiences effectively.

The after-school 'Doged' club is very popular, and most key stage 2 pupils attend. It provides rich experiences and contributes very well to pupils' standards of wellbeing, for example as they prepare food for a visit by the Bishop of St Asaph.

Care, support and guidance: Good

The school ensures a caring, inclusive and happy ethos for all pupils, and provides effective care, support and guidance for its pupils and their families. Staff identify pupils' needs at an early stage and seek advice and support from specialists, when necessary, in order to support them with their academic and emotional development. They produce quantitative individual plans that focus well on the individual's development and ensure an appropriate level of support. Staff provide support that corresponds well to the needs and abilities of pupils who need further support, particularly in the foundation phase.

The school promotes pupils' social, moral and cultural development effectively through the curriculum, assemblies and events that promote the creative arts. These include interesting activities for pupils to work with well-known poets, performers and artists. Promoting the principles of equal opportunities and fairness for all is a strong element of the school's culture. There is a clear emphasis on promoting agreed values, and this has a prominent influence on pupils' behaviour.

In personal and social education sessions, the school succeeds in ensuring that most pupils have a sound understanding of the importance of eating healthily and keeping fit. The school's dedication to promoting sports during the 'Doged' club ensures valuable opportunities to develop the fitness of pupils in key stage 2. Consistent messages on how to use the internet have a positive effect on pupils' understanding of how to stay safe.

The school promotes equality, diversity and racial tolerance effectively. The friends of the school are very active in raising money to enrich resources, such as ICT equipment and improving the outdoor area for the foundation phase. However, the school's communication processes with the home are not effective enough. Parents do not receive adequate information, for example about the school's behaviour policy and homework.

The school has introduced appropriate procedures to track pupils' progress. However, teachers' use of the findings of these procedures is not rigorous enough to identify pupils' needs and set targets that are relevant and challenging enough for them.

Annual reports to parents include suitable information about their children's attainment in all areas, but they do not refer in enough detail to what they need to do to improve their work.

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

Leadership and management: Adequate and needs improvement

The headteacher and staff succeed in creating a homely and inclusive ethos for pupils. Staff fulfil their roles and responsibilities conscientiously and support the

headteacher well. There are now a number of recent strategies in place, such as developing pupils' extended writing skills and improving assessment for learning arrangements, but they have not yet had a full effect on the school's work. The leadership has not ensured that provision stretches pupils of all abilities, so that they achieve as well as they could.

The governors are very supportive of the school. A few have recently begun to take part in learning walks and scrutinising pupils' books. However, they are too reliant on information from the headteacher, and they do not challenge the school robustly enough as critical friends. They have not succeeded in setting a clear enough strategic direction for the school.

The self-evaluation report, which was prepared before the inspection, provides a clear view on standards, wellbeing and attitudes towards learning. However, it is too descriptive in places and does not provide a clear enough picture of the important aspects for improvement in terms of provision and teaching. Leaders analyse pupils' test results formally at the end of the foundation phase and key stage 2, and they provide a clear picture of patterns in performance. However, not enough use is made of lesson observations and scrutinising samples of pupils' work when evaluating performance, revising plans and setting challenging targets. Staff do not play an active enough part in the process of evaluating the school's work and, as a result, their understanding of the school's strengths and areas for improvement is not sound enough.

The school development plan focuses appropriately on priorities that are likely to have the greatest effect on raising pupils' standards. In several priorities, there are too many actions and they do not refer clearly to what pupils need to do in order to improve. The link between the findings of the self-evaluation report and the priorities in the school development plan is not always clear.

The school works appropriately with other schools. By doing so, there are valuable opportunities for members of staff to share experiences and good practice to improve provision and raise standards. The recent work of planning for skills provides better guidance to teachers on how to develop them in different areas of learning.

Staff use resources efficiently to enrich the curriculum in all areas. Expenditure is linked appropriately with priorities in the improvement plan, and funding is monitored carefully in order to ensure its best possible use. The school uses the pupil development grant prudently to improve the reading skills 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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Publication date: 11/12/2017