



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 Gynradd Llandudoch
St Dogmaels
Cardigan
Pembrokeshire
SA43 3ET**

Date of inspection: June 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:

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 Gynradd Gymunedol Llandudoch is situated in the village of Llandudoch about a mile from the town of Cardigan. The school describes the area as one that is neither prosperous nor economically disadvantaged. Seven per cent of pupils are entitled to free school meals which is lower than the county and national figure. This figure has reduced significantly in recent years.

There are 115 pupils on roll, including 25 part-time nursery children. Pupils are taught in four mixed-age classes by four full-time teachers and three part-time teachers. Approximately 18% of pupils have additional learning needs, including a small number of pupils who have a statement of special educational needs.

Welsh is the main medium of teaching and learning and the aim is to ensure that all pupils are fluent in Welsh and English by the time they transfer to the secondary sector. English is the main language of the home for 88% of pupils. Very few pupils are from ethnic minority backgrounds.

The headteacher has been in post since September 2009.

The individual school budget per pupil for Ysgol Llandudoch in 2012-2013 is £3,980. The maximum per pupil in primary schools in Pembrokeshire is £5,870 and the minimum is £3,138. Ysgol Llandudoch is in 17th place out of the 61 primary schools in Pembrokeshire in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because

- most pupils make appropriate progress in their learning during their time at the school;
- pupils enjoy the life and work of the school;
- the school succeeds in developing pupils' Welsh language skills from an early age;
- teachers provide a range of interesting learning experiences within and outside the school;
- teaching is good on the whole; and
- the school is a happy and caring community with a welcoming ethos.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision for moving the school forward;
- there is a team of diligent teaching and support staff;
- self-evaluation procedures identify and prioritise appropriate areas for improvement;
- effective procedures are being implemented which are improving standards;
- the management of expenditure and the monitoring of finance are very effective; and
- strong partnerships with the governing body, parents and other partners have a constructive influence on the school's work.

Recommendations

- R1 Improve the achievement of more able pupils at the end of the Foundation Phase and key stage 2
- R2 Ensure that planning is effective for extending pupils' skills consistently across the school
- R3 Develop assessment for learning further including pupils' role in the process
- R4 Monitor the outcomes of the school's development plan to ensure that they influence the quality of provision fully and raise standards.

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

During their period at the school, most pupils make appropriate progress in their learning.

Across the school, most pupils listen well. They can recall previous learning effectively and use this information purposefully in their work. They communicate naturally in Welsh and use an appropriate range of vocabulary when they discuss their work in different situations. The oral skills of pupils who come from non Welsh-speaking homes develop well early on. By the end of key stage 2, most pupils discuss freely and express their ideas clearly in Welsh and English.

In the Foundation Phase, most pupils read at a level that is appropriate to their age and ability. The majority can talk about their favourite characters and events in their books with good understanding. In key stage 2, most pupils develop into independent readers in Welsh and English. They can discuss the content of their reading material and express an opinion on their favourite authors confidently. Most pupils make effective use of their reading skills to glean information from books and from websites.

In the Foundation Phase, most pupils write independently for a range of purposes, and show an appropriate understanding of basic punctuation. In key stage 2, the majority of pupils write in a variety of forms in Welsh and English to a good standard. They spell and punctuate accurately on the whole. However, pupils generally do not produce enough pieces of extended written work across the subjects. The standard of handwriting and presentation of most pupils' written work is good.

Most pupils use their information and communication technology (ICT) skills and their research and problem-solving skills effectively in aspects of their work. However, they do not extend their number skills and their creative writing skills consistently across the curriculum

In assessments in 2012 at the end of the Foundation Phase, the percentage of pupils who achieved the expected outcome, namely outcome 5, in language, literacy and communication skills and mathematical development was higher than the averages for the family of similar schools and Wales. The result for pupils' personal and social development, wellbeing and diversity was lower than the averages. In comparison with schools with similar levels of entitlement to free school meals in Wales, the school's performance placed it among the lower 50%.

In assessments in 2012 at the end of key stage 2, the percentage of pupils who achieved the expected level, namely level 4, in Welsh and English was higher than the average for the family of similar schools and Wales. In mathematics and science, the percentage was higher than the average for Wales but lower than the average for

the family. In comparison with schools with similar levels of entitlement to free school meals, the school's performance was a little lower than the median and placed it among the lower 50%. Over a period of three years, pupils' results across the subjects have been uneven but show an upward trend.

In 2012, the percentage of pupils who achieved outcome 6 at the end of the Foundation Phase and level 5 at the end of key stage 2 was lower than the averages for the family of similar schools. There is no consistent pattern in the difference between results for boys and girls although there are variations across the subjects.

Across the classes, a scrutiny of pupils' current work shows that pupils achieve good standards in general, in comparison with their age and stage of development. Pupils who have additional learning needs make good progress and achieve their targets.

Wellbeing: Good

All pupils enjoy the life and work of the school and feel safe there. They have a secure knowledge and positive attitudes towards living and eating healthily, and of the value of physical education and fitness. The behaviour of most pupils is good. They are enthusiastic and work constructively with others in their groups. Most pupils' ability to work independently is developing effectively.

Most pupils play an active part in school life. Members of the school council and officers contribute well to decisions on a range of issues such as setting up a fruit trolley and buying mobile barriers to create games' areas in the playground.

Pupils make a good contribution to the life of the local community and benefit from the links with a number of organisations, agencies, businesses and individuals. They develop a range of social skills which prepare them effectively for life outside the school.

Pupils' attendance over the last three years places the school in the lower 50% in comparison with similar schools. Through the school's efforts and parents' co-operation, attendance levels are rising consistently. Pupils' punctuality is good.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a wide range of learning experiences that meets the needs of most pupils. Provision meets the statutory requirements of the Foundation Phase, the National Curriculum and religious education. Effective use of visitors and numerous visits enrich pupils' learning experiences.

There is an appropriate scheme to develop pupils' skills in different contexts across the curriculum. The school has effective provision for promoting literacy skills and it plans the use of resources well in order to develop pupils' ICT skills. However, short-term planning does not ensure that pupils extend their skills consistently, especially the more able pupils.

The school's strong emphasis on developing Welsh literacy skills enables pupils to make good progress. The Welsh dimension is integrated successfully into aspects of the curriculum. Pupils have varied opportunities through interesting cross-curricular work, clubs, eisteddfodau and activities outside school hours to learn about their area and Welsh culture.

Constructive use of opportunities across the curriculum, specific projects and international days develop pupils' understanding of their role as members of a wider community. There is appropriate provision for developing pupils' awareness of sustainable development through projects such as 'Keeping the Environment Clean', which was organised jointly with the local council.

Teaching: Good

Teachers have a secure knowledge of the curriculum and they plan their lessons carefully, with clear learning objectives. Across the school, there is good use of resources including ICT equipment to assist learning and teaching. Teaching assistants make a valuable contribution in the classroom and in a range of other activities across the school.

In most sessions, the effective use of a range of teaching styles stimulates and maintains pupils' interest. There is a clear focus on building on previous work, good questioning and interaction and purposeful opportunities for pupils to take an active part in their learning.

In the few sessions in which teaching is less effective, long introductions and uneven organisation hinder the flow of the lesson and pupils' participation. Activities do not always offer a sufficient challenge to extend more able pupils.

The school has appropriate arrangements for assessing and recording pupils' progress. The information obtained is analysed and used effectively to monitor progress and to provide additional support to pupils where required.

Across the school, teachers have incorporated some effective assessment for learning strategies into their classroom practice. Where these are used consistently, pupils take more responsibility for their own learning. Pupils' work is marked regularly but the feedback that is provided does not always assist them to identify the next steps to be taken to improve the standard of their work.

Annual reports to parents contain clear information about the progress of each individual child.

Care, support and guidance: Good

The school is a caring community and there are effective arrangements for supporting pupils' health and wellbeing. There is a wide range of appropriate initiatives that encourage healthy eating and regular physical exercise.

General provision for promoting pupils' spiritual, moral, social and cultural development is good. There is a successful focus on developing values such as

care, fair play and respect through personal and social education, cross-curricular work and collective worship.

The school has an appropriate policy and procedures for safeguarding and they are not a cause for concern. There is clear guidance for staff and they are aware of the requirements.

The staff identify pupils' specific needs early and provide a network of support activities which impact effectively on pupils' achievements, attitudes and progress. Individual education plans are reviewed regularly and updated in order to ensure that learning needs are met. There is close co-operation between the school and external agencies, such as the education psychologist, speech and language therapist and pupil support officers, to provide additional support to pupils as needed.

Learning environment: Good

The school is an inclusive community that offers a safe and welcoming environment to all pupils. Appropriate policies and procedures ensure equal access to provision and promote equality and social diversity.

The range of learning areas offers facilities and a stimulating environment that provide well for pupils' needs. There is purposeful use of all facilities and they are accessible to pupils, staff and visitors. The building and outdoor areas are maintained well. However, space is limited in the outdoor play area for the number of pupils. Pupils in the Foundation Phase benefit from indoor and outdoor learning areas that contribute well to their learning.

Classrooms have been decorated to provide a colourful and interesting learning environment. There are enough good quality resources that are used effectively to support the learning and teaching.

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

The headteacher's conscientious leadership has a positive effect on the school's development. She has a clear vision which has been shared successfully with governors, staff, pupils and parents. Pupils' development and wellbeing are central to all decisions.

A number of good procedures have been implemented to raise standards and promote progress throughout the school. There is a clear focus on developing the role of the subject leaders and effective use of data in order to raise standards.

All members of staff have current job descriptions that reflect their roles and responsibilities. They are an experienced team who use regular staff meetings to discuss aspects of provision and to standardise pupils' work.

Governors are very supportive and fulfil their statutory duties conscientiously. They co-operate closely with subject co-ordinators in order to strengthen their

understanding of the requirements of the curriculum and standards of attainment. Governors understand the importance of the self-evaluation process but their role in the school's monitoring procedures has not developed fully.

The school pays appropriate attention to national priorities such as raising pupils' standards of literacy and numeracy. It promotes pupils' early bilingual proficiency very effectively and has implemented the principles of the Foundation Phase successfully.

Improving quality: Adequate

The headteacher has a clear understanding of the school's main strengths and the areas for improvement. Appropriate systems are in place for evaluating aspects of provision and pupils' progress. They include data analysis, reviewing various aspects of learning areas and seeking the opinion of pupils, parents, staff and governors. Recently, the school has refined its self-evaluation processes in order to use a wider range of sources of direct evidence. These arrangements have not embedded sufficiently to be able to measure their effect.

The self-evaluation report identifies suitable areas for improvement and guides the priorities included in the school development plan appropriately. The plan is an operational document that leads to positive developments in aspects such as the initiatives to raise the standards of reading, promote pupils' wellbeing and expand the partnership with parents and the community. However, there is not consistent enough monitoring to ensure that all priorities for improvement influence the quality of teaching and learning fully.

There is a good working relationship with local schools. They co-operate closely to share good practice in order to improve quality and raise standards. The school operates well as a learning community and the input of the professional learning community to raising standards of reading has borne fruit.

Partnership working: Good

The school has fostered a range of partnerships that promote pupils' learning and wellbeing effectively.

There is a strong partnership with parents and the school provides regular opportunities for them to receive information about their children's progress and development. Detailed planning in order to buy additional resources is an example of effective co-operation.

There are constructive links with the local community. Good use is made of the expertise of local people to expand provision for pupils and raise standards. Pupils learn about the commercial world effectively by co-operating with a local business that sells fruit and vegetables. Members of the community contribute to securing good standards of reading through regular visits to listen to readers.

Sound transition arrangements are in place for children who transfer from the local nursery group and for pupils who are about to transfer to the secondary school. These arrangements support pupils well to settle in quickly in their new environment.

Good links with the secondary school and local schools promote the standardising and moderating of pupils' work. The partnership with schools in the cluster provides effective professional development opportunities for staff. Close co-operation helps to introduce new initiatives which have a positive effect on provision. Partnerships with local authority officers and agencies support the school to develop further.

Resource management: Good

The school has enough teachers who have suitable qualifications to teach the curriculum fully. The staff co-operate effectively to create an attractive and stimulating environment for pupils. There is a wide range of suitable resources in the classrooms and outdoor areas.

Appropriate performance management arrangements are in place for teachers and assistants at the school. All the staff benefit from training that is organised according to pupils' needs and the school's priorities. Teachers make appropriate use of their non-contact time for planning, preparing and assessing pupils' work.

The finance committee monitors and manages expenditure very effectively. The school makes good use of its finances in order to improve provision and to address priorities in the development plan. The considerable investment in new ICT equipment has had a positive effect on pupils' achievement in this area.

The school provides good value for money.

Appendix 1

Commentary on performance data

In the 2012 assessments, the percentage of seven-year-old pupils who achieved outcome 5 or higher in Welsh language, literacy and communication skills and mathematical development was higher than the average for the family of similar schools and Wales. The percentage achieving level 5 or higher in children's personal and social development, wellbeing and diversity was lower than these averages. In comparison with similar schools in terms of the percentage of pupils who are entitled to free school meals in Wales, the school's results place it among the lower 50%.

In 2012, the percentage of pupils who achieved outcome 6 at the end of the Foundation Phase was lower than the family average in all learning areas.

In key stage 2, over a period of four years, the percentage of pupils who achieved level 4 or higher has been uneven. The results for 2012 were higher than the average results for the family of similar schools in Welsh and English but lower in mathematics and science. In comparison with similar schools in terms of the percentage of pupils who are entitled to free school meals in Wales, the combined results place it among the lower 50%. Over four years, results have varied between the top 25% and the lowest 25%.

In the 2012 assessments, the percentage of pupils who achieved the higher level, namely level 5, was lower than the averages for the family of schools in every subject. The percentage of level 5 results that has been achieved over time has been lower in comparison with the family average but shows improvement.

There is no consistent pattern in the difference between the results of boys and girls, although there are variations across the subjects. In the 2012 assessments, girls achieved better overall in the Foundation Phase. Girls also achieved better in key stage 2, especially at the expected levels. Boys achieved better at higher levels in mathematics and science and girls achieved better in Welsh and English.

There is no consistent pattern in the difference between the results for pupils who are entitled to free school meals and those who are not entitled. In key stage 2, pupils who are entitled to free school meals perform well overall in comparison with their peers. In the 2012 assessments in the Foundation Phase, pupils who are not entitled to free school meals performed better than their peers. Pupils who have additional learning needs make good progress and achieve their targets.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Thirty-nine key stage 2 pupils completed the questionnaire. They all state that they feel safe at school. Nearly all say that they know to whom to speak if they are worried about something and most are of the opinion that the school deals well with bullying. They all indicate that they are taught to be healthy and nearly all believe that there are many opportunities for them to take regular physical exercise. They are nearly all of the opinion that they are doing well at school and that teachers help them to learn and make progress. Many are of the opinion that homework helps them to understand and improve their school work. Nearly all are of the opinion that they have enough books and equipment to do their work. About half of the pupils are not of the opinion that pupils behave well during lessons but the majority are of the opinion that children behave well at playtime and during the lunch break.

Overall, responses offer a positive picture and compare favourably with national benchmarks for primary schools. The percentage of pupils who disagree with the statement that pupils behave well during lessons is higher than the national average.

Responses to parent questionnaires

Thirty questionnaires were completed by parents. They are all satisfied with the school and say that their children like school and are making good progress. Nearly all state that their children settle in well at the school and feel safe there. They are all of the opinion that teaching is good. They say that teachers expect their children to work hard and that the school provides good support for children who have any specific needs. They say that pupils' behaviour is good and nearly all say that their children are respected and treated fairly. Most feel that the homework that is given builds well on what their children learn at school. They feel that their children are encouraged to be healthy and to take regular physical exercise. Most are of the opinion that the school prepares their children for the next stage of their education. Nearly all are of the opinion that the school offers a good variety of activities. Most state that they understand the school's system for dealing with complaints and that they receive regular information about their children's progress. Nearly all feel comfortable about discussing anything with the school. They are all of the opinion that the school is run well.

The responses show a high level of satisfaction among parents which compares well with national benchmarks for primary schools.

Appendix 3

The inspection team

Dorothy Morris	Reporting Inspector
Rhian Jones	Team Inspector
Veronica Williams	Lay Inspector
Eirianwen Williams	Peer Inspector
Elinor Thomas	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.