



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: February 2020

by

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

About Ysgol Gynradd Llandudoch

Ysgol Gynradd Llandudoch is situated in the village of St Dogmaels, in Pembrokeshire local authority. There are 110 pupils between 3 and 11 years old on roll. Welsh is the main medium of the school's life and work. The school has four mixed-age classes. There are 11 part-time nursery pupils who attend the school only in the mornings.

Over a three-year period, around 9% of pupils have been eligible for free school meals, which is lower than the national percentage of 18%. Around 11% of pupils come from Welsh-speaking homes and very few are from ethnic minority backgrounds. The school has identified 23% of its pupils as having special educational needs, which is higher than the national percentage of 21%.

The headteacher was appointed to the post in September 2009 and the school was last inspected in June 2013.

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

Most pupils develop effective literacy skills and make sound progress in Welsh and English. Most use numeracy purposefully across the curriculum and develop functional and successful information and communication technology (ICT) skills. Pupils with special educational needs achieve well against their personal targets.

Most pupils are confident learners who take pride in their school and their day-to-day experiences. They are keen to try new experiences at the beginning of lessons, and maintain their enthusiasm throughout the sessions.

Teaching and provision of learning experiences are comprehensive. Teachers and assistants take conscientious and gentle care of their pupils. They provide them with diligent support and guidance, which supports pupils' trust in their school as a committed community.

The headteacher's clear vision to develop the school is successful. With the co-operation of the supportive governors, she implements valid and sensible priorities. As a result, they focus thoroughly on maintaining effective provision to improve pupils' outcomes across the school.

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 Ensure that teachers' responses to pupils' work lead directly to the next steps in their learning
- R2 Provide better opportunities for pupils to make independent choices about their learning

What happens next

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

Main findings

Standards: Good

On entry to the school, most pupils' Welsh communication skills are below the standard expected for their age. During their time at the school, most gain effective Welsh communication skills and achieve well. They communicate eloquently in English, and develop purposeful numeracy and ICT skills. Most pupils with special educational needs make sound progress against their personal targets.

Most pupils develop effective speaking and listening skills, which contribute successfully to their learning. They speak confidently, converse maturely and listen intelligently to the contributions of others. For example, most pupils in the foundation phase discuss intelligently what ingredients they need to make St Dwynwen's Day biscuits. Most pupils' English oral skills are good in key stage 2, as they elaborate on the rocky features and gases of specific planets, and the fear of the passengers as the Titanic sank.

Most pupils use sound reading skills. In the foundation phase, most read an interesting range of texts clearly and coherently. They respond well to the content of their books, and build unfamiliar words methodically by using purposeful phonic strategies. They describe the events in a story meaningfully and explain the reasons for specific actions skilfully, such as the adventures of a bear as he prepares for a rugby match. Most pupils in key stage 2 enunciate clearly when reading in both languages. They enjoy fictional and factual books, and research meaningfully on the internet to find information and create fact files about famous artists, such as Salvador Dali. As a result, they use their higher-order reading skills productively to gather specific information from different useful resources.

Across the school, most pupils write well for different purposes. They use a range of contexts and writing genres intelligently to convey their personal opinions. In the foundation phase, many write interesting pieces in Welsh. Good examples include describing the feelings of a person who is lost on the beach, and using effective adjectives to portray characters from adventure stories. In key stage 2, many pupils write meaningfully in both languages for a wide range of purposes. For example, these include factual reports about mythical creatures, predictions of which material will keep a cup of coffee warm, and newspaper articles on the moon landings.

Most pupils' numeracy skills are sound. They apply their mathematical knowledge to familiar and unfamiliar situations effectively. A good example is the way in which most pupils in the foundation phase fill jars with money to buy goods in the role-play cafe. Most pupils in key stage 2 have a strong understanding of how to use data with increasing accuracy, and present it in various forms. They understand the need to use different graphs to convey scientific information effectively. For example, they create a scatter graph to compare foot size and hand span purposefully. They also measure and weigh ingredients, such as fruit and yoghurt, to make smoothies correctly, and use co-ordinates in the four quadrants to form a Christmas tree. As a result, most pupils in key stage 2 apply their extended numeracy skills successfully.

Most pupils in the foundation phase use ICT equipment confidently. They use technological equipment well to create animations about Antarctic animals, and direct electronic devices effectively on a grid to find Barti Ddu's treasure. Most pupils in key stage 2 demonstrate sound ICT skills, apply them well and select the most effective methods to present their work. For example, they use databases purposefully to gather information about the temperature during the day, and modes of transport for travelling to school. They interrogate and organise information well to find specific patterns in the data. As a result, pupils across the school have a good understanding of the advantages of ICT to support their learning, and the importance of online safety.

Wellbeing and attitudes to learning: Good

Most pupils praise their school and express their pride in its caring community. As a result, they feel happy and safe in the company of staff and their peers. Pupils have a high level of trust in staff and know that they will do their best for them regularly. Nearly all convey feelings of loyalty towards the role of staff in their lives. For example, they sing the school anthem with adults with obvious passion and sincerity, which conveys the importance of the school to their area, their country and the wider world. Nearly all pupils also enjoy the school's day-to-day activities, and understand what to do if anything is worrying them

Most pupils show positive attitudes to learning and persevere diligently with their work. They work together for extended periods and show a keen willingness when starting tasks. They support each other, where necessary, and, as a result, most pupils develop as confident learners. However, they are not wholly independent during tasks because of occasional over-direction by adults.

Most pupils have good social and life skills and a sound understanding of the importance of online safety. Nearly all pupils have a mature understanding of the importance of eating and drinking healthily, and how to keep fit. Most are able to develop and conduct discussions about a number of contemporary subjects in relation to their food, such as discussing the features of a vegetarian and pescatarian menu. They consider the importance of looking after their bodies well. This is reinforced successfully through physical education lessons, active literacy sessions and various extra-curricular activities, such as the netball club.

Pupils of all ages work well together in groups, as they move around the school and while playing on the playground. They are polite towards each other and are aware of other pupils' needs, as they use the school hall to eat and take part in acts of collective worship. They are friendly towards each other and visitors, and get along well with others in the school. A sound example is the 'play partners', where older pupils support younger pupils during break times. Most also develop a good understanding of the importance of moral citizenship and equality in our society. For example, they have a sound understanding of the lives of disadvantaged children in the slums in Dar es Salaam. This promotes pupils' moral values effectively and makes a valuable contribution towards their willingness to treat everyone with respect and courtesy.

Most pupils enjoy participating in the school's work on various issues. They are very willing to contact staff with their ideas, and express their views about the school well

through the work of the school council and the eco committee. All of the school's councils, such as the digital crew, meet regularly and undertake their work conscientiously. As a result, they have a purposeful understanding of their leadership roles within the school. They discuss these confidently and give mature reasons for making decisions on behalf of others within the school community. For example, their business enterprise, namely the fruit trolley, funds improvements to the school environment well.

The school plays an important part in the local community. There are regular opportunities for pupils to contribute to community activities, such as litter picking around the village and the beach, which has a strong influence on their social skills. Although pupils' attendance does not compare favourably with similar schools over time, nearly all pupils arrive punctually in the mornings.

Teaching and learning experiences: Good

Teachers and assistants provide a curriculum that engages pupils' interest effectively. They plan a range of valuable experiences that reflect the nature and context of the school successfully. They provide extensive and stimulating opportunities for pupils to learn about the history of Wales and the local area, such as tracing the history of local legends, such as 'Peregrine and the mermaid'. This is good practice, which raises pupils' awareness of their local area significantly. As a result, pupils develop a sound understanding of their heritage and Welshness.

Teachers plan in detail, which promotes pupils' learning across the school. Typical examples include pupils' work with local artists on projects in relation to their rural and coastal community. The school has recently re-structured planning across the school effectively. Teachers are beginning to respond purposefully to the new curriculum for Wales through the school's 'Learning Detective' techniques. As a result, there are purposeful opportunities for pupils to contribute to their own learning, such as discussing their ideas openly before starting new themes. However, there are not enough opportunities for pupils to guide their independent learning in the classroom without adult guidance.

All adults model polished language. They encourage and support pupils skilfully to use elegant Welsh of a high standard, which is natural to their local area. As a result, most pupils make good progress in communicating and discussing their work eloquently. Teachers succeed in making their classes stimulating and engaging places. Colourful displays support teaching and learning effectively.

Across the school, teachers share lesson objectives purposefully, and pupils use success criteria effectively to understand how to succeed in tasks. The principles of the foundation phase have been embedded firmly and the curriculum meets pupils' needs effectively. Teachers make the best use of the building and the outdoor area, such as the mud kitchen and paths made of twigs, to develop pupils' literacy, numeracy and ICT skills purposefully.

In key stage 2, most lessons provide interesting opportunities for pupils to develop their skills. Short presentations and practical activities maintain pupils' enthusiasm intelligently. As a result, most pupils persevere maturely with their tasks. Teachers plan beneficial opportunities for pupils to apply their literacy and numeracy skills by

discussing the disaster of the Titanic in the form of a news bulletin, and create line graphs to identify data in scientific investigations in relation to friction. Teachers provide engaging opportunities for pupils to apply their ICT skills across the curriculum by scripting, editing and creating a blog about the effect of the climate on icebergs.

Teachers and assistants work together successfully and support learning purposefully by providing timely and stimulating interventions. The supportive working relationship, which is evident in all classes, fosters respect and courtesy and creates a productive learning environment. Teachers plan effectively for pupils, including those with special educational needs and, as a result, nearly all make good progress against their personal targets.

Teachers assess pupils' work and contributions effectively both orally and in writing, and use assessment for learning procedures sensibly. Teachers' written feedback is concise and useful. However, teachers do not provide regular opportunities for pupils to reflect on their work. As a result, they do not have a sound grasp of what they need to improve in their work and the next steps in their learning.

Care, support and guidance: Good

The school is a homely and organised community, and there is a clear emphasis on promoting shared values. Staff have high expectations in terms of pupils' behaviour, effort and wellbeing. As a result, there is a clear focus on ensuring that all do as well as they should during their activities.

There are robust partnerships between the school and parents, and the school's open-door policy ensures effective communication between them. Information about school life is readily available to parents, including a useful website and social media. The effect of this is that staff promote an open and co-operative culture, which succeeds in ensuring the commitment and support of the whole school community. For example, they provide useful training evenings for parents, which focus on discussing the school's teaching methods. This helps parents and carers understand how to support their children with their learning.

The school has effective systems to track pupils' progress. Staff use assessment information intelligently to identify pupils' needs and provide purposeful interventions for them. Assistants work diligently, under the teachers' guidance, to implement a wide range of purposeful intervention programmes. This has a positive effect on pupils' progress. All pupils with special educational needs have a purposeful individual education plan, which includes quantitative targets and sensible actions. Plans are reviewed carefully by teachers and discussed thoroughly with parents. Staff also support pupils' emotional and social needs skilfully through purposeful support programmes, which enable pupils to develop productively.

The school makes good use of the expertise of a range of external agencies, such as the police and the health visitor, to support pupils' progress and wellbeing. This contributes effectively towards creating a caring and familial ethos within the school. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Pupils are given valuable opportunities to learn about Welsh culture. For example, they compete in eisteddfodau, perform in choirs and study the lives of famous Welsh people, such as T. Llew Jones. The school enriches pupils' understanding of the rich history, culture and traditions of their village. They are given adventurous opportunities to study specific themes, which include holding activity weeks on the nearby beach. The school welcomes visitors purposefully to talk about trips to foreign countries, and they compare Wales with Brittany intelligently. These experiences help to develop pupils' understanding of their country and heritage, and Wales' contributions to the world successfully. The school provides valuable opportunities for pupils to learn about the cultures of other countries, such as studying the culture, life and art of Tanzania sensibly. The school also encourages pupils to use their imagination effectively through the creative arts and commercial ventures. As a result, they create and sell bags and various produce in the local hall.

The school provides effectively to develop pupils' social, spiritual and moral attitudes by organising positive opportunities for them to reflect in collective worship sessions and during circle time. These occasions encourage them to think about issues that have an impact of their lives and consider the worries of others in our society.

The school has effective procedures to promote eating and drinking healthily. As a result, pupils have a clear understanding of the importance of a healthy lifestyle. There are beneficial opportunities for them to exercise during lessons and playground games, under the guidance of external experts. These effective arrangements promote pupils' desire and enthusiasm to keep fit.

Leadership and management: Good

The headteacher implements a clear vision for the school, which is based on developing pupils' skills and wellbeing in a happy and supportive Welsh environment. The school provides a firm foundation for pupils, which allows them to broaden their horizons and aspirations successfully. The headteacher is supported well by hard-working and robust staff. The school's strategic priorities are effective, and have a clear and specific focus on improving provision and pupils' outcomes. This vision leads to a caring, safe and inclusive ethos across the school, which ensures that pupils make good progress.

The headteacher and governors address local and national priorities intelligently. They provide an engaging curriculum, and interesting and contemporary themes enrich learning purposefully. For example, they encourage pupils to consider the history of their local area with pride by studying the history of the nearby abbey and beach. Leaders also focus enthusiastically on pupils' regular use of the Welsh language in formal and informal situations. This emphasis has a positive effect on pupils' standards as they enrich their linguistic skills successfully.

There are rigorous and up-to-date self-evaluation procedures in place. Leaders use regular meetings to deal with plans and quality improvement practices effectively. This includes scrutinising work and learning walks to identify strengths and areas for improvement regularly, by following a skilfully-compiled monitoring timetable. As a result, self-evaluation procedures build a valid, honest and up-to-date picture of the school.

Priorities in the development plan are based directly on the outcomes of self-evaluation procedures. They focus firmly on maintaining and improving pupils' standards. Leaders distribute responsibilities to target priorities in the development plan purposefully. Staff have a sound understanding of the areas for improvement. A strong feature of this procedure is the school council's recommendations on how to make improvements to the school environment. For example, the council worked with a blacksmith to create a stimulating gate to celebrate the school's one hundred and fiftieth anniversary.

Governors set key challenges for the school as critical friends. They provide robust leadership, fulfil their responsibilities effectively and discuss the school's current and long-term priorities confidently. They have up-to-date knowledge of the school's performance, and focus purposefully on ensuring improvements to pupils' standards and wellbeing. Governors use performance management procedures intelligently and work with the headteacher to provide staff with comprehensive training. As a result, they support the selection of courses and specialist input from external agencies purposefully in order to support and improve staff's skills and expertise. For example, staff are currently targeting the effectiveness of wellbeing strategies on pupils' willingness to cope with their emotions, and scientific activities to improve their experimenting skills.

Leaders make the best use of the school building and grounds. This includes the resources in the foundation phase outdoor area, which enrich pupils' experiences successfully to develop their skills further.

Leaders ensure that the budget and additional grants to enrich the curriculum and improve pupils' outcomes are used skilfully. A successful example of this is the effective use of arts grants to support pupils' musical and expressive skills. Leaders spend the school's surplus effectively to maintain additional staff to support in the classrooms. The pupil development grant is also used sensibly to improve provision and raise the standards of pupils who are eligible to receive it. As a result, expenditure links purposefully to the priorities in development plans.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and the specialist resource base (where appropriate), and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

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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