

**INSPECTION UNDER SECTION 10  
INSPECTION OF SCHOOLS ACT 1996**

**Ysgol Dyffryn Ardudwy  
Dyffryn Ardudwy  
Gwynedd  
LL44 2EP**

**School number : 661 / 2189**

**Date of the Inspection : 30 September – 2 October, 2002**

**BY  
Wil Williams  
Registered Inspector : WO88 / 67644  
Date : 4 December, 2002  
under ESTYN contract number – T/42/02P**

© Crown Copyright 2002

This report may be reproduced completely or in part for non-commercial educational purposes as long as all parts quoted are reproduced word for word without any changes and its source and the date are stated.

Copies of this report are available from the school. Under the Schools Inspections Act 1996, the school must provide copies free of charge to certain categories of people. Any-one else who applies for a copy of the report may be charged a fee that is no more than the cost of reproduction.

## **CURRICULUM AND KEY STAGES NOMENCLATURE**

A new nomenclature to describe pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education until the age of 18 should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression.

The term "Reception" (R) refers to the year group of pupils in a primary school (not a nursery class) whose fifth birthday will occur during the academic year. "Year 1" (Y1) is used for the year group of pupils whose sixth birthday will occur during the academic year and so on until Y13 - the year group whose 18th birthday will occur during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Age	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage (KS) 1 of the National Curriculum includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

## **GRADE DESCRIPTIONS**

The following five point scale is used to represent the main opinions in the report as follows:

1. Very good: many good features, some particularly good.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features that outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

## CONTENTS

<b>1. CONTEXT</b>	<b>5</b>
The School and its Priorities	5
<b>2. MAIN FINDINGS</b>	<b>6</b>
The Main Findings of the Report	6
<b>3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS</b>	<b>7</b>
3.1. Standards achieved in Subjects and Areas of Learning	7
3.2. Standards achieved in Key Skills across the Curriculum	8
<b>4. ETHOS OF THE SCHOOL</b>	<b>9</b>
4.1. Pupils' Spiritual, Moral, Social and Cultural Development	9
4.2. Behaviour and Attitudes	9
4.3. Attendance	10
<b>5. QUALITY OF EDUCATION</b>	<b>10</b>
5.1. Teaching	10
5.2. Assessment, Recording and Reporting	11
5.3. Curriculum	11
5.4. Support, Guidance and Pupils' Welfare	12
5.5. Provision for Pupils with Special Educational Needs (SEN)	12
5.6. Partnership with Parents and Community, Schools and Other Institutions	13
5.7. Partnership with industry	13
<b>6. MANAGEMENT</b>	<b>13</b>
6.1. Quality of Self-Evaluation and Planning for Improvement	13
6.2. Leadership and Efficiency	14
6.3. Staffing, Accommodation and Learning Resources	15
<b>7. SUBJECTS AND AREAS OF LEARNING</b>	<b>16</b>
Standards achieved by Pupils	16
Provision for the under-fives	16
Welsh	17
English	17
Mathematics	18
Science	19
Design and technology	20
Information technology	20
History	21
Geography	21
Art	22
Music	23
Physical education	24
Religious education	24
<b>8. SCHOOL IMPROVEMENT</b>	<b>26</b>
8.1. Progress Since the Last Inspection	26
8.2. Key Issues for Action	26
<b>APPENDIX</b>	<b>27</b>
A. Basic information about the school	27
B. School data and indicators	27
C. Results of NC assessments and public examinations	28
D. The evidence base of the inspection	29
E. Composition and responsibilities of the inspection team	29

## 1. CONTEXT

### **The school and its priorities**

Dyffryn Ardudwy is a small village located on the coast between the towns of Harlech and Barmouth in Meirionnydd, Gwynedd. A substantial growth has been seen in the population of the school's catchment area during the last few years with a number of new families moving to live in the area. By now, only a minority of the villagers speak Welsh as a first language. Following the closure of a major industry in the area, the local economy is now mainly dependent on tourism and agriculture.

The significant decrease the population during the last five years has led to a reduction in the number of teachers. During the inspection, there were 76 full-time pupils between 4 and 11 years of age registered in the school. They are taught by three full-time teachers, one part-time teacher for three days a week and another part-time teacher who teaches physical education throughout the school on one afternoon each week. The school also employs a nursery assistant and classroom assistant. During the inspection period, the headteacher was on maternity leave and her class (Y5/Y6) was taught by a newly qualified teacher. Staff in the school are quite established; a good number of them have been there for a number of years.

The area is described as being neither prosperous nor economically disadvantaged. The percentage of pupils entitled to free school meals, which is 18%, corresponds very closely to the county and national average. It is considered that there are many less able pupils in the school but only a few able pupils. This is confirmed by the high percentage of pupils (30%) on the Special Educational Needs [SEN] register.

There has been a very substantial reduction in the number of pupils whose first language is Welsh during the past few years. By now, English is the main language of a substantial number of the pupils with only 16% of pupils speaking Welsh at home, although it is considered that about half of the school's pupils speak Welsh to first language standard. Welsh is the main medium of teaching and learning in the school.

The school was inspected during the summer term in 1996, and in the report three key issues required attention by the school, namely:

- Better structuring of written tasks in both languages, especially for less able pupils and those writing in their second language, whether Welsh or English.
- Develop and build upon the work of subject co-ordinators by ensuring a more positive and formal role for them when monitoring standards and the quality of experiences in the subjects that are their responsibility.
- Develop work in assessment and recording progress by ensuring that assessments regularly reinforce the planning, in order to respond better to the needs of individuals and groups of pupils across the ability range.

Four main priorities are noted in the School Development Plan [SDP] for the current school year:

- Raise standards in mathematics at Key Stage 2 [KS2].
- Raise standards in science at KS2.
- Use information and communication technology [ICT] more effectively across the curriculum with special attention to the area of data handling.
- Ensure that 25% more of the pupils reach Level 2 in English by the end of Key Stage 1 [KS1].

## 2. MAIN FINDINGS

### The main findings of the report

- The curriculum provided by the school is broad and balanced and of good quality. The provision meets the requirements of the National Curriculum [NC], the Desirable Outcomes for children under five, and the Agreed Syllabus for religious education.
- The general quality of the educational provision for children under five is appropriate to their needs. Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Good
Personal and social development	Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Physical development	Good
Creative development	Good

- Standards of achievement are satisfactory or better in all the NC subjects. They are good in a little under half the subjects. Standards of achievement of pupils in the different NC subjects and religious education are as follows:

	KS1	KS2
Welsh		
- Oral work	Satisfactory	Satisfactory
- Reading	Satisfactory	Satisfactory
- Writing	Satisfactory	Satisfactory
English		
- Oral work	Good development is made in all aspects	Good
- Reading		Satisfactory
- Writing		Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Good	Satisfactory
Design and technology	Good	Good
Information technology	Satisfactory	Satisfactory
History	Very good	Very good
Geography	Good	Satisfactory
Art	Very good	Very good
Music	Satisfactory	Satisfactory
Physical education	Satisfactory	Good
Religious education	Good	Satisfactory

- Standards achieved by children under five in the key skills are satisfactory in language and communication and good in numeracy and ICT. Standards are satisfactory at KS1 and KS2 in numeracy and reading and writing in Welsh and English. Standards in speaking and listening

are good in English and are satisfactory in Welsh. Satisfactory standards are reached in ICT at both key stages.

- In the NC assessments in 2002, the performance of Y2 in Welsh and science corresponded closely to the national performance. The performance in mathematics substantially surpassed performance in Wales with every pupil succeeding in reaching Level 2 or higher. Apart from English, where the school's performance was good, KS2 results were lower than the national average in Welsh and science and substantially lower in mathematics.
  - The quality of teaching was judged to be good in approximately 70% of the lessons and satisfactory in the remainder. Teaching in the reception class is consistently good. There is effective interaction between teachers and pupils; expectations are clear and interesting tasks are provided for pupils with good resources prepared for them. Amongst the general shortcomings in the satisfactory lessons are tasks that are too simple to challenge pupils and a lack of pace in the teaching.
  - The quality of assessment, recording and reporting is good. Teachers give pupils clear guidance on how to improve their work.
  - The provision for children with SEN is satisfactory. An appropriate individual education plan has been drawn up for the great majority of pupils with SEN and parents and pupils themselves are included in the process.
  - The quality of leadership in the school is good. Resources in the school are managed in an effective and efficient way. Priority is given to raising standards and attempting to ensure the best educational provision possible for pupils.
  - The quality of self-evaluation and planning for improvement is satisfactory.
  - The spiritual, moral and social development of pupils is good. Their cultural development is very good. Pupils have a clear understanding of what is expected of them and of the principles and values promoted by the school.
  - Pupils' standards of behaviour are good. The school has clear and appropriate expectations of its pupils. This is reflected in the positive way pupils feel about their work.
  - The quality of the partnership between the school and parents and the community is good. The pastoral and curricular links with the local secondary school are very good. The school's partnership with industry is satisfactory.
- 
- The school has made satisfactory progress in implementing the key issues noted in the 1996 report.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards achieved in subjects and areas of learning**

Standards of achievement in all lessons are satisfactory or better. Standards were satisfactory in 30% of the lessons and good in the remainder.

- The provision for children under five is good and promotes the Desirable Learning Outcomes. Good standards are reached in the six areas of learning.
- Standards in history and art are very good at both key stages.
- At KS1, standards are satisfactory in Welsh, mathematics, IT, music and physical education. They are good in science, design and technology, geography and religious education.
- At KS2, standards are satisfactory in Welsh, English, mathematics, science, IT, geography, music and religious education. Good standards are reached in design and technology and physical education.
- The standards achieved by children under five in the key skills are satisfactory in language and communication and good in numeracy and ICT. Standards are satisfactory at KS1 and KS2 in numeracy and in reading and writing in Welsh and English. Standards in speaking and listening are good in English and satisfactory in Welsh. Satisfactory standards are reached in ICT at both key stages.
- According to the NC assessments in 2002, the performance of Y2 in Welsh and science corresponded closely to the national performance. The performance in mathematics substantially surpassed performance in Wales with every pupil succeeding in reaching Level 2 or higher.
- It was judged that a third of the pupils had reached Level 3 in mathematics but no pupils reached the same level in science. There were no significant differences in the performance of boys and girls.
- Apart from English where the school's performance was good, the KS2 results were lower than the national average in Welsh and science and substantially lower in mathematics. The performance in the three subjects was also lower than the performance of similar schools with regard to size, level of deprivation and language. The greatest difference was seen in mathematics, with only 18% of the pupils reaching Level 4. Apart from Welsh, the boys' performance surpassed the girls', especially in mathematics.

### **3.2 Standards in key skills**

The standards achieved by children under five in the key skills are satisfactory in language and communication and good in numeracy and ICT. Standards in numeracy are satisfactory at both key stages. In Welsh, standards at KS1 and KS2 are good in speaking and listening and satisfactory in reading and writing. Standards in speaking and listening in English are good at KS2 and are satisfactory in reading and writing. Satisfactory standards are reached in ICT at both key stages.

- Children under five develop increasingly in their ability to use skills in language, literacy and communication in different curricular contexts. In group sessions, they listen attentively and express their ideas with confidence. Good progress is seen in learners' proficiency in using Welsh as a medium of learning. They develop well in their ability to use terms accurately in mathematics lessons and they are becoming proficient in their computer use.

- KS1 pupils listen attentively to others and respond appropriately to what is said. KS2 pupils contribute confidently in both languages during class discussion, but only a small minority of them are polished and accurate in their use of Welsh. At KS1 and KS2, pupils use the subject vocabulary appropriately.
- Throughout the school, pupils read regularly for pleasure but the ability of a significant number of them to gather, organise and present information is not sufficiently developed. A small number of KS1 pupils are sufficiently proficient readers to turn to books for information.
- Pupils at both key stages write consistently in both languages for different purposes, using a good range of written forms. However, they do not make sufficient progress in adapting their writing style to meet the needs of different contexts and audiences.
- Throughout KS1 and KS2, pupils use their numeracy skills with increasing accuracy in different contexts. They deal with number work accurately and they have a firm command of standard measures. Their ability to gather, record and interpret data is not sufficiently developed.
- At KS1 and KS2, pupils can use a word processor satisfactorily to organise and present information but their ability to use ICT effectively to gather and present information in data form is limited.
- According to their ability and age, pupils with SEN achieve satisfactory standards in the key skills.

#### **4. ETHOS OF THE SCHOOL**

##### **4.1 Pupils' spiritual, moral, social and cultural development**

The spiritual, moral and social development of pupils is good. Their cultural development is very good.

- Pupils have a clear understanding of what is expected of them and of the principles and values that the school promotes.
- The whole-school acts of collective worship contribute well to the spiritual development of pupils. They respond thoughtfully to opportunities for impromptu contributions.
- The school is a happy community and there is a good relationship between adults and pupils. Pupils respond in a mature and responsible way when given opportunities to undertake responsibilities.
- Pupils have a good awareness of other cultures. Welsh culture is promoted through a high number of the humanities and expressive subjects.

##### **4.2 Behaviour and attitudes**

Behaviour and attitudes are good.

- The school has clear and appropriate expectations of its pupils. This is reflected in the positive way pupils think about their work.
- The policies, together with the reward system, promote good behaviour. Effort and success are acknowledged in every aspect of school life.
- Pupils are happy and content in each other's company. Pupils' friendliness, their courtesy towards everyone, together with the care shown by the eldest pupils towards the youngest in the school, is a prominent feature in the school. Pupils also respect their environment.
- During the inspection, no cases of bullying or unacceptable behaviour were seen.

### **4.3 Attendance**

Attendance levels are satisfactory and punctuality is good.

- There are appropriate policies and procedures in the school and full conformity with the statutory requirements in the administration of registers. Any concerns about pupils' attendance are discussed with the welfare officer.
- Although the majority of parents give the school reasons for their children's absence, a small minority are careless in this respect.
- It is a matter of concern for the school that a higher percentage of families than is usual take their holidays during term time. It is felt that this affects their children's education.

## **5. QUALITY OF EDUCATION**

### **5.1 Quality of teaching**

It was judged that the quality of teaching was good in approximately 70% of the lessons and satisfactory in the remainder.

- Teaching in the reception class is consistently good. The teacher has a thorough knowledge of the requirements of the age group and plans carefully in the six areas of learning in order to provide interesting and stimulating experiences for the children. Her care for each individual child ensures that they feel safe and happy in the learning environment.
- At KS1 and KS2, among the good aspects in the teaching are:
  - effective interaction between teachers and pupils, which enables pupils to feel confident when suggesting ideas and expressing opinions;
  - lessons with clear aims that are shared with the pupils;
  - clear expectations about what needs to be achieved within a lesson;
  - interesting tasks that stimulate and maintain pupils' interest;
  - effective use of a variety of teaching techniques including direct teaching;
  - effective management, organisation and discipline;
  - resources and work sheets of good quality that are appropriately differentiated;
  - effective winding up at the end of lessons through revision and evaluation of work.

- Amongst the most common shortcomings in the teaching at KS1 and KS2 are:
  - presentations that are too lengthy at the beginning of lessons, depriving pupils of sufficient time to complete their tasks;
  - tasks that do not challenge pupils of higher ability;
  - lack of pace in the teaching;
  - overuse of closed questions;
  - pupils' ideas not being challenged or extended.

## **5.2 Assessment, recording and reporting**

The quality of the assessment, recording and reporting is good.

- The school has a clear policy and guidelines for assessment and they are implemented effectively.
- The quality of the baseline assessment made at the beginning of the reception class is appropriate. The targets set following the assessment are a useful starting point for measuring progress and further development. Children's development in the six areas of learning is followed up by obtaining information from the nursery school.
- The LEA assessment booklets are used effectively to record pupils' progress in all the NC subjects. The next steps in learning and teaching are noted at three levels of ability. The whole-school portfolio of samples of pupils' work is a useful tool for standardizing teacher assessments.
- The individual educational plans of pupils with SEN include appropriate targets for them together with details of the steps to be taken in order to respond to their needs.
- Written work is marked regularly. Teachers' comments give pupils clear guidance on how to improve the quality of their work.
- Parents appreciate the opportunities they have twice a year to discuss their children's development. The standard of annual reports to parents is good.

## **5.3 Curriculum**

The school offers a broad and balanced curriculum of good quality. The provision meets the requirements of the NC, the desirable outcomes for children under five and the Agreed Syllabus for religious education.

- The curriculum for children under five is appropriate and promotes the desirable outcomes in the six areas of learning. The quality of the curriculum is good and children have varied and interesting experiences. There is no structure to some of the physical experiences.
- The curriculum provided for pupils with SEN is appropriate and the school plans for them according to their needs.

- Policies and schemes of work have been drawn up for each curricular area. They were reviewed recently and the majority are of good quality. They assist the teachers in providing a suitable curriculum and ensure progression and continuity between years and key stages.
- The plans for the cycle of themes are clear and purposeful. Planning is purposeful for personal and social education but there is a lack of consistency in planning to develop the key skills.
- The school succeeds in promoting bilingualism and Welsh and English are used as media for teaching and learning at KS2. Good attention is given to the Cwricwlwm Cymreig by promoting an awareness of the history and culture of Wales.
- The curriculum is enhanced by a number of educational visits that complement the curricular work. They contribute substantially to pupils' experiences and development. The homework provided reinforces class work effectively but there is not a sufficiently positive structure for homework throughout the school.

#### **5.4 Support, guidance and pupils' welfare**

The attention given to support, guidance and pupil welfare is good.

- Staff know the pupils well and respond positively to any request from them for support. Pupils are confident in school and confide in teaching and auxiliary staff. The educational guidance, together with the quality of pastoral care for pupils, is good.
- There are relevant policies for health and safety. Detailed attention is given to matters relating to the safety of the building and site and there are appropriate procedures for child protection.
- The sex education policy is vague and it does not give adequate consideration to parents' rights.
- Equal opportunities are provided for each pupil together with full access to the curriculum. The school makes a determined effort to prevent all kinds of harassment, including bullying, sexism and racism. Sound policies are implemented in these areas.

#### **5.5 Provision for pupils with special educational needs (SEN)**

The provision for pupils with SEN is satisfactory.

- The SEN policy has been reviewed in order to conform fully to the requirements of the new Code of Practice. A list is kept of the pupils who receive additional help and support.
- The practice of identifying pupils who need to be monitored, although they are not included on the SEN list, is an effective strategy. Teachers identify pupils with special needs soon after they start at the school, but there is no specific procedure for doing this. The arrangements with the Pre-School Assessment Unit are appropriate.
- An appropriate individual educational plan has been drawn up for the majority of pupils with SEN and parents and the pupils themselves are included in the process. The part-time teacher

who supports these pupils works well with the class teachers and reports to them on their development. Standards are satisfactory.

- The group of pupils in Y5 and Y6 has additional support from the class assistant. She fulfils her work conscientiously and makes a valuable contribution to the social and educational development of pupils.
- Work sheets or differentiated tasks are provided for pupils of all abilities in lessons but these are not always suitable for pupils with SEN.
- The member of the governing body with responsibility for SEN is fully aware of her responsibilities; she works closely with the school co-ordinator and she has an appropriate understanding of the school system.

## **5.6 Partnership with parents and community, schools and other institutions**

The partnership with parents and the community, schools and other institutions is good.

- The school's links with parents are good. The great majority of parents are happy with the quality of information provided for them by the school. The School Prospectus conforms fully to the statutory requirements.
- There is a hardworking core of parents, together with a number of volunteers from the community, who make an important contribution to the school's work. The Friends of the School work hard to organise social activities for parents and raise money for school funds.
- The collections made by pupils for charities together with the concerts and religious services held by them in the community, strengthen the partnership between the community and the school.
- There is a good partnership with neighbouring primary schools. The pastoral and curricular links with the local secondary school are very good and this ensures a smooth transfer for pupils from the primary to the secondary sector.
- There is a good partnership with the LEA and the school also takes advantage of other services such as the Police and Fire Brigade.
- There is good co-operation with higher education institutions as the school provides periods of work experience and teaching practice for pupils from different colleges.

## **5.7 Partnership with industry**

The partnership with industry is satisfactory.

- The school is aware of the importance of this aspect and has created some links with industry. The school does not have a specific policy for this area.
- As part of the curricular work, visits are undertaken to a good number of local businesses and industries. This increases pupils' knowledge of the local economy and raises their awareness of the world of work.

## **6. MANAGEMENT**

### **6.1 Quality of self-evaluation and planning for improvement**

The quality of self-evaluation and planning for improvement is satisfactory.

- A clear strategy has been drawn up for monitoring and evaluating NC subjects. A whole school review is held at the start of each year in order to identify which areas need further attention. Pupils' work is inspected by using specific criteria and the head visits classes. Members of staff contribute towards the evaluations and they are expected to lead in their area of responsibility. KS2 test results are analysed in detail and the subject aspects requiring extra attention are specified. The main outcomes of the evaluations are reported to the governing body. These procedures are effective and good use is made of the evaluation outcomes for setting the priorities of the SDP.
- The school's self-evaluation arrangements have not been implemented for a long enough period for them adequately to influence pupils' standards of achievement. The attention given to the quality of teaching in classes is limited.
- The school has good procedures for setting targets. The school targets for Y2 and Y6 are based on the pupils' potential performance within the cohort. The targets are challenging and with some evident exceptions, such as mathematics at KS2, correspond well to pupils' performance. A target group of pupils bordering two levels in the NC is identified and additional support is given to them. There is no clear structure for setting short-term targets for pupils.
- The SDP is of good quality and is an effective planning tool for the next three years. It is a concise document, easy to use and identifies the actual requirements of the school. Procedures are laid out in detail, expected outcomes are noted, time limits for completing work are set, and finance is allocated to achieve priorities. There is a good link between the priorities and the staff training programme.
- There is no obvious link between the action plan included in the racial equality policy and the priorities given in the SDP.

### **6.2 Leadership and efficiency**

The quality of leadership in the school is good. School resources are managed in an effective and efficient way.

- The head and governing body give a clear direction to the school's development. Priority is given to raising standards and to endeavouring to ensure the best possible educational provision for pupils. The head has established effective procedures for identifying the developmental requirements of the school, and the head and staff share the same vision and work effectively as a team. There is room to develop further the role of staff in the school's self-evaluation arrangements.
- Governors fulfil their responsibilities in a thoughtful and considerate way. They are fully aware of their responsibilities and work hard for the benefit of the school. They take a proactive role in school life and attend the LEA training sessions regularly. They know the school well.

- The school is well managed. Clear procedures have been established to ensure day-to-day operation of the school is smooth and there are effective methods of communicating with parents. Teachers' responsibilities are confirmed in job description; their quality is satisfactory. They do not give sufficient detail of teachers' curricular responsibilities.
- The school's financial resources are managed effectively and efficiently, giving good value for money. The governing body has a detailed understanding of the school budget and decisions are made that are in keeping with the school requirements and priorities. The principle of 'value for money' is considered in detail before making decisions. The small amount of money kept in reserve is appropriate to the school's situation.
- The system of buying in the service of a qualified teacher to teach physical education enables pupils to attain good standards in the subject at KS2.

### **6.3 Staffing, accommodation and learning resources**

#### **Staffing**

- Staffing levels in the school are appropriate. Members of staff have the essential qualifications and experience for teaching all subjects of the NC, and by means of continuing professional development, they update their teaching skills. They have undertaken a number of short courses but only a few extended ones have been attended.

#### **Accommodation**

- The accommodation is appropriate for the number of pupils. It is well maintained and provides safe places for the pupils to work. The school environment is enhanced by attractive displays in the majority of classes and in the public areas of the building.
- The playground is extensive and there are pleasant grounds around the school.

#### **Learning resources**

- There is a good supply of resources in each class for teaching the subjects of the NC. They are in good condition and are stored neatly.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **7.1 Standards achieved by pupils**

#### **Provision for the under-fives**

The educational provision for children under five is appropriate and promotes the desirable outcomes in the six areas of learning. Standards are good.

#### **Good features**

- The personal and social development of the children is good. Within a short time at the school, they have established good relationships with other children and adults, and their behaviour is good. They enjoy taking part in a variety of activities that promote sharing and playing together.
- Their development in language, literacy and communication is good. Their listening skills are good. They enjoy listening to stories and they recite and sing rhymes and songs appropriate for their age. They can communicate naturally in their first language with peers and with adults, and make efforts to use Welsh. The majority show an interest in books and behave like readers. Individuals recognize some familiar letters and words and read familiar books with an adult. They have all started to put marks on paper, with individuals writing their names independently.
- The mathematical development is good. They can count to ten and know some number rhymes. The most able recognize and understand the value of numbers to five. They can sort objects accurately and can count forwards successfully. They recognize some two dimensional [2D] shapes and begin to use mathematical language appropriately.
- Their knowledge and understanding of the world is good. They observe floating objects and patterns that can be made in the sand. They recognize farm animals and some wild animals, discussing their habitats simply. Their planning skills develop well as they build with equipment and create an animal from cardboard and paper. They enjoy using the computer and can handle the mouse with increasing confidence.

- Children's creative development is good. They enjoy role-play and can sing rhymes and appropriate songs with enthusiasm. They create effective pictures and paintings for their level of development using a variety of materials and techniques.
- Their physical development is good. They use small items of equipment with increasing control, and when playing with large items of equipment they show appropriate control of their major motor skills. In the physical education sessions, they move confidently, making good use of the space they have and following directions accurately.

### **Shortcomings**

- When dealing with large toys, children tend to play aimlessly.

### **Welsh**

Oral, reading and writing standards are satisfactory at both key stages.

### **Good features**

- KS1 pupils listen well to stories and presentations. They are very keen to respond and take part in discussions. A good number of them can discuss their curricular experiences and talk about their personal lives confidently. They express themselves satisfactorily.
- The reading skills of pupils develop satisfactorily. The majority take an interest in books and discuss their books with enthusiasm. They use a limited number of strategies when tackling and pronouncing unfamiliar words.
- Pupils can write for different purposes. When writing with their teacher, they show a vivid imagination and produce interesting class stories. They write for different purposes and record their experiences in pieces of free writing. They form their own sentences using the concise verb forms and interesting comparisons. The most able can punctuate appropriately.
- During presentations and discussions, the majority of KS2 pupils listen well to each other and to teachers. They respond satisfactorily to the oral tasks when discussing extended texts. Individuals can offer opinions clearly and logically.
- Pupils develop satisfactorily as readers. There are good readers in each year who read fluently and with meaning and they can discuss the content of their books with understanding. A good majority of pupils know what sources can be used to find information and their confidence in using a dictionary develops appropriately.
- KS2 pupils write pieces which show a suitable awareness of register and style and they use an appropriate variety of forms when responding to different texts. They can write interestingly with a satisfactory measure of accuracy.

### **Shortcomings**

- At both key stages, errors in syntax and the frequent use of English words impair the oral expression of pupils; a small minority of individuals lack confidence in expressing themselves orally.
- A significant number of KS1 and KS2 pupils do not read with the anticipated ease and fluency and some individuals read hastily without paying attention to punctuation.
- The written work of a number of pupils shows a number of errors in syntax, spelling and punctuation.

## **English**

English is presented informally at KS1. Pupils' ability in the three elements – oral, reading, and writing – develops well.

At KS2, standards in oral work are good and standards in reading and writing are satisfactory.

### **Good features**

- At KS2, pupils listen well and respond appropriately to work across the curriculum. They respond maturely in discussion and can express their opinion in accurate and concise language. They succeed in communicating confidently when discussing and expressing their experiences.
- A good minority of pupils read well and with confidence. They read accurately with clear expression and appropriate intonation. They read suitable texts, show a good understanding of content and can describe the features of their favourite books and authors.
- Writing standards are satisfactory. Pupils write across a good range of language forms, which include descriptions, dialogues, letters, stories and poems. Individuals produce good, interesting work showing a grasp of register, syntax and conventions of punctuation. They show pleasure in writing poems on different topics and use images effectively.
- The standard of pupils' handwriting is satisfactory in both key stages, whether this is cursive handwriting or printing.

### **Shortcomings**

- A significant minority of pupils do not pay adequate attention to punctuation when reading aloud. Some individuals read hastily and carelessly.
- Errors in syntax, spelling and punctuation impair the written work of a good number of pupils.
- Pupils' ability to searching for and assemble information from different sources is not sufficiently developed.

## **Mathematics**

Standards are satisfactory in both key stages.

### **Good features**

- At KS1, pupils read, write and order small numbers with increasing accuracy and they have a basic understanding of place value. They use the processes of adding and subtracting confidently and can count orally in steps of different sizes. By Y2, they can recognize number patterns and can use simple fractions such as halves and quarters. They make some use of pictograms and graphs in order to record the data that they gather.
- KS1 pupils have an appropriate understanding of 2D and 3D geometric characteristics. They can name familiar shapes and describe their main characteristics. They use broad units for measuring length accurately and can compare the size and weight of different objects. Their understanding of standard units and of time develops appropriately.
- Appropriate progress is made at KS2 in pupils' understanding of number. Pupils can handle numbers confidently and those of higher ability use a good variety of mental strategies when solving number problems, and can explain their method of working. Throughout KS2, pupils have a good understanding of place value and their knowledge of the processes of addition, subtraction, multiplication and division corresponds to their age. A good minority of Y5 and Y6 pupils can recall multiplication and division facts quickly.
- Across KS2, pupils' understanding of the characteristics of shape is good. Their understanding of standard units of mass, capacity and time increases gradually throughout the key stage, and by Y5 they can use these measurements with precision.

### **Shortcomings**

- The ability of the large majority of KS1 and KS2 pupils to use different mental strategies quickly and accurately is not developed to its full potential.
- The inability of a significant number of Y5 and Y6 pupils to recall multiplication and division facts and number bonds quickly, hinders their efforts to solve general number problems.
- At KS1 and KS2, pupils' ability to gather, interpret and deal with data is not adequately developed.

### **Science**

Standards are good at KS1 and satisfactory at KS2.

### **Good features**

- KS1 pupils have a good awareness of the requirements of a fair test. With help from the teacher, they undertake simple investigations in an organised way and use standard measurements accurately. They make sensible predictions of the probable result of an investigation and form conclusions on the basis of their observations. They can find information from their own work, and occasionally from other simple sources.
- Pupils' scientific knowledge develops increasingly as they undertake a number of practical investigations. They can differentiate between solids and liquids and describe how to change

the shape of objects. They classify familiar materials according to their use and can compare some of their main features. They have a simple understanding of the forces of pushing and pulling and can describe how to create an elementary electrical circuit.

- At KS2, satisfactory progress is made in pupils' ability to undertake scientific investigations. They can predict the results of their investigations, they have some awareness of the features of fair tests, make appropriate quantitative measurements and form conclusions on what has been done.
- KS2 pupils can recognize the main features of materials and attribute them to their use by describing in detail the effects of heat and cold on some materials. They make good progress in their understanding of forces and energy and they have a firm understanding of electrical circuits. Throughout the key stage, good development is seen in pupils' ability to use appropriate scientific vocabulary in their work.

### **Shortcomings**

- The investigative skills of KS2 pupils are not adequately developed and the ability of Y5 and Y6 pupils to plan and undertake an investigation independently is limited.
- The range of tables and graphs used to record results in both key stages is limited.
- The ability of KS2 pupils to search for relevant scientific information is not fully developed.

### **Design and technology**

Standards are good at both key stages.

### **Good features**

- KS1 pupils have a good understanding of how materials behave and use that knowledge when making products. They use simple mechanisms in a good variety of ways when creating mobile elements in their work. They can discuss their work and offer simple ideas about the most appropriate way of attempting to make models and products.
- Their making skills develop well as they measure, mark, cut and assemble different materials. They choose appropriate materials for their task and use tools independently in a safe way. They improve their design as the work develops and pay appropriate attention to the finish of their product.
- KS2 pupils' knowledge of the characteristics of materials and their suitability for the task in hand is good. They make purposeful use of simple mechanisms and electrical circuits and can discuss the essentials of a strong structure. They have a clear understanding of the requirements of a task and undertake a number of draft designs before choosing the most appropriate one for the work.
- When making products, they choose appropriate materials and equipment and work in a precise and organised way. They use appropriate finishes and can discuss the strengths and weaknesses of their work in a sensible way.

### **Shortcomings**

- In both key stages, pupils' ability to store commands to control movements is not sufficiently developed.

### **Information technology**

Standards are satisfactory in both key stages.

#### **Good features**

- At KS1, pupils use a word processor satisfactorily to present written work. They work directly on screen, revising their work as necessary. The most confident work fairly independently and know how to store, retrieve and print work. They can use simple drawing packages to create pictures of good quality and use data handling programs at a simple level.
- Y3 and Y4 pupils can use the technology to gather information from the Internet with increasing confidence. They can import pictures in order to create artistic finished work and use a word processor appropriately in order to prepare and present information.
- A small minority in Y5 and Y6 are very confident when using the computer for different purposes. They can gather information from the Web and send e-mail messages without help. They have a good mastery of the word processor and can produce pages of good quality work.

#### **Shortcomings**

- The majority of pupils throughout the school are not confident users of IT, especially Y5 and Y6 pupils.
- Little development is seen throughout the school in pupils' proficiency in using IT for modelling.

### **History**

Standards are very good throughout the school.

#### **Good features**

- Good development is seen in KS1 pupils' awareness of chronology. They have an increasing knowledge of the past and understand the difference between customs in the present and past together with the difference between terms such as 'old' and 'new', 'now' and 'long ago'. By being involved in creating a time line, they understand that changes happen over time. They can ask relevant questions about the past, and form opinions.
- By means of local visits, their knowledge of the way people from specific periods lived intensifies. They recreate situations from the past through role-play and record their conclusions in a variety of different ways. They know that some characters are imaginary and that others are real people.

- Detailed studies of historical periods enable KS2 pupils to place famous personalities and events in chronological order. They can discuss artefacts skilfully, reasoning effectively about their use and users. They investigate information from different sources and interpret situations from the past by role-play. They record in a wide variety of forms, showing empathy and clear reasoning about a case.
- KS2 pupils' ability to recall and organise information is good. They use appropriate vocabulary and present their knowledge increasingly independently.

### **Shortcomings**

- There are no significant shortcomings.

### **Geography**

Standards are good at KS1 and satisfactory at KS2.

### **Good features**

- The geographical skills of KS1 pupils develop well. They can offer comments orally and convey their ideas and standpoints confidently. They can follow simple directions and can make maps and draft plans of familiar or imaginative places. They can locate their village on a map of Wales and name some of the main geographical characteristics of the country. They have a very good grasp of geographical terms.
- KS1 pupils' knowledge of their local area is good. They can describe its main geographical characteristics and give a personal opinion on the quality of the area's environment.
- Y3 and Y4 pupils can ask sensible questions about the geographical features of a specific area and can gather, interpret and present their knowledge meaningfully. When undertaking field work, they gather and record information in a well-organised way. They can also recognize how the way people live affects their environment.
- When studying a country that is economically less developed, Y5 and Y6 pupils make appropriate comparisons between that country and Wales. They can compare in detail the nature of the locality in both countries, the way of life and the weather.
- The ability of Y5 and Y6 pupils to find and locate places on maps and atlases is good.

### **Shortcomings**

- The investigative and geographical skills of KS2 pupils – using maps to study the altitude of land, interpreting symbols and keys and using co-ordinates and references – is not sufficiently developed.

### **Art**

Standards are very good in both key stages.

### **Good features**

- KS1 pupils use a range of materials and produce work which is consistently good in 2D and 3D. They are aware of different elements in art and discuss line, tone, colour and pattern appropriately. They use a good range of materials, equipment and processes effectively. Their control over a number of techniques develops well as they draw and paint from observation, and from memory. They produce their own colours and use them effectively in their paintings.
- Their understanding of the work of famous artists develops appropriately and they emulate the style of some of the artists in their own work. They use a computing program to create colourful and interesting pictures.
- At KS2, pupils show a good awareness of perspective, line and tone, pattern and texture. They observe in detail when producing still life pictures and 3D models and the finished product is of good standard. Exceptional work was produced when they worked with parents to create a 3D mural of the village. Different materials were combined and the finished work produced was impressive and of high quality.
- When studying the work of famous artists, they make effective use of their observation skills and produce work of a good standard.
- At both key stages, purposeful use is made of sketchbooks to record initial observations.

### **Shortcomings**

- A small minority of pupils do not use appropriate art terms.

### **Music**

Standards are satisfactory in both key stages.

### **Good features**

- At KS1, pupils know a variety of songs and hymns that are appropriate for their age. The quality of singing is satisfactory. They experiment successfully with a range of sound sources as they compose a simple accompaniment for a story.
- In response to a stimulus, such as a visit to a local castle, they can create a simple composition and record on a graphic score. When performing, they follow the score accurately.
- The majority can name unpitched and some pitched instruments. They can keep a beat accurately. Their ability to appreciate and express opinions on different music develops appropriately.
- At KS2, pupils sing a suitable range of songs and hymns. They sing some in repetitive form and in two parts, and pay attention to breathing, phrasing and dynamics. The quality of

singing is good. They can keep a beat and repeat rhythm accurately, bringing both elements together when composing.

- In response to a stimulus, they investigate a range of sound sources in order to create an appropriate atmosphere. They use the body, unpitched and pitched instruments skilfully in their compositions. They record effectively on a graphic score.
- They have an appropriate knowledge of famous and local composers. They listen to music of different styles. They can identify some elements and express their opinion simply. They recognize some instruments they hear and use musical vocabulary accurately.
- Some pupils take advantage of violin lessons and are given an opportunity to perform and accompany in services and concerts.

### **Shortcomings**

- At KS1, pupils' control over breathing and dynamics is not sufficient and they do not make their own decisions when composing.
- KS1 pupils do not discuss or evaluate their own performances and compositions adequately.
- The ability of Y5 and Y6 pupils to create and organise music in response to stimuli is not sufficiently challenging.
- Pupils' use of IT in music in both key stages is undeveloped.
- The wide age range of pupils present in some singing sessions limits the musical work that can be accomplished.

### **Physical education**

Standards are satisfactory at KS1 and good at KS2.

### **Good features**

- The great majority of KS1 pupils can follow instructions in detail showing a good awareness of place. They use basic movements such as travelling, jumping and turning appropriately and are light of foot. They explore a good range of feelings when interpreting music through dance and can perform a pattern of movements. They are aware of the effect of exercise on the body.
- The quality of movement of Y3 and Y4 pupils as they travel, jump and work at different levels and speeds is good. They respond sensitively and with understanding to musical stimuli.
- Y5 and Y6 pupils are show complete commitment to their work. They work hard, show a good awareness of the quality of movements and work hard physically in lessons. Through practice, they polish and improve their performance and they are imaginative when thinking of a variety of different movements. They lift, carry and place apparatus safely.

## **Shortcomings**

- The unsuitable clothing worn by a large number of KS1 and KS2 pupils affects the quality of their performance.
- The unwillingness of some individuals at KS1 to concentrate on their tasks affects their performance.
- Not all the boys in Y3 and Y4 have a positive enough attitude towards their work, nor do they all try to create movements of quality.

## **Religious education**

Standards are good at KS1 and satisfactory at KS2.

### **Good features**

- At KS1, pupils have an appropriate knowledge of Bible stories. They know the stories of some of the main characters in the Old Testament, together with stories of the life of Jesus, and they can record them in their own words.
- They write a variety of simple prayers for special occasions and individuals can discuss the purpose of prayer. Following a visit to a local church, they can describe the main features of the church together with the ritual of baptism and its significance.
- They have a good understanding of principles such as care for others and what makes good friends, and can discuss these sensibly.
- KS2 pupils can discuss some parables, explaining their meaning and significance. A small minority of them can explain the differences between the Old Testament and New Testament.
- Following work on the Ten Commandments, they understand why rules are needed and express a standpoint on this. A good number of pupils have a firm opinion on moral issues and show a profound awareness of the feelings of others.
- Following a visit to a local place of worship, they can discuss the internal features of the building appropriately. Their knowledge about some saints and benefactors is good and they discuss with understanding and sensitivity the need to help others.
- They can discuss simply other religions such as Hinduism, referring to some special rituals.

### **Shortcomings**

- At KS1, pupils' knowledge of other religions apart from Christianity is limited.
- KS2 pupils have little knowledge of the meaning of pilgrimage for religious people.

- The knowledge and understanding of Y5 and Y6 pupils of the different religions of the world are superficial.
- Y5 and Y6 pupils' study of religious education is superficial and there is no depth in their understanding of the subject.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

The school was inspected in the summer term of 1996. The report identified three key issues for implementation, including the need to:

- Structure the written tasks in both languages better, especially for less able pupils and those writing in their second language, whether Welsh or English.
- Develop and build upon the work of the subject co-ordinators by ensuring they have a more explicit and formal role in monitoring standards and the quality of experiences in the subjects for which they are responsible.

- Develop work on assessment and recording progress ensuring assessments feed back constantly into the planning, in order to respond better to the needs of individuals and groups of pupils across the range of ability.

The school made satisfactory progress in implementing the key issues identified in the 1996 report.

- The writing frameworks provided in Welsh and English assist pupils in structuring their work better; there is room to develop this practice further.
- Hand in hand with the development of the school's self-evaluation system, a more active role has been given to subject co-ordinators in the work of monitoring and evaluating standards; there is a need to develop this further to include evaluation of teaching.
- The quality of assessment and reporting in the school is by now good.

## **8.2 Key issues for action**

The school needs to:

- build upon the achievements in the subjects and key skills which are satisfactory in standard by paying attention to the shortcomings identified;
- continue to develop the self-evaluation system as a tool for maintaining and raising standards of achievement;
- raise the percentage of good teaching by paying attention to the shortcomings identified.

## APPENDIX

### School Data

#### A. Basic Information About the School

Name of the School	Ysgol Dyffryn Ardudwy
Type	Community Primary
Age range of pupils	4 – 11 years of age
School address	Dyffryn Ardudwy Gwynedd
Postcode	LL44 2EP
Telephone number	01341 247294

Name of Head	Mrs Ann Jones
Date of appointment	September 1997
Chair of Governors	Mr Raymond Owen
Registered Inspector	Wil Williams
Date of inspection	30 September – 2 October 2002

#### B. School Data and Indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	13	10	8	9	11	15	11	77

<i>Number of teachers</i>			
	Full-time	Part-time	Equivalent to full-time
Number of teachers	3	1	3.6

<i>Staffing information</i>	
Pupil:teacher ratio, apart from nursery and special classes	19.:1
Size of classes on average, apart from nursery and special classes	19:1
Teacher:class ratio	1:1

<i>Percentage of attendance during the three whole terms before the inspection.</i>				
	R	KJS	KS2	Whole school
Spring Term 2002	83.4	87	92.5	91.5
Summer Term 2002	83.4	87	92.5	94
Autumn Term 2001	88	90	94	91.9

Number of pupils excluded during the previous 12 months.	0
--	---

### C. Results of National Curriculum Assessments 2001

<b>Results of National Curriculum Assessments KS1: 2001</b>	Total number of pupils Y2: 9
As the number of pupils eligible to be assessed at the end of KS1 was more than four but less than 10, performance indicators only are included	

Percentage of pupils reaching at least level 2 in mathematics, science and English			
In the school:	77%	In Wales:	81

<b>Results of National Curriculum Assessments KS2: 2001</b>			Total number of pupils Y6: 14									
Percentage of pupils at each level												
			D	E	N	W	1	2	3	4	5	6
English	Teacher assess.	School	0	0	0	0	0	0	18.2	45.5	36.4	0
		Wales	0	2	1	1	1	6	21	48	22	0
	Test	School	0	0	0	0	0	0	18.2	45.4	36.4	0
		Wales	0	2	1	0	0	5	17	48	26	0
Welsh	Teacher assess.	School	9.1	0	0	0	0	9.1	18.2	72.7	0	0
		Wales	2	0	1	0	1	5	24	49	18	0
	Test	School	9.1	0	0	0	0	9.1	18.2	72.7	0	0
		Wales	2	2	0	0	0	4	22	50	18	0
Mathematics	Teacher assess.	School	0	0	0	0	0	0	18.2	72.7	0	0
		Wales	0	0	1	0	1	5	22	44	25	0
	Test	School	0	0	0	0	0	0	81.8	18.2	0	0
		Wales	0	2	1	0	0	5	22	44	25	0
Science	Teacher assess.	School	0	0	0	0	0	0	18.2	63.7	9.1	0
		Wales	0	0	1	0	0	4	17	53	25	8
	Test	School	0	0	0	0	0	0	54.5	36.4	9.1	0
		Wales	0	2	0	0	0	3	14	55	26	0

- D Pupils who are exempt under statutory arrangements from part or the whole of the National Curriculum  
E Pupils who have failed to register a level due to absenteeism  
N Pupils who have failed to register a level for reasons other than absenteeism  
W Pupils working towards level 1

#### D. The Evidence Base of the Inspection

The school was inspected for a period of three days by two professional inspectors and one lay inspector. A total of ten inspection days were spent at the school.

During the period:

- 33 lessons were attended, sharing the time fairly equally between classes;
- pupils were questioned in detail about their knowledge and understanding of the curriculum;
- pupils' work over two terms was inspected;
- a cross-section of pupils was heard reading in Welsh and English;
- all school documents were studied, including the SDP and work schemes in all the subjects;
- records of teachers' assessments were studied together with the reports prepared for parents;
- attendance registers were inspected;
- detailed attention was given to the school budget;
- a formal meeting was held with the school's governing body before and after the inspection;
- a parents' meeting was attended by 10 parents and 22 questionnaires were analysed together with four letters received from parents.

#### E. Composition and Responsibilities of the Inspection Team

Name	Role	Sections of the report	Subjects (Section 7)
Wil Williams	Registered Inspector	1.0 2.0 3.1 3.2 4.1 5.1 5.4 6.1 6.2 6.3 8.1 8.2	Mathematics , Science, Design & Technology, Information Technology, Geography, Physical Education
Rhianwen H. Roberts	Team Inspector	4.1 5.2 5.3 5.5	Under Five's, Welsh, English, History, Art, Music, Religious Education
Wil Owen	Lay Inspector	4.2 4.3 5.4 5.6 5.7	

*The inspectors wish to thank the school governors, head, staff, pupils and parents for their willing co-operation during the inspection.*