

**Inspection under Section 28 of the  
Education Act 2005**

**Ysgol Dolgarrog  
Ffordd Llanrwst  
Dolgarrog  
Conwy  
LL32 8QE**

**School Number: 6622002**

**Date of Inspection: 26/09/06**

**by**

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16768**

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- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
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Ysgol Dolgarrog was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Dolgarrog took place between 26/09/06 and 28/09/06. An independent team of inspectors, led by David Martin Cray undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

“There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a standard inspection.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	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

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## Context

### The nature of the provider

- 1 This primary school is located in the centre of the industrial village of Dolgarrog in the Conwy Valley. It serves the village itself and its rural catchment, and is maintained by Conwy Local Education Authority. The area is described as being neither prosperous nor economically disadvantaged, and pupils' attainment levels vary on their admission to school.
- 2 There are currently 47 pupils between 3 and 11 years of age on the register, including five of nursery age. They are admitted on a part-time basis in the September following their third birthday and on a full-time in the September following their fourth birthday. Pupil numbers have remained fairly constant over the years.
- 3 Two per cent of pupils are entitled to receive free school meals – a figure that is lower than county (16%) and national (19.7%) averages. Sixteen (34%), are designated as having additional learning needs and this figure is higher than county and national averages. One pupil has a statement of needs.
- 4 Due to recent in-migration the area has become considerably anglicised, and almost without exception English is now the language spoken in pupils' homes. The school follows the National Curriculum in Wales Welsh first language programme of study and the school judges that some 60% of its pupils speak Welsh to first language standard.
- 5 The school was last inspected in October 2000. The headteacher has been in post since January 1999, but the remaining staffing complement has changed completely. At the time of the inspection, one member of staff was away on maternity leave.

### The school's priorities and targets

- 6 The school's priorities and targets for 2006 – 2007 include:
  - raise oracy standards at the upper end of Key Stage 2;
  - develop a mathematics scheme for Key Stage 1;
  - work towards gaining Healthy School accreditation.

## Summary

- 7 The inspection team agrees with the school's judgement in five of the seven key questions.

### Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	2
3 How well do the leadership experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	2
6 How well do learners and managers evaluate and improve quality and standards?	3
7 How efficient are leaders and managers in using resources?	2

### Standards

- 8 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	37%	53%	--	--

- 9 Standards achieved by the under-fives are as follows:

Language, literacy and communication	Grade 3
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 1
Physical development	Grade 2
Creative development	Grade 2

- 10 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
- 11 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows:

<b>Subjects</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh	Grade 3	Grade 3
Mathematics	Grade 2	Grade 3
Design and technology	Grade 3	Grade 3
Information technology	Grade 1	Grade 2
Physical education	Grade 2	Grade 2

- 12 In general, the under-fives make progress in the development of their communication and mathematical skills across the six areas of the Desirable Outcomes. The use they make of their information technology skills across the various areas is often outstanding.
- 13 The pupils in both key stages make generally good progress in the development of their mathematical skills in a good range of contexts. Although this is also true of the development of the pupils' English communication skills in Key Stage 2, the development of their Welsh communication skills in both key stages is not as good, and a number of pupils show a lack of confidence when using Welsh.
- 14 Key Stage 1 pupils make outstanding use of their information technology skills to support their learning across the curriculum. Key Stage 2 pupils make good progress.
- 15 Despite exhibiting a fairly positive attitude towards Welsh, the bilingual proficiency of a significant number of pupils is limited.
- 16 In relation to similar schools in Wales, in terms of the percentage of pupils receiving free school meals, the school's performance in both key stages has in the main been below the median (the lower 50%).
- 17 The personal, social and learning skills of pupils of all ages are developing well. They work well together and the majority respond enthusiastically in lessons, and display positive attitudes towards their tasks.
- 18 Across the school, pupils' behaviour is good.
- 19 In the three full terms prior to the inspection, average levels of attendance were around 95%. They arrive at school punctually.

### **The quality of education and training**

- 20 In the lessons observed, it was adjudged that the quality of teaching was as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
--	74%	26%	--	--

- 21 Good teaching was observed across the school. The teachers know their pupils well and are aware of their individual needs. The school promotes equal opportunities for all, and programmes of study are modified, as

required, in order to fulfil the needs of each pupil, including those with additional learning needs.

- 22 In general, the curricular policies and schemes of work that are provided record effectively long and term intentions in order to secure continuity and progression in learning.
- 23 The provision for promoting pupils' spiritual, moral, social and cultural development is good.
- 24 The good range of extra-curricular activities, including clubs such as gymnastics and computers, promote the pupils' personal and social development as well as enhancing their curricular experiences.
- 25 The links with parents are very sound and the pre-inspection questionnaires returned to the inspectors are very supportive. They are also supportive of the home-school agreement. They receive comprehensive information through the attractive prospectus that is distributed to them, but it does not contain the information required under disability legislation.
- 26 The links with the local community are very strong and every opportunity is taken to contribute to a range of activities, and the school in turn receives generous support from individuals and institutions.
- 27 The quality of care, support and guidance provided for pupils is good. The school is a happy community, where pupils feel that they are valued and respected.
- 28 There are sound and effective strategies in place for monitoring attendance, punctuality, behaviour, anti-bullying and pupils' progress.
- 29 The quality of provision for pupils with additional learning needs is good and it fulfils the requirements of the Code of Practice. The pupils' individual education plans are reviewed on a termly basis and they offer effective guidance to teachers and assistants.

### **Leadership and management**

- 30 Agreed aims and values are well reflected in the work and ethos of the school. The teaching staff work effectively as a team and they undertake a good measure of responsibilities.
- 31 The governors know the school particularly well and they fulfil their responsibilities effectively.
- 32 The self-evaluation report that was presented to the inspectors prior to the inspection is a comprehensive document. It provides an evaluation of all aspects of the inspection and gives a good indication of the school's strengths, but does not succeed to the same extent in identifying the issues that require further attention.

- 33 The school development plan contains clear action steps, and it allocates sufficient resources in order to realise its priorities. It is a document that facilitates the strategic direction of the school, but there is room to strengthen the links between it and the outcomes of the school's self-evaluation processes.
- 34 The school has made progress in acting on the key issues emanating from the previous inspection, but the work of raising standards in Welsh continues to demand attention.
- 35 Staffing levels at the school are particularly good and the teachers are suitably qualified in order to undertake their duties effectively. The learning assistants work well with the teachers.
- 36 There is a very good supply of resources, including computers and interactive whiteboards, for teaching and learning across the age range, and they are used effectively.
- 37 As a result of the work of the governing body, the overall condition of the school buildings is very good and they provide sufficient space for fulfilling all curricular requirements. The standard of cleanliness and tidiness is outstanding.

## **Recommendations**

- R1: raise standards by addressing the shortcomings identified;
- R2: improve the pupils' bilingual proficiency;
- R3: strengthen the self-evaluation procedures;
- R4: ensure that the prospectus fulfils the requirements relating to pupils with disabilities.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 3: Good features outweigh shortcomings

38 The findings of the inspection team differ from the school's judgement in its self-evaluation report. Although there are a number of good features to pupils' work, the standards, including consideration of the available benchmarking and added value data, in general reflects grade 3 rather than the Grade 2 awarded by the school.

39 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	37%	53%	--	--

40 Standards achieved by the under-fives are as follows:

Language, literacy and communication	Grade 3
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 1
Physical development	Grade 2
Creative development	Grade 2

41 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

42 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 3	Grade 3
Mathematics	Grade 2	Grade 3
Design and technology	Grade 3	Grade 3
Information technology	Grade 1	Grade 2
Physical education	Grade 2	Grade 2

43 In general, the pupils, including those with additional learning needs, make progress towards the targets set for them.

44 In general, the under-fives make progress in the development of their communication and mathematical skills across the six areas of the Desirable Outcomes. The use they make of their information technology skills across the various areas is often outstanding.

- 45 The pupils in both key stages make generally good progress in the development of their mathematical skills in a good range of contexts. Although this is also true of the development of the pupils' English communication skills in Key Stage 2, the development of their Welsh communication skills in both key stages is not as good, and a number of pupils show a lack of confidence when using Welsh.
- 46 Key Stage 1 pupils make outstanding use of their information technology skills to support their learning across the curriculum. Key Stage 2 pupils make good progress.
- 47 Despite exhibiting a fairly positive attitude towards Welsh, the bilingual proficiency of a significant number of pupils is limited.
- 48 In Key Stage 1 in 2006, according to teacher assessments, 57.1% of the pupils attained level 2 or above in the core subjects of Welsh, mathematics and science. In 2005 the figure was 90% (Wales 80.9%; Conwy 81.3%). In 2004 the results were not published in order to safeguard the confidentiality of the small number of pupils assessed. The school's results for 2006 were considerably lower than county and national averages (2005) in all subjects. There are no obvious patterns of difference in the performance of boys and girls.
- 49 In Key Stage 2 in 2006, according to teacher assessments 57.1% of pupils at the school attained level 4 or above in the core subjects of Welsh, English, mathematics and science. In 2005 it was 62.5% (Wales 74.3%; Conwy 75.5%) and in 2004 the figure was 80% (Wales 72%; Conwy 72%). The results for 2006 were considerably lower than county and national averages (2005) in all subjects other than in Welsh where the results were significantly higher. There are again in this key stage no obvious patterns of difference in the performance of boys and girls.
- 50 In relation to similar schools in Wales, in terms of the percentage of pupils receiving free school meals, the school's performance in both key stages has in the main been below the median (the lower 50%).
- 51 In general, in their lessons, it was seen that pupils effectively reinforce their knowledge, understanding and skills. They are willing to venture and to ask for support and guidance when required, and they make progress towards achieving their potential.
- 52 The personal, social and learning skills of pupils of all ages are developing well. They work well together and the majority respond enthusiastically in lessons, and they display positive attitudes towards their tasks.
- 53 Across the school, pupils' behaviour is good. They are caring of each other, respectful of adults and welcoming and courteous towards visitors.
- 54 In the three full terms prior to the inspection, average levels of attendance were around 95%. They arrive at school punctually.

- 55 The pupils' respect towards diversity of beliefs, attitudes and other cultural and social traditions is developing well. Their understanding of equal opportunity issues is also developing well.
- 56 The close co-operation between the school and the village extends the pupils' understanding of their community. Through various links they have a good developing awareness of the world of work.

## The quality of education and training

### Key question 2: How effective are teaching, training and assessments?

#### Grade 2: Good features and no important shortcomings

- 57 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 58 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	74%	26%	--	--

- 59 Good teaching was observed across the school. The teachers know their pupils well and are aware of their individual needs. The school promotes equal opportunities for all, and programmes of study are modified, as required, in order to fulfil the needs of each pupil, including those with additional learning needs.
- 60 The teachers succeed in nurturing and developing an effective working relationship between themselves and the pupils. They do so within a pleasant, caring and purposeful working environment. Overall, this has a positive impact on the behaviour and attitude of the vast majority of pupils towards their work.
- 61 The good features identified in the teaching include:
- building on pupils' understanding through reference to prior learning;
  - clear explanations and instructions;
  - sound control and regular encouragement and praise;
  - good preparation and stimulating activities, including effective use of computers and the interactive whiteboard; and
  - suitably differentiated tasks.
- 62 The shortcomings include:
- lengthy presentations that hamper the flow of the lesson;
  - lessons where the tasks set are not sufficiently challenging; and
  - excessive direction of pupils that prevents them from making their own decisions and expressing their views.

- 63 During the inspection, evidence was seen of the teachers' commitment to developing the pupils' bilingual skills.
- 64 The procedures for assessing and recording pupils' progress are good. An appropriate timetable is followed and teachers use a range of tests and tasks for assessing achievements and progress.
- 65 The pupils' individual files are kept in an orderly manner; they contain a range of material that record the pupil's progress and achievements. An effective system has been designed for tracking pupils' progress from the baseline assessment to the end of Key Stage 2.
- 66 Pupils' work is marked regularly and thoroughly, but on the whole the teachers do not include comments that provide clear guidance to pupils on how to improve their work. The pupils' personal targets are noted in suitable booklets and their self-evaluation skills are developing well.
- 67 The annual reports to parents, that are part of a county trialling scheme, fulfil requirements. They provide comments on pupils' achievements and on their personal and social development. During the pre-inspection meeting, several parents expressed their dissatisfaction with the new format. Parents are invited to discuss their children's education and progress on three occasions during the year and a brief record is kept of their feedback. The parents appreciate the school's open door policy.

**Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

**Grade 2: Good features and no important shortcomings**

- 68 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 69 The learning experiences provided by the school are socially inclusive and they secure equal access and opportunities for all. A broad and balanced curriculum is introduced through a range of appropriate activities.
- 70 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. The schemes are thorough and they lead naturally to the National Curriculum programmes of study.
- 71 In general, the curricular policies and schemes of work that are provided record effectively long and term intentions in order to secure continuity and progression in learning.
- 72 The provision for promoting the pupils' spiritual, moral, social and cultural development is good. Services of collective worship are organised that conform to requirements, and they are firmly based on Christian principles.

- 73 The school nurtures sound values and strives diligently to nurture respect and courtesy amongst pupils. Pupils are encouraged to raise funds for a wide range of national and international charities. The good range of extra-curricular activities, including clubs such as gymnastics and computers, promote the pupils' personal and social skills as well as enhancing their curricular experiences.
- 74 The links with parents are very sound and the pre-inspection questionnaires returned to the inspectors are very supportive. They are also supportive of the home-school agreement. They receive comprehensive information through the attractive prospectus that is distributed to them, but it does not contain the information required under disability legislation.
- 75 The links with the local community are very strong and every opportunity is taken to contribute to a range of activities, and the school in turn receives generous support from individuals and institutions.
- 76 There are good links with the local primary schools and the procedures for the transfer of older pupils to the local secondary school are also good. Work experience opportunities are provided for pupils and students, such as from the secondary school, and occasionally from Llandrillo College, and for prospective teachers from the University of Wales, Bangor.
- 77 The school has a good range of links with the world of business in order to promote pupils' awareness and extend their experiences.
- 78 Appropriate experiences are provided in order to promote the pupils' bilingual skills. The range of experiences offered ensures that the pupils are aware of their heritage and of the culture of Wales. Emphasis is placed on the Cwricwlwm Cymreig in subjects such as history and geography, but the pupils' awareness of Welsh artists is less apparent.
- 79 The school has a policy for personal and social education and suitable guidelines for guiding the work. The teachers work diligently to promote the pupils' awareness of the importance of healthy eating and the school has already gained accreditation under the Conwy Health Promotion Schools initiative. Circle Time sessions are held and learning experiences are introduced across the curriculum to promote the pupils' personal and social education. The provision for educating and raising pupils' awareness of issues relating to good health, global citizenship and sustainability is good and it successfully reinforces their knowledge, understanding and concern for the world around them. The school operates sustainably on a day-to-day basis. Its involvement in a European project, Comenius, provides pupils with good opportunities for learning about the cultures of other countries, such as the Basque Country and Latvia.
- 80 The older pupils receive opportunities to organise and stage activities in order to develop their enterprise skills. They organise and run a successful fruit shop. Pupils are encouraged from an early age to take more responsibility for

their own learning so that they develop into independent learners, laying the foundations for lifelong learning.

#### **Key question 4: How well are learners cared for, guided and supported?**

##### **Grade 2: Good features and no important shortcomings**

- 81 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 82 The quality of care, support and guidance provided for pupils is good. The school is a happy community, where pupils feel that they are valued and respected. During the discussions between the inspection team and pupils, they were unanimous in their view that the headteacher and teachers were most approachable at all times if they required support and guidance. The parents appreciate the school's caring ethos.
- 83 The quality of the induction programme for the nursery children is very good. The close relationship has been developed with the cylch meithrin located within the school helps the children to settle in quickly. The pupils who came to the school as latecomers feel that they are welcomed and supported by fellow pupils, teachers and assistants, who help them to settle in to the life and ways of the school. They receive opportunities to attend the local Language Unit that is again sited on the school campus.
- 84 There are sound and effective strategies in place for monitoring attendance, punctuality, behaviour, anti-bullying and pupils' progress.
- 85 The school has a range of appropriate policies and procedures for securing the pupils' health, safety and general well-being. This is considered a priority within the day-to-day procedures. The school ensures that all pupils receive full access to a programme of personal and social education. The school's links with local specialist agencies such as the police are well established and they supplement and enhance the educational programme.
- 86 The School Council is operated according to the School Council (Wales) Regulations 2006 and members appreciate the opportunities they receive to influence issues that affect pupils' daily lives at school.
- 87 The child protection procedures are correctly implemented by everyone at the school. Comprehensive training is provided for everyone.
- 88 The quality of provision for pupils with additional learning needs is good and it fulfils the requirements of the Code of Practice. Their needs are identified and assessed at an early stage. Pupils receive sound support from the part-time teacher, the class teachers and assistants. The staff value the expertise, support and enthusiasm of the specialist teachers who visit the school on a regular basis. The education plans are reviewed on a termly basis and they offer effective guidance to teachers and assistants. Detailed evaluations are

undertaken and this provides good guidance on the next steps to be taken. The school undertakes regular consultation with parents.

- 89 The school's provision and practices for nurturing positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on the grounds of race, disability, background and gender are good. The equal opportunities policy ensures that each individual receives full access to all aspects of the life and work of the school. The school's racial equality policy is clearly documented and it is effectively monitored on an annual basis.
- 90 The school's policy and its accessibility plan ensure that disabled pupils do not suffer from being treated less favourably.

## **Leadership and management**

### **Key question 5: How effective are leadership and strategic management?**

#### **Grade 2: Good features and no important shortcomings**

- 91 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 92 The headteacher provides a sense of direction to the work of the school and she successfully co-ordinates the work of staff, the governing body and parents.
- 93 Agreed aims and values are well reflected in the work and ethos of the school. Equality and opportunities for everyone to contribute towards a common purpose are promoted. The teaching staff work effectively as a team and they undertake a good measure of responsibilities.
- 94 There is a wide range of management and curricular policies in place and they are implemented effectively and consistently.
- 95 Appropriate attention is given to Welsh Assembly Government priorities. The school has gained Basic Skills Agency Quality Mark and Investors in People accreditation. Projects relating to awareness raising in health education and developing European links are successfully supported.
- 96 Appropriate performance management arrangements have been established and the objectives set effectively promote the continuous professional development of staff.
- 97 The governors know the school particularly well and they fulfil their responsibilities effectively. Individual members oversee specific areas of the provision and they conduct regular monitoring visits according to an agreed rota. Regular written reports are presented on their visits to meetings of the governing body, and this system makes a considerable contribution to developing the governors' awareness of the school and to fulfilling their

responsibilities in assisting the headteacher in the work of guiding the strategic direction of the school.

98 The school fulfils its responsibilities with regard to teaching time.

**Key question 6: How well do learners and managers evaluate and improve quality and standards?**

**Grade 3: Good features outweigh shortcomings**

- 99 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded Grade 2 for this key question. Although there are a number of good features to this aspect of provision, there are some shortcomings, that require attention.
- 100 The self-evaluation arrangements that have now been established for several years contain a long-term programme for securing an evaluation of different curricular areas, together with aspects relating to the quality of provision. The work completed by the teachers on their respective areas of responsibility is based on direct evidence, and useful records of the outcomes are kept. However, there is not enough emphasis placed in some reports on the standards achieved by pupils, and as a result, what they need to do to improve.
- 101 The governing body contributes to self-evaluation procedures through a programme of monitoring specific aspects. Regular written reports are presented on this work to meetings of the governing body and this is good practice.
- 102 The voice of pupils is given consideration in the development of the school through the School Council. Although there is no formal method of collecting parents' views other than through their representation on the governing body, the school operates in a wholly transparent manner. Parents are encouraged to call in to discuss any concerns they may have.
- 103 The self-evaluation report that was presented to the inspectors prior to the inspection is a comprehensive document. It provides an evaluation of all aspects of the inspection and gives a good indication of the school's strengths, but does not succeed to the same extent in identifying the issues that require further attention.
- 104 The school development plan refers to priorities to be targeted for the current year, together with an outline of more long-term priorities. It contains clear action steps, and it allocates sufficient resources in order to realise its priorities. It is a document that facilitates the strategic direction of the school, but there is room to strengthen the links between it and the outcomes of the school's self-evaluation processes.

- 105 The inspection team agrees with the school's judgement in five of the seven key questions. In key questions 1 and 6, the grades awarded by the inspection team are lower than those awarded by the school itself.
- 106 The school has made progress in acting on the key issues emanating from the previous inspection, but the work of raising standards in Welsh continues to demand attention.

**Key question 7: How efficient are leaders and managers in using resources?**

**Grade 2: Good features and no important shortcomings**

- 107 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 108 Staffing levels at the school are particularly good and the teachers are suitably qualified in order to undertake their duties effectively. They update their curricular knowledge and expertise by following training courses and by receiving support visits by local education authority officers. The learning assistants work well with the teachers.
- 109 Human resources are further enhanced through the contributions of others, such as specialist teachers and volunteers.
- 110 There are good arrangements in place for fulfilling teachers' workload requirements and they work effectively.
- 111 There is a very good supply of resources, including computers and interactive whiteboards, for teaching and learning across the age range, and they are used effectively.
- 112 As a result of the work of the governing body, the overall condition of the school buildings is very good and they provide sufficient space for fulfilling all curricular requirements. The standard of cleanliness and tidiness is outstanding.
- 113 The building provides suitable disabled access.
- 114 The interesting displays to be seen in classrooms and along the corridors provide a highly stimulating learning environment.
- 115 The school's resources are managed very efficiently by the headteacher and governing body in order to provide value for money. The school's financial resources are used economically in order to support the priorities identified in the school development plan.

## Standards achieved in subjects and areas of learning

### The under-fives

#### Grade 2: Good features and no important shortcomings

116 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. There is an element of excellence in one of the areas of learning.

#### *Language, Literacy and Communication Skills*

#### Grade 3: Good features outweigh shortcomings

##### Good features

117 The listening skills of the under-fives are developing well. They come to understand and respond immediately to the instructions of the teacher and assistant. They enjoy listening to a variety of stories and presentations, including the story "Lindysyn Llwglyd" (Hungry Caterpillar). The children handle books properly and they know that the words and pictures convey meaning. They clearly enjoy reading together from the interactive whiteboard. They are able to recall the main events and characters of their favourite stories. Their current work exhibits the children's ability to match picture-to-picture, picture to letter. They come to recognise and form letters in a range of stimulating media. They understand some of the functions of writing, and use a combination of pictures and words to convey meaning.

##### Shortcomings

118 The majority of pupils make insufficient use of Welsh language patterns during their oral responses.

#### *Personal and Social Development*

#### Grade 2: Good features and no important shortcomings

##### Good features

119 The under-fives settle in quickly at school and they form a good relationship with the adults. They respond well and enjoy the attention they get from older pupils at school. The children behave well and are happy to help each other. They exhibit genuine interest in what they do and a willingness to wait their turn during conversations or when playing a game. They begin to develop good independent learning strategies. The older children in the class are able to concentrate and persist until they have completed their task. They respond courteously when receiving their mid morning milk. The children are aware of the need for personal hygiene, such as washing their hands before handling food. They are able to dress and undress with relative independence when preparing for their movement lessons in the hall.

### **Shortcomings**

120 There are no important shortcomings.

### ***Mathematical Development***

#### **Grade 2: Good features and no important shortcomings**

##### **Good features**

121 The under-fives' number skills are good. They are able to sort, match and count familiar objects. The older children are able to count and arrange numbers up to a minimum of 10. They understand concepts such as after, before, more and less. They can recognise and describe the characteristics of various two-dimensional shapes. They succeed in creating and following patterns according to colour and shape. They understand a number of concepts related to the measures such as largest/smallest, tallest/shortest, longest/shortest, heavy/light. They come to recognise and handle common items of coinage when playing in the Fruitshop. The older children are able to collect data and create simple class graphs on subjects such as the class' favourite pets.

##### **Shortcomings**

122 There are no important shortcomings.

### ***Knowledge and Understanding of the World***

#### **Grade 1: Good with outstanding features**

##### **Outstanding features**

123 The children's ability to work independently on computers and on the classroom interactive whiteboard is outstanding.

##### **Good features**

124 They know about the work of some people who help them, including the role of the fireman and policeman. Following a dentist's visit to the class, the children are able to talk knowledgeably about their work. The children are interested in their environment and are able to identify the buildings and features in and around the village of Dolgarrog. The children's awareness of other beliefs and cultures is developing well. Evidence from their earlier work indicates that they understand what pets require in order to grow healthy and strong. The children understand that objects belonging to the past are different to equipment used nowadays and they know about school life in the past. They are able to sort which clothes are appropriate for warm and cold weather. The children's recognition of different fruit including tropical fruit is good. They are able to sort the sour fruit from the sweet. By playing in the fruit shop they come to understand the function and use of money. The children's knowledge and understanding of the life cycle of the frog and the butterfly are developing well.

##### **Shortcomings**

125 There are no important shortcomings.

## ***Physical Development***

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

126 The children use a range of equipment and materials such as clay design equipment, scissors, paintbrushes and jigsaws to practise their handling skills. They do so with increasing control. They are able to exhibit different forms of movement as they work in the hall, including running, walking, jogging and skipping. The children move confidently when following instructions and they do so carefully. They make highly effective use of the space around them. The children are able to handle, throw and roll a ball when playing in a group and with a partner.

127 They make good use of their balancing, pulling, pushing, steering and pedalling skills as they play on the bicycles, the slide and the seesaw.

#### **Shortcomings**

128 There are no important shortcomings.

## ***Creative Development***

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

129 The under-fives enjoy exploring, selecting and using a range of techniques and materials such as those used for their collage work. They mix colours in order to create effects in their printing and drawing work. They are able to recognise a range of percussion instruments and match sounds to instruments. They understand how to hold them in order to produce a good sound. They exhibit enthusiasm and imagination when emulating animal sounds in the story about a girl called Handa. The children enjoy their role-play experiences that generate interesting situations and expand their creative abilities.

#### **Shortcomings**

130 There are no important shortcomings.

<b>Welsh</b>
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### **Key Stage 1 - Grade 3: Good features outweigh shortcomings**

### **Key Stage 2 - Grade 3: Good features outweigh shortcomings**

#### **Good features**

131 In Key Stage 1, the pupils clearly enjoy listening to readings from a number of different storybooks. They respond to the teachers' questions, recalling the main events and characters in the stories.

- 132 A number of pupils begin to read with expression and they use their phonic knowledge in order to build unfamiliar words. They understand the difference between a fiction book and an information book.
- 133 The pupils' writing skills are satisfactory. They use sentence patterns when repeating a story, recording their news and completing language exercises. They understand the need to write in various forms according to specific requirements. They display their understanding of the flow of a story as they produce their own stories with a beginning, a middle and a conclusion. They have an appropriate understanding of basic punctuation.
- 134 In Key Stage 2, the listening skills of the majority of pupils are good. They listen attentively to the teacher's presentations and to each other's contributions. Many of the pupils read with increasing fluency. On the whole, their pronunciation is clear and they imbue their voice as required. They are able to discuss the terms associated with the world of books.
- 135 Pupils write in different styles such as portraits, diaries, articles, dialogues and reviews. They are able to search for information and record it in various forms, including brief notes and information sheets. They make effective use of their word processing skills in order to draft and present their work.

### **Shortcomings**

- 136 A considerable number of pupils across both key stages show a lack of confidence when using and developing their oral skills.
- 137 Some of the pupils do not understand the contents of the books they read.
- 138 The writing skills of pupils in both key stages have not been developed sufficiently. Their ability to write descriptive and creative pieces is under-developed.

<b>Mathematics</b>
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### **Key Stage 1 - Grade 2: Good features and no important shortcomings**

### **Key Stage 2 - Grade 3: Good features outweigh shortcomings**

- 139 Pupils in Key Stage 1 come to read, write and arrange numbers with increasing accuracy. It was seen from their previous work that they have a sound understanding of money and they are able to use simple fractions such as halves and quarters.
- 140 They have a sound understanding of the characteristics of two and three-dimensional shapes. They come to be able to recognise shapes according to their mathematical names, and by the end of the key stage, they use standard units correctly. Their work on data, together with their understanding of time, are developing well.

- 141 Overall, in Key Stage 2, pupils make progress in their understanding of number. They come to be able to handle large numbers with reasonable accuracy as they add, subtract, divide and multiply.
- 142 From their previous work, it was seen that pupils have a sound understanding of shape and space and they make appropriate use of geometrical language.
- 143 They come to gain a good understanding of the relationship between the time on 12 hour and 24 hour clocks.
- 144 Evidence was seen that pupils come to be able to collect, present and interpret data for various purposes and that they can record it correctly.

### **Shortcomings**

- 145 Key Stage 2 pupils have an uncertain grasp of memorised multiplication table facts.
- 146 They are uncertain when handling units of length, mass and capacity.

## **Design and technology**

### **Key Stage 1 - Grade 3: Good features outweigh shortcomings**

### **Key Stage 2 - Grade 3: Good features outweigh shortcomings**

#### **Good features**

- 147 In Key Stage 1, through words and pictures, the pupils are able to explain what they intend doing. With assistance, they are able to select appropriate materials and record the steps taken to complete the task set for them, as in the case of their class project based on their favourite animals. It was seen that their stitching skills are developing well.
- 148 They have conducted effective evaluations of different types of fruit and juices for making a fruit salad, together with the cheese best suited for making a pizza.
- 149 In Key Stage 2, the pupils' previous work on designing and making slippers was completed very thoroughly, and the standard of the finished product is good.
- 150 From discussions with older pupils, it was seen that they have a good awareness of marketing techniques and of the importance of the appearance of their menus in order to make the required impact on the consumer.
- 151 Following their work on bridges, they have a good developing awareness of structures.

#### **Shortcomings**

- 152 Across both key stages, despite some worthy exceptions, the initial investigative work conducted by pupils into their tasks is not thorough enough.

- 153 In their design work, the pupils do not exhibit sufficient development of their ideas.
- 154 The evaluations of their work conducted by Key Stage 2 pupils are on the whole superficial.

### Information technology

#### **Key Stage 1 - Grade 1: Good with outstanding features**

#### **Key Stage 2 - Grade 2: Good features and no important shortcomings**

##### **Outstanding features**

- 155 In Key Stage 1, it was seen from the pupils' previous work that they complete work of outstanding standard and detail as they use a wide range of tools in art packages. Across the key stage, they exhibit outstanding basic skills when working with computer equipment.

##### **Good features**

- 156 In Key Stage 1, the pupils exhibit good skills as they complete a range of word processing tasks. They come at an early age to be able to carry on with their work with a fair degree of independence.
- 157 They make good progress in their data work. They are able to collect and input information about pets and hair colours, and present it effectively, in graphical form.
- 158 The pupils' Modelling work is developing well as they use programmable toys and various multi-media packages.
- 159 In Key Stage 2, the pupils make effective use of the word processor as they present work to fulfil the needs of various audiences.
- 160 From their previous work, it was seen that the older pupils come to be able to prepare effective and interesting multi-media presentations based on their personal interests, or the class' current theme.
- 161 They make good use of CD-Roms and the Internet to complete investigative work on hill forts and Snowdonia National Park. Their ability to use e-mail is also developing well.
- 162 They make good progress as they use their Modelling skills to create Logo procedures, and spreadsheets.

##### **Shortcomings**

- 163 There are no important shortcomings.

## Physical education

- 164 Evidence was seen that the school during the educational year provides a balanced programme of physical education experiences. Pupils' skills are enhanced as a number of them take part in sports, dance and gymnastics clubs run by the school.
- 165 Opportunities are provided for the under-fives' class onwards to receive swimming lessons. According to the evidence, the pupils' skills are developing well.

### **Key Stage 1 - Grade 2: Good features and no important shortcomings**

### **Key Stage 2 - Grade 2: Good features and no important shortcomings**

#### **Good features**

- 166 Pupils in both key stages are aware of the need to warm up the body prior to exercise. They know of the importance of exercise and of its impact on the body.
- 167 In Key Stage 1, pupils know how to use space effectively as they move about the hall. They exhibit good control as they walk, run, stop and change direction as instructed by the teacher. They are able to create a range of clear shapes.
- 168 The pupils' skills in sending, receiving and controlling a ball are good. They work energetically in order to practise and improve their ball skills. They sustain their efforts throughout their lessons.
- 169 In Key Stage 2, the pupils make good progress in their gymnastics skills. They have a sound awareness of the basic shapes in gymnastics. They are able to create and perform a smooth sequence of movements on the floor and on apparatus, paying due attention to their style. The pupils' landing techniques have developed well. They evaluate each other's performances in order to further refine their skills.
- 170 Evidence from pupils' earlier work shows their ability to respond and express themselves creatively in dance form.

#### **Shortcomings**

- 171 There are no important shortcomings.

## School's response to the inspection

The staff and governors welcome the positive findings of the inspection team and are of the view that they are a fair reflection of the work of the school. Throughout the report the inspectors highlight aspects of the work of the school that are strengths, whilst at the same time noting issues that require further attention. The inspection acknowledges positive elements in pupils' attitude, behaviour and their involvement in their learning. Reference is also made to the systems, care and

support that underpin our curricular provision, together with the procedures for children with special educational needs.

The report gives appropriate acknowledgement to the skills and commitment of our teachers and support staff.

Wherever possible, the staff and Governors will ensure that the school addresses the recommendations made within the current academic year.

The Governors and staff of Ysgol Dolgarrog wish to thank the inspectors for their kindness and professionalism during the inspection.

## Appendix 1

### Basic information about the school

Name of school	Dolgarrog
School type	Natural bilingual
Age-range of pupils	3 – 11 years
Address of school	Ffordd Llanrwst Dolgarrog Conwy
Post-code	LL32 8QE
Telephone number	(01492) 660216
Headteacher	Mrs M E Roberts
Date of appointment	September 1999
Chair of governors/ Appropriate authority	Mr K Hughes
Reporting inspector	Mr D M Cray
Dates of inspection	26 – 28 September 2006

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2.5	5	5	5	6	11	4	6	44.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	13.5:1
Average class size, excluding nursery and special classes	16
Teacher (fte): class ratio	1.16:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006	93%	93%	95%
Spring 2006	84.7%	97.4%	95.6%
Autumn 2005	90%	87%	95%

Percentage of pupils entitled to free school meals	2%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results: End of Key Stage 1

<b>National Curriculum Assessment KS1 Results 2006</b>	Number of pupils in Y2	7
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	57.1%	In Wales	80.9%

### National Curriculum Assessment Results: End of Key Stage 2

<b>National Curriculum Assessment KS2 Results 2006</b>	Number of pupils in Y6	7
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	57.1%	In Wales	74.3%

## Appendix 4

### Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- Twenty-three lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- twenty-one responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post inspection meetings with staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Inspector</b>	<b>Type</b>	<b>Aspects</b>	<b>Subjects/areas of learning</b>
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Mathematics; design and technology; information technology
Mrs SA Taylor	Team	Key questions 2; 3; 4.	Under fives; Welsh; physical education
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	
Miss LI M Jones	Peer Assessor	Contributions to key questions	Contributions to subjects

**School's Nominee:** Mrs M E Roberts.

**Contractor:** Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

### Acknowledgement

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.