

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

**YSGOL GYNRADD
WIRFODDOL RHEOLEDIG LLANDDOGED
LLANDDOGED
CONWY
LL26 0BJ**

School Number: 6623039

Date of Inspection: 19/06/06

by

**Dorothy Morris
16211**

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Ysgol Llanddoged 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 Llanddoged took place between 19/06/06 and 21/06/06. An independent team of inspectors, led by Dorothy Morris 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:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	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 nursery schools, 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. Llanddoged Church in Wales Voluntary Controlled School is located in the centre of the village of Llanddoged, on the outskirts of the town of Llanrwst, Conwy. It serves the village and rural hinterland. There are 83.5 pupils (full-time equivalent), between 3 –11 years of age on the register. The school admits pupils on a part-time basis to the nursery/reception class in the September following their third birthday and on a full-time basis in the September following their fourth birthday.
2. The school is of the view that its natural catchment is neither prosperous nor economically disadvantaged. No pupils are entitled to receive free school meals.
3. Pupils are admitted across the full range of ability. 13 pupils have been identified by the school as having additional learning needs, including one pupil who has a statement of special educational needs.
4. Welsh is the main medium of the life and work of the school but it seeks to ensure that pupils are thoroughly bilingual by the time they transfer to the secondary sector. Welsh is the main language spoken in the homes of 90% of the pupils.
5. The school has received the 'Basic Skills Agency Quality Mark' accreditation and has also been accredited as an 'Investors in People' school.
6. The current head teacher was appointed to his post in April, 1996. During the inspection, a supply teacher taught one class. The school was last inspected in May 2000.

The school's priorities and targets

7. The school's objectives include:
 - providing high quality education for all pupils;
 - providing pupils with an awareness and love of the history, language and culture of their neighbourhood and country;
 - lay a firm foundation for the pupils' religion and worship;
 - nurture the self-confidence and self-respect of every pupil.
8. The school's main priorities and targets for 2005-2006 include:
 - improve learning and teaching resources;
 - induction of new staff;
 - develop the role of subject co-ordinators;
 - provide training for new governors;
 - continue to plan to ensure improvements to the school buildings and site.

Summary

9. The school achieves its aims of creating a supportive and caring environment. All members of staff work together effectively to create a stimulating and disciplined environment where pupils receive good experiences that promote their learning and development.
10. The self-evaluation report produced by the school prior to the inspection is of good quality and it identifies the school's strengths together with the areas where improvements are required. The inspection team concurred with the school's judgements in five of the seven key questions. A higher grade was awarded to one question, as the school had in the view of the inspectors undervalued the effectiveness of its provision. A lower grade was awarded to another key question, as aspects of work relevant to the question require further attention.

Table of grades awarded

11. The inspection team judged the work of the school as follows:

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

Standards

12. In the lessons inspected, the standards achieved by pupils are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	64%	18%	0%	0%

13. 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.

Grades for standards in subjects inspected

14. In the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh first language	Grade 2	Grade 2
English	-	Grade 3
History	Grade 2	Grade 1
Geography	Grade 3	Grade 3
Music	Grade 2	Grade 1
Physical Education	Grade 2	Grade 2

15. In the subjects inspected, pupils make good progress in their learning and they achieve the agreed learning aims.
16. The Early Years children make good progress in the development of their listening, speaking, reading, writing, numeracy and information and communication technology skills.
17. In both key stages, the pupils' standards and progress in the key literacy skills of listening, speaking, reading and writing Welsh across the curriculum are good. In Key Stage 2, pupils make purposeful use of their English literacy skills and the best work is of a good standard. However, pupils do not develop and extend their oral and writing skills with sufficient consistency.
18. In both key stages, the pupils make appropriate use of their numeracy skills and their information and communication technology skills across the curriculum and the best work is of a good standard. In general, pupils do not extend these skills with sufficient regularity.
19. The standards achieved by pupils in their bilingual proficiency show good progress. By the end of Key Stage 2, pupils are proficient in both Welsh and English.
20. Pupils with additional learning needs make good progress and they achieve the targets set for them. The other pupils have improvement targets to aim at and pupils are able to sensibly discuss their progress and what they need to do to achieve higher standards.
21. As the number of pupils assessed each year in the National Curriculum assessments varies significantly, it is not possible to identify clear trends in terms of pupils' attainments. Pupils' attainments according to teachers' assessments at the end of Key Stage 1 in Welsh, mathematics and science are consistently higher than county and national averages. In comparison with similar schools in Wales, on the basis of free school meals, the school's results overall during the last three years place the school in the lower 25% in 2003 and 2004 and in the upper 25% in 2005.
22. In Key Stage 2, there is no clear pattern in the school's results over the last three years. Pupils' attainments in Welsh, English, mathematics and science

overall are higher than national and county averages in most years. They are lower in 2005 and it is noted that the results were affected by the percentage of pupils with additional learning needs in the class. In relation to other schools in Wales, on the basis of free school meals, the school's results overall during the last three years place the school in the upper 50% in 2003 and 2004 and in the lower 25% in 2005.

23. Throughout the school, pupils make very good progress in their personal and social skills, and in their ability to work with others. Their learning skills are developing effectively and they make good progress in their problem solving and creative skills.
24. Pupils' attitudes towards their learning, the interest they show in their work and their ability to concentrate are good.
25. The pupils' awareness of equal opportunities is developing well and they have respect for the various beliefs, attitudes and cultural traditions prevalent in society.
26. Pupils' behaviour is very good. They have a good understanding of what is expected of them and they are considerate and courteous.
27. For the three terms prior to the inspection, the average level of pupil attendance was 96%. The vast majority of pupils attend school regularly and they arrive punctually at the beginning of the day.
28. Pupils are very well informed about the community life of their locality and they contribute regularly to numerous local events. Pupils are familiar with aspects of the world of work, but their entrepreneurial skills are less well developed.

The quality of education and training

29. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	82%	9%	0%	0%

30. The good and outstanding features to the teaching include the teachers' high expectations, inspiring presentations and clear explanations, stimulating and purposeful tasks, and outstanding co-operation between teacher and pupil.
31. In a small number of lessons, the tasks are not sufficiently challenging to extend pupils' learning, and the teaching and learning lacks pace.
32. The overall quality of assessment, recording and reporting on pupils' progress is good and there is relevant use of assessment findings to guide the planning and to set targets. In Key Stage 2, however, there is scope to refine the recording procedures further to promote clarity. The annual reports to parents are of good quality and they are appreciated by parents.

33. The school responds well to pupils' learning needs and they receive equal opportunities to access a broad and balanced curriculum. However, the planning does not always ensure that pupils' key skills are developed and extended consistently across the curriculum.
34. The pupils' moral, social and cultural development is promoted to very good effect. The pupils' learning experiences are enhanced by a considerable number of extra-curricular activities and effective links with the community and other partnerships.
35. The partnership with the vast majority of parents is good, and during the pre-inspection consultation it was seen that they appreciate the provision made by the school for their children.
36. The provision for pupils with additional learning needs is good with outstanding features, and it fulfils all the requirements of the Code of Practice. Pupils make good progress.

Leadership and management

37. The head teacher's leadership and management skills are good and they offer a good sense of direction to the work of the school. His sound values and commitment to the pupils' education and development are known to staff, governors and parents, and they are clearly reflected in the work of the school.
38. All members of staff work well together and there is a strong sense of mutual support in order to further the development of the school.
39. The school development plan is a useful document that contains appropriate aims and targets that are based on the school's needs and the specific needs of pupils. Regular progress is made in achieving the main priorities. The budget is carefully managed and expenditure is closely linked to school priorities.
40. The monitoring and evaluation procedures provide the school with useful information on its overall performance. The involvement of the subject co-ordinators in the work of monitoring the quality of in-class provision is an area that requires further development.
41. The Governing Body provides strong support for the school, and members work very effectively with the head teacher and staff. Members visit the school to discuss and observe aspects of the provision, and they receive detailed reports from the head teacher. However, there is room to extend further their role in monitoring the standards of achievement.
42. The Governing Body meets regularly and effectively fulfils all its regulatory and legal responsibilities. However, there are minor omissions in the content of the school handbook and in the latest Governing Body's annual report to parents.
43. The school has made good progress since the last inspection and the vast majority of the key issues identified in the report have been successfully

achieved. However, there remains the need to develop further the self-evaluation procedures. The steps taken to raise standards since the last inspection have led to tangible improvements in the standards achieved by pupils in subjects such as Welsh and history in Key Stage 1, and in physical education and music in both key stages.

44. The overall condition of the main building is satisfactory but facilities are very limited. The Governing Body has been working with the Local Education Authority on a scheme to improve the quality of the buildings and the learning facilities. The school has, however, developed a suitable play area for the under-fives, and it is taking appropriate steps to ensure necessary improvements to the site boundary. This work has not yet been completed.
45. There are sufficient teachers and support staff to undertake the work of the school. There is an adequate supply of resources, and these are used effectively overall to facilitate the teaching and learning. Effective use is made of the local environment, the community and sites of educational interest to enhance the pupils' learning.
46. The head teacher, staff and governors regularly review the use of resources and the school provides value for money.

Recommendations

In order to develop further, the school needs to:

- R1. maintain the good and very good standards, and address the shortcomings identified in subjects and aspects of provision;
- R2. refine further aspects of curriculum planning and assessment, including the key skills, in order to extend pupils' learning;
- R3. continue to develop self-evaluation procedures and extend the role of subject leaders * and the Governing Body in the process;
- R4. ensure that the content of the school handbook and the Governing Body's annual report to parents fully meet the current requirements;
- R5. create a safe boundary for the school site, and continue to work with the Local Education Authority to implement the intention to make improvements to the building.*

*(The aspects of the recommendations marked with an * have been identified by the school in its development plan.)*

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 2: Good features and no important shortcomings

47. The findings of the inspection team match the judgement made by the school in the self-evaluation report.

Standards

48. In the lessons inspected, the standards achieved by pupils are as follows:

Standards achieved by pupils	Grade 1 18 %	Grade 2 64 %	Grade 3 18%	Grade 4 0%	Grade 5 0%
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49. The school achieves the Welsh Assembly Government targets 2007 that-

- Standards of achievement are at least satisfactory (Estyn Grade 3) in 98% of classes inspected.
- Standards of achievement are good or very good (Estyn Grade 1 and 2) in 65% of classes inspected.

Early Years

50. The overall quality of the educational provision for the under-fives is appropriate to their needs and it promotes the Desirable Outcomes for Children's Learning.

Key Stage 1 and Key Stage 2

51. In Key Stages 1 and 2, the standards achieved in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh first language	Grade 2	Grade 2
English	-	Grade 3
History	Grade 2	Grade 1
Geography	Grade 3	Grade 3
Music	Grade 2	Grade 1
Physical Education	Grade 2	Grade 2

52. In the subjects inspected, pupils make good progress towards acquiring new skills, knowledge and understanding and they succeed in achieving the agreed learning targets and aims.

53. Pupils with additional learning needs make good progress and they achieve the targets set for them.
54. The Early Years children make good progress in listening, speaking, reading, writing, numeracy and information and communications technology skills across the curriculum.
55. In both key stages, the pupils' standards and progress in the key literacy skills of listening, speaking, reading and writing Welsh across the curriculum are good. The pupils listen consistently and they respond well in group and whole-class discussions. They make good use of their reading skills to gather information and investigate, and they write for a good range of purposes across the subjects. In Key Stage 2, pupils make purposeful use of their English literacy skills in their work across the curriculum and the best work is of a good standard. However, pupils do not develop and extend their oral and writing skills consistently.
56. In both key stages, the pupils make relevant use of their numeracy skills to measure and count correctly during their work in other subjects, for example, in science and geography. They make increasing use of their information and communication technology skills to investigate and record their observations in their work across the curriculum. The standard of the best work is good. In general, pupils do not develop and improve these skills with sufficient regularity.
57. In the National Curriculum assessment tasks in 2005, pupils' attainments according to teachers' assessments at the end of Key Stage 1 in Welsh, mathematics and science are higher than county and national averages. In comparison with similar schools in Wales, on the basis of free school meals, the pupils' attainments are in the upper 25% in each subject. Over the last three years, the school's results overall place the school in the lower 25% in Wales in 2003 and 2004 and the upper 25% in 2005. The percentage of pupils achieving level 3, the highest level, in Welsh is consistently higher than the national averages. There are no significant differences between the performance of boys and girls.
58. At the end of Key Stage 2, the pupils' attainments in the National Curriculum tasks in 2005, according to teachers' assessments, in Welsh, English, mathematics and science are lower than county and national averages. It is noted that the results were affected by the percentage of pupils with additional learning needs in the class. The results of a significant percentage of the boys were low in Welsh and English. The school is responding purposefully to this situation and the current literacy strategy is succeeding in improving pupils' reading standards. In comparison with similar schools in Wales in 2005, on the basis of free school meals, the pupils' attainments are in the lower 25% in each subject. The school's results overall also place the school in the lower 25% in Wales. In 2004, the school's results overall place the school in the upper 50%, slightly below the upper 25%. In 2003, the results also place the school in the upper 50%. In 2003 and 2004, the percentage of pupils achieving level 5, the highest level, in Welsh, mathematics and science is significantly higher than the

national averages in each subject. Overall, there are no significant differences between the performance of boys and girls.

59. The standards achieved by pupils in their bilingual proficiency show good progress. By the end of Key Stage 2, the pupils are proficient in both Welsh and English.
60. Pupils show good development in their creative skills across the school. The pupils' problem solving skills are developing effectively, for example, in science and mathematics.
61. The pupils show very good development in their personal and social skills and their ability to work together. This is manifested in group activities, for example, in music and physical education lessons.
62. The pupils' attitudes towards their learning, the interest they show in their work and their ability to concentrate are good. They work hard in their lessons, and are happy to join in the range of activities provided.
63. Pupils have begun to recognise some aspects of their work that they need to improve. The older pupils are able to discuss the targets set and the progress they make sensibly.
64. Pupils have a good awareness of equal opportunities and they have respect for the various beliefs, attitudes and cultural traditions prevalent in society.
65. Pupils' behaviour is very good. They have a good understanding of what is expected of them and they are considerate and courteous. The high standard of the pupils' behaviour makes a significant contribution to the homely and supportive atmosphere at the school.
66. For the three terms prior to the inspection, the average level of pupil attendance was 96%. The majority of pupils attend school regularly and they arrive punctually at the beginning of the day.
67. Pupils are very well informed about the community life of their locality and they contribute regularly to numerous local events. Pupils are familiar with aspects of the world of work but their enterprise skills are under-developed.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings

68. The findings of the inspection team match the judgement made by the school in the self-evaluation report.

69. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	82%	9%	0%	0%

70. The outstanding features to the teaching include:

- the teachers' high expectations;
- outstanding co-operation between teacher and pupil;
- inspiring presentations and clear explanations;
- stimulating and purposeful tasks;
- skilful questioning by all adults.

71. The good features to the teaching include:

- lessons with clear aims that are shared with pupils;
- teaching methods that are varied effectively;
- well-planned, differentiated tasks;
- good use of praise and commendation;
- very effective conclusions at the end of lessons by reviewing what has been learnt.

72. The most common shortcomings to the teaching include:

- lack of pace to the teaching and learning;
- tasks that do not sufficiently extend pupils' abilities;
- uneven expectations in terms of the presentation and quality of work.

73. The teachers have good subject knowledge and they make appropriate use of individual work, paired work, group and whole-class work across the school. The pupils are organised effectively in order to achieve lesson aims.

74. In the Early Years, a wide range of interesting and stimulating learning experiences are provided for the children.

75. The pupils' bilingual proficiency is nurtured appropriately by purposeful reinforcement as well as by offering pupils sensitive encouragement and support. Teachers take advantage of every opportunity to develop the Welsh dimension within a good number of subjects.

76. The school fulfils the statutory requirements for assessing, recording and reporting pupils' progress. The overall quality of assessment is good and there is relevant use of assessment findings to guide the planning and to set targets.

77. The Baseline Assessment is conducted correctly. In the Early Years and Key Stage 1, the pupils' development is assessed and recorded in detail, and good attention is given to the steps to be taken in order to ensure further progress.

78. In Key Stage 2, the pupils' progress in the core and foundation subjects is regularly assessed. There is scope, however, to refine the recording procedures further to promote clarity.

79. The assessments for pupils with additional learning needs are good. The school has established appropriate methods for needs identification and suitable individual plans are provided for the pupils.
80. Regular use is made of standardised tests and detailed records are kept of all assessments. Outcomes are carefully analysed by the head teacher and there is good use of the information collected to monitor pupils' progress. The strategy to improve pupils' reading standards is a good example of this approach.
81. Each pupil has a personal portfolio and samples are kept of their work across the curriculum. In the best practice, a reason is given for including the sample, together with an explanation of the level set.
82. Individual targets are set for each pupil and the staff ensure that they are actively involved in the process.
83. The pupils' work is regularly marked. The teachers' comments offer pupils general encouragement, and in the best practice the written comments provide pupils with a clear explanation of how they can improve their work.
84. The annual reports to parents conform to statutory requirements. The teachers' comments clearly note the pupils' achievements in all areas of learning. Two open evenings are organised for parents during the year to discuss their children's development and progress with the teachers, and the parents praise these meetings.

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

85. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
86. The school responds well to pupils' learning needs and they receive equal opportunities to access a broad and balanced curriculum. It conforms to the requirements of the National Curriculum and religious education, and the Desirable Outcomes for under-fives.
87. There are policies and schemes of work for all curriculum subjects and they offer staff useful guidance. The scheme of work for the Early Years does not make specific reference to the six areas of learning.
88. The termly planning is detailed and offers clear guidance for class work. Suitable activities and tasks are planned at the appropriate level for pupils of all ages and attainments in all classes. However, they do not always offer sufficient challenge to extend the more able pupils. In the Early Years, interesting and stimulating experiences are provided in the six areas of learning.

89. The teachers plan appropriately in order to ensure that all pupils acquire competence in the basic skills and key skills. The planning is not always clear enough to ensure that the key skills are developed and extended with sufficient regularity.
90. The school offers very good opportunities for learning outside school hours and they all serve to supplement and extend the curriculum. They include visits to places of educational interest, a residential course and other complementary activities.
91. The school gives appropriate consideration to the Personal and Social Education Framework of the Qualifications, Curriculum and Assessment Authority for Wales within certain curricular aspects and subjects such as history, religious education and physical education. Pupils have a clear sense of ownership of and responsibility for the school and its environment. The circle time sessions and other informal discussions make a good contribution to the pupils' understanding of moral and social issues, and help them to respect truth and justice. Good attention is given to aspects such as supporting people less privileged than themselves and money is collected for good causes.
92. The development of pupils' bilingual skills is a core element of the school's objectives and they are promoted appropriately. English is introduced gradually in Year 2, and in Key Stage 2 both Welsh and English are used as media of teaching and learning, but the system has not been structured in sufficient detail.
93. There is very good emphasis on studying the heritage and culture of Wales and the quality of the Cwricwlwm Cymreig (The Welsh Curriculum) is also very good, with pupils showing pride in their Welsh identity. The extra-curricular activities, such as the Urdd and community activities, make a significant contribution in this regard.
94. The school has a homework policy and it ensures that pupils read and complete other relevant tasks. The majority of parents are happy with the arrangements made.
95. The pupils' awareness of global citizenship is effectively promoted through their curricular work, together with the school's links with a school in Galway that further promote co-operation and friendship between areas and nations. A good number of practical activities develop a sense of understanding amongst pupils of the importance of sustainability. The pupils understand the importance of waste recycling and they are aware of their environmental responsibilities.
96. The pupils' learning experiences across the curriculum enable them to develop positive attitudes and to acquire a range of valuable skills for lifelong learning.
97. The partnership with the vast majority of parents is good. The school fulfils the requirements for securing a home-school agreement. There are good links with the community through a large number of curricular and social activities.

98. There are suitable procedures in place in order to facilitate the pupils' transfer to the secondary sector and the work of bridging the key stage 2 and 3 curriculum is developing appropriately.
99. Pupils have a general awareness of the world of work. However, the planning for extending the pupils' knowledge of this aspect is under-developed. The planning for developing the pupils' entrepreneurial skills is also less well developed.

Key Question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features

100. The findings of the inspection team differ from the grade 2 awarded by the school in its self-evaluation report. In the view of the inspection team, the quality of provision is good with outstanding features. The outstanding features include the teachers' thorough recognition of the pupils' differing needs, the particular quality of care, support and guidance provided for learners, and the priority given to the provision for equal opportunities that secures educational and social equity for all pupils.
101. The school is a caring and inclusive community. The pupils are happy at school and there is a very good relationship between them and the teachers and all the support staff. There is a strong sense amongst pupils that they are valued and supported. The parents who expressed a view praised the school for the care and support it provides for their children.
102. The new children settle in quickly into the life and ways of the school and they feel happy in the learning environment. They receive very good support from the teachers, assistants and the older pupils at the school.
103. The support and personal guidance provided for pupils are very good. Personal and Social Education is developed within certain curricular aspects and the circle time sessions and the entire ethos of the school make a significant contribution to this aspect. The school has also received the National Assembly Government's Healthy School award.
104. The provision for pupils with additional learning needs is very good and it fully conforms to the requirements of the Code of Practice. The school identifies at an early stage the pupils with additional learning needs and it takes positive action to assist them.
105. There are 13 pupils on the list of those with additional learning needs. There are eight pupils on the school action stage, four on school action plus and one pupil has a statement of special educational needs. All these pupils receive very good support by the assistants, support teachers and class teachers and all of this makes a significant contribution towards their personal and educational development. Their progress is monitored in detail, regular reviews are

undertaken and there is effective co-operation with parents, Local Education Authority agencies and the local secondary school.

106. The additional learning needs co-ordinator has a very good understanding of the needs of these pupils and co-operates well with teachers and assistants. There are individual education plans for each pupil with additional learning needs and the specific learning targets that are planned for them are appropriate to the needs of the individual pupils. During lessons, appropriate differentiated tasks are provided for these pupils. The pupils make good progress according to their ability.
107. The designated governor undertakes her duties conscientiously. She is very knowledgeable about the school's situation and makes a valuable contribution to the organisation of the provision.
108. Appropriate and effective policies are operated for child protection, and for securing their welfare, health and safety. The head teacher is responsible for this aspect and all members of staff are aware of the implementation requirements. The policies and procedures for first aid, sex education and fire prevention are operational and they are known to all. The school has appropriate arrangements for dealing with complaints and appeals.
109. Every pupil, regardless of age, ability, linguistic background, disability or ethnicity receives full access to the curriculum and the out of hour provision. Subjects such as religious education and geography, the links with Galway, French lessons and collecting money for good causes make a considerable contribution to pupils' understanding of the religious, cultural and economic diversity to be found in different parts of the world.
110. The policies on discipline and bullying are clear and fully implemented. Staff, pupils and parents report that the school acts without delay to resolve any problems relating to unacceptable behaviour.
111. The school has already taken action to ensure that pupils with physical disabilities are not treated less favourably than able-bodied pupils, in terms of the opportunities and support they receive. The head teacher and the Governing Body have conducted an audit of the provision and there are plans available to make major improvements to the building, including providing full disabled access. To date, these plans have not been implemented. Currently, there is no suitable physical access to certain parts of the building for prospective pupils with disabilities.
112. The school carefully monitors pupils' attendance and punctuality and it fully conforms to requirements. Early action is taken as required.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 2: Good features and no important shortcomings

113. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
114. The school is well led and managed by an experienced head teacher. His sound values and commitment to the pupils' education and development is known to staff, governors and parents, and they are clearly reflected in the work of the school. Pupils feel that they are valued and that they receive equal opportunities to succeed, regardless of their ability, race or gender.
115. All members of staff work well together and there is a strong sense of mutual support in order to further the development of the school. All members of staff execute their teaching responsibilities in full, but there is room to re-consider subject co-ordination responsibilities so as to secure better balance across the teaching team.
116. The policy and procedures for performance management and teacher appraisal are working effectively. Staff training needs are given appropriate consideration and this nurtures their continuous professional development and contributes to the work of improving the standards achieved by pupils.
117. The school gives appropriate consideration to national priorities, new initiatives and local partnerships. It has committed itself to the Healthy Schools Initiative and has received Investors in People accreditation and the Basic Skills Agency Quality Mark accreditation. There has been considerable investment in information and communication technology resources and this helps more pupils to achieve higher standards. The school works effectively with catchment primary and secondary schools on curricular developments and bridging schemes.
118. There are appropriate monitoring and evaluation procedures in place and they provide the school with useful information on its overall performance. The school is aware of the need to extend these processes further.
119. The school development plan contains suitable targets for the continued development of the school. There are suitable processes for setting appropriate targets and the implementation of the action plans is analysed effectively by the head teacher and the Governing Body. Regular progress is made in addressing the main targets set and clear improvements are to be seen in several areas, such as extending the curriculum and raising pupils' standards of achievement.
120. There are effective processes in place to set targets for pupils at the end of both key stages. The targets are based on the likely performance of each pupil and they are, in general, challenging and achievable targets.

121. The Governing Body is highly supportive and knowledgeable and it plays a prominent role in the life of the school. The governors are aware of their responsibilities and they contribute effectively to strategic planning. They play an increasing part in the work of monitoring the school development plan and show a good understanding of the progress made by the school in terms of achieving its targets.
122. The Governing Body meets regularly and fulfils all its regulatory and legal responsibilities. A wide range of whole-school policies has been produced and these are implemented effectively. Due attention is paid to statutory and other requirements in preparing and implementing policies. However, there are minor omissions in the content of the school handbook and in the latest Governing Body report to parents.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 3: Good features outweigh shortcomings

123. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
124. The head teacher, governors and staff are committed to raising standards and to improving the quality of the educational provision, and several appropriate self-evaluation strategies have already been established. However, there is room to extend and develop these processes further.
125. The head teacher views pupils' books and observes periods of teaching across the school. Teachers receive constructive feedback on the next steps to be taken. The regular staff meetings provide a useful forum for reviewing policies, evaluating new initiatives and discussing pupils' work and progress.
126. The subject co-ordinators are knowledgeable of the areas for which they are responsible and they undertake their advisory and support functions effectively. The steps taken to raise standards since the last inspection have led to tangible improvements in the standards achieved by pupils in subjects such as Welsh and history in Key Stage 1, and in physical education and music in both key stages. However, the involvement of the subject co-ordinators in the work of monitoring the quality of in-class provision, including pupils' standards of achievement, is an area that needs to be developed further.
127. The school's procedures provide an analysis of pupil performance in relation to standardised tests and National Curriculum assessments. Good use is made of catchment, local and national benchmarking information to compare the school's performance with other comparator schools. However, there is room to extend the work done by the subject co-ordinators in this respect as part of the self-evaluation process.

128. The school development plan sets realistic aims and targets that are based on the needs of the school. The action plans include general costings, timescales and criteria for measuring success. The budget is carefully managed and expenditure is closely linked to school priorities. The school makes regular progress towards achieving its targets.
129. The Governing Body effectively develops its knowledge of the work of the school through regular reports and presentations by the head teacher and through visits to school to discuss aspects of the provision. However, there is room to further develop their monitoring role, primarily in terms of monitoring standards of achievement, as part of a whole-school self-evaluation scheme. There are no arrangements for gathering the formal views of parents and carers about the school, other than through their representation on the Governing Body. The School Council provides an appropriate opportunity for pupils to bring their influence to bear upon issues that affect their daily lives at school.
130. The self-evaluation report produced by the school provides an effective analysis of the school's strengths and weaknesses. The inspection team concurred with the school's views in five of the seven key questions. Inspection evidence indicates that the school has been too conservative in awarding itself a grade 2 for key question 4. However, a lower grade was awarded for key question 7 because specific needs relating to the school building and site require further attention.
131. The vast majority of key issues resulting from the previous inspection have been achieved successfully but there remains the need to develop further the procedures for monitoring the standards achieved by pupils.

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

Grade 3: Good features outweigh shortcomings

132. The views of the inspection team do not match the Grade 2 judgement made by the school in its self-evaluation report. The staff and the learning resources generally are managed effectively, but there is a need to give further attention to the shortcomings in the school building and site, and to developing the use of information technology.
133. There are sufficient teachers and support staff to undertake the work of the school. Good use is made of teacher expertise as they exchange classes for certain activities such as music and physical education. The supply teachers and the peripatetic teachers who visit the school make a good contribution to the school curriculum.
134. The arrangements for providing teachers with periods for planning, assessment and preparation are implemented effectively.
135. All members of staff work well together. The assistants provide good support to pupils and to the teaching staff and they are used effectively. All the ancillary staff at the school make a valuable contribution to the school.

136. The in service training programme ensures that staff at the school are given professional development opportunities in accordance with school priorities and their individual professional development needs. Use is made of national funding sources in order to secure opportunities for staff to receive additional training.
137. The colourful displays on classroom walls make a good contribution to creating an ethos, acknowledging pupils' work and celebrating their achievements.
138. The general condition of the building is at best satisfactory and learning facilities are limited. The school refectory, located the other side of the play area, is used to serve lunch and for the purposes of instrumental tuition. Although its external appearance is drab, internally it is clean and tidy. However, space is very limited. Moving between the main building and the refectory during inclement weather is inconvenient for staff and pupils. The Governing Body is already working with the Local Education Authority on a scheme to improve the quality of the buildings and the learning facilities. The school has developed a suitable play area for the under-fives, and is taking appropriate steps to secure the necessary improvements to the site boundary. This work has not yet been completed.
139. The school building and site are kept in clean condition. At present, access to parts of the building is limited for pupils and adults with physical disabilities.
140. The school has an adequate range of resources that are appropriate to pupils' ages and needs. However, there is a need to extend the use of the computers to develop and enrich pupils' learning across the curriculum. Regular use is made of community-based resources, such as the village playing field for physical education lessons. Effective use is made of the local environment and of sites of educational interest to enhance the pupils' learning. This is enhanced further by the contributions of visitors to school.
141. Expenditure on resources matches school priorities. The head teacher, staff and the Governing Body appropriately review and evaluate the school's needs and its use of resources, and the school provides value for money.

Standards achieved in subjects and areas of learning

Welsh first language

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

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

Good features

142. In Key Stage 1, the pupils listen well to each other and to the teachers' presentations and they respond appropriately to them. They are able to express themselves for various purposes with increasing accuracy and they speak freely about their experiences. They make effective use of spoken language to convey information and understanding and to express opinions.

143. Reading standards are good. The vast majority of pupils read correctly and meaningfully. They show that they are able to recognise characters in stories and the more able pupils discuss the contents of their books intelligently. Pupils are aware of certain authors and they know about some book publishers.

144. The pupils' writing skills are good. They write in various forms with growing confidence. Their spelling and punctuation skills exhibit an appropriate degree of accuracy. Individuals write short booklets that show their ability to record facts and to produce simple stories in a style that is appropriate to their age.

145. In Key Stage 2, the majority of pupils speak confidently and intelligently. They listen with interest and respond enthusiastically to teachers' questions. They are willing to offer original ideas and opinions on the subject matter in question. The oral skills of some individuals are very good. They respond intelligently to questions and are able to express and defend viewpoints with confidence.

146. Pupils read a wide range of books meaningfully and with appropriate fluency and expression. They discuss what they have read, using literary terminology. They are able to discuss their favourite authors and express opinions intelligently. They can gather information from various sources and they make confident use of dictionaries.

147. The pupils produce a variety of good quality written work. They exhibit increasing mastery of a range of writing forms such as a letter, review, script, monologue, poems and imaginative stories. They make purposeful use of adjectives, similes and idioms in their work. Individuals produce pieces of extended writing and the content of their work is interesting and mature.

Shortcomings

148. In both key stages, the written work of a small minority of pupils contains syntax and spelling errors.

English

Key Stage 2 - Grade 3: Good features outweigh shortcomings

149. English is officially introduced in Key Stage 2, but pupils in Key Stage 1 receive experiences in speaking, reading and writing that lay appropriate foundations by the time they reach Year 3.

Good features

150. In Key Stage 2, the pupils listen well to their teachers' presentations and to each other in class discussions. The older pupils talk confidently in formal and informal situations, offering unsolicited comments.

151. The pupils' reading standards are good. They read accurately with good expression. They display an effective understanding of the contents of the books they read and the best readers can effectively describe the characteristics of their favourite books.

152. Pupils make increasing use of their reading skills to gather information from books and other sources. They make effective use of dictionaries and a thesaurus. There are several examples of pupils making good use of their reading skills to discover information when undertaking personal research.

153. The pupils produce a variety of written work for various purposes. They show increasing development in their punctuation and paragraphing skills. Towards the end of the Key Stage, individuals produce good quality extended pieces of work. They exhibit enjoyment when writing poetry on various subjects.

154. The work of the most able pupils is presented in clear and tidy handwriting.

Shortcomings

155. A significant number of pupils, primarily in Year 3 and Year 4, lack confidence when expressing themselves orally.

156. Syntax and spelling errors have an adverse effect on the written work of a good number of pupils.

157. The handwriting of a small number of pupils across the key stage is untidy and the presentation of work is not always of an acceptable standard.

History

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

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

158. Year 5 and Year 6 pupils show a very good understanding of different sources of information, including documents, books and the contribution of archaeologists. They make regular and effective use of various sources as they gather and select materials that relate to their studies.
159. They make very good use of their investigative skills to examine artefacts and they discuss intelligently the age, construction and use of the artefacts. They use historical terminology with very good understanding. They are aware of the difference between opinion and prejudice.

Good features

160. In Key Stage 1, pupils have a good understanding of the passage of time and they make correct use of vocabulary related to the passage of time. They know that events have sequences and that things can change over time. They are able to differentiate effectively between old and new when discussing various objects, using appropriate vocabulary.
161. They begin to show empathy with people from the past and they discuss effectively the practice of washing clothes in days gone by, comparing them with those of today.
162. Following their travel theme, they discuss confidently the modes of travel used by people in the past, expressing opinions on them and making good comparisons between them and present-day modes of travel.
163. Pupils are well informed about significant characters in the history of Wales such as Thomas Charles and Mari Jones. They have a good awareness of the significance of the contributions they made.
164. In Key Stage 2, pupils have a good awareness of chronology, and they are able to place the main periods in history in correct chronological order. They make correct use of historical terminology when discussing their work.
165. Pupils are well informed about local history and they provide effective descriptions of events, people and changes.
166. Pupils have a thorough knowledge of the age of the Celts and on to the Tudor period and the present day. They discuss the characteristics of the various periods effectively, comparing, expressing opinions and showing empathy. They exhibit a detailed knowledge of the main characters and events of the different periods, together with their contribution to the life of the period in question.
167. In both key stages, the pupils are enthusiastic when discussing the subject and their visits to places of educational interest effectively deepen their awareness and understanding of historical issues.

Shortcomings

168. In Key Stage 1, the more able pupils' enquiry skills are insufficiently extended.

169. In Key Stage 2, there are no important shortcomings.

Geography

Key Stage 1 - Grade 3: Good features outweigh shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

170. Pupils in Key Stage 1, have a good knowledge of the geographical features of their village. They are aware of the different types of buildings in the village and can talk in simple terms about the similarities and differences between their own village and a nearby town. They begin to make correct use of geographical terminology.

171. Pupils display a growing awareness of the human features of other countries such as Botswana. More able pupils can effectively note similarities and differences with their own way of life.

172. Pupils make appropriate use of simple grid references to locate features on a map. They are able to locate Wales on a map of Britain and understand that a key is required when using a map. The most able pupils begin to observe geographical features in maps of other countries.

173. In Key Stage 2, the pupils have a good knowledge of their own locality. Following effective fieldwork, they can correctly name and discuss the physical and human features of the area. This work is of a good standard.

174. When discussing an area in an economically less developed country, the pupils can compare sensibly the lifestyle of the children living there with their own lives.

175. The pupils use appropriate maps of various scales and can correctly measure distances between different towns across Wales.

176. More able pupils can investigate weather patterns in different areas effectively. They develop their knowledge further by searching for information on the Internet.

177. The more able pupils have a good awareness of environmental issues and of the impact that changes can have.

Shortcomings

178. In both key stages, the pupils' mapping skills are under-developed.

179. In both key stages, a significant minority of pupils' subject knowledge and skills are insecure.

Music

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

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

180. In Key Stage 2, the pupils' vocal quality is an outstanding feature. They confidently sing a wide range of songs, including multi-cultural songs in one part, two parts and three parts. They sing with enthusiasm and enjoyment. They give continuous attention to elements such as pronunciation, breathing and dynamics.

181. The pupils experiment confidently and skilfully with different sources of sound to compose an interesting emulation of the work of Karl Jenkins. After performing their work, they offer intelligent suggestions on how their compositions could be improved.

Good features

182. In Key Stage 1, the pupils know an appropriate range of songs. They sing tunefully and show a good understanding of dynamics and pitch in their performances.

183. Most pupils recognise tuned and untuned instruments, and they use them, together with some instruments they have produced themselves, to keep a correct beat and to perform specific rhythms. They do so with increasing skill. They repeat musical patterns correctly.

184. In response to a story, pupils compose an interesting impromptu sequence, using different instruments. They follow notation correctly when performing their work. They evaluate and offer simple observations on their composition.

185. Pupils are aware of certain musical elements and they are able to differentiate correctly between high and low sounds, and strong and quiet sounds.

186. The pupils experiment effectively with instruments and other sources of sound to produce effective compositions in response to various stimuli. They make appropriate use of a computer program to create simple sequences. They record the compositions effectively on a graphic score.

187. In Key Stage 2, pupils co-operate effectively and confidently to compose interesting sequences in response to various stimuli. They use tuned and untuned instruments. They convey a particular atmosphere in their compositions, they vary dynamics and tempo and have an appropriate

understanding of structure. They evaluate and refine their work effectively before moving on to recording their work.

188. They make appropriate use of their information technology skills to compose simple melodies. They recognise staff notation and the value of notes effectively.
189. When listening to music they use appropriate vocabulary to describe and express opinions intelligently.
190. All the pupils in Key Stage 2 learn to play the recorder and a good number of pupils take advantage of the opportunity to receive other instrumental tuition. This, together with the valuable experiences they receive in concerts and eisteddfodau, makes a significant contribution towards the good standards achieved in the subject.

Shortcomings

191. In Key Stage 1, the pupils' ability to discuss and evaluate their own performances and compositions, and those of others, is insufficiently extended.
192. In Key Stage 2, there are no important shortcomings.

Physical education

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

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

193. During the inspection, dance lessons were observed in Key Stage 1, and gymnastics and games lessons in Key Stage 2.

Good features

194. In both key stages, pupils begin to understand the need to warm up at the beginning of exercises and to relax the body at the end.
195. Pupils in Key Stage 1 work effectively with others to produce a sequence of appropriate movements to convey the atmosphere and content of a piece of poetry they have studied. They use a range of different types of movements with good control.
196. Key Stage 1 pupils can evaluate the quality of their performance effectively using appropriate terms.
197. Pupils in Key Stage 2 include increasingly complex movements in their gymnastics work. They respond well to the challenge of working with others in pairs and groups.

198. Key Stage 2 pupils improve their performance effectively through collaborative planning and discussion.

199. In the cricket lesson, Key Stage 2 pupils exhibit appropriate hand-eye co-ordination, and they are able to pass and receive a ball in a variety of ways. They work together purposefully in small team situations.

200. All the pupils have a good understanding of the beneficial effect of exercise on their health and of the need to ensure safety during physical education lessons.

Shortcomings

201. In Key Stage 1, the evaluation skills of the more able pupils are insufficiently extended.

202. In Key Stage 2, there are no significant shortcomings.

School's response to the inspection

As a school, we consider that the inspection's outcomes accurately reflect the work of the school. The team's judgements and comments agree to a considerable degree with those of the school. Positive aspects, together with the strengths of the school, are recognised, affirming the effectiveness of the school's self-evaluation systems. We will now be able to refine and develop some aspects to ensure further improvement. The skills and commitment of the whole staff and the Governors are recognised, as well as the care and the standard of education provided.

Llanddoged School would like to thank the members of the inspection team for their interest, courtesy and professionalism during the inspection.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Wirfolodd Rheoledig Llanddoged
School type	Nursery/Primary
Age-range of pupils	3-11
Address of school	Llanddoged Llanrwst Conwy
Post-code	LL26 OBJ
Telephone number	01492640363

Head teacher	Mr G Griffith
Date of appointment	Summer 1996
Chair of governors/ Appropriate authority	Mrs M Priddle-Higson
Registered inspector	Miss D Morris
Dates of inspection	19-21 June, 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	3.5	11	11	7	16	8	12	15	83.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	3	4.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.1:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	21:1
Teacher (fte): class ratio	1.15:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Summer 2005	95%	97%	96%	96%
Autumn 2005	96%	96%	97%	96%
Spring 2006	93%	96%	96%	95%

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

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS 1 Results 2005			Number of pupils in Y2:		16		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher Assessment	School	0	0	0	38	62
		National	0	2	8	64	26
Mathematics	Teacher Assessment	School	0	0	0	100	0
		National	0	2	10	63	24
Science	Teacher Assessment	School	0	0	0	100	0
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100%	In Wales	81%

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005			Number of pupils in Y6		13						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	8	46	8	39
		National	0	0	1	0	0	4	15	47	32
Welsh	Teacher assessment	School	0	0	0	0	0	23	23	31	23
		National	1	0	0	0	1	4	17	50	26
Mathematics	Teacher assessment	School	0	0	0	0	0	8	38	39	15
		National	0	0	1	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	8	31	38	23
		National	0	0	1	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)

by Teacher Assessment			
In the school	38.5%	In Wales	74%

D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

- A team of three inspectors who were present in the school for 6 inspector days undertook the inspection.
- Pre-inspection meetings were held with the parents and the Governing Body to discuss the life and work of the school.
- Parents completed 33 questionnaires and they were carefully analysed.
- Discussions were held with the acting head teacher, staff with specific responsibilities and support staff.
- The school's documentation was examined.
- 22 lessons were observed, as well as other parts of teaching sessions.
- Inspectors listened to pupils from the whole ability range in every year-group reading.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed during break-times, lunchtime and the beginning and end of school sessions.
- The inspectors attended daily acts of collective worship.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Miss D Morris Registered Inspector	Context, Summary, Recommendations, Key Questions 1, 5, 6, 7 Appendices Subjects- English, geography, physical education
Mrs R Huws-Roberts Team Inspector	Key Questions 2, 3, 4, Subjects- Welsh first language, history, music
Mr W Owen Lay Inspector	Contributions to key questions 1,3,4,7
Mr G Griffith Head teacher	Nominee

Contractors

Cwmni Blaen, Blaensarngoch, Llanboidy, Hendygywn ar Dâf, Carmarthenshire. SA34 ODE

Acknowledgement

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