

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

**A Report on the Quality of Education in**

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

**School Number: 6612189**

**Date of Inspection: 10/11/08**

**by**

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Ysgol Dyffryn Ardudwy 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 Dyffryn Ardudwy took place between 10/11/08 and 12/11/08. An independent team of inspectors, led by Wil Williams 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 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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The 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 Dyffryn Ardudwy is a small village located on the coast between the towns of Harlech and Barmouth in Meirionnydd, Gwynedd. The school serves the villages of Dyffryn Ardudwy and Talybont.
- 2 Pupil numbers have remained fairly constant over the last five years. Currently, there are 65 full-time pupils on the school register. There are no pupils looked after by the local authority. There are three pupils from minority ethnic backgrounds.
- 3 Pupils are organised into three classes, namely the early years and key stage 1 (KS1), and Y3 and Y4, and Y5 and Y6 classes.
- 4 The area is described as being neither prosperous nor under significant economic deprivation. The local economy is largely dependent on tourism and a considerable number of families move into the area during the year. 11% of pupils are entitled to receive free school meals, a figure that is lower than county and national percentages.
- 5 It is adjudged that there are many moderate to lower ability pupils at the school and very few higher ability pupils. There are approximately 15% of pupils with additional learning needs (ALN), a figure that is slightly lower than county and national averages. There is one pupil with a statement of ALN.
- 6 There has been a very large reduction in the number of pupils for whom Welsh is their first language in recent years. By now, English is the main language of a large number of pupils and only 8% speak Welsh at home, but it is adjudged that a little over half the pupils now speak Welsh to first language standard. Welsh is the main medium of learning and teaching at the school.
- 7 There have been no significant changes in the nature of the school since the last inspection in the Autumn term of 2002. The headteacher has been in post for ten years.

### **The school's priorities and targets**

- 8 The school's primary objective is to maintain and raise the standards achieved by pupils in all curricular areas and nurture a civilised community that emphasises moral and humanitarian values, and develops self-respect and tolerance towards others.
- 9 According to the School Development Plan (SDP) the school's main priorities and targets for the current year include to:
  - develop the use of the interactive whiteboard and multi-media work;
  - establish a system of class organisation that fulfils the requirements of the foundation phase; and
  - purposeful planning to promote thinking skills activities.

## Summary

- 10 The quality of leadership and management at the school is good. The headteacher has a clear vision of the strategic direction of the school and she succeeds in co-ordinating the efforts of governors, teachers and support staff effectively.
- 11 The school has made good progress in addressing the three Key Issues identified in the last report in 2002.
- 12 Financial management at the school is good with outstanding features. The school provides value for money.

### Table of grades awarded

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 2
5 How effective are leadership and strategic management?	Grade 2
6 How well do learners and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 2

- 13 The findings of the inspection team match the school's judgement in its self-evaluation report in five of the seven key questions. Where there is a difference of opinion, the school's judgement is higher than the findings of the inspection team.

### Standards and progress

- 14 The standards achieved by pupils in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	79%	0%	0%	0%

- 15 Standards in lessons are much higher than those in the national picture as published in Her Majesty's Chief Inspector's (HMCI) Annual Report that states that standards are Grade 2 or better in 80% of lessons.

- 16 The overall quality of the educational provision for under-fives is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Phase.
- 17 The standards achieved in the areas of learning and subjects inspected are as follows:

Areas of learning	Key Stage 1	Key Stage 2
English	-	Grade 2
Information and communications technology	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 1	Grade 1
Art and design	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

- 18 Pupils of all ages make good progress in the key skills of language and communication, use of mathematics, and information and communications technology (ICT). Their bilingual proficiency is also good.
- 19 In the National Curriculum (NC) assessments in 2008, pupils' attainments at the end of both key stages were better than county and national performance in all core subjects. During the last three years, pupil performance in both key stages has been in the main amongst the 50% highest performing comparator schools.
- 20 Overall, pupils' personal, social and learning skills across the school are good. They make good progress towards achieving their potential and they acquire knowledge, understanding and new skills effectively. Although they evaluate their own work, their ability to suggest how it can be improved has not developed to its full potential. Pupils make appropriate progress in their ability to work independently.
- 21 Pupils' attitudes towards learning are good with outstanding features. They are confident learners and they concentrate and persevere with their work over extended periods of time.
- 22 Pupils' behaviour is consistently good. They are courteous and they engage well with each other and with adults, showing a high degree of self-discipline and respect.
- 23 Pupils have an outstanding understanding of their community and they have a very active involvement in the life of the village.
- 24 Average levels of attendance in the three terms prior to the inspection were slightly higher than 93%, and this is comparable to county and national averages.

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

- 25 The quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	79%	0%	0%	0%

- 26 The percentage of teaching that is good or better is much higher than the national picture that states that the quality of teaching is Grade 2 or better in 79% of lessons.
- 27 There is a very close relationship between teachers and pupils that is based on respect and firm and positive discipline. The teachers and assistants have good subject knowledge, lessons are planned in detail and a good variety of teaching methods and strategies are employed.
- 28 Where there are outstanding features to the teaching in history and English lessons, the effective stimuli provided secure the learners' full involvement and interest.
- 29 The arrangements for assessing and recording pupils' progress are manageable and effective and they contribute well to their progress. The quality of the annual reports to parents on their children's progress is good.
- 30 The curriculum fulfils the needs and interests of all pupils. Pupils' learning experiences are enhanced considerably by a wide range of extra-curricular activities and by visitors to the school.
- 31 There are productive links with the local secondary school and with other catchment primary schools. There is a very close relationship between the school and parents and this was reiterated in the positive responses received at the pre-inspection meeting with the inspection team and through parents' questionnaires.
- 32 Pupils receive direct experience of the workplace and the school ensures that their enterprise skills are developed effectively by giving them the opportunity to run their own fruit shop.
- 33 The bilingual skills of learners together with the Cwricwlwm Cymreig are promoted very effectively.
- 34 There is good provision for promoting learning for sustainable development and pupils' awareness of global citizenship is promoted effectively.
- 35 The civilised and caring ethos fostered by the school is evidence of the emphasis placed on the pupils' spiritual, moral, social and cultural development. All pupils are valued as individuals and they all feel happy to approach any member of staff for support or guidance.
- 36 The School Council discusses its ideas and work in a very mature and intelligent manner and it makes a valuable contribution to the development of the school.
- 37 There are clear health and safety procedures and appropriate attention is given to the healthy development and wellbeing of every pupil. There is an appropriate policy and procedures for child protection.
- 38 The provision for pupils with ALN is comprehensive and of good quality. Pupils' needs are identified at an early stage and there is close co-operation with parents and external agencies in the planning and review of provision.
- 39 Equal opportunities are provided for all and racial equality is promoted in all aspects of school activity.

## **Leadership and management**

- 40 The headteacher, governors and staff share common values in relation to learning and behaviour and there are clear aims, objectives and targets that give clear direction to the development of the school.
- 41 Governors have a good understanding of their roles and responsibilities. They know the school well and are aware of its developing needs, but they do not have a clear strategy for monitoring and evaluation.
- 42 The self-evaluation arrangements are comprehensive and effective and they are implemented regularly in order to evaluate the work of the school. However, there are no formal opportunities for parents to express their views on aspects of the life and work of the school.
- 43 There is an adequate supply of staff and resources to introduce all aspects of the curriculum. The accommodation is in good condition and it is used effectively by pupils and teachers.

## **Recommendations**

- 44 The school needs to:
  - R1 \*develop pupils' ability to evaluate their performance and identify what they need to do to improve;
  - R2 \*develop further the monitoring and evaluating role of the governing body;  
and
  - R3 establish more formal methods for giving parents opportunities to express their views about the quality of provision and the standards achieved by their children.

\*priorities in the current SDP

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

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

46 The standards achieved by pupils in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	79%	0%	0%	0%

47 Standards in lessons are much higher than those in the national picture that states that standards are Grade 2 or better in 80% of lessons.

48 Pupils of all ages and abilities, including those with ALN, achieve good or better standards in terms of their knowledge, understanding and skills. They make good progress towards achieving the personal and whole-school targets set for them.

49 The overall quality of the educational provision for under-fives is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Phase.

50 The standards achieved in the areas of learning and subjects inspected are as follows:

Areas of learning	Key Stage 1	Key Stage 2
English	-	Grade 2
Information and communications technology	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 1	Grade 1
Art and design	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

51 Pupils of all ages make good progress in the key skills. Children in the Reception Class speak confidently, they listen attentively to the teachers and to other children and a good number have begun to master reading and writing skills. Their ability to use their mathematical and ICT skills in their day-to-day work is also good.

52 Pupils in KS1 and KS2 discuss their work fluently, they make purposeful contributions in class discussions, using appropriate subject vocabulary, and they use their reading and writing skills effectively to gather information and record their work.

53 In both key stages, pupils make good progress in their mathematical skills as they use and apply their numeracy skills effectively when working on practical tasks.

54 Pupils use of a wide range of ICT software confidently for different curricular purposes.

- 55 The bilingual proficiency of pupils of all ages is good. Although many pupils are from non-Welsh speaking homes, by the end of KS1 they speak, read and write in Welsh with growing confidence and certainty.
- 56 In the NC assessments in 2008, pupils' attainment at the end of both key stages was better than county and national performance in all core subjects. Every pupil in KS1 achieved Level 2 or above in the three core subjects, and a good number achieved Level 3 in Welsh. In KS2, 92% of pupils achieved Level 4 or above in the four core subjects, and approximately a quarter of them achieved Level 5 in Welsh, mathematics and science.
- 57 During the last three years, the performance of KS1 and KS2 pupils was in the main amongst the 50% highest performing schools with a comparable number of pupils entitled to receive free school meals.
- 58 The performance of girls and boys is comparable.
- 59 Overall, pupils' personal, social and learning skills across the school are good. They make good progress towards achieving their potential and are well placed to move on to the next stage of learning in their education. They acquire knowledge, understanding and new skills effectively and work at the optimum level of their ability. With assistance, they evaluate their own work and show some understanding of its strengths and shortcomings. Their ability to suggest how their work can be improved has not developed to its full potential.
- 60 Pupils' attitudes towards learning are good with outstanding features. They are confident and hard working learners who become thoroughly immersed in their work, concentrating and persevering over extended periods of time.
- 61 Pupils of all ages behave well and have a clear understanding of what is expected of them. They are considerate, courteous and engage well with each other and with adults, showing a high degree of self-discipline. These attitudes make a major contribution towards creating a pleasant class environment that promotes learning.
- 62 Pupils make appropriate progress in their ability to work independently. In history lessons in both key stages they take personal responsibility for their learning, they organise their work carefully and without assistance and work together well on problem solving tasks.
- 63 When working on collaborative tasks, pupils work very effectively as members of a group or with a partner and display good interpersonal skills. They appreciate the efforts and ideas of other pupils and develop valuable personal values that emphasise the importance of respect, honesty and fairness.
- 64 Across the school, pupils have a strong awareness of equal opportunity issues and have a positive attitude towards other beliefs and social and cultural traditions.
- 65 Through regular educational visits, pupils have a good understanding of the world of work. They have an outstanding understanding of their community and have a very active involvement in the life of the village.

- 66 Average levels of attendance in the three terms prior to the inspection were slightly higher than 93%, and this is comparable to county and national averages. Pupil punctuality at the beginning of the day is good.

## The quality of education and training

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

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

- 67 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 68 The quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	79%	0%	0%	0%

- 69 The percentage of teaching that is good or better is much higher than the national picture that states that the quality of teaching is Grade 2 or better in 79% of lessons.
- 70 The staff are diligent and hardworking as they encourage and challenge learners to achieve excellence and ensure that every pupil achieves success in their work.
- 71 There is a very close relationship between teachers and pupils that is based on respect and firm and positive discipline. Effective use is made of praise and encouragement in order to get the best out of the pupils. This contributes to creating a positive ethos that promotes effective learning and teaching.
- 72 The teachers and assistants have good subject knowledge, and effectively draw on the pupils' prior knowledge as they introduce them to new experiences and knowledge.
- 73 Lessons are planned in detail. Pupils' attention is drawn to learning objectives and teachers succeed in engaging their interest by using a good variety of teaching methods and strategies. The practice of sharing success criteria with pupils at the beginning of the lesson gives clear direction to the learning and teaching.
- 74 All pupils are treated equally regardless of their race, gender or disabilities.
- 75 Pupils' bilingual skills are developed effectively in all lessons and due prominence is given to the Cwricwlwm Cymreig in the life and work of the school.
- 76 Where there are outstanding features to the teaching in history and English lessons, the effective stimuli provided secure the learners' full involvement and interest and pupils' self-assessment skills are developed very effectively. The tasks are very skilfully differentiated and pupils become fully immersed in their work for extended periods of time.
- 77 There are no important shortcomings to the teaching.

- 78 The arrangements for assessing and recording pupils' progress are manageable and effective and contribute well to pupils' progress. They fulfil statutory requirements.
- 79 Detailed systems are used for assessing the under-fives. Information from the baseline assessment and teachers' normal records is used effectively to plan work for the future and to keep a record of the personal development of every child.
- 80 An effective system has been established for assessing and recording the progress of KS1 and KS2 pupils in the various areas of the NC. Purposeful use is made of end of key stage teacher assessments in order to assign a level for each pupil and detailed records are kept of the results of annual spelling and reading tests. Quantitative data is analysed effectively in order to identify those pupils requiring additional attention.
- 81 Pupils' work is marked regularly and constructive comments are appended. However, the guidance given to pupils on how to improve their work is inconsistent. Supportive and constructive feedback is provided during lessons.
- 82 By KS2, pupils have an appropriate understanding of the function of assessment but are unsure when explaining what they need to do to improve their work.
- 83 As part of the cluster of catchment primary schools, the school has embarked on the process of moderating teachers' assessments with the local secondary schools.
- 84 The annual reports fulfil the statutory requirements and provide parents with useful information on their children's progress.

**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 do not concur with the school's judgement in its self-evaluation report in that insufficient outstanding features were seen in the educational provision.
- 86 The learning experiences fulfil the needs and interests of all pupils and provide them with equal opportunities to take advantage of a broad, balanced and relevant curriculum.
- 87 Stimulating and valuable experiences are provided that promote the principles of the Foundation Phase. The school has begun to prepare an outdoor area in order to further develop the provision.
- 88 There are appropriate policies and schemes of work that encompass the requirements of the NC but they have not yet addressed the non-statutory Skills Framework. The school has begun to modify the schemes in order to incorporate the requirements of Curriculum 2008.
- 89 Pupils' key skills are developed consistently and effectively across all areas of learning and there is appropriate provision for teaching the basic skills.

- 90 Pupils' experiences are enhanced through a wide range of extra-curricular activities, including residential visits. Curricular activities are supported by educational visits to places of historical and cultural interest and visitors such as senior citizens and artists who come to school to talk to pupils. The school is also highly active in its local community and it makes a key contribution to the village's cultural and social activities. These experiences make a significant contribution towards their personal and social development.
- 91 The civilised and caring ethos fostered by the school is evidence of the emphasis placed on the pupils' spiritual, moral, social and cultural development. Pupils' spiritual development is promoted effectively in the sessions of collective worship and in the religious education lessons, but there are few opportunities for personal reflection. The arrangements for collective worship fully satisfy the statutory requirements.
- 92 Personal and social education (PSE) requirements are effectively integrated throughout the curriculum and through specific circle time sessions.
- 93 The school works closely with a number of partners and other providers for the benefit of pupils. The good links with the local secondary school secures the smooth transfer of pupils at the end of their time at the primary school. The close links with an initial teacher training college enhances the experiences offered to pupils.
- 94 There is a very close relationship between the school and parents and this was reiterated in the positive responses received at the pre-inspection meeting with the inspection team and through parents' questionnaires. The school's Friends Association is active and hardworking in raising money to purchase additional resources for the school.
- 95 Pupils receive direct experience of the workplace and the school ensures that their enterprise skills are developed effectively by giving them the opportunity to run their own fruit shop. They take orders from their fellow pupils before placing a weekly order for the whole school, they prepare and distribute the fruit on a daily basis and maintain a detailed balance sheet of their turnover on a computerised programme.
- 96 Pupils' organisational, management and decision-making skills are developed effectively through the role provided to them on the School Council and the Eco Committee. They also benefit from the opportunities they receive to attend meetings of the Community Council.
- 97 These experiences lay sound foundations for lifelong learning by ensuring that pupils develop skills such as independence and problem solving that will enable them to become more responsible for their own learning as they grow up.
- 98 Learners' bilingual skills are promoted effectively and a sound Welsh ethos is provided. A strong emphasis is placed on Welsh culture across all areas of the curriculum and through the displays of pupils' work throughout the school.
- 99 There is good provision for promoting learning for sustainable development. The school has gained the Eco Schools bronze award and pupils have a good understanding of green issues. They have undertaken a number of plans that

effectively promote development in this area of activity. There are good arrangements for recycling materials, waste prevention and energy saving.

- 100 Pupils have a good understanding of global citizenship. They contribute to a number of local and national charities, they are part of a primary/secondary scheme with Tanzania and they give appropriate attention to the principals of Fair Trade.

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

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

- 101 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 102 The quality of care, support and guidance offered to pupils is good. The good features to the provision include the teachers' thorough knowledge of pupils' different needs, the high quality of the care, support and guidance available to learners, and the equal educational and social opportunities offered to all pupils.
- 103 The ethos of the school promotes respect for all. Detailed attention is given to the requirements of the Framework for Personal and Social Education and lessons are carefully planned in order to fulfil the needs of pupils of all ages.
- 104 The care and support arrangements are planned effectively. Effective use is made of Local Education Authority (LEA) support services and there is close co-operation with parents in cases relating to their children's care and wellbeing.
- 105 All pupils are valued as individuals and they all feel happy to approach any member of staff for support or guidance. This was confirmed by the pupils themselves and by parents through the questionnaires and the meeting with the inspection team.
- 106 The School Council discusses its ideas and work in a mature and intelligent manner, they are proud of what has already been achieved and enjoy discussing what they hope to achieve in future. They are aware of the importance of their role and are proud of the opportunity to contribute to the development of the school.
- 107 The effective bridging arrangements between the neighbouring nursery school and the school itself ensure that children settle quickly in the reception class. Every effort is made to ensure that the considerable number of pupils who arrive at school during the year settle quickly in their classes. Very effective use is made of the services of the Language Centre in order to introduce latecomers to the Welsh language.
- 108 Registration periods are appropriately administered and there are suitable procedures for ensuring pupils' attendance, punctuality and behaviour are carefully monitored and that parents are aware of their responsibilities.
- 109 There are clear health and safety procedures for every pupil at the school and a member of staff and a governor have been designated to be responsible for this aspect of work. Pupils are carefully supervised when they are in school and there are appropriate procedures for conducting risk assessments.

- 110 There is an appropriate policy and procedures for child protection. Staff's knowledge about this area is updated annually through designated training.
- 111 Appropriate attention is given to the healthy development and wellbeing of all pupils. The school has completed three stages of the 'Healthy Schools' scheme and it promotes healthy living by providing a fruit shop within the school. Yard games and the wide range of extra-curricular activities make a good contribution to improving pupils' fitness levels.
- 112 The provision for pupils with ALN is comprehensive and of good quality and it fully satisfies the requirements of the Code of Practice. Pupils' needs are identified at an early stage and there is close co-operation with parents and external agencies in the planning and review of provision.
- 113 The good links with the 'ysgol feithrin' facilitates the early identification of pupils' additional needs. Pupil progress is regularly recorded and there is reference to when they are placed on the ALN list and when they come off it.
- 114 Appropriate individual education plans (IEP) are drawn up for every pupil with ALN. They clearly identify the way forward for the pupil and staff and they are reviewed every six months.
- 115 Pupils with ALN make good progress towards achieving their targets and some of them come off the ALN list during their time at school. This can be attributed to the quality of the additional support they receive.
- 116 There are effective procedures for responding to any oppressive behaviour and bullying. The 'Webster Stratton' strategy is implemented effectively in order to promote positive behaviour and attitudes.
- 117 Equal opportunities are provided for all and racial equality is promoted in all aspects of school activity.
- 118 There is appropriate provision for any learner with a physical disability. There is an appropriate accessibility policy, and a Disability Equality Plan (DEP) and a purposeful action plan in place

## **Leadership and management**

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

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

- 119 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 120 The quality of leadership at the school is good. The headteacher has a clear educational vision and she succeeds in effectively co-ordinating the work of governors, teachers and support staff. They share common values in relation to

learning and behaviour and there are clear aims, objectives and targets that give clear direction to the development of the school.

- 121 The school is managed effectively. There are detailed policies that focus on individuals' needs and development and that promote equality for all at the school. There are sound procedures and practices for securing the smooth day-to-day running of the school.
- 122 The headteacher undertakes her monitoring and evaluating duties in a thorough and systematic manner. She is supported by experienced and professional teachers who undertake a fair proportion of curricular responsibilities. They respond positively to new initiatives and have a critical attitude towards their work.
- 123 Due attention is given to national and county priorities in the school's development programme. All the requirements of the Healthy School scheme have been fulfilled, it has renewed its Quality Mark status and the school has completed its work on the Green School Silver Award assessment. Attention has been given recently to assessment principles for learning and thinking skills. Clear steps have been taken to implement the requirements of the foundation phase with early years children and KS1 pupils.
- 124 The school works closely with a number of local partners including LEA officers and advisers.
- 125 Thorough and effective arrangements have been established for setting whole-school targets at the end of both key stages. These targets are based on an assessment of the attainments of individual pupils and on teachers' expectations. The targets are challenging and realistic and they set clear expectations for pupils and teachers.
- 126 Teachers' work is regularly monitored and evaluated by the headteacher. Following designated visits to classes, agreed improvement objectives are set between the teacher and headteacher that give due attention to the needs of the individual and the school's main priorities.
- 127 Teachers' development needs are fulfilled in several ways, including attending training or arranging a visit by an education adviser.
- 128 Although a number of governors are relatively new to their duties, their understanding of their roles and responsibilities is developing well. They are interested in the work of the school, and by taking an active part in drawing up the Development Plan they make an effective contribution to strategic planning. They know the school well and are aware of its main needs in terms of developing provision and raising standards. Although they have a good understanding of the importance of their role as a critical friend to the school, they do not have a clear strategy for regularly monitoring the quality of educational provision.
- 129 The governing body has an appropriate policy and system for responding to complaints. They include clear action stages and setting timescales for resolving any complaints. The governing body discharges its legal responsibilities in full.

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

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

- 130 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 131 The findings of the inspection team match the school's judgement in its self-evaluation report in five of the seven key questions. Where there is a difference of opinion, the school's judgement is higher than the findings of the inspection team.
- 132 Since they were established some time ago, the self-evaluation arrangements have gradually evolved and they are now comprehensive and effective. They are implemented in a regular and systematic manner, drawing on direct evidence from a range of sources that include lesson observation and evaluations of pupils' work. All members of staff are included in the process, either by evaluating the work of their own class and specific aspects of the curriculum across the school, or by discussing appraisals undertaken by other staff. The outcomes of self-evaluations are discussed in detail and whole-team agreement is reached on any further action.
- 133 Effective use is made of quantitative data in order to identify curricular aspects or individual pupils who require additional support. The information is used in a highly purposeful manner in order to identify groups of pupils who need support in the basic skills and to provide them with the resources they require.
- 134 The close links between the governing body and the School Council ensure that pupils' views are considered when setting priorities in the SDP. There are no formal methods for allowing parents to express their opinions on the quality of provision and the standards achieved by their children.
- 135 The quality of the school's self-evaluation report is generally good. The judgements made on the seven key questions appear to be honest and objective and to be based on a wide range of evidence. It is a concise and readable report that clearly identifies the school's strengths and also notes those aspects that require further development. The clear links between the self-evaluation outcomes and the priorities identified in the SDP are one of the major strengths of the report.
- 136 The SDP is of good quality and it gives clear direction to the development of the school. It contains a detailed review of the effects of implementing the previous year's programme and identifies the main priorities for the next three years. An appropriate action plan is produced for each main priority, the persons responsible for their supervision are listed and adequate financial resources are earmarked for them.
- 137 Inspection evidence shows that the detailed self-evaluations of subjects such as information technology and the subsequent action plans have led to significant improvements in the quality of provision and in the standards achieved by pupils.
- 138 The school has made good progress in addressing the three Key Issues identified in the 2002 report. Standards in English, ICT and religious education have improved

and the school now has effective self-evaluation arrangements. There has been a considerable improvement in the quality of good teaching, with a higher percentage of outstanding teaching.

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

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

- 139 The findings of the inspection team differ from the school's judgement in its self-evaluation report. In awarding a Grade 1, the school not given adequate consideration to the links between the grades awarded to key questions one and five.
- 140 Staff have sufficient knowledge and expertise to teach all aspects of the school curriculum. Staffing levels are good and they lead to effective class organisation and teaching. They enable them to give good attention to the needs of each pupil.
- 141 Support staff contribute effectively to teaching and to the standards achieved by pupils. They work closely with class teachers and undertake their responsibilities in a conscientious and professional manner. They respond well to pupils learning and personal needs.
- 142 The school has given appropriate attention to the requirements of workforce remodelling in the allocation of curricular responsibilities to teachers.
- 143 Every pupil receives access to appropriate learning resources that match the requirements of their learning experiences. The school has recently provided a suitable outdoor area for the foundation phase and effective use is made of the school environment. When funding is available there are plans to further extend this provision.
- 144 There is a good supply of books in classrooms and in the central library and they are regularly used by pupils of all ages. The quality and range of books is good and they meet the needs of the range of pupil age and ability.
- 145 There are appropriate ICT resources throughout the school and they are used effectively by pupils and teachers.
- 146 There is sufficient space for the number of pupils and for fulfilling all curriculum requirements. Effective use is made of the two empty learning rooms to provide practical experiences for foundation phase children and to withdraw groups for various purposes.
- 147 The quality of accommodation is good and it is regularly inspected by governors in order to ensure that it is suitable and safe for pupils and staff. Everyone who might have use of them enjoy full access to the classrooms and to all the areas used for learning and teaching. The classroom environment is enhanced by highly attractive displays of pupils' work.
- 148 The field and other school grounds are well maintained and they are used regularly by teachers in order to engage pupils' interest and promote their learning.

- 149 Teaching staff and support staff are effectively located, managed and developed. Optimum use is made of the expertise of one member of the support staff to teach art in KS2 together with the expertise of one part-time design and technology teacher. These arrangements ensure that effective and efficient use is made of the headteacher's non-contact time out of her class and of the periods allocated to teachers for planning, preparation and assessment.
- 150 There are appropriate arrangements for ensuring that teachers do not undertake unnecessary secretarial and administrative tasks.
- 151 The budgetary management of the headteacher and the governing body at the school is good with outstanding features. The school has been highly economical and efficient in the purchase, use and maintenance of resources, and it has careful budgetary arrangements that are based on a detailed analysis of the needs of pupils, staff and the curriculum. This has enabled the governors to maintain the current staffing levels and to plan strategically for the future.
- 152 The school provides value for money.

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

### **English**

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

##### **Good features**

- 153 KS2 pupils listen very well and respond purposefully to presentations and to each other's contributions. They are eager to take part in discussions and they succeed in expressing their views and ideas effectively. They respond intelligently to questions and the quality of their spoken language is good, and the best use mature and extended vocabulary.
- 154 The reading standards of KS2 pupils are good. They read books at a level appropriate to their age and ability and almost all pupils read correctly and with good understanding. The most able pupils make very good use of voice intonation to add to the reader's enjoyment. All pupils discuss their favourite author confidently, naming a number of books by the same author. They show good understanding of the role of author, publishers and illustrators and they understand the significance of the main character in a story. Their ability to gather information from different sources across the curriculum is good.
- 155 KS2 pupils write effectively and for various purposes such as letters, reports, dialogues, factual reports, diaries, portraits and poetry, showing a good understanding of the requirements of the different forms. They write clearly, varying sentences, using paragraphs and purposeful colouring.

##### **Shortcomings**

- 156 Although there are no important shortcomings, pupils' ability to write independently has not been fully developed.

### **Information and communications technology**

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

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

#### **Outstanding features**

- 157 The ability of KS2 pupils to communicate their ideas in a wide range of forms and using a wide range of software is an outstanding feature.

#### **Good features**

- 158 By the end of KS1 many of the pupils are confident in their use of a wide range of ICT resources. They make purposeful use of digital cameras to record aspects of their class work and they use a variety of software to promote their learning.
- 159 KS1 pupils make confident and independent use of a word processor and they are able to store and retrieve work and modify it by changing fonts and adding borders. The small storybooks they produce contain pictures, text and a recording of themselves reading the story and they are of good quality. They make effective use of art packages, exhibiting good control of the screen mouse.
- 160 The data handling skills of KS1 pupils are developing well as they present and analyse information in graphs and tables. Their modelling skills are developing well as they move images on screen and programme a series of instructions for a floor toy.
- 161 KS2 pupils display very good mastery of word processors and they use a wide range of equipment in order to set, edit and create effects. They skilfully move text from one document to another and when producing a multi-media presentation. They make effective use of art packages and music programmes to experiment with different techniques and they create original products.
- 162 KS2 pupils are confident when looking for websites on the Internet and sending messages via e-mail. They make successful use of databases to record, rearrange, search and present information.

#### **Shortcomings**

- 163 There are no important shortcomings.

### **Design and technology**

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

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

### **Good features**

- 164 KS1 pupils complete assignments in which they design and make good quality products. They often collect information and conduct detailed observations of completed products before developing their own ideas. They record their ideas in detail in the form of a simple drawing, they identify the equipment they intend to use together with the stages of production. They express their opinions about the product by drawing happy or sad faces.
- 165 Through their involvement in a wide range of activities, KS1 pupils develop and fine tune their making skills. They talk confidently about their work, suggesting ideas for making products and making decisions about how to make progress.
- 166 When making a frame for constructing a home for a dinosaur, KS1 pupils handle equipment such as a saw safely and they assemble, join and combine materials skilfully. They use simple levers effectively in order to create various movements.
- 167 During the design process for making a breakfast cereal, a yogurt or building a bridge, KS2 pupils draw on a variety of sources including websites to produce a number of their own interesting ideas. They communicate their ideas effectively through sketches and detailed diagrams that include accurate measurements where necessary.
- 168 During the process of designing and making a bridge, Y3 and Y4 pupils select the most appropriate equipment for making a wooden frame and they exhibit a good understanding of structures and of the different methods that could be used to strengthen them. The quality of the work is good and it reflects considerable skill as they measure, mark, cut and shape a number of different materials.
- 169 The ability of KS2 pupils to evaluate their work and to identify ways of improving their completed products is good.
- 170 Pupils in both key stages make effective use of information technology equipment and programmes to control devices.

### **Shortcomings**

- 171 There are no important shortcomings.

<b>History</b>
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**Key Stage 1 - Grade 1: Good with outstanding features**

**Key Stage 2 - Grade 1: Good with outstanding features**

### **Outstanding features**

- 172 In both key stages, pupils recall previous work in detail, displaying an outstanding understanding of chronology and the passage of time.

- 173 From an early age, pupils exhibit an outstanding understanding of the lifestyles of the people they study. They ask intelligent questions about the period, speculating on the effects of events such as the Second World War on the lives of ordinary families.
- 174 KS1 pupils discuss the significance of fossils as historical evidence in a highly knowledgeable manner. This is an outstanding feature.
- 175 The ability of Y3 and Y4 pupils to use historical artefacts to interpret the past and the ability of Y5 and Y6 pupils to discuss social and cultural changes during the period 1960 – 1970, are outstanding features.

### **Good features**

- 176 KS1 pupils skilfully interpret a timeline and they use the correct common words and phrases confidently when describing the passage of time. Through interesting stories they learn effectively about historical periods and events, making perceptive observations when comparing lifestyles in different periods.
- 177 In Y3 and Y4, the pupils' ability to offer their own interpretations of historical events is good. They differentiate appropriately between fact and opinion, offering some reasons for historical events such as the Second World War.
- 178 Y5 and Y6 pupils make highly effective use of a range of sources, including ICT, in order to gather information about the past.

### **Shortcomings**

- 179 There are no important shortcomings.

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

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

### **Good features**

- 180 Across both key stages the pupils engage with a wide range of good quality art activity and they work in a variety of media. They have a good recognition of a number of famous world artists from different periods and they talk intelligently about their different styles of working.
- 181 In KS1, pupils use a wide range of different media and techniques, including painting on materials, rubbings, printing, sketching, clay work and using computer software to produce work of a consistently high standard. They produce an extensive range of work that displays creativity and a lively imagination. They exhibit good skills as they conduct careful observations of features such as colour, shape, form and tone and they use them naturally in their own work. They mix paint confidently to create new shades for themselves.
- 182 The observational skills of KS2 pupils develop well as they investigate the natural environment of their locality. Following a visit to a nearby dolmen, they produced

good quality drawing work with charcoal and coloured chalk and as they created a 3D model. When comparing their own work with that of other artists, they show a good awareness of art elements such as line, tone and texture.

- 183 KS2 pupils work effectively on different scales. After conducting careful observations of flowers and creating detailed drawings of their form, they went on to create 2D flowers on a larger scale by cutting and pasting paper. This work was highly imaginative and of good quality.

### **Shortcomings**

- 184 Although there are no important shortcomings, pupils in both key stages tend to lack assuredness when using art vocabulary and terminology.

## **Religious education**

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

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

### **Good features**

- 185 In both key stages, pupils' awareness of the Bible as a holy book that is of particular significance to Christians is good. They confidently retell a number of stories from it, relating some of the events to their own lives.
- 186 Pupils of all ages have a good awareness of the main Christian festivals and they discuss some of the main events associated with them, such as the birth and Easter, in detail.
- 187 The knowledge and understanding of pupils in both key stages of the major world religions such as Islam and Judaism are good. They describe some of their main celebrations and rituals with confidence, describing how they affect the lifestyles of their followers.
- 188 In KS1, pupils' awareness of values such as friendship and kindness and of being friends with other pupils is developing well.
- 189 KS1 pupils are aware of the importance of rules in the home and at school. They discuss with maturity the reasons for setting and adhering to rules, relating this to the practices used to promote good behaviour in class. Their understanding of the differences between acceptable and unacceptable situations is good.
- 190 Following their visits to local places of worship, KS2 pupils' knowledge and understanding of the features and practices of places of worship, the Christian festivals and the main events associated with them are good. They discuss the artefacts used during particular rituals in an intelligent manner.
- 191 Y3 and Y4 pupils discuss the significance of light to Christians in an intelligent and mature fashion, showing a growing understanding of the significance of symbolism in religion. They offer perceptive observations when interpreting the symbolism in a famous religious painting.

192 Y5 and Y6 pupils have a good understanding of the way in which rituals such as prayers and hymns are used to show our gratitude. They come to appreciate the wonder of creation and man's dependence on the natural world.

### **Shortcomings**

193 Although there are no important shortcomings, the ability of Y5 and Y6 pupils to raise issues from their own personal experience has not been fully developed.

## **School's response to the inspection**

Staff and Governors at the school are of the view that the inspection findings are very positive and that there are many achievements of which we can be proud. In general, with the exception of two areas, they correspond to the findings of the school's self-evaluation.

We believe that the report is a reflection of the hard work and commitment of staff and parents to securing the best possible provision for all pupils.

The inspectors were highly professional and courteous during the inspection. There was open and honest engagement between staff, governors, pupils and parents. All the discussions were particularly valuable and constructive.

We shall work on the recommendations outlined in the report in order to build on the good work currently achieved at Ysgol Dyffryn Ardudwy.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Dyffryn Ardudwy
School type	Primary
Age-range of pupils	4 - 11
Address of school	Dyffryn Ardudwy Gwynedd
Post-code	LL44 2EP
Telephone number	01341 247294
Headteacher	Mrs Ann Jones
Date of appointment	January 1998
Chair of governors	Dr Carey Cartwright
Reporting inspector	Wil Williams
Dates of inspection	10 -12 November 2008

## 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	0	7	2	12	9	9	12	14	65

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	2	3.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:19
Pupil: adult (fte) ratio in nursery classes	--
Pupil: adult (fte) ratio in special classes	--
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1:19

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	--	97%	92%
Spring 2008	--	97%	94%
Summer 2008	--	97%	94%

Percentage of pupils entitled to free school meals	11%
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 2008</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	100%	In Wales	80.7%

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

<b>National Curriculum Assessment KS 2 Results 2008</b>							Number of pupils in Y6	12	
			D	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	8.3	83.3	8.3
		National	0.2	0.5	0.6	3.1	15.6	51.3	28.5
Welsh	Teacher assessment	School	0	0	0	0	8.3	66.7	25
		National	0.3	0.8	0.8	4.4	16.7	53.4	23.6
Mathematics	Teacher assessment	School	0	0	0	0	8.3	66.7	25
		National	0.2	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	0	0	8.3	66.7	25
		National	0.2	0.5	0.5	1.8	11.4	53.9	31.7

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	91.7%	In Wales	75.5%

- D Pupils who have been disapplied under statutory arrangements, or those for whom teachers were unable to provide an assessment.
- N Pupils who have failed to register a level for reasons other than disapplication
- W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

Three inspectors, including the school's nominee, spent the equivalent of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- fourteen lessons or part lessons in the six subjects inspected;
- registrations, assemblies and 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;
- senior managers, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the school council; and
- representatives of organisations associated with the school.

The team also considered:

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

After the inspection team held meetings with subject departments, senior managers and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr Wil Williams	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Design and technology; history; religious education
Mrs M Davies	Team	Key questions 2; 3 and 4.	English; information and communications technology; art and design.
Mr Wil Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

**School's Nominee:** Mrs Ann Jones

**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.