

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

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

**Conwy Road Infants School  
Conway Road  
Colwyn Bay  
LL29 7LS**

**School Number: 6622100**

**Date of Inspection: 8<sup>th</sup> to 10<sup>th</sup> May 2007**

**by**

**Mr Rob Isaac  
15942**

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Report by Rob Isaac  
Conwy Road Infant School, 8<sup>th</sup> – 10<sup>th</sup> May 2007

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Conwy Road Infant School 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. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Conwy Road Infants School took place from 8<sup>th</sup> to 10<sup>th</sup> May 2007. An independent team of inspectors, led by Mr Rob Isaac 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 judgments 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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	<b>5</b>
<b>Summary</b>	<b>6</b>
<b>Recommendations</b>	<b>11</b>
<b>Standards</b>	<b>12</b>
Key Question 1: How well do learners achieve?	<b>12</b>
<b>The quality of education and training</b>	<b>14</b>
Key Question 2: How effective are teaching, training and assessment?	<b>14</b>
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	<b>15</b>
Key Question 4: How well are learners cared for, guided and supported?	<b>17</b>
<b>Leadership and management</b>	<b>19</b>
Key Question 5: How effective are leadership and strategic management?	<b>19</b>
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	<b>21</b>
Key Question 7: How efficient are leaders and managers in using resources?	<b>22</b>
<b>Standards achieved in subjects and areas of learning</b>	<b>23</b>
Under 5s	<b>23</b>
Mathematics	<b>26</b>
Information technology	<b>27</b>
Geography	<b>27</b>
Music	<b>28</b>
Religious education	<b>29</b>
<b>School's response to the inspection</b>	<b>31</b>
<b>Appendices</b>	
1 Basic information about the school	<b>32</b>
2 School data and indicators	<b>32</b>
3 National Curriculum assessments results	<b>33</b>
4 Evidence base of the inspection	<b>34</b>
5 Composition and responsibilities of the inspection team	<b>35</b>

## Context

### The nature of the provider

1. Conway Road Infants is a small school situated on the main road at the western end of Colwyn Bay. It has a nursery unit attached maintained by Conwy Education Authority. Although the school building is 130 years old, money has been invested in refurbishment of classrooms so that they are bright and cheerful. Most pupils are drawn from the immediate area although a few come from outside. Most of the area is neither prosperous nor economically disadvantaged. There are 66 pupils on roll aged from three to seven years, including 15 who attend part-time in the nursery. These numbers have decreased slightly over the last six years. The current head teacher has been in post since February 2005.
2. About 24 per cent of pupils are entitled to receive free school meals, which is above the national average and there has been an increase of 8 per cent in the last year. There are 6 pupils, or 11 per cent, who have been identified as having special educational needs (SEN), which is below the national average. One pupil holds a formal statement of SEN, which is also below average. English is the sole or predominant home language in all homes. No pupils come from a Welsh speaking home and one is “looked after” by the local authority. About four per cent of pupils have minority ethnic backgrounds. About 18 per cent of pupils enter or leave the school at times other than at the beginning or end of the academic year. This is significantly higher than average.
3. The school has four classes, five teachers including the head teacher, and three teaching assistants. All class sizes are 18 or below and all contain single-age groups. Conway Road Infant School was last inspected in June 2001. It has achieved the Quality Standard of the Basic Skills Agency and is an Investor in People.

### The school's aims, priorities and targets

4. The school's mission statement is: “Excellence in education through care and consideration for others and ourselves”. The school's aims include to:
  - develop the moral and religious ethos of the school;
  - develop a caring and open learning environment;
  - provide a relevant, broad and balanced curriculum; and
  - encourage and develop the full personal qualities of all.
5. The school has identified the following priorities for improvement in 2006–07 in its school development plan:
  - standards in creative writing, history and geography, information and communications technology (ICT) and music;
  - the accommodation throughout the school.

## Summary

6. Conway Road Infant School provides a good education for the full range of its pupils. They make good progress and achieve good standards as a result. The school helps pupils to feel good about themselves and love learning. Its leadership and management are good and it has made good progress since its last inspection. The quality of care, support and guidance and self evaluation are outstanding and the school gives good value for money.

### Table of grades awarded

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

7. In five key questions, inspectors agreed with the grade awarded by the school in its self-evaluation report. In key question 6, inspection evidence showed that the school was better than it judged itself to be, and in key question 3, the school's grade 1 was downgraded to 2 because there was not enough evidence of outstanding features in the curriculum.

### Grades for standards for the under fives

Area of learning	Year group	
	Nursery	Reception
Language, literacy and communication	2	2
Personal and social development	1	1
Mathematical development	1	1
Knowledge and understanding of the world	1	1
Creative development	1	1
Physical development	1	1

8. Most children enter the Nursery class with attainments slightly below those expected for their age. Over time, pupils, including those with SEN and those in vulnerable or challenging circumstances, make good progress in their learning.
9. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils make good progress towards the Desirable Outcomes for Children's Learning. Children aged under five make good progress in the key skills of speaking, listening, reading, writing, numeracy and information technology (IT). They also make good progress in their personal and social development.

**Grades for standards in subjects inspected in key stage 1**

<b>Subject</b>	<b>Key Stage 1</b>
Mathematics	2
Information technology	3
Geography	1
Music	2
Religious Education	2

10. Standards have improved in many subjects since the last inspection. In the lessons inspected, the grades awarded for standards achieved were as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
19%	81%	0%	0%	0%

11. The table shows that in 100 per cent of lessons, standards are at least good with no important shortcomings. This is well above the 2007 target set by the Welsh Assembly Government for standards to be at least good in 65 per cent of pupils' work. Standards of achievement in 19 per cent of pupils' work have outstanding features.
12. In 2006, the key stage 1 results, collectively, for the proportion of pupils attaining at least level 2 in English, mathematics and science together was almost six points above the national average. The standards achieved in English were well above the national average. Standards achieved in mathematics were in line with the national average and standards in science were a little below the national average. In English, the school's results were in the top 25 per cent of similar schools, whilst in mathematics and science the school's results were below the average achieved by similar schools. Standards have risen in the core subjects in the last year when compared with the previous year.
13. In the subjects chosen for inspection, standards of achievement have been maintained since the last inspection in the early years, mathematics, information technology, geography and religious education and have risen in music.

14. Learners progress very well in their personal, moral, social and wider development. From Nursery to year 2, they make good progress in developing their personal and social skills. Many pupils have a sense of ownership and responsibility to the school, its environment and their community. The school has a strong sense of a nurturing family and its ethos encourages pupils to care for individuals and to appreciate other people's values.
15. Pupils' standards and progress in speaking and listening are good. Standards in reading, writing and numeracy across the curriculum are also good. Pupils achieve well in the use of incidental Welsh throughout the school.
16. Standards in the use of information technology have good features but also some shortcomings. Pupils in year 1 and year 2 do not have enough experience of using interactive whiteboards for a range of different activities in the full range of subjects because the school is under resourced in this facility. Because the school does not have enough computers, pupils' skills in key stage 1 are below average in the use of IT software in a range of subjects.
17. Pupils, generally, achieve well, when collaborating on creative and problem-solving activities. Those who are more able achieve well.
18. Pupils enjoy being in school. Their behaviour and attitudes to learning are very good. Most understand the school rules and recognise the need to take responsibility for their actions. Adults consistently encourage pupils to understand, manage and develop their standards of behaviour to the best of their ability.
19. Attendance rates average 95 per cent, and this is above the average for Welsh primary schools. Unauthorised absence is low and lessons start promptly.
20. Many pupils demonstrate a good awareness of the principles of equal opportunity and recognise that people should be treated fairly and without favouritism. They make good progress in learning to recognise the diversity of beliefs and cultural traditions in society today.

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

21. The overall quality of teaching has good features, some of which are outstanding. In the 22 lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
21%	79%	0%	0%	0%

22. Teaching shows at least good features in 100 per cent of lessons. Within this proportion, 21 per cent has outstanding features, which is well in excess of the national average. This is also in excess of the current national target of 79 per cent of teaching to be graded 1 or 2.

23. Where teaching is outstanding, it is characterised by the following features. Teachers take advantage of every opportunity to develop cross-curricular themes. They encourage pupils to work independently and to make their own decisions. They foster good working partnerships to encourage learning. They make very good use of assistants to lead and guide pupils.
24. The good features in teaching include clear aims, work that is well planned and thoroughly prepared, and effective use of a variety of resources. Teachers employ a range of teaching methods. They question pupils carefully and give effective support to individuals.
25. In a very small number of lessons, teachers did not always use plenary sessions to summarise what had been learnt and instructions were not always clear.
26. The overall quality of systems for assessment and recording and the quality of annual reports for parents is good. The reports conform to statutory requirements. The school has portfolios for many subjects but much of the work in them is very out-of-date and little is assessed or moderated.
27. The school provides a stimulating and broadly balanced curriculum, which responds well to pupils' needs and interests. The school conforms to the requirements of the National Curriculum and religious education and the Desirable Outcomes for children aged under five.
28. Appropriate policies and schemes of work are used for all curriculum areas. Termly planning is detailed and clear. In the Early Years stimulating and challenging activities are planned both indoors and outdoors. Planning for the foundation phase is in place. However, in key stage 1, key skills are not promoted enough in planning.
29. Pupils benefit from a range of after-school activities which often incorporate aspects of the Cwricwlwm Cymreig. These include sport, computer club, drama, art, music and dance. The school participates in festivals with other local schools. A wide variety of visitors significantly augments pupils' understanding of the world around them, both near and far. However, no teachers have undertaken visits to other organisations or undertaken industrial or commercial placements to enrich the curriculum.
30. The overall provision for pupils' spiritual, moral, social and cultural development is good. Spiritual values are enhanced significantly through collective worship and religious education. Teachers ensure that pupils respect moral values such as truth and justice and wholesome moral values are promoted regularly.
31. The quality of care, guidance and support is good with outstanding features in the provision for pupils with SEN and the promotion of equal opportunities. The school provides a safe, caring and supportive environment for all pupils. Teachers work hard and effectively to make pupils feel happy and valued.

The good relationships between pupils, their teachers and each other, contribute to highly effective teaching and learning.

32. The provision for pupils with SEN is outstanding and closely reflects the guidance of the SEN Code of Practice (CoP) for Wales. The SEN register is a well organised, operational document with pupils added to or removed from it as their needs are identified or sufficient progress has been made.

### **Leadership and management**

33. The overall quality of leadership and management is good. The school's leadership is characterised by:
- the well organised leadership of the head teacher;
  - the skilled leadership of provision for pupils with SEN;
  - the strength of subject coordination;
  - the good quality of governance provided by the governing body; and
  - the very good quality of self-evaluation.
34. The school has a clear sense of its own educational direction. The essence of the school's effectiveness is in the excellent teamwork between senior managers and governors, teachers, learners and teaching assistants.
35. The leadership provided by the head teacher is very good. She is successfully leading the school through a period of change and improvement. Her management is inclusive and motivational.
36. The school's self-evaluation processes and planning for improvement are good with outstanding features. The self-evaluation process is very inclusive of all the school's stakeholders and the self-evaluation report is concise, thorough, incisive and accurate.
37. Leaders and managers ensure that there are sufficient qualified and experienced members of staff who are well trained and deployed for the number of pupils on roll.
38. The school makes good use of its accommodation. Leaders and managers have spent money wisely, investing in improvements and repairs, not only to the building but also to the school playgrounds. Nevertheless, there is a continuing need for refurbishment in such an old building and it is an ongoing pressure upon the school's finances.
39. Good use is made of available resources. These are good in quantity, quality and range in most subjects. Only one class has an interactive whiteboard which pupils and members of staff use confidently. Many pupils use the well stocked library. All classrooms have at least two computers but there is no computer suite. Teachers make good efforts to ensure that available resources are used to the maximum effect.

40. The school has made good progress since its last inspection. The quality of teaching is now consistently good or better with no teaching being of less quality than that. The overall standards pupils achieve are good, the quality of care and guidance is outstanding, the quality of leadership and management are good and self-evaluation is outstanding. Overall, the findings of the inspection team match the school's judgments about future development in its self-evaluation report. This school gives good value for money.

## Recommendations

41. The head teacher, staff and governing body now need to:
- R1** Improve standards in the use of information technology and, as funds allow, continue to refurbish the internal and external accommodation;
  - R2** review and update moderated portfolios of pupils' work in all subjects in a planned cycle of development;
  - R3** Improve links with the world of work and teachers' links with commerce and industry.

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

42. The overall standards pupils achieve are good with no important shortcomings. The findings of the inspection team agree with those of the school in its self-evaluation report.

#### Grades for standards for the under fives

Area of learning	Year group	
	Nursery	Reception
Language, literacy and communication	2	2
Personal and social development	1	1
Mathematical development	1	1
Knowledge and understanding of the world	1	1
Creative development	1	1
Physical development	1	1

43. Most children enter the Nursery class with attainments slightly below those expected for their age. Over time, pupils, including those with SEN and those in vulnerable or challenging circumstances, make good progress in their learning.
44. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils make good progress towards the Desirable Outcomes for Children's Learning. Children aged under five make good progress in the key skills of speaking, listening, reading, writing, numeracy and ICT. They also make good progress in their personal and social development.

#### Grades for standards in subjects inspected in key stage 1

Subject	Key Stage 1
Mathematics	2
Information technology	3
Geography	1
Music	2
Religious Education	2

45. Standards have improved in many subjects since the last inspection. In the 22 lessons inspected, the grades awarded for standards achieved were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	81%	0%	0%	0%

46. This shows that in 100 per cent of lessons standards are at least good with no important shortcomings. This is well above the 2007 target set by the Welsh Assembly government for standards to be at least good in 65 per cent of pupils' work and 98 per cent at least satisfactory. Standards of achievement in 19 per cent of pupils' work have outstanding features.
47. In 2006, the key stage 1 results, collectively, for the proportion of pupils attaining at least level 2 in English, mathematics and science together was six points above the national average. The standards achieved in English were well above the national average. Standards achieved in mathematics were in line with the national average and standards in science were a little below the national average. In English, the school's results were in the top 25 per cent of similar schools, whilst in mathematics and science the school's results were below the average achieved by similar schools. Standards have risen in the core subjects in the last year.
48. In 2006, the key stage 1 results, collectively, for the proportion of pupils attaining at least level 2 in English, mathematics and science together was in the top 50 per cent of similar schools and 5.4 per cent above the national average.
49. In the subjects chosen for inspection, standards of achievement have been maintained in the early years, mathematics, information technology, geography and religious education and have risen in music. Boys achieve similarly to girls.
50. Learners progress very well in their personal, moral, social and wider development. From Nursery to year 2, they make good progress in developing their personal and social skills. Many pupils have a sense of ownership and responsibility to the school, its environment and their community. The school has a strong sense of a nurturing family and its ethos encourages pupils to care for individuals and to appreciate other people's values.
51. Pupils' standards and progress in speaking are good and in listening are good. Standards in reading, writing and numeracy across the curriculum are also good. Pupils achieve well in the use of incidental Welsh throughout the school.
52. Standards in the use of information technology have good features but also some shortcomings. Pupils in year 1 and year 2 do not have enough experience of using interactive whiteboards for a range of different activities in the full range of subjects because the school is under resourced in this facility. Because the school does not have enough computers, pupils' skills in key stage 1 are below average in the use of IT software in a range of subjects.
53. Pupils achieve well, when collaborating on creative and problem-solving activities. Those who are more able achieve their potential often.
54. Pupils are well behaved, considerate and courteous and this contributes positively and constructively to the quality of life in the school. They show

respect for all members of staff, each other and their school environment. Pupils enter and move around the school in an orderly and purposeful manner settling into their classroom areas quickly. Their developing self-confidence helps them take responsibility for their own attitudes and behaviour.

55. Pupils understand what is expected of them and agree that good behaviour is recognised and regularly rewarded at weekly parents' assemblies. They respond positively to these expectations. There are very few reports of incidents of bullying, racism or other inappropriate behaviour and there have been no exclusions of pupils during the last 12 months.
56. The average level of attendance is 95 per cent. This is higher than the Unitary Authority (UA) average and the national average. It is also higher than the average for similar schools (based upon free school meals entitlement).
57. Registers are completed appropriately and quickly at the start of the morning and afternoon sessions. There are no variations in attendance levels across the school or throughout the year. Pupils are punctual at the start of the day and throughout the school day, allowing sessions to start promptly. The school takes appropriate account of the requirements of National Assembly of Wales Circular 3/99.
58. Members of the local community make occasional visits to help pupils' knowledge and understanding of the world of work. Teachers also help by having discussions in assemblies about the origins of a range of farm produce.
59. Pupils serve the community by supporting a small range of initiatives. Their visits to local places of interest enhance their learning experiences and increase their understanding of the Colwyn Bay community.

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

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

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

60. The findings of the inspection team match the judgment made by the school in its self-evaluation report that the overall quality of teaching is good.
61. In the lessons observed, the quality of the teaching was as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
21%	79%	0%	0%	0%

62. Teaching shows at least good features in 100 per cent of lessons. Within this proportion, 21 per cent has outstanding features, which is well in excess of the national average. This is also in excess of the current national target of 79 per cent of teaching to be graded 1 or 2.

63. Teachers and their support staff have a good knowledge of the requirements of the National Curriculum and religious education and of the Desirable Outcomes for children under five. There is a good working relationship between teachers and learners. All pupils are treated fairly.
64. Where teaching is outstanding, it is characterised by the following features. Teachers take advantage of every opportunity to develop cross-curricular themes. They encourage pupils to work independently and to make their own decisions. They foster good working partnerships to encourage learning. They make very good use of assistants to lead and guide pupils.
65. The good features found in teaching include clear aims, work that is well planned and thoroughly prepared, and effective use of a variety of resources. Teachers employ a range of teaching methods. They question pupils carefully and give effective support to individuals. Teachers often share objectives with pupils at the beginning of lessons and reinforce them at the end.
66. In a very small number of lessons, plenary sessions do not always summarise what had been learnt and instructions were not always clear.
67. Teachers are good, bilingual role models. They make effective use of Welsh as a second language informally during the school day.
68. The quality of systems for assessment and recording and the quality of annual reports for parents is good. The reports conform to the statutory requirements.
69. Detailed records are kept of the progress of children under five. Initial assessments are carried out accurately. Teachers make effective use of criteria and photograph children's achievements in the six areas of learning. Teachers collate purposeful notes in booklets on each child aged under five to assess and monitor progress.
70. Individual assessment records in years 1 and 2 are appropriately detailed and manageable. Pupils' progress is closely monitored. Teachers keep collections or portfolios in many subjects but they are not assessed, moderated or updated in a planned cycle. Some of them are very out of date.
71. Pupils' work is marked regularly but some comments do not help them to improve their work. Teachers comment verbally to ensure that pupils are aware of the standards they achieve. Targets are set for all pupils and they are linked to their current performances. Three open evenings are arranged for parents during the school year to discuss their children's progress. Parents value these meetings highly.

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

<b>Grade 2: Good features and no important shortcomings</b>
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72. The findings of the inspection team do not match the judgment of Grade 1 awarded by the school in its self-evaluation report. Inspection evidence showed that key skills are not promoted enough in the planning.
73. The school provides a stimulating and broadly balanced curriculum, which responds well to pupils' needs and interests. The school conforms to the requirements of the National Curriculum and religious education and the Desirable Outcomes for children aged under five.
74. Appropriate policies and schemes of work are used for all curriculum areas. Termly planning is detailed and clear. It ensures progression and continuity in pupils' learning throughout the school. Appropriate activities and tasks are provided for pupils at different levels of development in every class. In the Early Years, stimulating and challenging activities are planned both indoors and outdoors.
75. Planning for the foundation phase is in place. However, in key stage 1, key skills are not promoted or planned for enough in planning.
76. Teachers organise good opportunities for learning outside school to enhance the curriculum. These include visits to places of educational interest. Visitors to school also help extend pupils' learning experiences, as do the work they complete at home.
77. The promotion of pupils' spiritual, moral, social and cultural development is good. Spiritual values are enhanced significantly through collective worship and religious education. Teachers ensure that pupils respect moral values such as truth and justice. Wholesome moral values are promoted regularly. Pupils collect regularly for good causes, such as for people in under developed areas of Africa. The school puts much emphasis upon its value as a large, extended family. Pupils gain a good understanding of the cultural, religious and economic diversities present in different parts of the world. Class discussions and assemblies reinforce the importance of living together amicably.
78. The partnership with parents is good. Parents are generous in the time and financial support they give to the school. The school gives good attention to education for sustainable development. Pupils help recycle paper and they have created a compost heap. Pupils' awareness of global citizenship is good. They have a good understanding of life in Australia, for example, through regular e-mail contacts with Australian citizens.
79. Teachers foster pupils' bilingual skills well. They use the Welsh language constantly from day to day. All pupils respond positively and make good efforts to use Welsh outside their lessons.
80. Teachers promote the *Cwricwlwm Cymreig* with vigour. They place good emphasis on the heritage of Wales and give pupils many opportunities to contribute to and learn about Welsh culture.

81. Pupils have equal opportunities to participate in all activities. They feel they are respected and valued. They share a mutual respect and enjoy a civilised ethos.
82. The school is an integral part of the community and has good links with parents. Many parents enthusiastically support school events and the Parents and Teachers Association (PTA) raises valuable funds for the school. Parents are able to attend three parents' evenings per year to review and discuss their child's progress.
83. The school has good links with other infant schools in the cluster group and the feeder junior school. The school provides work experience placements for a number of secondary school pupils.
84. Links with a teacher training college and a local college are well established. Trainee teachers are often placed at the school and mentored by members of staff.
85. Vocational topics in the PHSE programme help provide pupils with some work related education. Apart from a small number of sponsorship arrangements there are very few partnerships or formal links with employers or local industry and the current provision of effective work related education experiences is limited.
86. No teachers have undertaken visits to other organisations or undertaken industrial or commercial placements to enrich the curriculum.
87. A number of year 6 pupils helped run a second hand bookstall at the school fair to raise funds. Overall, though, pupils do not have enough opportunities to develop their entrepreneurial skills.

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

<b>Grade 1: Good with outstanding features</b>
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88. The findings of the inspection team match the judgment awarded by the school in its self-evaluation report.
89. The quality of care, support and guidance provided for pupils is an outstanding feature of school life. The school is a caring and inclusive community where all members of staff recognise the individual needs of pupils. Pupils feel that they are supported and they can turn to all adults in school for help.
90. In this supportive environment, the school provides valuable experiences that enhance children's lives and give them valuable life skills and a feeling of well being. Teachers help pupils to feel good about themselves and happy to come to school. The school works closely with parents, carers and the local education authority (LEA) support service on issues relating to pupils' welfare and safety.

91. The arrangements for introducing children into the nursery are good. Many of the children joining the nursery already know each other having attended the school's playgroup. A useful starter pack provides parents with information about the school and its routines. Parents and children soon get to know each other and become familiar with the way the school operates. Children soon settle into the school and make friends. Arrangements to settle pupils in who join at a later stage are equally good.
92. Parents praise the welcome they receive in school, the weekly assemblies they attend, the regular correspondence they get and the numerous opportunities to discuss their children's progress.
93. The school makes good provision for the healthy development, safety and well-being of all pupils. Health and safety issues are properly addressed. Fire, electrical and other equipment are regularly checked. There are good day to day systems in place to deal with any pupils who have an accident or who feel unwell. The school regularly reviews and updates pupils' contact details.
94. Good procedures and systems, based on LEA and Estyn recommendations, are in place for child protection. The head teacher is the nominated child protection officer and ensures that all members of staff get regular training. The school is vigilant for the signs that a child may need further protection. It has a good system to record the Criminal Records Bureau (CRB) disclosures of all adults who have contact with pupils. The very effective child protection arrangements are well documented and known to all who work at the school. The head teacher ensures that members of staff receive regular training to enable them to recognise possible signs and symptoms of abuse. The governing body is similarly well-prepared and a designated governor monitors this aspect of school life.
95. The school does not have a school council.
96. The provision for pupils with SEN is very good and conforms to the statutory requirements of the SEN Code of Practice. The school cooperates very effectively with parents, LEA agencies and the local receiving primary school.
97. Pupils with SEN are identified at an early age and a detailed watch is kept on their progress. There are seven pupils with SEN, one with a formal statement of SEN, four on school action plus and two on school action. These pupils receive good support from teachers, classroom support assistants and NNEB assistants. This contributes significantly towards their personal development.
98. The work of the SEN coordinator is one of the outstanding features of the school's provision. She has a detailed knowledge of pupils' needs and works closely with other staff to ensure that pupils get full access to the curriculum and to all school activities.
99. There are good individual educational plans (IEP) for every pupil with SEN. The specific learning targets correspond appropriately to pupils' individual

- needs. These pupils have suitable tasks and good support during lessons and they make good progress.
100. The designated SEN governor undertakes her duties very conscientiously. She is well informed about the school's situation and works closely with the SEN co-ordinator.
  101. Teachers consistently apply sensible behaviour and anti-bullying policies throughout the school. Bullying is not tolerated. The rare incidences of oppressive behaviour are appropriately recorded and effectively dealt with. In discussion, pupils indicated that bullying was not a problem in the school and they knew what to do if they saw any such incident. There is good support for the few pupils whose behaviour might impede their own or other pupils' progress.
  102. The school recognises the diversity of pupils' backgrounds and all are treated equally, with dignity and respect. The ideas of fairness and equal opportunity for all underpin all aspects of the school's work. Boys and girls are given the opportunity to participate in all school activities including extra curricular clubs.
  103. Pupils' understanding of diversity and the value of contributions made by others from a wide range of backgrounds and cultures are well developed. Representatives of other faiths and customs have visited the school, talked to children and have helped in developing pupils' appreciation and understanding of the diversity of modern life.
  104. Pupils behave well in and around the school and this can be largely attributed to the school's strong moral ethos, which is supported by an effective system of rewards and sanctions. Simple school rules are prominently displayed in classrooms and are clearly understood. Teachers deal with minor behavioural difficulties quickly and effectively. In discussion, pupils indicate that incidents of oppressive behaviour are rare, but understand the necessity to report any such incidents to a responsible adult immediately. No pupils were excluded in the twelve months prior to inspection.
  105. The school has a single storey layout which caters adequately for the physically disabled. Wheelchair-bound pupils would have access to most areas but there are no toilets for the disabled. The school meets the requirements of the Disability Discrimination Act.

### **Key Question 5: Leadership and management**

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

106. The overall quality of leadership and management is good. The findings of the inspection team match those of the school in its self-evaluation report.
107. The school's leadership is characterised by:

- the well organised leadership of the head teacher;
  - the skilled leadership of provision for pupils with SEN;
  - the strength of subject coordination;
  - the good quality of governance provided by the governing body; and
  - the very good quality of self-evaluation.
108. The school has a clear sense of its own educational direction. The essence of the school's effectiveness is in the excellent teamwork between senior managers and governors, teachers, learners and teaching assistants.
109. The leadership provided by the head teacher is very good. She is successfully leading the school through a period of change and improvement. Her management is inclusive and motivational. She has succeeded in reshaping and retaining a team with a strong morale. The head teacher gives a clear sense of direction to the school's work and is closely involved in its life at many levels. She shares with other teachers and pupils a commitment to improvement.
110. Senior managers support student teachers well and induction procedures for members of staff new to the school are very good. The school takes good account of national priorities, local partnerships and cluster arrangements.
111. The school helps develop the expertise of both teachers and teaching assistants in a highly inclusive way. Performance management procedures successfully promote teachers' continuing professional development. The school's leaders keep a good balance between meeting the professional needs of individual teachers and achieving its educational priorities.
112. The overall quality of subject coordination is good with no important shortcomings. The work of subject coordinators is reflected in the good standards pupils achieve. Subject coordinators have been closely involved in policy making and have designed and implemented carefully thought out schemes of work.
113. The governing body is very committed to the school and the chair of governors provides a strong lead. Governors are well informed of the needs of the school through their own involvement and by regular meetings with members of staff. They are successful in helping to set the school's strategic direction through their work in setting and costing targets for improvement in the school development plan (SDP).
114. Governors make regular visits to the school and have formal links with subject coordinators and members of staff with other areas of responsibility. They keep records of their monitoring visits and some governors take a very close interest in particular areas, such as SEN. Newly elected governors are developing their roles in liaising with relevant subject leaders and monitoring the quality of education and standards of achievement well. The governing body meets all regulatory and legal requirements.

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

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

115. The findings of the inspection team differ from those of the school in its self-evaluation report, as inspectors felt that the school's self-evaluation had outstanding features and upgraded the judgement accordingly.
116. The self-evaluation process is very inclusive of all the school's stakeholders and the self-evaluation report is concise, thorough, incisive and accurate.
117. This is a school which is committed to improving standards and has successfully developed very good self-evaluation procedures. These have been instrumental in the progress it has made since its last inspection.
118. The findings of the inspection team were in line with five of the judgements made by the school about the seven key questions in its self-evaluation report and within a grade of the other two. Governors, members of staff and LEA advisers were involved in the development of the self-evaluation report. Self-evaluation arrangements are rigorous, systematic, and based on first hand evidence. Pupils do not have opportunities to make their views known through their representatives on the school council because there is no such body.
119. The head teacher regularly monitors and evaluates the quality of teaching and learning, and subject coordinators are also closely involved in this process. Coordinators also take in pupils' work and interview pupils to assess the outcomes of teaching on a regular basis.
120. Performance management and appraisal procedures are of good quality. Teachers receive in-service training and education of high quality.
121. The quality of planning for improvement is very good as shown by the school's improvement since its last inspection. The school assesses its strengths and its areas for improvement through a clear and well composed SDP. This notes the school's needs and responsibilities well, financial implications and timescales being stated clearly. It is a useful working document with specific, measurable success criteria.
122. The head teacher and governing body ensure that good resources are provided to achieve key targets. Governors, teachers and teaching assistants are closely involved in planning for improvement and their views are carefully considered. The head teacher monitors teaching carefully and has an accurate picture of the staff's many strengths and few areas for improvement.
123. The school has made good progress since its last inspection. The quality of teaching is now consistently good or better with no teaching being satisfactory. The overall standards pupils achieve are good, the quality of care and guidance is outstanding, the quality of leadership and management

are good and self-evaluation is outstanding. Overall, the findings of the inspection team match the school's judgments about future development in its self-evaluation report.

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

<b>Grade 2: Good features and no important shortcomings</b>
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124. The efficiency with which leaders and managers use resources is good. The findings of the inspection team match those of the school in its self-evaluation report.
125. This school gives good value for money. It is well staffed by appropriately qualified and experienced teachers and makes good use of their specialisms, interests and expertise. A strong feature is the strength of teamwork which exists between teachers and their teaching assistants. Skilled teachers and teaching assistants work effectively with small groups or individuals, and play a full part in the planning and assessment of activities to help pupils progress.
126. The provision for the professional development of teachers, teaching assistants and ancillary staff is good. A programme for continuous professional development directly linked to the school's priorities is securely in place. In-service training and its dissemination are effective and have made a good impact on standards. The performance management system is thorough and closely linked to both the SDP and the professional needs of teachers. Support staff get good opportunities to develop further their skills.
127. The school organises its planning, preparation and assessment (PPA) time well using the expertise of an additional teacher. This is carefully monitored and evaluated by the head teacher, as is the impact of workforce remodelling, and contributes directly to the raising of standards.
128. Administrative support is effective and the school runs smoothly. The caretaker, cleaners and catering staff are valued members of the school team and make an important contribution to the school's caring ethos.
129. The small number of skilled and trained support staff work closely with the Nursery and Reception teachers in classrooms and when children play outdoors. A group of parents regularly help in year 1 and year 2 classes and this is greatly appreciated.
130. Overall, the school has a good level of learning resources in most subjects and they are well organised. The library has a varied range of texts which are in good condition. Additional books and interesting artefacts are stored in classrooms and common areas.
131. The school has a small number of personal computers and one interactive white-board for children in the early years. Teachers use these skilfully to support pupils' learning. There are, though, no interactive whiteboards in year

1 or year 2 and no central bank of computers. Overall, the IT equipment is insufficient to fully promote pupils' IT capability.

132. Teachers and pupils make good use of the school's good outdoor facilities. Pupils use the hard surfaced and grassed playing areas for a range of games. The school site is secure. All gates are closed and external doors are locked during the school day to prevent unauthorised access. Pupils use a small section of the grassed area to improve their gardening skills.
133. The classrooms are located in a 130 year old building which often needs urgent repairs to the roof, some windows and the heating system. The size of each classroom is adequate for the number of pupils on roll. Overall, teachers make very good use of the accommodation available. The colourful and informative displays on classroom and corridor walls greatly enhance the learning environment. The caretaker maintains the premises as best he can. Nevertheless, there is a continuing need for refurbishment in such an old building and it is an ongoing pressure upon the school's finances.

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

### **Under 5s**

134. The provision for children aged under five is appropriate for their needs and pupils make good progress towards the Desirable Outcomes for children's learning. Children receive a wide range of interesting and purposeful activities for their development. Good and constant use is made of the outside area which gives them rich experiences so that they develop essential skills in the six areas of learning.

### **Language, literacy and communication**

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

135. Most children listen well to whole class and group presentations, stories and to their peers. They all respond positively to Welsh as their second language, and they show an increasing ability to understand and respond to simple instructions in Welsh.
136. All children receive regular and interesting opportunities to develop their spoken language and they make good progress. They enjoy role play and the reception children are particularly good at creating dialogue and presentations in the puppet theatre. All children display an interest in books. Nursery children are beginning to behave as readers. Reception aged children identify letters and their sounds and some familiar words. The most able can read simple books at their level of development. All children enjoy mark making in various situations. They overwrite and copy letters, words and simple phrases correctly. Individuals correctly and independently write their names and short simple sentences with a good understanding of correct letter formation.

## **Personal and social development**

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

137. Nursery aged children have established a very good relationship with their peers and with other adults. They enjoy taking part in various activities that promote play and sharing.
138. All children show good behaviour and confidence as they experiment and investigate in the various stimulating areas that are planned for them. They respond well to new cultural experiences.
139. Reception aged children are eager to learn. They concentrate very well on their tasks and cooperate easily when playing together. They learn about caring and friendship through the medium of appropriate stories and during morning collective worship.

## **Mathematical development**

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

140. Nursery children recognise their colours and classify objects according to set criteria very well. They quickly begin to recognise certain items of coinage. They count objects accurately and through relevant practical experiences they come to recognise and understand the value of numbers up to at least five. They can name some two dimensional (2D) shapes correctly and use mathematical language with very good understanding.
141. Reception aged children respond well and show an increasing understanding of mathematical ideas. They recognise and create a pattern accurately. They sort numbers in order well and count to at least ten with many individuals counting up to twenty and beyond. Through role play in the shop they quickly come to understand the function and value of money. They correctly recognise two-dimensional shapes and through practical activities they understand about using non-standard measures. They use a wide range of mathematical language correctly.

## **Knowledge and understanding of the world**

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

142. All children constantly show curiosity in experiences that are planned for them in the classroom and in the outside area.
143. Nursery children discuss the weather and observe and look after growing things that they planted themselves. Their observational skills are developing very well as they play in different purposeful activities such as sand, water and the dinosaur park. They speak enthusiastically about themselves, their families and homes and about people and their work. Through practical experiences they create models with different types of blocks and play imaginatively with small world equipment. They use the computer with increasing confidence and their skills are developing well.

144. Reception aged children name the days of the week and discuss the weather appropriately. They show outstanding investigative skills as they investigate puddles and soil. They respond very well when involved in an interesting sensory dark/light area. They show great skill when planning and creating a variety of products using a range of materials. They show empathy for children in Victorian schools. They describe the different kinds of houses they live in and in their locality and can note many characteristics of the buildings. Their ICT skills are good as they control the mouse to create pictures and move objects on the screen. They use programmable robots well. They control the brush skilfully as they create pictures on the interactive whiteboard.

## **Creative development**

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

145. Nursery children work most effectively with paint and other creative media and they use a variety of techniques with increasing ability. They produce interesting collages and 3D models. They use their IT skills well to create patterns and pictures.
146. All children enjoy singing and they sing a variety of songs and rhymes including Welsh songs that are appropriate to their age very well. They also join in the movements and accompany their singing with untuned instruments skilfully. Most keep the beat correctly. They experiment with different sources of sound as they play in the music corner.
147. Reception children compose a simple musical sentence very well. They follow a score correctly and with increasing confidence in order to perform a short rhythmic composition. Through various role play situations and group and whole class creative sessions they show outstanding imagination and confidence.

## **Physical development**

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

148. Nursery children use small apparatus with great dexterity. Their physical skills are developed further as they play with balls and other suitable equipment. They make appropriate use of space and control their bodies well as they make large and small movements in physical education. They display a very good level of control when playing with large toys.
149. Reception children develop their fine motor skills very well by working with appropriate equipment. Through physical education experiences they develop their ability to follow instructions and to move confidently with an increasing degree of control. Their experiences in gymnastics, games and playing with large toys and equipment enable them to make very good progress in the required skills.

## Shortcomings

150. There are no significant shortcomings in any area of learning.

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

151. Pupils in year 1 and year 2 use and apply their mathematical knowledge and skills well through a range of practical tasks and problem solving activities.
152. Throughout key stage 1, pupils' progress is usually good, often showing a visible increase in skills and knowledge. This clearly reflects the pattern over time.
153. Lower-attaining pupils and those with SEN make good progress in response to a high level of support and attention to individual needs.
154. Pupils' attitudes towards mathematics and their enjoyment of the subject have a positive impact on standards.
155. Pupils in years 1 and 2 understand the place value of each digit in a number and use this to order numbers up to 100 as well as to add and subtract two digit numbers. The more able can do this to 1000. They use mental calculation strategies well to solve number problems.
156. Pupils throughout the key stage have a good knowledge of the bonds between number, place value, shape, time and comparison of quantities. They are confident making estimations when dealing with different kinds of measurements.
157. Pupils know the names and properties of a good range of two-dimensional and three-dimensional shapes including the number of sides and corners of shapes such as hexagons and pentagons.
158. Pupils handle data confidently and present the findings of their investigations in an organised and tidy manner. They display a good understanding of mental mathematics strategies.
159. Pupils use calculators proficiently when checking answers and use ICT appropriately to carry out tasks requiring the graphical representation of data. They draw conclusions with increasing accuracy.
160. Pupils' records are orderly and set out appropriately. Their books show that they complete a good quantity of work.

### Shortcomings

161. There are no important shortcomings.

## Information technology

### Key stage 1: Grade 3 Good features outweigh some shortcomings

#### Good Features

- 162. Pupils learn to use computers to communicate and handle information. They occasionally use a digital camera well to record their work.
- 163. They program a robotic toy to move backwards and forwards and make angled turns. They develop their understanding of mathematics as well as IT through learning how to control this robot.
- 164. Pupils develop a number of basic skills such as executing program commands, saving their work, using the mouse and pointer, and operating a number of facilities on the tool bar such as the fill tool, the spray and the pen.
- 165. They use a digital mouse, icons and the screen pointer competently. They draw patterns to good effect. They create and print simple sentences.
- 166. Pupils with SEN make progress with the help of learning support assistants.
- 167. Most pupils can open their own files in sub-directories bearing their names successfully.
- 168. Pupils in year 2 use electronic mail skilfully to send and receive letters to citizens in Australia.

#### Shortcomings

- 169. Pupils in year 1 and year 2 do not have enough experience of using interactive whiteboards for a range of different activities in the full range of subjects because the school is under-resourced in this facility.
- 170. Key stage 1 pupils do not develop their IT skills enough in a broad range of areas of learning.

## Geography

### Key stage 1: Grade 1 Good with outstanding features

#### Good and outstanding features

171. Pupils develop an outstanding knowledge of their own environment and are aware that they are part of a wider world. They really enjoy learning about their locality and feel proud to be in Wales and living in Colwyn Bay.
172. Pupils have an outstanding knowledge of the native creatures who live in Australia and talk avidly about the habitats and features of different marsupials, such as the wombat, the kangaroo and the quokka. They have also learned much about Australian insects such as the red backed spider.
173. Key stage 1 pupils study their immediate environment and name some of the physical features. Their understanding of mapping begins early. They draw a plan and know how to interpret maps of their school and its play areas. They draw the route they take from school to Victoria Pier accurately.
174. They know the different forms of transport in the area and carry out surveys of how they get to school. Pupils are becoming aware of the basic services in their locality and visit the library, other local schools and the park.
175. Most pupils are familiar with specialised geographical vocabulary. They name a number of different countries of the world. Pupils use a range of resources such as artefacts, photographs and the Internet to compare and contrast their lives and their environment with those of others in the world. They work independently or in groups to write accounts using good geographical vocabulary.
176. Pupils are keen to look after the environment inside and outside the school. They have a mature approach as to how they can contribute to the community by looking after it. No litter was seen during the inspection and pupils reported that this is usually the case. They have a growing awareness of environmental issues and of the negative effect that some changes can have. They value the wildness of the natural world.

### **Shortcomings**

177. There are no shortcomings.

<b>Music</b>
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<b>Key stage 1: Grade 2: Good features and no important shortcomings</b>
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### **Good features**

178. Pupils know a variety of English and Welsh songs suitable for their age and level of development. The quality of their singing in English and Welsh is good.
179. The great majority of pupils can name tuned and untuned instruments correctly. They accompany their singing on the instruments and maintain a steady beat.

180. They are aware of rhythmic patterns. They imitate and repeat given rhythms and perform by following a graphic score accurately. They use a computer programme successfully to compose musical patterns.
181. Pupils compose interesting compositions in response to a stimulus using various sources of sound. They follow their compositions correctly from a graphic score showing understanding of some musical elements in their performance.
182. When listening to music they describe and express opinions simply. They name some composers and performers, including Welsh performers, and they are aware of some Welsh folk songs.
183. Pupils regularly take part in concerts and musical workshops and this contributes well to their musical development.

### **Shortcoming**

184. Pupils are not able to discuss and appraise their own performances and compositions sufficiently well.

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

185. Pupils have a good knowledge about stories from the Bible and can retell them well. They differentiate between the Old Testament and the New Testament. They are aware that the Bible is a holy book and that the Jewish Torah is also a special holy book.
186. Pupils discuss Judaism simply, drawing attention to some of its practices and naming specific artefacts.
187. Pupils compose a range of their own prayers that arise from their personal experiences. Individuals know that prayer means speaking to God.
188. They have a good awareness of places of worship. They describe clearly the main features of a church together with some of the rites such as baptism and its significance. They have a good knowledge of some of the main festivals of the church and the significance of important days.
189. Pupils know stories that are relevant to the religious stories of Wales, such as that of William Morgan and they retell them clearly.
190. They show a good understanding of principles such as friendship, care for others and for the world around them. They discuss them effectively. They work enthusiastically to create their own simple poems offering original and interesting ideas based on specific religious topics.

191. Pupils take part in morning assemblies and collective worship. This contributes to their spiritual development and their understanding of other religions and cultures.

**Shortcoming**

192. Pupils' ability to express opinions on religious issues is insufficient and some lack an understanding of religious artefacts.

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

We are very pleased that the inspection findings recognise that we have maintained high standards since our last inspection. The key lines are in paragraph 123. "The quality of teaching is consistently good or better. The overall standards pupils achieve are good; the quality of care and guidance is outstanding." We are proud that the inspection team found pupils' behaviour to be considerate and courteous, that they love learning and are happy to come to school.

The skill and dedication of the staff has been acknowledged and the excellent teamwork between the headteacher, staff and governors has been highlighted.

We are particularly pleased that the inspection team found that the overall quality of teaching has good features, some of which are outstanding. 100 per cent of the teaching in lessons observed was at least good, which is well in excess of the national average. Also, in 100 per cent of lessons, standards of achievement are at least good, which is well above the Welsh Assembly Government target of 65 per cent.

Parents will be pleased to note the many positive elements in the report and that the school is well led and managed and provides good value for money.

We thank the inspection team for the professional manner in which they conducted the inspection and we are confident that the team's findings were based on sound evidence and reflect accurately the work of the school.

We welcome the recommendations for further development. A copy of the school's action plan in response to the inspection findings will be sent to all parents. The governors' annual report to parents will report on the progress being made with the plan. We will continue to strive to improve the school building and the ICT equipment and build on the successes we have achieved.

## Appendix 1

### Basic information about the school

Name of school	Conwy Road Infants School
School type	Nursery and Infant
Age-range of pupils	3 - 7
Address of school	Conway Road, Colwyn Bay Conway
Postcode	LL29 7LS
Telephone number	01492 530876

Headteacher	Mrs Lindsey Pinder
Date of appointment	February 2005
Chair of governors	Mrs Eirian Davies
Registered inspector	Mr Rob Isaac
Dates of inspection	8 <sup>th</sup> to 10 <sup>th</sup> May 2007

## 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 (fte)
Number of pupils	7.5	15	18	18	NA	NA	NA	NA	58.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	3	3.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil: adult (fte) ratio in nursery classes	5:1
Pupil: adult (fte) ratio in special classes	NA
Average class size, excluding nursery and special classes	17
Teacher (fte): class ratio	1: 1.7

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006	92	96	95
Autumn 2006	89	96	95
Spring 2007	92	87	95

Percentage of pupils entitled to free school meals	24%
Number of pupils excluded during 12 months prior to inspection	Nil

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:					21
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	5	0	77	18	
		National	0	4	12	64	20	
En: reading	Teacher assessment	School	0	5	0	64	32	
		National	0	4	14	56	26	
En: writing	Teacher assessment	School	0	5	0	77	18	
		National	0	5	14	69	12	
En: speaking and listening	Teacher assessment	School	0	5	0	82	14	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	5	9	73	14	
		National	0	2	10	63	24	
Science	Teacher assessment	School	0	5	9	68	18	
		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	86.3%	In Wales	80.9%

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

## Appendix 4

### Evidence base of the inspection

Four inspectors spent a total of seven inspector days in the school and met as a team before the inspection started.

The inspectors visited:

- 22 lessons or parts of lessons;
- all classes;
- three acts of collective worship;
- a range of extra curricular activities.

Members of the inspection team had meetings with:

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

The team considered carefully:

- the school's self-evaluation report;
- 30 responses to a questionnaire for parents;
- documentation provided by the school before and during the inspection;
- a range of pupils' past and present work.

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

## Appendix 5

### Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr R Isaac	Registered Inspector	Summary and Context Key Question 1 Key Question 5 Key Question 6 Report-editing	Mathematics Information Technology Geography
Mr K Jones	Lay Inspector	Contributing to:  Key Question 1 Key Question 3 Key Question 4 Key Question 7	
Mrs R Huws-Roberts	Team Inspector	Contributing to:  Key Question 2 Key Question 3 Key Question 4	The Early Years Music Religious Education
Mrs L Pinder	Nominee	Contributing to all key questions	

### **Acknowledgement**

*The visiting inspectors wish to thank the head teacher, the governors, all the staff and the pupils for the cooperation and courtesy they received during the inspection.*

**Inspection Contractor:**  
 Lincolnshire Inspection Team  
 37 Park Drive,  
 GRIMSBY  
 North East Lincolnshire  
 DN32 OEG