

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Ysgol Cystennin  
The Old Highway  
Mochdre  
Colwyn Bay  
Conwy  
LL28 5AU**

**School Number: 662/2269**

**Date of Inspection: 13 – 15 June 2005**

**By**

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5539**

**Date: 20 July 2005**

**Under Estyn contract number: T/207/04P**

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Ysgol Cystennin was inspected as part of a national programme of school inspection. The purpose 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 more information about 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 Ysgol Cystennin took place between 13 and 15 June 2005. An independent team of inspectors, led by Glyn Gaskill 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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                             |

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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. The school is situated in the village of Mochdre, Colwyn Bay. The school provides for boys and girls aged 7 to 11 years. The number of pupils on roll is 79. The socio-economic background of the area is described as below average, overall. Thirty-five per cent of the pupils have free school meals entitlement which is well above the all-Wales average of 19 per cent. Pupils enter the school from the associate infants' school with broadly average standards. Many pupils, about 30 per cent, join from other schools during the school year. The majority of these late entrants to the school have a range of special needs. The school has pupils from a wide range of ability. There is a relatively high number of pupils, some 49 per cent, with special educational needs including six pupils with statements, or the equivalent, for their special educational needs. The home language of all pupils is English. No pupils have Welsh as a mother tongue.
2. The school was last inspected in May 1999. Since the last inspection there have been two head teachers in post. The present head teacher took up his post at the start the term of the current inspection. The school had an acting head teacher in the previous term. The school has received the *Basic Skills Quality Mark* and awarded as an *Investor in People*.
3. The school aims to create a friendly and caring atmosphere where pupils can develop as confident individuals who are able to achieve to the best of their ability and who are aware of the needs of others.

### The school's priorities and targets

4. Priorities for improvement include:
  - developments in six subject areas;
  - significant improvements to accommodation;
  - extend learning resources, particularly in literacy and information and communications technology.

## Summary

5. Ysgol Cystennin is a good school with particular strengths in the respect and value it places on individual pupils. It is held in high regard by the community. Good progress has been made since the last inspection. The inspection team agreed with nearly all the judgements made by the school.

### Table of grades awarded

6. The inspection team judged the school's work as follows:

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?	2
5. How effective are leadership and strategic management?	2
6. How well do leaders and managers evaluate and improve quality and standards?	3
7. How efficient are leaders and managers in using resources?	2

### Standards

7. Pupils' standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	95%	0%	0%	0%

8. Pupils' overall standards of achievement in these lessons are well above the Welsh Assembly Government's targets.

### Subjects

9. Standards of achievement in subjects are as follows:

Subject	Key Stage 2
English	Grade 2
Welsh second language	Grade 2
Mathematics	Grade 2
Science	Grade 2
Information technology	Grade 2
Design technology	Grade 2

continued

continued

<b>Subject</b>	<b>Key Stage 2</b>
History	Grade 2
Geography	Grade 2
Art	Grade 2
Music	Grade 2
Physical education	Grade 2
Religious education	Grade 2

10. Across the school, pupils make good progress and attain good standards in the key skills of listening, reading, writing, numeracy and using information and communications technology (ICT) across the curriculum. Pupils of all abilities are keen to contribute to discussions and respect the views of their classmates. In many subjects, pupils make good use of books and written information from the Internet to widen and apply their growing knowledge. Pupils write in a variety of styles and for different purposes, particularly in history. Numeracy skills are used well for data presentation and interpretation and making measurements in science, geography and design and technology.
11. Pupils' bilingual development is very good. Pupils have good standards in problem solving and creativity; this is shown particularly in science, mathematics, physical education, English and art.
12. In the 2004 National Curriculum assessments [SATs] at the end of year 6 for the core subjects of English, mathematics and science, pupils' attainment was securely in the highest quartile in comparison with schools having similar free school meals entitlement. In comparison with all schools, English is average with mathematics and science in the top quartile. There has been a marked upward trend in results over recent years, particularly since the last inspection. There is no significant difference in the achievement of boys and girls.
13. Overall, pupils are making good progress across the curriculum. Pupils with special educational needs make good progress and attain the challenging targets set for them.
14. Pupils take a good interest in their lessons and have positive attitudes to their learning. Pupils know what they have to do in lessons, take a pride in the presentation of their written work and get on well with the activities set for them. They are not always fully aware of what they need to do to improve.
15. Pupils are well aware of the diversities within society through their contributions to charities and the study of current world issues. Through their own contributions to the community, particularly through their music making, pupils have a positive attitude to citizenship.
16. Behaviour throughout the school is good. A very small minority have significant emotional and other problems which adversely affects their behaviour but this has minimal effect on the work of others. All pupils play

together well, sharing harmoniously, giving care and consideration for one another ensuring no one is left out. They have confidence in the staff to share any worries they might have.

17. Attendance is similar to the national and local average for all primary schools but much better than the average for primary schools with a similar free school meals entitlement. Punctuality is good.

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

18. In the lessons observed and graded, 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>
5%	86%	9%	0%	0%

19. The overall quality of teaching across the school is much better than the Welsh Assembly Government's targets. This is a good improvement since the last inspection.
20. Throughout the school, teachers and learning support assistants know the pupils very well. Planning for lessons is very thorough with learning support assistants and volunteer helpers having a very clear understanding of their roles. These aspects are outstanding for pupils with special educational needs.
21. Teachers make very effective use of ICT to stimulate learning. All teachers make very good use of incidental Welsh throughout the school day through questions and instructions.
22. There are several examples of teachers sharing precise and achievable learning objectives with pupils at the start of a lesson. Whilst this gives pupils a clear purpose to their lesson activities, these objectives are not consistently used. Pupils' work is regularly marked but does not give sufficient guidance as to how the pupils can improve.
23. The school has established very thorough assessment procedures for English and mathematics across the school. Procedures for other subjects are less well developed. A great deal of teachers' time is spent in writing a comment for each subject every term. The recording systems are not sufficiently linked to National Curriculum levels of attainment to give the school a clear picture of performance against national standards.
24. Pupils are very aware of their personal development target but their academic targets are less well known. The precision of these targets has improved considerably and is now realistic. The school effectively informs parents on their children's progress.

25. The school provides good opportunities for all pupils to learn well from a broad and balanced curriculum which meets statutory requirements. The curriculum is significantly enriched by the provision of extra-curricular activities which include a wide range of sport. All pupils have equal access to these areas of provision.
26. Pupils' understanding of the world of work, their involvement in the community and their spiritual, moral, social and cultural development are promoted well. There is outstanding provision for the development of bilingual skills.
27. Pupils' personal, social and health development are significantly promoted through the curriculum and by visitors to the school. Great emphasis is placed on care and consideration for others. Provision for sustainable development and global citizenship is adequate but at an early stage.
28. The quality of partnership with parents, the local community and other schools and colleges is good. Links with the feeder infant school have been greatly strengthened since the last inspection.
29. There is high quality care, guidance and support provided for pupils. The quality of provision for pupils with special educational needs is outstanding. The school has done much to make the entrance area to the school safe but there is still a risk from cars parked too near to the school gate. There is a strong, effective central principle of including all pupils in everything the school offers.

### **Leadership and management**

30. The head teacher provides very good leadership. He leads by example in his teaching and full commitment to all pupils' well-being. The senior teacher makes a considerable contribution to the management of the school. The head teacher and senior teacher work together very well.
31. There is a very positive sense of common purpose shared by all staff and governors to provide the best for pupils. The school takes good account of national priorities such as providing equal opportunities, fighting disadvantage and promoting health.
32. All staff have a clear understanding of their duties and benefit from continuing professional development. The governing body is well organised, fully committed to doing its best for the school and the community and meets its statutory duties well.
33. The school is self-critical of its performance and always looking for ways to improve. However, it does not have an established, formal system where the views of staff, governors, parents and pupils are brought together and then prioritised into a plan for action.

34. The school development plan is clearly laid out and, correctly, concerns itself with raising standards and improving accommodation. It does not sufficiently state when action is to be taken consider measurable outcomes and is loosely linked to the budget.
35. The school has an adequate number of well qualified teachers. The part-time and temporary learning support assistants were on duty throughout the inspection and provided needed support. It was not possible to observe how the school copes with a reduced level of support.
36. Daily administration and routines are carried out very smoothly. Lunchtimes are pleasant social affairs. Cleaning staff work hard but there are areas of the school which are too difficult to maintain to the positive standard the school wants.
37. Best use is made of the available accommodation but there are several limitations of which the school is well aware.
38. The school has made good progress since the last inspection. Overall, the school provides good value for money.

## Recommendations

39. In order to improve the school needs to:

- R1 Further develop systems for assessment which are manageable and effective in raising standards.
- R2 Establish a clear cycle for self-evaluation, planning for development and the evaluation of outcomes.
- R3 Continue to improve the accommodation.\*

\* The school has identified accommodation as an area for improvement.

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

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

41. Pupils' standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	95%	0%	0%	0%

42. Pupils' overall standards of achievement in these lessons are well above the Welsh Assembly Government's targets which are 95 per cent of standards to be a grade 3 or above and 50 per cent to be grade 2 and above.

43. Standards of achievement in subjects are as follows:

Subject	Key Stage 2
English	Grade 2
Welsh second language	Grade 2
Mathematics	Grade 2
Science	Grade 2
Information technology	Grade 2
Design technology	Grade 2
History	Grade 2
Geography	Grade 2
Art	Grade 2
Music	Grade 2
Physical education	Grade 2
Religious education	Grade 2

44. Across the school, pupils make good progress and attain good standards in the key skills of listening, reading, writing, numeracy and using ICT across the curriculum. Pupils of all abilities are keen to contribute to discussions and respect the views of their classmates. They ask relevant questions and make thoughtful contributions. In many subjects, pupils make good use of books and written information from the Internet to widen and apply their growing knowledge. Pupils write in a variety of styles and for different purposes, particularly in history. Numeracy skills are used well for data presentation and interpretation and making measurements in science, geography and design and technology. Pupils are very competent in the use of ICT in many subjects. They apply and build upon their knowledge and understanding through their own use of computers or through class use of interactive whiteboards.

45. Pupils' bilingual development is very good. Standards in problem solving and creativity are good, particularly in science, mathematics, physical education, English and art.
46. In the 2004 National Curriculum assessments at the end of year 6 for the core subjects of English, mathematics and science, pupils' attainment was securely in the highest quartile in comparison with schools having similar free school meals entitlement, both locally and nationally. In comparison with all schools, both locally and nationally, English is average with mathematics and science in the top quartile. There has been a marked upward trend in results over recent years, particularly since the last inspection. There is no significant difference in the achievement of boys and girls. The school met the statutory targets produced by the local education authority.
47. Overall, pupils are making good progress in acquiring new knowledge, skills and understanding across the curriculum. Pupils with special educational needs make good progress and attain the challenging, individual targets set for them.
48. The school is successful in promoting pupils' personal, social and learning skills. Pupils take a good interest in their lessons and have positive attitudes to their learning. This is in spite of the fact that a significant minority of pupils have great personal difficulty in concentrating, but they respond very well to the high quality support they get from staff. Pupils know what they have to do in lessons, take a pride in the presentation of their written work and get on well with the activities set for them. They are not always fully aware of what they need to do to improve.
49. Pupils are very responsive to the needs of their classmates and give them support when needed. This reflects the good culture for equal opportunities which exists in the school. Pupils are well aware of the diversities within society through their contributions to charities and the study of current world issues. They are well aware of the provision of goods and services in society, such as large stores and the emergency services. Through their own contributions to the community, particularly through their music making, pupils have a positive attitude to citizenship.
50. Behaviour throughout the school is good. A very small minority have significant emotional and other problems which adversely affects their behaviour but this has minimal effect on the work of others. There have been no exclusions in the last year. Pupils move around school in an orderly manner. They join in sensibly and enthusiastically with activities run by staff and visitors. They play together well, sharing harmoniously, giving care and consideration for one another ensuring no one is left out. Pupils are secure in the very effective procedures which deal with any form of harassment, including bullying.
51. Pupils know what is expected of them, and are aware of the consequences of inappropriate behaviour. Pupils appreciate the need for school rules and find them fair. They are polite, courteous and show respect to all involved within

the school community. This is shown particularly well when older pupils work very well with younger ones in a 'reading buddy' scheme. These good attitudes have a positive effect on the progress pupils make. Pupils are enthusiastic about their school, willing to take on responsibilities and feel valued as individuals. They have confidence in the staff to share any worries they might have.

52. Attendance is similar to the national and local average for all primary schools but much better than the average for primary schools with a similar free school meals entitlement. Punctuality is good. Pupils are happy to come to school and value the certificates awarded for 100 per cent attendance. Parents are discouraged from taking term time holidays and reminded of the importance of punctuality and regular attendance in the school prospectus and via letters. The school complies with the requirements of the Welsh Assembly Government's guidance on pupil support and social inclusion.

## The quality of education and training

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

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

53. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
54. In the lessons observed and graded, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	86%	9%	0%	0%

55. The overall quality of teaching across the school is much better than the Welsh Assembly Government's targets for 90 per cent of lessons to be a grade 3 or better and 50 per cent to be a grade 2 or better. This is a good improvement since the last inspection.
56. Throughout the school, teachers and learning support assistants know the pupils very well. This results in effective working relationships which contribute significantly to pupils' good progress. Planning for lessons is very thorough with learning support assistants and volunteer helpers having a very clear understanding of their roles. These aspects are outstanding for pupils with special educational needs.
57. Teachers have a secure subject knowledge and present learning activities for lessons in clear and imaginative ways. They make very effective use of the Internet and interactive whiteboards to stimulate pupils' involvement and extend their knowledge and understanding. Information communications technology is further used well with digital camera work and desktop publishing effectively used to present learning materials.
58. There are several examples of teachers sharing precise and achievable learning objectives with pupils at the start of a lesson. Whilst this gives pupils a clear purpose to their lesson activities, these objectives are not consistently used, particularly to review progress at the end of a lesson. Pupils' work is regularly marked often with encouraging remarks but does not give sufficient guidance as to how the pupils can improve.
59. Lessons are routinely evaluated and this leads, where required, to changes in future curriculum planning. This further promotes the good match between the work which is set for pupils and their abilities.
60. Teachers successfully challenge pupils to think and contribute to lessons through relevant questioning and presenting situations where pupils have to stand by their decisions. All teachers make very good use of incidental Welsh throughout the school day through questions and instructions.

61. The school has established very thorough assessment procedures for English and mathematics across the school. The manner in which this is used to identify, follow the progress of and provide for pupils with special educational needs is outstanding. There is frequent and regular testing in English, mathematics and science and termly testing in other subjects. This gives staff a clear picture of the progress and attainment of individual pupils, but comes at the end of a taught unit of work. This does not sufficiently influence pupils' progress whilst the unit is being taught. A great deal of teachers' administrative time is spent in writing a comment for each subject every term. This leads to very thorough written and oral reports being given to parents. The recording systems are not sufficiently linked to National Curriculum levels of attainment to give the school a clear picture of performance against national standards.
62. Pupils are involved in setting targets for their own personal development and their progress in English and mathematics. They are very aware of their personal development target but their academic targets are less well known. The precision of these targets has improved considerably and is now realistic. The use of these academic targets is not sufficiently linked in with other aspects of assessment, such as marking.
63. The school effectively reports to parents on their children's progress. There is very good access for all parents to meet staff and discuss aspects of academic and personal development. Parents of pupils with special educational needs are very well informed and have full opportunity for consultation. The school fully complies with the statutory requirements for recording assessment and reporting its outcomes.

**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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64. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
65. The school provides good opportunities for all pupils to learn well from a broad and balanced curriculum which meets statutory requirements. Schemes of work for all subjects are clearly laid out and made effective use of in planning for lessons. A particular strength of curriculum planning is the thorough inclusion of key skills and National Curriculum common requirements. This is a good improvement since the last inspection. The curriculum is significantly enriched by the provision of extra-curricular activities which include a wide range of sports and a well-attended computer club. All pupils have equal access to these areas of provision.
66. Pupils' understanding of the world of work, their involvement in the community and their spiritual, moral, social and cultural development are promoted well. This is achieved through carefully planned visits, involvement in industry-

orientated activities, such as design projects and working at the checkout of a big store. The school is not sufficiently using links with industry and commerce to support staff development through placements. Visits to castles, ancient burial sites, places of worship and museums contribute well to pupils' academic, cultural, social and spiritual development. School fairs involve pupils in producing and selling goods, such as painted glass. Funds raised by this and other means support local and international charities.

67. Visitors to the school bring a positive contribution to pupils' appreciation of the work of community organisations such as the church, health workers and the emergency services. The local vicar is a familiar visitor to the school and makes a significant contribution to pupils' personal and spiritual development. Staff regularly lead pupils in prayers at different times of the day.
68. Over recent years, many pupils have taken a significant role providing musical contributions in the community. This has ranged from performances by the very popular rock band to singing taking place in local theatres, parades, churches and residential homes. Different religions are studied and pupils of differing faiths share religious practices with their classmates. These arrangements help pupils appreciate the diversity in society. Good emphasis is given to the history and heritage of Wales along with other customs and cultures. There is outstanding provision for the development of pupils' bilingual skills. The use of incidental Welsh throughout the school day is an undoubted strength at the school.
69. Pupils' personal, social and health development are significantly promoted through the curriculum and by visitors, such as from dance companies and particularly by an officer from the police school liaison team. Drugs misuse is effectively covered and sex education meets the school's policy. Pupils' self-esteem is enhanced when the oldest pupils enjoy residential stays and make an annual day visit to Ireland. School rules and behaviour choices are displayed in all classrooms and used effectively. Pupils are encouraged to express their feelings and resolve conflict maturely. Great emphasis is placed on care and consideration for others. Provision in this area of pupils' development is a major strength of the school and helps to compensate for social disadvantage.
70. Provision for sustainable development is adequate but in its early stages. Recycling is provided for when pupils convert used biscuit and chocolate boxes into jewellery. They are also aware of the need to reuse paper. Similarly, provision for global citizenship is not formally established but is covered when older pupils consider issues such as third world debt.
71. The quality of partnership with parents, the local community and other schools and colleges is good. Parents actively support the school in many ways, individually or collectively through the very active Parent Teacher Association. Several parents provide after school activities such as football coaching. The school greatly appreciates parental help, without which, many events, such as visits, would not happen.

72. Links with the feeder infant school have been greatly strengthened since the last inspection. This is evident from the joint administrative, social and creative events which have been established. There are positive links with other primary and secondary schools. The school has a good training partnership with Bangor University.

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

<b>Grade 2: Good features and no important shortcomings</b>
-------------------------------------------------------------

73. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
74. The school provides a safe, caring and supportive environment for all pupils. The school works hard and effectively at making pupils feel happy and valued. Relationships are promoted positively at all levels. There is a strong, effective central principle of including all pupils in everything the school offers.
75. Parents give very high praise for the care and support provided by all staff. Parents welcome the 'Open Door' policy and know their views are valued and concerns listened to. Regular newsletters and correspondence keep parents informed of events and achievements. The school prospectus is good quality and meets statutory requirements. It gives parents a good overview of the school's aims, objectives and procedures, as does the home/school agreement. A minority of parents would welcome information on curriculum plans so they can provide additional support for their children.
76. Induction and liaison arrangements with associate infant and secondary schools are well established ensuring a smooth transition. The relatively large number of pupils who transfer to the school during the school year are warmly welcomed. With the help of a pupil 'buddy', they settle in quickly.
77. Staff know pupils very well and have a high standard of concern for their welfare. They provide high quality personal support and guidance, particularly in health and safety issues. In addition, there are established links with a wide range of outside agencies that provide specialist advice and practical help. For example, in the promotion of attendance, providing for pupils with social, emotional and behavioural problems and for pupils' personal health, welfare and safety.
78. There are good procedures for child protection and good race relations are promoted across the school. The school provides well for its pupils with disabilities. The school provides equally for all its pupils.
79. The school has taken positive action to make the entrance area to the school safer at the start and end of the school day. There is still a risk posed by cars being parked too near to the school gate and, occasionally, by vehicles coming onto the school grounds.

80. Risk assessments are carried out prior to visits and for any pupil with a disability. A snack of fruit is encouraged at break time developing the habit of healthy eating. Health and safety policies, together with safety routines such as fire drills, are securely established and understood by all members of staff. Staff and governors carry out an annual safety survey. Parents are well informed about their role in matters of their children's attendance. Attendance and punctuality are carefully checked by staff. The school has appropriate arrangements for promoting racial equality and diversity.
81. Action to promote good behaviour and discipline, including anti-bullying procedures, is of a high standard, consistent and effective. Improved behaviour, kindness and achievement are rewarded with a positive points system and certificates. Early recognition of problems leads to them being resolved quickly and fairly. Procedures for dealing with disruptive behaviour are outstandingly effective. This is because all staff act purposefully to reduce disruption to a minimum. The part-time and temporary learning support assistants were on duty throughout the inspection and, on occasion, fully occupied in effectively dealing with individual behaviour related incidents. It was not possible to observe how the school copes with a reduced level of support.
82. The quality of provision for pupils with special educational needs is outstanding. All the requirements of the special educational needs Code of Practice and the Disability Rights Act are well met. The early identification of pupils' needs is extremely well organised. This is done through effective links with the associate infants' school and extremely thorough routine evaluation of pupils' abilities in literacy and numeracy. Each pupil is given support which matches their needs very well. Individual education plans have clear, realistic and measurable targets. These plans are used very effectively to enable pupils to make good progress.

## Leadership and management

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

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

83. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
84. The head teacher provides very good leadership. In his short time in post he has done much to continue the school's development. He leads by example in his teaching and full commitment to all pupils' well-being. The senior teacher made a considerable contribution to the management of the school during her term as acting head teacher. She knows the school and local community very well.
85. A particular strength of management is the commitment and close working of the head teacher and senior teacher. This has accelerated the efficiency of management structures in the school. There is a very positive sense of common purpose shared by all staff and governors to provide the best for pupils. This makes a major contribution to the school meeting its aim of providing a *secure environment in which all children will thrive*.
86. The school takes good account of national priorities such as providing equal opportunities, fighting disadvantage and promoting health. The school works well with the local community and schools in the area.
87. All staff have a clear understanding of their duties. Arrangements for the continuing professional development of all staff are very well organised and effective in raising standards. The school is particularly supportive for the development of learning support assistants. Targets for staff development take full account of the needs of the individual and the future development of the school. The school has been accredited with *The Investors in People* award.
88. The governing body is well organised and fully committed to doing its best for the school and the community. Statutory duties are fulfilled well. A strength of their work is the systematic visits they make to the school to evaluate pupils' response in lessons. Their written reports of these visits show a sensitive and realistic evaluation. Governors are involved in setting the school's strategic direction but this effect is limited by the lack of established routines in planning for improvement.

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

**Grade 3: Good features outweigh shortcomings**

89. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report.
90. The school is self-critical of its performance and always looking for ways to improve. The judgements the school makes about itself are mainly validated by those of the inspection team. The school listens to comments about its performance and has been effective in taking resulting action. However, the school does not have an established formal system whereby the views of staff, governors, parents and pupils are collated and then prioritised into a plan for action.
91. Subject leaders are kept sufficiently informed of standards in their areas of responsibility through assessment procedures and looking at samples of pupils' work. There has been effective action taken to improve identified areas for development. There are plans to formalise these arrangements in a manageable manner, particularly considering the time needed to do the work. The quality of teaching is judged by looking at the work pupils produce.
92. The school development plan is clearly laid out and, correctly, concerns itself with raising standards and improving accommodation. It covers the current school year but does not indicate areas for improvement beyond this. There are indications of when action is to be taken but the timescale lacks precision. Little regard is given to considering measurable outcomes of improvement, for example in terms of standards. There is not an established cycle for self-analysis, planning for improvement and evaluating outcomes.
93. The school has made good progress since the last inspection and addressed the key issues well, particularly in raising standards.

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

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

94. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
95. The school has an adequate number of well qualified teachers. Class sizes are a little higher than local and national averages. There is a good match between subject expertise and their roles of responsibility. Learning support assistants have relevant qualifications and are effectively deployed. The relationship between teachers and learning support assistants ensures that good quality support is available to pupils across the school. This essence of teamwork is a major strength of the school.

96. Arrangements for performance management meet requirements and are suitably linked to staff development. All staff are familiar with procedures for staff development and value the provision. Staff feel they have sufficient time to carry out their duties and plans are in hand to meet future arrangements for planning, preparation and assessment time.
97. Daily administration and routines are carried out very smoothly. Lunchtimes are pleasant social affairs. Cleaning staff work hard but there are areas of the school which are too difficult to maintain to the positive standard the school wants.
98. Best use is made of the available accommodation. There are extensive outdoor play areas which are used well for sport and recreation. Rooms in the upper part of the building are spacious. Display is used very well to reflect the work and ethos of the school.
99. Both the school and the inspection team recognise that there are shortcomings in the accommodation. During the inspection, modifications were being made to the school entrance to separate vehicles from pedestrians. Despite the school's efforts, one of the boys' toilets smells offensively. The banister on the stairwells gives insufficient protection from falls. A central small courtyard area is not useable because of occasional overflows from drains. The limited size of the downstairs classrooms limits the movement of pupils and adults. The school library is part of a classroom and this restricts its use. These and other issues of accommodation are currently being included in an accommodation development plan involving the school and the local education authority.
100. The hilly nature of the grounds and the two storeys of the building significantly limit access for those with mobility problems. The school is aware of these limitations and effectively assesses the needs of individuals as each case arises.
101. Overall, resources for learning are sufficient to teach the planned curriculum. The library is well stocked with good quality fiction and non-fiction resources. Substantial investment has been made in information technology equipment and this has had a considerable effect on standards across the curriculum.
102. The most recent auditor's report found a few minor issues which have been put right. Currently, there is a significant budget surplus which the governors intend using to improve the accommodation and keep class sizes down. Spending decisions match the school's priorities but are not formally linked with development planning. Subject leaders manage and review learning resources effectively.
103. Overall, the school provides good value for money.

## Standards achieved in subjects and areas of learning

### Subject 1: ENGLISH

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

#### Good features

104. Throughout the school, pupils of all abilities are good listeners. They respond well to the promptings of their teachers and are attentive to the contributions of their classmates.
105. Pupils speak confidently and have a varied vocabulary. They are keen to answer questions and take part in group or class discussions. They make relevant contributions to discussions across many areas of the curriculum, ask relevant questions and sensibly express their points of view.
106. All pupils make thoughtful choices of reading books that are suited to their reading ability. They progress well through the reading schemes, reading with increasing fluency and accuracy. By the end of the key stage, pupils make their own selection from a wide range of modern fiction by significant children's authors. They read with good fluency and expression, retelling what has been previously read and predicting possible outcomes. The oldest pupils read and understand factual information well, for example when they look for information on the Internet to support their studies across the curriculum. The reading 'buddy' system successfully develops the confidence of younger readers who are supported by their more able peers.
107. In their writing, pupils develop a good grasp of grammar and correctly use and understand the standard forms of verbs, adjectives, nouns and pronouns. They use punctuation marks correctly when writing dialogues. Pupils use a wide range of styles, from formal letter writing to imaginative work. They apply their skills well in several areas of the curriculum, particularly in history. By the end of the key stage, more able pupils are able to produce purposeful and sustained writing using accurate spelling and punctuation. Pupils successfully improve the quality of their writing by re-drafting their work. By the end of the key stage, pupils' handwriting has a neat cursive style.

#### Shortcomings

108. There are no significant shortcomings.

## Subject 2: WELSH SECOND LANGUAGE

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

### Good features

109. Throughout the school, pupils listen purposefully and with good understanding to extended Welsh phrases and sentences and follow complex verbal instructions.
110. The youngest pupils use phrases such as, '*Mae ganddo fo, Mae ganddi hi*'. Their pronunciation is good, and they work hard and enthusiastically. They are able and eager contributors but also have the ability to respect the contributions of their classmates. By the end of the key stage, pupils interact with one another and their teachers in an effective manner, speaking clearly and with increasing confidence.
111. Pupils reading skills are well developed by the end of the key stage. Pupils in year 5 read accurately from materials that are suitable for their age and ability, such as '*Yr hen, hen ysgol*'. In year 6, pupils read from the series '*Cyfres Nici a Cris*' with good fluency, accuracy and expression. They correctly explain the story as far as they have read it and predict possible outcomes.
112. The written work of the younger pupils contains correct phrases and accurate use of common words. By the end of the key stage, pupils write with sentence patterns that are based on familiar vocabulary. Pupils write for range of purposes and some older pupils write independently.

### Shortcomings

113. There are no significant shortcomings.

## Subject 3: MATHEMATICS

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

### Good features

114. Across the school, pupils apply their mathematical skills well in a variety of practical contexts. This is seen particularly in the use of presenting data in tables and graphs and making sense of the results. The youngest pupils show a firm grasp of angles and direction when they use a computer to confidently write instructions to move an on-screen image. The oldest pupils make use of their knowledge of number analysis when they look at the frequency of dots in the Braille alphabet. Their presentation of their work is very good showing clear mathematical thinking and reducing the risk of errors in their calculations. They explain their mathematical reasoning well, making use of correct terminology.

115. Understanding of number work is well developed with younger pupils knowing the place value of four figure numbers. The oldest pupils work confidently with numbers involving two places of decimals and also negative numbers. Mental recall of basic number facts, involving addition, subtraction and multiplication, is accurate.
116. Younger pupils are familiar with the names of basic three-dimensional shapes. Older pupils understand the term *perimeter* and work out the area of simple and complex two-dimensional shapes by counting squares and applying formula. The oldest pupils have a good understanding of line and rotational symmetry. They make accurate use of co-ordinates in four quadrants linking this to shape and position. Pupils are familiar with estimating and the measuring using metric measurement of length and capacity and the use of prefixes such as *kilo*.

### Shortcomings

117. At times, the mental recall of number facts is slow.

<b>Subject 4: SCIENCE</b>
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**Key Stage 2 – Grade 2:** Good features and no important shortcomings

### Good features

118. Throughout the school, pupils communicate scientific ideas very well by accurate use of technical terms in their written and oral work. They present data, covering a wide range of science knowledge, in clear tables and different types of graph including line graphs. Some of the data is collected by their own careful measurement, such as when they investigate the length of bones, or is from other sources when they consider variable affecting frictional forces.
119. There are good examples of well presented investigations, for example when the oldest pupils find out how weight affects the speed of a falling object. Here the pupils raise a suitable question, make a prediction based on the science they know, decide what to measure and which variable to change and which to keep the same, then carefully gather and present information from which they draw valid conclusions.
120. The youngest pupils make sensible use of Venn diagrams when they explore the magnetic properties of materials. Younger pupils use the correct technical terms of *producer*, *consumer*, *predator* and *prey* when they consider food chains.
121. Older pupils work safely with battery and bulb circuits to find electrical insulators and conductors. The oldest pupils make good use of their thorough knowledge of reversible and irreversible change to develop realistic strategies to identify 'unknown' white powders.

## Shortcomings

122. Pupils do not always use the best way of recording their investigative work.

## Subject 5: INFORMATION TECHNOLOGY

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

#### Good features

123. Throughout the key stage, pupils make good progress in their word processing skills. They attain good standards in the presentation of their work and basic editing. They make good use of ICT to communicate ideas in different forms, such as graphs. From the youngest pupils onwards, they open programs, modify work, save and print their final product.
124. Pupils are skilled in using a full range of tools in working with art software. When using paint programs, lower key stage pupils display good mouse control and can efficiently increase or decrease pencil or brush size. They are efficient in merging, blending and mixing their own colours.
125. Pupils confidently use interactive whiteboards for a variety of multimedia presentations. These activities invigorate learning opportunities across a range of subject areas.
126. Older pupils use the Internet very confidently when researching for information related to topics they are studying. They are familiar with search techniques and find relevant web sites that give information they are looking for. This was seen in their project on *voyages* when pupils found information about famous sailors of the past and present. Pupils do not simply copy this information but successfully present it in different forms and styles, bearing in mind the purpose and possible audience.

#### Shortcomings

127. There are no significant shortcomings.

## Subject 6: DESIGN TECHNOLOGY

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

#### Good features

128. Pupils record their written work in logical manner in a separate booklet for each project. All aspects of the design and make process are considered. Pupils carry out the design and make process in a good range of contexts, including food when they make bread. They make appropriate use of control technology.

129. Older pupils make good use of their knowledge of electrical circuits to produce interesting and well presented quiz games which light up when the correct answer is found. They use their ICT skills well to find suitable images and text to provide a realistic look. Whilst they make the games, they carefully evaluate their work and make modifications which improve the final product.
130. When working with visitors from industry, years 4 and 5 pupils successfully made balloon powered wheeled vehicles. A wide range of wooden chassis were made which were carefully cut and joined to make a rigid structure. Wheels, axles and a housing for the balloon produced a good working finish to the model.
131. Other projects include realistic model shelters, linked to the history of the Celts, and working traffic lights and electrical torches operated by paper clip switches.

### **Shortcomings**

132. Pupils' written evaluations do not sufficiently relate to the design brief.

<b>Subject 7: HISTORY</b>
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### **Key Stage 2 – Grade 2: Good features and no important shortcomings**

#### **Good features**

133. Pupils have a good awareness chronology as shown in their presentation of several different 'time-lines' marked with significant event and dates. They study historical facts in interesting and realistic contexts.
134. Pupils use their imagination vividly to consider the feelings of people and their circumstances in different periods of history. This is done particularly well when they write letters placing themselves in the past, such as a child evacuee in the early 1940's. Important characters from particular periods of history are studied and the reasons for their importance or the action they took are carefully considered. This is shown when older pupils thoughtfully consider the reasons for Henry VIII having so many wives, and successfully explore the feelings of one of them when imprisoned in the Tower of London.
135. The youngest pupils have a good understanding of the culture and living conditions of the Celts when they investigate relevant patterns, face paintings and roundhouses. They appreciate the fact that people such as the Romans and the Celts were invaders of many countries. Stimulated by a good display of relevant artefacts, older pupils successfully consider how the effects of the Second World War affected people's lives in what was available to eat and what was scarce. There are some very good examples of research carried out by year 5 pupils into the kings of ancient Egypt and hieroglyphics. The

oldest pupils study more recent history when they look at life in the 1950's and 1960's through the popular music culture surrounding *The Beatles*.

### **Shortcomings**

136. There are no significant shortcomings.

<b>Subject 8: GEOGRAPHY</b>
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**Key Stage 2 – Grade 2: Good features and no important shortcomings**

### **Good features**

137. Throughout the school, pupils are familiar with different scales and types of map, ranging from the immediate locality to the world. They make correct use of a growing complexity of grid references and understand the symbols used in the keys. Pupils successfully study change caused by natural events or in the built environment in interesting and relevant contexts. They contribute to good quality displays which bring out features of their study, such as the main towns and villages on the nearby coast.
138. A very good feature is when pupils consider the geography behind news items. This was done following the December 2004 Tsunami disaster. Pupils wrote their own clear descriptive reports of events and studied volcanoes and weather forecasting. The oldest pupils successfully consider the debt problems of less economically developed countries. They research about life in Africa, using the Internet, and provide balanced and mature discussion on the dilemmas involved in helping these countries.
139. The youngest pupils have carried out a survey of a local street. They identify good features and consider how to improve problems they see caused by traffic and litter. Younger pupils study old and recent maps and photographs of the immediate locality and raise relevant questions of enquiry to which they find answers. They study the local river and name the major rivers of the world.
140. The oldest pupils have effectively compared their village with a large town in Yorkshire, planning a route between the two and identifying many similarities and differences in the two locations. They know about different environments, such as desert, savannah and forest and have made a detailed study of mountains.

### **Shortcomings**

141. There are no significant shortcomings.

<b>Subject 9: ART</b>
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**Key Stage 2 – Grade 2:** Good features and no important shortcomings

**Good features**

142. Across the school, pupils successfully use a wide range of techniques and subject matter in their art. They produce high quality landscapes with the use of pastels. Pupils use charcoal effectively to produce work on animal forms and chalk in work on faces. They develop interesting symmetrical and overlapping patterns. Information and communications technology is used effectively to enhance pupils' artwork. Pupils use art software confidently and skilfully to produce pleasing results.
143. Across the school, pupils make good use of sketchbooks. These include trial and experimental work, such as line drawings using a variety of grades of pencil and shading techniques.
144. Younger pupils successfully study Celtic designs for jewellery and have realistically decorated face masks after the style of the Celts. Older pupils study the work of local and internationally famous artists. They have produced paintings of very high quality in the style of Peter Prendergast and his studies of areas around Bethesda. Pupils' work carried out after studying the techniques of Picasso and Van Gogh is particularly impressive. Older pupils have made very effective use of varied tones of colour wash and silhouette to produce a very striking image of a Second World War air raid.
145. The oldest pupils produce a wide range of face masks which reflect well the culture of traditional Japanese theatre. They make skilful use of fabric and Plaster of Paris, having firstly moulded their masks in clay following simple line drawings.
146. In their three-dimensional work, pupils have designed and made an interesting collection of chairs for famous people, among them the '*Gavin Henson Grand Slam Chair*'. These chairs are attractively displayed along with many other items of work by pupils which create interest and pride.

**Shortcomings**

147. There are no significant shortcomings.

## Subject 10: MUSIC

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

### Good features

148. A particular strength in music has been the school rock bands. These have involved many pupils in composing and performing in many local events and being highly placed in the national Urdd Eisteddfod.
149. Pupils sing tunefully taking good account of dynamics, rhythm and phrasing. They mainly adopt a good posture for their performance. When learning new songs they pay good attention to musical direction leading to noticeable improvement in their performance. Pupils know a good range of songs in English and Welsh.
150. In their composing, pupils make good progress from writing music using simple graphic symbols to basic, formal musical notation by the end of the key stage. They listen critically to the performance of professional musicians and their own compositions. The oldest pupils thoughtfully consider the effect of different musical elements such as length of note, pitch and tempo.
151. Audiotapes and CDs produced by the oldest pupils show entertaining and evocative performances on a range of instruments. Pupils are particularly skilled in linking different moods when they perform their own compositions.
152. Several pupils take percussion lessons from a visiting tutor and there are plans to provide for guitar tuition.

### Shortcomings

153. There are no significant shortcomings.

## Subject 11: PHYSICAL EDUCATION

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

### Good features

154. Pupils are aware of the need to warm up and the effect that exercise has on the body. They know that not warming up correctly can lead to muscle damage. The oldest pupils understand that when they perspire it allows the body to keep cool and that when the body gets hot the heart beats faster.
155. Pupils, when playing outdoor games, dress appropriately for the lesson. They play to the rules of the game and take turns amicably. Pupils display good ball skills in throwing, catching and hitting. They have good hand-eye co-ordination and understand the importance of concentration and perseverance.

Pupils learn by evaluating the performance of pupils who are showing good technique.

156. During dance sessions pupils improve their performance through practice and extend simple movements into sequences of movements. They show good competence when they transfer their weight onto different parts of the body. All pupils show good body movement and imaginative interpretation of mood. Dance makes a significant contribution to pupils' cultural and social development.
157. Although no swimming lessons were observed during the inspection, evidence indicates that all pupils in years 4, 5 and 6 benefit from swimming lessons during the autumn and spring terms. By the end of the key stage, all pupils swim 25 metres unaided.
158. Pupils benefit from a good range of extra-curricular activities such as football, cricket and netball. They play several sports fixtures against other schools in the area and take part in Urdd sports competitions. These activities make significant contributions to the development of pupils' personal and social skills.

### **Shortcomings**

159. There are no significant shortcomings.

<b>Subject 12: RELIGIOUS EDUCATION</b>
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**Key Stage 2** – Grade 2: Good features and no important shortcomings

### **Good features**

160. Throughout the key stage, pupils gain a good understanding of the culture of Wales through the study of Mary Jones and her bible and the translation of the bible into the Welsh language by the Bishop William Morgan.
161. The school has developed good links with the local parish church so that pupils are familiar with the teachings, traditions and customs of the church.
162. Younger pupils understand the biblical accounts of the creation and the baptism of Jesus. They also study the lives and characters from the Old Testament.
163. Pupils explain that a Hindu religious building is called a Mandir. Pupils are developing a good knowledge of Hinduism and the culture for worshipping gods and goddesses. Pupils are familiar with the artefacts which illustrate different faiths. They knowledgeably discuss aspects of Sikhism and features from the Jewish culture.

164. The oldest pupils visit to places of worship in the area. Pupils successfully compare and contrast the differences between an Anglican Church and a Methodist Chapel. They record accurately the differing areas of both buildings and their significance. Pupils also study the works of the Salvation Army and the Barnardo's charity.

### **Shortcomings**

165. The extended writing of the oldest pupils is limited.

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

As a school we welcome the findings of the inspection team and agree with them that "Ysgol Cystennin is a good school with particular strengths in the respect and value it places on individual pupils".

We are very pleased that the inspection report reflects the improvement in standards since the last inspection. The inspection team recognised the fact that the overall standards of achievement in lessons and the quality of teaching across the school is much better than the Welsh Assembly Government's targets. This acknowledges the abilities and dedication of our teaching staff. We are also very pleased that the inspectors recognised the high regard the community have for the school.

The report highlights the positive attitude the pupils have to their learning and that the school has made great strides in improving standards in several areas of the curriculum. Especially encouraging are the comments made about improvements in ICT and particularly pupils' bilingual development. The report also confirms the outstanding nature of the provision for pupils with special educational needs.

The head teacher would like to thank the nominee who fulfilled her duties professionally and thoroughly. The staff appreciate the professional manner in which the inspection was conducted and feel that the recommendations made by the inspectors will help the school improve further.

Following receipt of this report the governors will put in place an action plan to address all recommendations in the report. In particular the plan will include strategies to further improve assessment, the continuing improvement of accommodation and set out a clear cycle for self-evaluation and school improvement. This will become part of the school development plan for 2005/2006. A copy of the action plan will be sent to all parents and to the Director of Education. The governors' annual report to parents will report on the progress made in addressing the recommendations in the inspection report.

## Appendix A

### Basic information about the school

Name of School	Ysgol Cystennin
School type	Community
Age-range of pupils	7 to 11
Address of School	The Old Highway Mochdre Colwyn Bay Conwy
Post-code	LL28 5AU
Telephone number	01492 540068
Head teacher	Mr Iwan Jones
Date of appointment	April 2005
Chair of governors/ Appropriate authority	Mr Malcolm MacDonald
Registered inspector	Mr Glyn Gaskill
Dates of inspection	13 – 15 June 2005

## Appendix B

### 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	0	0	0	10	27	17	25	79

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	2	3.8

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	21
Pupil : adult (fte) ratio in nursery classes	N/A
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	26
Teacher (fte) : class ratio	1.3

Percentage attendance for three complete terms prior to inspection	
Term	Whole School
Spring 2005	93
Autumn 2004	94
Summer 2004	93

Percentage of pupils entitled to free school meals	35
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

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

National Curriculum Assessment KS2 Results 2004							Number of pupils in Y6			15		
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	20	20	53	7	0
		National	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	0	0	0	0	20	0	47	33	0
		National	0	2	2	0	0	5	12	38	40	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	47	40	13	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	0	7	60	33	0
		National	0	2	1	0	0	4	18	42	33	0
Science	Teacher Assessment	School	0	0	0	0	0	0	33	60	7	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	0	67	33	0
		National	0	2	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school	40	In the school	80
In Wales	75	In Wales	71

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

## Appendix D

### **Evidence base of the inspection**

The inspection was carried out by a team of three inspectors who spent a total of seven inspector-days in school.

#### **Before the inspection:**

- The school produced a self-evaluation report.
- Separate meetings were held with the head teacher, staff, governors and parents.
- Nineteen questionnaire responses from parents were analysed.
- All documentation made available by the school was examined.
- A pre-inspection commentary outlining preliminary views from the inspection team was shared and discussed with the school.

#### **During the inspection:**

- Pupils were observed several times throughout the school day.
- Twenty-three lessons or part lesson were observed covering all classes.
- Inspectors had formal and informal conversation with pupils about school life and listened to several reading.
- Inspectors had formal and informal conversations with staff regarding different aspects of the school.
- Assemblies and registrations were observed.
- Samples of pupils' work from all classes were examined.
- Attendance and budget data, pupils' records and other evidence made available by the school was examined.
- The senior teacher was the school's nominee and was present when inspectors held meetings.

#### **After the inspection:**

- Findings were shared with the school staff and governing body in separate meetings.
- The school received a near final draft of the report for comment and response before final publication.

## Appendix E

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Mr Glyn Gaskill Registered Inspector	Context Summary and Recommendations Key Questions 5 and 6 Contributions to: Key Questions 1, 2, 3, 4 and 7 Mathematics, Science, Design technology, Geography, History, Music.
Mrs Sue Sperring Lay Inspector	Contributions to: Key Questions 1, 3 and 4
Mr Emyr Humphreys Jones Team Inspector	Key Question 7 Contributions to: Key Questions 1, 2, 3 and 4 English, Welsh second language, Information technology, Art, Physical education, Religious education.

The contractor was:

Evenlode Education Ltd  
6 Abbey Close  
Alcester  
Warwickshire  
B49 5QW

### Acknowledgement

The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Ysgol Cystennin  
The Old Highway  
Mochdre  
Colwyn Bay  
Conwy  
LL28 5AU**

**Summary for Parents**

**School Number: 662/2269**

**Date of Inspection: 13 – 15 June 2005**

**by**

**Glyn Gaskill  
5539**

**Date: 20 July 2005**

**Under Estyn contract number: T/207/04P**

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		Full-time equivalent (fte)
		3.8

### A SUMMARY REPORT FOR PARENTS

Ysgol Cystennin School was inspected as part of a national programme of school inspection. The purpose 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 more information about 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 Ysgol Cystennin School took place between 13 and 15 June 2005. An independent team of inspectors, led by Glyn Gaskill undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

- Grade 1** good with outstanding features
- Grade 2** good features and no important shortcomings
- Grade 3** good features outweigh shortcomings
- Grade 4** some good features, but shortcomings in important areas
- Grade 5** many important shortcomings.

## Summary

Ysgol Cystennin is a good school with particular strengths in the respect and value it places on individual pupils. It is held in high regard by the community. Good progress has been made since the last inspection. The inspection team agreed with nearly all the judgements made by the school.

### Table of grades awarded

The inspection team judged the school's work as follows:

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?	2
5. How effective are leadership and strategic management?	2
6. How well do leaders and managers evaluate and improve quality and standards?	3
7. How efficient are leaders and managers in using resources?	2

## Standards

Pupils' standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	95%	0%	0%	0%

Pupils' overall standards of achievement in these lessons are well above the Welsh Assembly Government's targets.

## Subjects

Standards of achievement in subjects are as follows:

Subject	Key Stage 2
English	Grade 2
Welsh second language	Grade 2
Mathematics	Grade 2
Science	Grade 2
Information technology	Grade 2
Design technology	Grade 2
History	Grade 2
Geography	Grade 2
Art	Grade 2
Music	Grade 2
Physical education	Grade 2
Religious education	Grade 2

Across the school, pupils make good progress and attain good standards in the key skills of listening, reading, writing, numeracy and using information and communications technology (ICT) across the curriculum. Pupils of all abilities are keen to contribute to discussions and respect the views of their classmates. In many subjects, pupils make good use of books and written information from the Internet to widen and apply their growing knowledge. Pupils write in a variety of styles and for different purposes, particularly in history. Numeracy skills are used well for data presentation and interpretation and making measurements in science, geography and design and technology.

Pupils' bilingual development is very good. Pupils have good standards in problem solving and creativity; this is shown particularly in science, mathematics, physical education, English and art.

In the 2004 National Curriculum assessments [SATs] at the end of year 6 for the core subjects of English, mathematics and science, pupils' attainment was securely in the highest quartile in comparison with schools having similar free school meals entitlement. In comparison with all schools, English is average with mathematics and science in the top quartile. There has been a marked upward trend in results over recent years, particularly since the last inspection. There is no significant difference in the achievement of boys and girls.

Overall, pupils are making good progress across the curriculum. Pupils with special educational needs make good progress and attain the challenging targets set for them.

Pupils take a good interest in their lessons and have positive attitudes to their learning. Pupils know what they have to do in lessons, take a pride in the presentation of their written work and get on well with the activities set for them. They are not always fully aware of what they need to do to improve.

Pupils are well aware of the diversities within society through their contributions to charities and the study of current world issues. Through their own contributions to the community, particularly through their music making, pupils have a positive attitude to citizenship.

Behaviour throughout the school is good. A very small minority have significant emotional and other problems which adversely affects their behaviour but this has minimal effect on the work of others. All pupils play together well, sharing harmoniously, giving care and consideration for one another ensuring no one is left out. They have confidence in the staff to share any worries they might have.

Attendance is similar to the national and local average for all primary schools but much better than the average for primary schools with a similar free school meals entitlement. Punctuality is good.

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

In the lessons observed and graded, 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>
5%	86%	9%	0%	0%

The overall quality of teaching across the school is much better than the Welsh Assembly Government's targets. This is a good improvement since the last inspection.

Throughout the school, teachers and learning support assistants know the pupils very well. Planning for lessons is very thorough with learning support assistants and volunteer helpers having a very clear understanding of their roles. These aspects are outstanding for pupils with special educational needs.

Teachers make very effective use of ICT to stimulate learning. All teachers make very good use of incidental Welsh throughout the school day through questions and instructions.

There are several examples of teachers sharing precise and achievable learning objectives with pupils at the start of a lesson. Whilst this gives pupils a clear purpose to their lesson activities, these objectives are not consistently used. Pupils' work is regularly marked but does not give sufficient guidance as to how the pupils can improve.

The school has established very thorough assessment procedures for English and mathematics across the school. Procedures for other subjects are less well developed. A great deal of teachers' time is spent in writing a comment for each subject every term.

The recording systems are not sufficiently linked to National Curriculum levels of attainment to give the school a clear picture of performance against national standards.

Pupils are very aware of their personal development target but their academic targets are less well known. The precision of these targets has improved considerably and is now realistic. The school effectively informs parents on their children's progress.

The school provides good opportunities for all pupils to learn well from a broad and balanced curriculum which meets statutory requirements. The curriculum is significantly enriched by the provision of extra-curricular activities which include a wide range of sport. All pupils have equal access to these areas of provision.

Pupils' understanding of the world of work, their involvement in the community and their spiritual, moral, social and cultural development are promoted well. There is outstanding provision for the development of bilingual skills.

Pupils' personal, social and health development are significantly promoted through the curriculum and by visitors to the school. Great emphasis is placed on care and consideration for others. Provision for sustainable development and global citizenship is adequate but at an early stage.

The quality of partnership with parents, the local community and other schools and colleges is good. Links with the feeder infant school have been greatly strengthened since the last inspection.

There is high quality care, guidance and support provided for pupils. The quality of provision for pupils with special educational needs is outstanding. The school has done much to make the entrance area to the school safe but there is still a risk from cars parked too near to the school gate. There is a strong, effective central principle of including all pupils in everything the school offers.

## **Leadership and management**

The head teacher provides very good leadership. He leads by example in his teaching and full commitment to all pupils' well-being. The senior teacher makes a considerable contribution to the management of the school. The head teacher and senior teacher work together very well.

There is a very positive sense of common purpose shared by all staff and governors to provide the best for pupils. The school takes good account of national priorities such as providing equal opportunities, fighting disadvantage and promoting health.

All staff have a clear understanding of their duties and benefit from continuing professional development. The governing body is well organised, fully committed to doing its best for the school and the community and meets its statutory duties well.

The school is self-critical of its performance and always looking for ways to improve. However, it does not have an established, formal system where the views of staff, governors, parents and pupils are brought together and then prioritised into a plan for action.

The school development plan is clearly laid out and, correctly, concerns itself with raising standards and improving accommodation. It does not sufficiently state when action is to be taken consider measurable outcomes and is loosely linked to the budget.

The school has an adequate number of well qualified teachers. The part-time and temporary learning support assistants were on duty throughout the inspection and provided needed support. It was not possible to observe how the school copes with a reduced level of support.

Daily administration and routines are carried out very smoothly. Lunchtimes are pleasant social affairs. Cleaning staff work hard but there are areas of the school which are too difficult to maintain to the positive standard the school wants.

Best use is made of the available accommodation but there are several limitations of which the school is well aware.

The school has made good progress since the last inspection. Overall, the school provides good value for money.

## **Recommendations**

In order to improve the school needs to:

- R1 Further develop systems for assessment which are manageable and effective in raising standards.
- R2 Establish a clear cycle for self-evaluation, planning for development and the evaluation of outcomes.
- R3 Continue to improve the accommodation.\*

\* The school has identified accommodation as an area for improvement.

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.

## **Acknowledgement**

**The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.**