

**INSPECTION UNDER SECTION 10  
INSPECTION OF SCHOOLS ACT 1996**

**Ysgol Glan Conwy  
Ffordd Top Llan  
Glan Conwy  
Conwy  
LL28 5ST**

**School number : 662 / 2225**

**Date of the Inspection : 19 - 21 May, 2003**

**BY  
Jean Marshall  
Registered Inspector : W190 / 78668  
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under ESTYN contract number – T/222/02P**

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## **CURRICULUM AND KEY STAGES NOMENCLATURE**

A new nomenclature to describe pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education until the age of 18 should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression.

The term "Reception" (R) refers to the year group of pupils in a primary school (not a nursery class) whose fifth birthday will occur during the academic year. "Year 1" (Y1) is used for the year group of pupils whose sixth birthday will occur during the academic year and so on until Y13 - the year group whose 18th birthday will occur during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Age	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage (KS) 1 of the National Curriculum includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

## **GRADE DESCRIPTIONS**

The following five point scale is used to represent the main opinions in the report as follows:

1. Very good: many good features, some particularly good.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features that outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## 1. CONTEXT

### The school and its priorities

This primary school is situated in the rural village of Glan Conwy and is maintained by the Conwy Unitary Authority [UA].

The school provides full-time education for 115 pupils aged 4 – 11 years and part-time education for 13 nursery children aged 3 – 4 years. The head has been in post since September 1988, and the school was last inspected in June 1997.

The area is described as one that is neither prosperous nor socially disadvantaged. The percentage of pupils (14%) eligible to receive free school dinners corresponds to the county and national percentage.

The pupils admitted generally are described as being neither privileged nor underprivileged, and covering the full range of ability. About 31% of the pupils have been identified as having special educational needs [SEN] and seven of these pupils have a statement of SEN. Only 2% of the pupils come from homes where Welsh is the main language spoken. English is the teaching medium at the school and lessons in Welsh as a second language are provided.

The School Development Plan [SDP] notes the following priorities for 2002- 2003:

- review and modify the policies/schemes of work for Welsh (second language), mathematics, assessment and SEN;
- develop the use of Information and Communication Technology [ICT] in music, mathematics and science;
- give attention to Welsh artists in art;
- give attention to research, planning and assessment in design and technology.

## 2. MAIN FINDINGS

### The main findings of the report

- Pupils' standards of achievement across the school were good or better in 69% of the lessons observed, satisfactory in 26% and unsatisfactory in 5% of the lessons.
- The educational provision for children under five is appropriate and promotes the Desirable Outcomes for Children's' Learning. Standards in the six areas are as follows:

AREA OF LEARNING	NURSERY	RECEPTION
Language, literacy and communication skills	Good	Very good
Personal and social development	Good	Very good
Mathematical development	Good	Good
Knowledge and understanding of the world	Good	Very good
Physical development	Good	Very good
Creative development	Good	Very good

- At KS1 and KS2, pupils' standards of achievement in the various subjects are as follows:

<b>SUBJECT</b>	<b>KS1</b>	<b>KS2</b>
Welsh	Satisfactory	Unsatisfactory
English	Good	Good
Mathematics	Good	Good
Science	Good	Satisfactory
Design and Technology	Satisfactory	Satisfactory
Information Technology	Good	Unsatisfactory
History	Satisfactory	Satisfactory
Geography	Good	Satisfactory
Art	Satisfactory	Satisfactory
Music	Good	-
Physical Education	Good	Good
Religious Education	Satisfactory	Satisfactory

- Pupils with SEN make good progress, educationally and socially.
- At KS1, teachers' National Curriculum [NC] assessments in 2002 are higher than the county and national averages in English and correspond well to the county and national averages in mathematics and science.
- At KS2, the school's NC assessments overall in 2002 correspond to the county averages, are higher than the county and national averages in English and science, but are substantially lower than the county and national averages in mathematics.
- At KS1 and KS2, pupils' standards and their progress across the curriculum are good in speaking, listening and reading English and are satisfactory in writing. Standards across the curriculum are satisfactory in numeracy but unsatisfactory in ICT. The work of gathering, organising and recording data in the different curriculum subjects has not developed sufficiently.
- The quality of teaching varies from very good to unsatisfactory.
- The quality of teaching in the early years and at KS1 is satisfactory or better in every lesson, including 48% where the teaching is very good. In the nursery and reception class, effective use is made of stimulating resources and relevant activities are planned that promote enthusiasm and develop children's skills in the six areas of learning.
- At KS2, the quality of the teaching is satisfactory or better in 85% of the lessons, including 26% where the teaching is very good. The quality of the teaching is unsatisfactory in 15% of the lessons.
- Throughout the school, the good and very good teaching is characterised by lessons that are planned thoroughly, with clear objectives. The presentations are skilful, the questioning is astute and high expectations are set for each pupil.
- Where the teaching is unsatisfactory, specifically early in KS2, there is lack of preparation and presentations are superficial. Often, the tasks are unsuited to the pupils' age and ability and opportunities are lost to develop knowledge and key concepts. No appropriate atmosphere for learning is ensured and the noise level and pupils' behaviour impair standards and achievement.

- Generally throughout the school, the work set for pupils correspond to NC requirements. However, the most able pupils are not challenged sufficiently and the over-use of restrictive worksheets sets low expectations.
- Pupils' moral, social and cultural development is good and their spiritual development satisfactory. Pupils' behaviour and attitudes are generally satisfactory. Staff adopt a high standard of values and attitudes and the system for rewarding good behaviour and attitudes is a means of reinforcing these elements. The great majority of pupils respond by behaving responsibly.
- Pupils' attendance levels are soundly satisfactory and the great majority of pupils arrive at school punctually. However, some pupils' late arrival impairs the continuity of early morning activities.
- The quality of the curriculum is generally satisfactory. It is broad and balanced and conforms fully to the statutory requirements. The termly schemes are based on a two-year cycle of whole school themes that fully meet NC requirements. However, they do not give sufficient attention to progression and development in the experiences provided for pupils from one year to the next.
- The school provides appropriately for the development of some aspects of personal and social education [PSE] by identifying and noting suitable opportunities for introducing them within the termly themes.
- The quality of the support and personal and educational guidance provided for the pupils and the quality of the arrangements for assessment, recording and reporting to parents is good.
- The provision for pupils with SEN is very good. Pupils have full access to all NC areas and they make good progress, educationally and socially.
- School leadership and efficiency, and the quality of its processes for self-evaluation and planning for improvement, are good. The head knows the school well and is aware of its strengths and weaknesses. Governors are active in all aspects of the work of the school. A detailed plan has been established for monitoring the educational provision and to identify priorities to be fed into the SDP. As yet, neither the system nor the implementation programme has had sufficient effect on the provision and standards in some areas.
- The school acted effectively on all the key issues noted in the report of the previous inspection and the progress made is good.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

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

- Pupils' standards of achievement across the school were satisfactory or better in 95% of the lessons observed, including 26% where standards of achievement were very good. Standards were unsatisfactory in 5% of the lessons.
- The educational provision for children under five is appropriate and promotes the Desirable Outcomes for Children's Learning. The standards achieved by the children of nursery age are good and are very good by the reception children.

- Standards of achievement across the school are good in English, mathematics and physical education and satisfactory in design and technology, history, art and religious education.
- At KS1, standards are good in science, ICT, geography and music. Standards are satisfactory in Welsh (second language).
- At KS2, standards are satisfactory in science and geography. Standards are unsatisfactory in Welsh (second language) and ICT.
- At KS1, teachers' National Curriculum [NC] assessments in 2002 are higher than the county and national averages in English and correspond well to the county and national averages in mathematics and science.
- At KS2, the school's NC assessments overall in 2002 correspond to the county averages, are higher than the county and national averages in English and science, but are substantially lower than the county and national averages in mathematics.
- Pupils with SEN make good progress, educationally and socially.

### **3.2 Standards in key skills**

Suitable opportunities are provided for the children under five to apply and improve their early literacy, early numeracy and use of ICT. Generally, they achieve good standards across the curriculum.

At KS1 and KS2, standards across the curriculum are good in speaking, listening and reading English and are satisfactory in writing. Standards are satisfactory in numeracy and unsatisfactory in ICT.

- On the whole, pupils listen intently to teachers' presentations and to each other's contributions and respond with confidence orally as they deal with different subjects across the curriculum.
- Throughout the school, pupils read English accurately with expression and understanding. The vast majority of youngest pupils in Y1 can use simple books adeptly to research and study in different subjects.
- At KS1 and KS2, pupils write accurately and fluently, using a good range of different genres across the curriculum. However, the over use of restrictive worksheets impairs pupils' ability to write in extended fashion in different subjects.
- Throughout the school, pupils handle numbers with facility, mentally, orally and in writing and they recognise and use number patterns for calculation. They estimate sensibly and measure accurately, using a variety of appropriate units. However, pupils' ability to use, apply and interpret mathematical data in subjects across the curriculum has not developed sufficiently.
- At KS1 and KS2, pupils use the computer confidently to present work in different contexts. They create and modify visual images, changing font, colour and size and combining picture and text. They make insufficient use of their word-processing skills to enhance the quality of their writing by drafting and editing their work. The work of gathering, organising and recording data in different curriculum subjects has not developed sufficiently, and pupils do

not use ICT to control movements or to solve problems through modelling or building processes.

#### **4. ETHOS OF THE SCHOOL**

##### **4.1 Pupils' spiritual, moral, social and cultural development**

Pupils' spiritual development is satisfactory and their moral, social and cultural development is good.

- The school conforms to the statutory requirement to provide religious education and daily collective worship. The collective worship sessions, which are based on Christian principles, form an important element in pupils' spiritual development. Pupils contribute to these whole-school sessions through short dramatic presentations and by singing and reciting prayers together. In the collective worship sessions there is inconsistency in creating a spiritual ethos.
- Staff adopt a high standard of values and attitudes and the system for rewarding good behaviour and attitudes is a means of reinforcing these elements. The great majority of pupils respond by behaving responsibly.
- The planning process for personal and social education [PSE], which will be a statutory element of the curriculum in September 2003, has already been completed and this detailed planning will influence pupils' personal and social development favourably.
- Pupils are involved annually in fund-raising campaigns in aid of good causes such as Barnardo homes, and they are aware of the less fortunate people in the world.
- Occasionally, members of the community are invited to the school to talk to the pupils and to work with them. Some parents help with visits to places of educational interest and visits to the swimming pool. This, together with the link with the home for the elderly, the local church and chapel, and pupils' support for the local eisteddfod, contributes to their social development.
- The *Cwricwlwm Cymreig* (Welsh Curriculum) is featured appropriately in subjects such as art, music and geography. Other cultures have an appropriate place in the school curriculum, especially in activities such as the European week and in geography and religious education lessons.

##### **4.2 Behaviour and attitudes**

The quality of pupils' behaviour and their attitude to learning varies from very good to satisfactory. Generally, it is satisfactory.

- In Y6, where behaviour is very good, pupils are polite and respectful towards each other, and to their teachers, other members of staff and people connected with the school. These pupils have a very mature attitude to learning and are confident enough to work independently.
- In Y5, and to degrees in Y3 and Y4, groups of pupils have difficulty in maintaining the expected standards and values. Recently, a behaviour modification project was introduced that helps unruly groups to improve their attitude and behaviour. It is still too early to judge the success of the project.

- Appropriate policies and procedures have been established to promote positive behaviour and discipline. The older pupils participated in the discussion when the school rules were formulated. On the whole, pupils understand and respect the rules.
- A good number of parents support the school's efforts to promote a high standard of behaviour. About a half of the parents have signed the home-school compact.
- No instances of bullying, sexism, racism or other forms of discrimination were seen during the inspection. Strategies for responding to any instances have been set up should the need arise.

### **4.3 Attendance**

Pupils' attendance levels are soundly satisfactory.

- Over the three terms prior to the inspection, the average pupil attendance was 94%.
- Pupils are eager to attend the school and enjoy the experience.
- Parents are familiar with the school's expectations and, on the whole, send a prompt explanation for their children's absences. However, some families neglect their responsibility in this matter. As a result, the percentage of unauthorised absences is higher than the norm for primary schools.
- The school's practice of closing the registers when the pupils move to the morning service means that pupils who arrive a little late are recorded as absent without permission rather than present. This can reflect unfairly on attendance percentages.
- The statutory requirements for recording and reporting on attendance are met. The deputy monitors the registers regularly.
- The great majority of pupils arrive at school punctually. However, some pupils' late arrival impairs the continuity of early morning school activities. Appropriate attention is given to punctuality in the daily activities.

## **5. QUALITY OF EDUCATION**

### **5.1 Quality of teaching**

The quality of the teaching varies from very good to unsatisfactory.

- The quality of teaching for children under five and at KS1 was satisfactory or better in every lesson observed, including 48% where the teaching was very good.
- At KS2, the quality of the teaching was satisfactory or better in 85% of the lessons observed, including 26% where the teaching was very good. The quality of the teaching was unsatisfactory in 15% of the lessons.

- In the early years, stimulating activities and resources are planned, which promote enthusiasm, develop skills and ensure pupils' knowledge and understanding in the six areas of learning.
- Practices in applying the NC requirements for the age and ability of pupils are inconsistent throughout the school.
- The good and very good teaching is characterised by lessons that are planned thoroughly, with clear objectives. The presentations are skilful, the questioning astute and expectations are high. Teachers circulate around the class regularly, providing support for the pupils, especially those with learning difficulties. The learning is effectively reinforced by revision to ensure pupils' understanding at the end of the lesson.
- Where the teaching is unsatisfactory, specifically early in KS2, there is a lack of preparation and presentations are superficial. Often, the tasks are unsuitable for the pupils' age and ability and opportunities are lost to develop knowledge and key concepts. No appropriate atmosphere for learning is ensured and the noise level and pupils' behaviour impair standards and achievement.
- Generally throughout the school, the work set for pupils corresponds to the NC requirements. However, it is not always adapted appropriately to correspond to the different needs of individuals. The most able pupils are insufficiently challenged and the over-use of restrictive worksheets sets low expectations.

## **5.2 Assessment, recording and reporting**

The quality of the arrangements for assessment, recording and reporting is good.

- The policy for response to pupils' work and the marking code are good – they are useful and of an encouraging nature. Teachers mark pupils' work regularly, providing comments on the small steps needed to enable them to improve their work. Few opportunities are provided, however, for pupils to act on these comments and to extend or improve the content.
- The assessment processes for children in the early years are good. Effective use is made of the baseline assessment together with a document, 'Travelling Together', prepared by the UA to record the children's progress and development in the six areas of learning.
- The method of assessment is based on maintenance of individual pupil profiles. These include the results of national tests (when relevant), examples of pupils' work for every year, together with teachers' notes on the context of the work, the quality of the presentation and the way ahead. The system is comprehensive and provides a sound basis for tracking the development of each pupil.
- A system has been established to help the pupils to evaluate their own work but it does not allow the pupils to respond immediately to their current tasks.
- In the core subjects, a system has been established for setting quantitative targets for each pupil but the system does not lead to provision of support and specific guidance for groups of pupils.

- The quality of reports to parents is good. They conform fully to the statutory requirements and convey a clear picture of pupils' attainments. An 'open door' policy is operated and regular meetings are arranged for parents to discuss their children's work and to outline the next steps in their educational programme.

### **5.3 Curriculum**

The quality of the curriculum provision is generally satisfactory. It is broad and balanced and conforms fully to the statutory requirements.

- The curriculum for children under five is appropriate and meets the requirements of the 'Desirable Outcomes for Learning'. A variety of activities are prepared and valuable experiences are provided for the children.
- Appropriate policies and schemes of work have been prepared for all curriculum areas. The whole school plans are comprehensive and provide a basis for the provision of a full curriculum in each class.
- The school offers parents the choice of Welsh medium education for their children but they do not take up this option.
- The curriculum is organised on the basis of a two-year cycle of whole school themes. These termly themes are co-ordinated with the full subject schemes but nevertheless they do not pay sufficient regard to progression and development in the experiences provided for pupils as they go through the school.
- The curriculum is enhanced by fieldwork, visits to places of educational interest and through visits of individuals from the community to the school.
- Homework is set regularly and, although it is not always directly related to the work undertaken in the lessons, it promotes some of the pupils' linguistic and mathematical skills.
- The school provides appropriately for the development of some personal and social education by identifying and noting suitable opportunities to be included in the termly themes. Detailed attention was given to raising pupils' awareness of citizenship by arranging an European week where each class undertook a study of one of the countries of Europe.

### **5.4 Support, guidance and pupils' welfare**

The quality of the support and personal and educational guidance provided for pupils is good.

- The whole staff have a concern for the pupils' safety and personal welfare, and the school is a happy community.
- Appropriate attention is given to sex education in the school curriculum.
- The school has adopted a policy of racial equality and cultural diversity. Equal opportunity is provided in all the school's activities.
- Teachers are aware of the appropriate steps to be followed for the protection of children against abuse.

- Visitors to the school are directed to the main entrance where the door locks itself as it closes. The attention of staff can be drawn by ringing the bell.
- Fire-fighting equipment and portable electrical equipment are inspected regularly. A fire drill is held regularly. Four members of staff have an up-to-date First Aid qualification.

### **5.5 Provision for pupils with special educational needs (SEN)**

The quality of the provision for pupils with special educational needs is very good.

- The school conforms fully to the requirements of the SEN Code of Practice. A record is kept of pupils with SEN according to the statutory requirements.
- The governor with specific responsibility for SEN has received appropriate training, has visited the school and undertakes her responsibilities thoroughly and effectively.
- Whole-school screening processes allow early identification of pupils experiencing difficulties and provide a means for identifying success after a period of support. There is valuable collaboration between the SEN co-ordinator, the support teacher and class teachers. A system of involving parents in the process of early identification of pupils' needs is operated, and parents appreciate this.
- A proportion of the school budget is appropriately earmarked for the employment of part-time SEN teacher and for the provision of suitable resources used to support learning.
- Appropriate individual education programmes are provided for pupils, which are revised every term; the provision in the withdrawal sessions and within the classroom reflects the requirements of these programmes.
- The part-time teacher provides a weekly session for the pupils, mainly on a one-to-one arrangement. Work and resources are carefully prepared for these sessions, and pupils respond positively. Appropriate arrangements have been made to meet the specific needs of pupils with a statement of SEN. The attention they receive in specific, weekly sessions is both sensitive and encouraging.
- It is ensured that pupils with SEN have full access to all NC areas by arranging their integration into mainstream classes with the support of the teacher and SEN assistant, where appropriate. The SEN assistants are effective in ensuring suitable support for the pupils under their care.
- A new strategy, in collaboration with the county inclusion teachers, provides additional support to deal with pupils with personal and behavioural difficulties.
- The pupils with SEN make good progress, educationally and socially.

### **5.6 Partnership with parents and community, schools and other institutions**

The school's partnership with parents and community, schools and other institutions is good.

- Parents are supportive of the school's aims and of the education and values promoted by it. The Parent Teacher Association makes substantial financial contributions to the school annually. A number of the parents give of their time to help the school in activities such as

swimming, football, athletics, the Urdd and through being responsible for groups of pupils on school trips.

- Suitable arrangements are made for parents to visit the school to discuss their children's work. Parents welcome the 'open door' policy for discussing any additional concerns that may arise from time to time.
  
- The Parents' Handbook and the annual governors' reports to parents give valuable information on the school. The handbook does not note the arrangements for curriculum complaints and the annual report does not give details of any contributions to the school. Nevertheless, both documents are attractive and of good quality.
  
- Pupils take an interest in the old people's home in the village and visit the chapel and church occasionally. They also take part in fund-raising campaigns with local movements such as the football club, Brownies and Scouts.
  
- The school co-operates closely with the local nursery school. Children from the nursery school have the opportunity to get to know the headmistress, who is responsible for the school's nursery class.
  
- Good pastoral links have been established with the secondary schools in the area. Pupils who transfer have opportunities to visit their chosen school to familiarise themselves. Teachers concentrate their attention on curriculum meetings in two secondary schools.
  
- Students from the local university make good use of the school for the professional training of prospective teachers.
  
- The link with the different services of the local UA is good.

## **5.7 Partnership with industry**

The school's partnership with industry is satisfactory.

- The school has no policy document to direct the work of developing the contribution of industry to the curriculum.
  
- Visits are arranged to a good number of local businesses and industries that are relevant to the current thematic work of the school. As yet, this has had no apparent effect on pupils' standards of achievement.
  
- An arrangement was made for one teacher to attend a one-day course related to conservation and organic farming organised by Careers Wales.

## **6. MANAGEMENT**

### **6.1 Quality of self-evaluation and planning for improvement**

The quality of the school's procedures for self-evaluation and planning for improvement is good.

- A detailed whole-school review is undertaken to analyse the strengths and weaknesses in the provision that the school makes. The process includes discussions in staff meetings, a lesson observation programme, inspection of examples of pupils' work, reviews of teachers' planning documents and an analysis of some aspects of NC test results. These processes give a full picture of the school and its achievement and allow the school to identify relevant development priorities.
- The system has ensured that curricular and managerial aspects have been earmarked to receive attention during the current year and highlights the practice of planning over a three-year period.
- A procedure exists to set quantitative targets for each pupil to help the school to raise standards. This process has not been fully developed and there is no consistent correlation between the targets and the final achievements of pupils.
- A programme has been established to visit classes to monitor the quality of learning and teaching in specific subjects and the head and deputy, and subject co-ordinators, contribute to the process. This is good practice and the head and teaching staff are aware of the school's strengths and weaknesses.
- The outcomes and recommendations that arise from the school's self-evaluation system are fed into the SDP in order to formulate an action plan. The SDP is a useful document, which identifies the school's priorities and notes responsibilities and expenditure needs.
- The in-service training [INSET] organised for the teachers corresponds to the priorities in the SDP and to the professional development needs of individuals.

## **6.2 Leadership and efficiency**

The school's leadership and efficiency are good.

- The head and governing body provide clear guidance in terms of values and methods of action. The head knows the school well and is aware of its strengths and weaknesses.
- Managerial policies have been designed that set clear objectives, and provide guidance and support to all teachers.
- The SDP is a comprehensive document, which includes a detailed evaluation of the previous plan, noting clearly what was achieved during the year and the priorities to be continued. It lists expenditure on equipment and resources but it does not match expenditure on other managerial and curricular aspects to the financial resources available to the school.
- A recently qualified teacher received good support and guidance during her first year in post. She was given opportunities to visit other schools to observe good practice in lesson presentation and opportunities to attend further relevant training in several areas. A member of staff was designated as her mentor and she received further valuable support from the head.
- The deputy head makes a valuable contribution to school leadership by participating in all discussions when formulating the SDP and in prioritising expenditure.

- The governors are active in all aspects of the school's work. They meet regularly and receive regular reports from the head. They have a good awareness of all procedures and a good number of them have opportunities to visit the school regularly to monitor some curricular aspects. They subsequently prepare a useful report to be shared with the rest of the governing body.
- The head, the deputy and governors monitor school finance closely. Discussions are held regularly and all resources are used efficiently while attempting to ensure that staffing levels are as advantageous as possible.
- An effective system has been established for Performance Management and all members of the teaching staff are aware of the demands on them.
- The school's day-to-day administration is effective.

### **6.3 Staffing, accommodation and learning resources**

- The school is an effective institution that makes good use of all the resources at its disposal.
- The number of teaching staff is sufficient and they have the necessary qualifications to meet curricular requirements.
- By attending a good range of INSET courses that match the requirements of the SDP and the needs and aspirations of individual staff, teachers up-date their skills continuously.
- Appropriate attention was given to the induction of a teacher in her first year at the school. The school prepares appropriately for the Performance Management and Threshold Assessment systems.
- Effective use is made of the expertise and interests of individual teachers.
- The contribution of the nursery assistant and classroom assistants is consistently good. They provide good support for the teachers and extend the opportunities available to pupils.
- The building is in good condition and the standard of cleanliness, both within and outside the school, is good.
- A suitable area has been provided for children under five to enable them to play outside safely.
- Governors are concerned about the safety of the slabs that support the ground above the path that leads to the school. Also, the uneven slabs in the small yard near the back door of the school are dangerous.
- The provision of resources for the teaching of all NC areas is generally good. In addition to the class libraries, there is a school library where the books and resources are conveniently arranged.
- The quality of the displays in the classrooms and corridors is good; they contribute to the effectiveness of the teaching and learning.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **7.1 Standards achieved by pupils**

#### **Provision for the under-fives**

The provision for children under five is appropriate and promotes the Desirable Outcomes for Children's Learning. The standards achieved by the children of nursery age are good in every one of the six areas of learning; on the whole, children of reception age achieve very good standards.

The children of nursery age are taught separately, and the reception children are taught in the same classroom as Y1 pupils.

#### **Good features**

##### **Part time nursery children (age 3 – 4 years)**

- The children's personal and social development is good. The great majority play together happily, sharing toys and equipment and try to help each other. They have a good understanding of the difference between right and wrong and they usually respond at once to commands and instructions.
- The children's standards of literacy are generally good with a small minority achieving very good standards. They listen intently and discuss confidently in their mother tongue. They understand well how books work and they can follow a story in picture form while listening to the text on tape. They understand and respond to simple instructions in Welsh.
- The children's numeracy standards are good. They use accurate and relevant vocabulary in comparing the length and size of different objects and orally, they can count a small number of objects correctly.
- The children's knowledge and understanding of the world are good. They can describe simply how flowers grow from seeds and they chat confidently about their visit to the local church. Their development is promoted further through play activities with sand and water.
- Their creative development is good. They use different media regularly to compose pictures and a collage. They sing a good range of simple songs and rhymes.
- The children's physical development is good. They use large toys regularly when playing outside on a suitable safe area; they show very good control of movements in movement lessons on the floor and on large apparatus in the hall. Their small physical skills for handling scissors and pencil develop appropriately.

##### **Reception children (age 4 – 5 years)**

- The children's personal and social development is very good. They collaborate effectively in group tasks for extended periods, showing a high degree of independence. They show respect

and courtesy towards each other and towards adults. They display maturity beyond their years.

- They make very good progress in their early literacy skills. They listen intently and respond appropriately. They talk confidently in their mother tongue about their experiences and they enjoy role-play. They read large books together and they recognise some words and the majority of letters within them. They repeat a story precisely from memory using extended vocabulary. The more able children begin to read and write simple sentences independently.

Their understanding of Welsh develops well and the great majority begin to respond orally, using simple language patterns.

- The children's mathematical development is good. They play a board game independently, matching numbers and objects and counting to at least ten correctly. They come to understand the purpose of money and to recognise some coins when playing in the florist's shop in class. They have a good awareness of concepts such as 'long' and 'short', and 'heavy' and 'light'.
- The children's knowledge and understanding of the world is very good. Following a visit to Pili Palas, they can explain systematically and confidently the various stages in the development of a butterfly and they can classify insects according to different characteristics. They have a very good awareness of aspects of history: they can describe in detail the different ways of travelling in the past, using appropriate terminology in discussing the passage of time.
- The children's physical development is very good. They show very good control in using writing and painting implements and they are most successful in making precise models using small building bricks. Their development is further promoted in physical education lessons in the hall where they use large and small apparatus confidently and freely.
- The children's creative development is very good. They use different media confidently in creating pictures and a collage. They contribute very effectively when joining with Y1 pupils in a music lesson. They can clap accurately to the rhythm of words and use their voices and instruments appropriately in creative composition. They sing a good range of simple songs and rhymes enthusiastically.

### **Weaknesses**

- The reception children tend to be over-enthusiastic and noisy, affecting Y1 pupils sharing the same classroom.

### **English**

Standards are good at both key stages.

### **Good features**

- At KS1, pupils talk freely in different contexts. They discuss familiar experiences and events confidently, as individuals and in a group.

- They listen and contribute enthusiastically during presentations, recalling information and expressing their views confidently. The standard of the oral language of the great majority of pupils is good.
- The great majority of KS1 pupils read fluently. They read suitable texts confidently and can explain with maturity the difference between a storybook and a factual book. They can discuss the features of a book, referring to the name of the author and how the list of contents is used to find the relevant pages. They understand alphabetical order and use simple dictionaries confidently.
- Early in KS1, pupils write correctly and freely in composing quite extended stories and when recording personal events in their News Book. The great majority of pupils structure their work appropriately and the presentation is good as regards correctness of spelling, phrasing and punctuation.
- Older KS1 pupils write in a good range of forms, such as descriptions, a story strip, letter of thanks after an educational visit, and factual records.
- At KS2, the oral ability of the great majority of pupils is good. They listen intently and respond appropriately and at length to class discussions. They give consideration to their peers' contributions and discuss their work maturely, making good use of the terminology learnt in science, history and mathematics lessons.
- The great majority of KS2 pupils read fluently with appropriate expression. They show their liking for books and the most able pupils show good knowledge when discussing genres, their favourite books and the various styles of authors and poets within their experience.
- When they read suitable texts, the less able pupils enjoy books and possess good skills for decoding unfamiliar words.
- Pupils can use various sources confidently in seeking information. They use reference books, compact disks and the Internet. The more able pupils show good higher reading skills in selecting the relevant information from a challenging text.
- They plan in detail before beginning to write stories. Their understanding of story structure is good. They show mature writing skills and the quality of presentation of the best work is good in its neatness and accuracy.
- They write maturely in response to events and direct experiences. They designed appropriate questionnaires in preparation for a visit by a children's author and their records of the occasion were good.

### **Weaknesses**

- At KS1, the most able pupils do not undertake extended tasks.
- At KS2, pupils' written work is often restricted, with little creative and extended work. They do not use hand-written or computer drafts to develop and refine their work.

### **Mathematics**

Standards are good at both key stages.

## **Good features**

- At KS1, pupils handle numbers confidently, mentally and on paper. They count forward and backward in steps of different size, and double numbers up to 20 easily. The most able pupils can apply these skills with larger numbers, explaining clearly their method of working. They understand and use a variety of strategies for mental calculation and they can recognise some number patterns including odd and even numbers. They use addition, subtraction, multiplication and division operations effectively in solving number problems. They understand simple fractions and can handle money in an appropriate context.
- They use simple measures effectively when comparing the mass, length and capacity of different objects. They discuss their work confidently, explaining the need to be precise when measuring. They can recognise and describe the characteristics of two-dimensional [2D] and 3D shapes correctly.
- KS1 pupils gather data in a number of contexts and record the results systematically in the form of a table, pictograph and block graph. They are very successful in analysing the graphs simply and reaching a conclusion.
- The great majority of KS2 pupils have a sound understanding of a number of aspects of number work and use them effectively when calculating mentally and on paper. They are aware of a good range of strategies to facilitate mental exercises and they can give rapid and accurate answers. Throughout the key stage, pupils have a sound grasp of multiplication tables and they apply their knowledge effectively in investigations and in solving numerical problems. By Y6, pupils' knowledge and understanding of fractions and decimals is very good.
- Younger KS2 pupils handle different measures confidently and have a good understanding of how and when to use different measuring units. By Y5 and Y6, pupils' knowledge and understanding of the work on shape is sound; they can name different types of triangles and measure angles with increasing accuracy.
- Pupils gather different data and record it in the form of a block graph. They analyse the results in detail and come to sensible conclusions.

## **Weaknesses**

- A small minority of KS1 pupils have difficulty with simple mental calculations.
- At KS2, pupils' data work does not develop sufficiently as they move from class to class and by Y5 and Y6 they do not use a wide enough range of different graphs when collecting and interpreting the data.

## **Science**

Standards are good at KS1 and satisfactory at KS2.

## **Good features**

- At KS1, pupils can name the parts of a plant, and they conduct simple investigations, showing a good awareness of a fair test, to find the particular conditions necessary to sustain life.

- They make simple predictions when planning an investigation, observe carefully and use their observations appropriately to make simple comparisons.
- In their investigation of insects found under a potato, they observe their characteristics closely, differentiate between them, compare size and shape and extend their knowledge by using appropriate reference books.
- Pupils have a good understanding that much everyday equipment use electricity, and they study simple circuits, which include batteries, wires and bulbs. They understand why some circuits fail to work and make appropriate suggestions to correct the fault.
- At KS2, pupils make systematic observations and measurements in studying concepts such as magnetism and friction. They arrive at simple conclusions and usually display them in the form of block graphs.
- KS2 pupils have good knowledge and understanding of life processes and living things, materials and their properties, and of physical processes.
- When looking into way water evaporates, they plan their own investigation, showing good awareness of the need for a fair test. They select suitable apparatus and plan their method of recording and the method that the data is assembled for analysis.
- By the end of KS2, pupils have been involved in a wide range of scientific experiences. They show good understanding of the scientific process.

### **Weaknesses**

- At KS1, pupils are not involved in tasks that are sufficiently based on their direct experiences of the familiar world around them. There is over-reliance on tasks from commercial sources.
- At KS2, there is no consistent development across the key stage in the method of investigation, the manner in which variables are controlled, and the method of interpreting data and conclusions.
- Pupils' ability to produce detailed diagrams and drawings has not developed sufficiently and a significant proportion of the work is superficial.

### **Welsh (second language)**

At KS1, standards are good in listening and satisfactory in speaking, reading and writing. At KS2, standards are satisfactory in listening and unsatisfactory in speaking, reading and writing.

### **Good features**

- KS1 pupils listen intently to presentations and instructions and respond appropriately in familiar situations. They follow a story on the computer, showing good understanding of the text. They use simple sentence patterns when asking questions orally to each other and offer suitable responses. In presenting simple information about themselves, the great majority articulate correctly and use appropriate intonation.

- The pupils read simple words and sentences correctly using pictures and context effectively to find the meaning of new words.
- KS1 pupils write simple sentences when following a familiar pattern. They punctuate and spell simple words correctly.
- On the whole, KS2 pupils listen intently to stories and presentations and are anxious to contribute orally according to their ability. By Y6, they follow and understand presentations in challenging language and in different contexts.
- A small minority of KS2 pupils respond confidently when chatting informally. The great majority of pupils can understand and respond to questions, using a limited range of sentence patterns.
- The great majority of KS2 pupils can read their own work easily and correctly. A small minority of pupils at the top end of the school read simple books fluently and with appropriate expression.
- KS2 pupils complete language exercises and write simple sentences, following a basic pattern. By Y6, they write to a satisfactory standard in a good variety of different forms and for different audiences.

### **Weaknesses**

- KS1 pupils are not confident enough to take part in simple oral activities such as playing a board game in Welsh without the support and encouragement of the teacher.
- The ability of the great majority of KS1 pupils to write simple creative pieces independently has not developed sufficiently.
- At both key stages, pupils do not read a wide enough range of printed resources in order to develop their reading skills in different contexts.
- Apart for a small nucleus in Y6, KS2 pupils' written responses are limited and full of elementary errors.
- KS2 pupils are neither confident nor fluent in their use of the language.

### **Design and technology**

Standards are satisfactory at both key stages.

### **Good features**

- At KS1, pupils use a good range of equipment and materials such as a scissors, glue, cardboard, tissue paper and paint successfully in producing models and they enjoy food technology when planning, making and evaluating sandwiches.
- Pupils at both key stages have due regard for safety when working and they all follow the sequence of designing, selecting a plan, and creating an object, before evaluating it.

- Pupils at the end of KS2 evaluate products in detail, expressing a mature opinion on the suitability and quality of commercially produced food boxes.
- Some of the older KS2 pupils begin to develop methods of handling hard materials and to build moveable components with building kits – to be included in their models of moveable bridges.

### **Weaknesses**

- The standard and accuracy of plans produced by pupils for their projects are uneven. Pupils' designs across the school are not sufficiently detailed and neat, and evaluations are not perceptive enough.
- The ready-prepared design worksheets that are sometimes used restrict the inventiveness and expression of the more able pupils.
- At KS2, pupils do not make sufficient use of ICT to control movements in their products.

### **Information technology**

Standards are good at KS1 and unsatisfactory at KS2.

### **Good features**

- KS1 pupils use the computer confidently. They handle the 'mouse' skilfully in following screen instructions and they successfully use a range of software such as 'RM Maths', stories on CDs and some of the 'My World' screens.
- They are effective in the use a good range of technological equipment such as a tape recorder, listening equipment, and a video recorder.
- They use the floor turtle, programming it correctly, to undertake a variety of operations in cross-curricular situations, such as mathematics.
- At KS1, pupils use a simple data program confidently in gathering information to create tables and pictograms to record the weather.
- They show good skills in using the word processor to re-present their work, varying the size and colour of the font.
- Early in KS2, pupils make good use of ICT equipment and software in conveying ideas and information in the form of text, pictures and simple graphs. They use the word processor and publisher program confidently. Their work often includes pictures and they make effective use of graphic elements to improve the appearance of their work.
- Older pupils' ability to use multi-media equipment, CDs and the Internet to gather information is good. They are confident in using the hardware and various software. They understand how a search engine works and use it with ease. They use e-mail effectively for

sending and receiving messages from pupils in other schools and from commercial companies.

- Pupils use the computer creatively when designing wallpaper. When studying a historical period, they make effective use of snapshots to enhance their written presentations. In their study of the Conwy river bridges, they use digital camera photographs, which they include effectively in displays of their work.
- Pupils in one class make good use of multi-media software in preparing an interactive white board presentation on the Tudor period. Pupils discuss their use of the technology with confidence.

### **Weaknesses**

- At both key stages, pupils do not use the word processor often enough as a tool to improve the content of their work.
- KS2 pupils do not use the computer for searching and problem solving and do not undertake modelling work using programs such as 'Logo'; important elements of the NC are omitted.
- Pupils make insufficient use of ICT programs in subjects such as science, music and design and technology.
- KS2 pupils' ability to use spreadsheet and data programs has not been developed sufficiently. They do not use the ICT to explore patterns and relationships and to analyse results in order to come to a conclusion.

### **History**

Standards are satisfactory at both key stages.

### **Good features**

- At KS1, the great majority of the pupils understand chronology well and use relevant words and phrases effectively when referring to the passage of time.
- They discuss old and new artefacts and are able to describe confidently the characteristics of objects that have changed with time. They show good knowledge and understanding of modes of travel 100 years ago and succeed well in contrasting the equipment of a modern kitchen with kitchen equipment before the arrival of electricity.
- At KS2, pupils develop a simple chronological framework at the beginning of their study of the Roman and Tudor periods. The historical knowledge of the great majority of pupils of characters, events and way of life in the periods is good.

- Pupils show good skills in investigating the Tudor period in order to prepare a presentation for their peers on the interactive whiteboard. They respond well to direct experiences and the quality of their recording following their visit to Plas Mawr, Conwy is satisfactory.
- At the end of KS2, pupils' research skills are good. In discussing historical sources, they show mature understanding of the nature of original and secondary sources and can differentiate between them confidently as they learn about law and order in the Tudor period.

### **Weaknesses**

- At KS1, pupils do not undertake tasks that are sufficiently challenging and do not convey their knowledge and understanding in a variety of ways.
- At KS1, older pupils' ability to find information on the past from a range of sources and to ask and answer questions on the past has not developed sufficiently.
- At KS2, pupils' development in historical skills and understanding is uneven. Pupils do not study a period in sufficient detail nor present their conclusions independently because of the restrictions of the constant use of prepared worksheets.
- A significant number of KS2 pupils fail to recall knowledge and their previous experiences.

### **Geography**

Standards are good at KS1 and satisfactory at KS2.

#### **Good features**

- At KS1, pupils have a good awareness of the features of the local area. They can discuss what is to be seen in the village and use simple geographical terms in describing the area. They make effective use of photographs in discussing and describing the human and physical features of the locality. They express a simple opinion on the environment; they express their likes and dislikes, offering sensible reasons.
- Pupils draw a simple, clear map of their journey to school, drawing pictures of the characteristics of the area and labelling them.
- Older KS1 pupils have some awareness of the features of one African country. They can describe the country, referring to the climate and noting the related problems.
- They have a good awareness of the location of the different countries within the United Kingdom and they can recognise Wales on a map of the UK and locate their local area and the capital of Wales on the map.
- KS2 pupils, as part of their study of the local area, have undertaken fieldwork of good standard by following the course of the river Conwy. They record the work systematically and discuss it with understanding, using appropriate geographical terms.

- They compare the village of Glan Conwy with the town of Llandudno; they form their own relevant questions and give geographical answers.
- The older pupils make effective use of the Internet, maps and atlases in investigating climate in different countries of the world. They can refer to the countries and their location on a map of the world, explaining why the climate depends on location and distance from the equator.
- Y6 pupils compare with understanding the temperature data of the local area and at the summit of Snowdon. They make effective use of a Web site to gather information, and use a computer program to draw a suitable table to record the results.
- Pupils have a good awareness of the way of life in different countries in Europe.

### **Weaknesses**

- KS1 pupils' do not compare their local area with another neighbourhood in sufficient detail.
- Over-reliance on structured worksheets, especially at KS2, limits pupils' ability to carry out detailed geographical investigations and to develop an understanding of geographical concepts. Much of the work is superficial.
- KS2 pupils have little knowledge of an economically developing country.
- Pupils do not discuss environmental issues in a manner that deepens their understanding of communal or environmental changes.

### **Art**

Standards are satisfactory at both key stages.

### **Good features**

- At KS1, pupils experiment with a variety of media and produce work of satisfactory standard.
- They are aware of the work of famous artists such as Van Gogh and Monet and of the significant facts in their lives. They name some of their paintings, describing their styles simply and expressing their liking or dislike of the pictures.
- Throughout the school, pupils use sketchbooks as they experiment, investigate and plan before undertaking an art project. The use made of these books is inconsistent from class to class but generally the standard of work in them is satisfactory.
- Early in KS2, pupils observe a still life object closely and produce sketches of a good standard.
- Older KS2 pupils can discuss the work of Welsh artists with understanding, referring to style and effect. They use these pictures as a stimulus to their own experimental work.

- Y6 pupils make effective use of a computer program to produce patterns for wallpaper.

### **Weaknesses**

- At both key stages, pupils do not produce 3D objects regularly enough.
- Pupils cannot discuss and evaluate their own work, using relevant vocabulary.
- At KS2, pupils do not develop their own expressive ideas sufficiently. They make little use of their creativity and imagination.

### **Music**

Because of one teacher's illness, no music lessons were observed at KS2 and consequently no judgement can be made on standards. According to the scheme of work and the little evidence from paper work in pupils' files, appropriate opportunities are provided in all aspects of the subject.

Standards are good at KS1.

### **Good features**

- The great majority of KS1 pupils sing in tune with clear diction and appropriate expression. They have learnt a good range of different songs and rhymes.
- They listen intently to well known music, recognise different elements of the piece, and describe the effects maturely using appropriate musical vocabulary.
- They keep a correct beat and recognise and repeat simple rhythm patterns. They can name some instruments and use a good range of untuned instruments effectively in composing a simple accompaniment to a specific stimulus.
- They evaluate their own compositions showing understanding and maturity.

### **Weakness**

- Pupils do not use a computer program to promote their development in music.

### **Physical education**

A gymnastics lesson was observed at KS1 and gymnastics and games lessons at KS2. From this evidence, standards are good at both key stages.

### **Good features**

- At KS1, pupils dress independently for the lesson and their clothing is suitable. Their attitude is good and they quieten naturally without instruction at the beginning of the lesson.
- They listen intently to instructions, they respond appropriately and concentrate well when working. They make effective use of the space.

- The great majority of the pupils work physically hard and they explain confidently the changes in their body as they work energetically.
- They bring out equipment safely and use it effectively and safely, showing creativity as they move on it, over it and under it. The great majority display good skills in movement, changing direction and linking movements. On occasion, they show good tension in sustaining movements and shapes that demand muscle extension.
- The pupils, in co-operation with their teacher, use specific criteria well to evaluate each other's movements.
- At KS2, a good number of the pupils move, use space and change direction skilfully. They control movements effectively as they create a sequence of different shapes.
  
- In undertaking floor exercises, they maintain shapes well. They work in a disciplined manner, showing pride in their individual achievements. They make relevant comments when evaluating their work.
- The pupils show good commitment as they develop ball-handling skills in a games lesson. They respond appropriately to warming up exercises and display good skills in practising passing and receiving a ball.
- KS2 pupils show good awareness of safety procedures in moving apparatus. The great majority work well on the apparatus, showing relevant skills in travelling over it and in jumping from it.

### **Weaknesses**

- At KS2, a small minority, mainly boys, do not listen or pay sufficient attention, and their movements lack quality.

### **Religious education**

Standards are satisfactory at both key stages.

### **Good features**

- At KS1, the pupils write simple personal prayers to give thanks for food.
- They discuss feelings and emotions and express appreciation of people that help them at home, in the community and in the school.
- They have a good awareness of places of worship and they can identify the features of a church and some of the religious symbols such as a cross, a candle and wine.
- At KS2, pupils have appropriate knowledge about other religions such as Hinduism and Judaism. They discuss some of the stories relevant to these religions and are aware of their festivals and ceremonies.

- They can describe religious practices such as baptism and pilgrimage. Some of the older pupils are beginning to form their own ideas and creeds and realise that other people have different values that should be respected.
- Pupils learn of the features of the main Christian festivals and they record some Bible stories in dialogue form and as simple story strips.

### **Weaknesses**

- Many of the tasks undertaken by the great majority of the pupils are superficial and do not show sufficient development across the school.
- Pupils at both key stages are uncertain in recalling the knowledge of the main ceremonies and creeds of the religions studied by them.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

The progress since the previous inspection is good.

Following the inspection in the 1997 summer term, an action plan was prepared to respond to the following key issues:

1. *Review the school's language policy in order to establish the main language medium for teaching and learning in every subject*
2. *Review the arrangements for space for the nursery class in order to create a stable learning environment and an enclosed outside play area*
3. *Complete the review of the safety arrangements and improve the heating and ventilating system*
4. *Improve the quality of the annual report to parents and provide more detailed information on the achievement and progress of pupils in the foundation subjects, setting additional learning objectives*
5. *Review the current homework policy*
6. *Implement the system of teacher appraisal*

Since the last inspection the school has acted on the following matters:

1. The school's language policy has been modified to conform to the Authority's language policy and issues relating to the medium of presentation of activities have been discussed and regularised by the teaching staff. During the current inspection, use of language practices in the classrooms remained inconsistent. Standards in Welsh (second language) are satisfactory at KS1 and unsatisfactory KS2;
2. The location of the nursery class has been changed. Present arrangements ensure sufficient space, a cosy environment and an enclosed outside play area, all of good quality;
3. A full review of the school's safety arrangements has been completed. Officers of the County Council's Health and Safety Department, the Police and the Fire Service, undertook a survey. The school has responded fully to the recommendations of these professional agencies. By

now, the safety of the site is appropriate. The work of renewing the heating and ventilation system has been completed in co-operation with the officers of Conwy UA. The quality of the present system is good;

4. The school has adopted the format recommended by the Authority for annual reports to parents. It was ensured that the information held by the school on the range of curriculum subjects was shared with the parents as a basis for the identification of the next educational steps for each pupil. The school has responded fully to the recommendations, and the quality of the present arrangements for reporting to parents is good;
5. The homework policy was revised by the teaching staff and structured to ensure consistency across the school. The present arrangements are satisfactory;
6. The teacher appraisal system referred to in the previous report has now been replaced by the system of Performance Management. Evidence was seen of the implementation of the system and that a self-critical ethos, with a concern for quality and the raising of standards, exists at the school. The Investors in People award granted to the school recently confirms this.

## **8.2 Key issues for action**

The school needs to:

- improve standards in Welsh (second language) and ICT as subjects at KS2, and across the curriculum throughout the school;
- maintain standards in the subjects and areas where good standards are attained and improve standards of achievement in the subjects and aspects that are satisfactory, by attending to the weaknesses noted;
- improve the unsatisfactory teaching by attending to the weaknesses noted, and specifically,
  - ensure better class organisation and control early in KS2;
  - reduce the use of worksheets at both key stages in order to permit the pupils to develop creativity and individuality;
  - raise teachers' expectations in order to ensure that each pupil achieves his or her full potential;
- develop and extend the use of data, including different types of graphs in mathematics and in other areas across the curriculum.

## APPENDIX

### School Data

#### A. Basic Information About the School

Name of the School	Ysgol Glan Clwyd
Type	Primary
Age range of pupils	3 – 11
School address	Ffordd Top Llan Glan Conwy Sir Conwy
Postcode	LL28 5ST
Telephone number	01492 580421

Name of Head	Mrs Sheelagh Thomas Hughes
Date of appointment	1 Medi 1988
Chair of Governors	Mrs Ellen Roberts
Registered Inspector	Jean Marshall
Date of inspection	19 May – 21 May, 2003

#### B. School Data and Indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	15	12	23	16	12	21	16	115

<i>Number of teachers</i>
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	Full-time	Part-time	Equivalent to full-time
Number of teachers	6	1	6.2

<i>Staffing information</i>	
Pupil:teacher ratio, apart from nursery and special classes	23:1
Size of classes on average, apart from nursery and special classes	23
Teacher:class ratio	1:1

<i>Percentage of attendance during the three whole terms before the inspection.</i>				
	R	KS1	KS2	Whole school
Spring Term	95.6	92.7	93.8	94
Summer Term	95.7	93.9	94	94.5
Autumn Term	92.5	93.3	95.4	93.7

Number of pupils excluded during the previous 12 months.	0
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### C. Results of National Curriculum Assessments 2002

#### END OF KEY STAGE 1: 2002

Results of National Curriculum Assessments KS1: 2002			Total number of pupils Y2: 19						
Percentage of pupils at each level									
			D	A	F	W	1	2	3
English	Teacher Assessment	School					5	84	11
		National				4	13	62	21
Mathematics	Teacher Assessment	School					11	68	21
		National				2	9	60	29
Science	Teacher Assessment	School					16	79	5
		National				2	10	67	21

#### END OF KEY STAGE 2 : 2002

Results of National Curriculum Assessments KS2: 2002			Total number of pupils Y6: 22								
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher Assessment	School						9	18	55	18
		National		3			1	5	16	45	30
	Test/Task	School						9	5	59	27
		National		5				4	12	41	38
Mathematics	Teacher	School					4	14	59	23	

	Assessment	National		3			1	4	19	46	27
	Test/Task	School						4	41	50	5
		National		4				4	19	43	30
Science	Teacher Assessment	School						4	23	59	14
		National		3				2	13	49	33
	Test/Task	School						4	0	64	32
		National		2				1	10	48	39

- D Pupils who are exempt under statutory arrangements from part or whole of the National Curriculum  
A Pupils who have failed to register a level due to absence  
F Pupils who have failed to register a level due to reasons apart from absence  
W Pupils working towards level 1

#### D. The Evidence Base of the Inspection

The school was inspected over a period of three days by a team of two team inspectors and one lay inspector. During the period:

- 50 sessions were observed, attempting to divide the time fairly equitably between the classes;
- discussions were held with pupils, the head and all staff;
- pupils' knowledge and understanding of the work they had undertaken were examined;
- the great majority of pupils were heard reading in both languages;
- samples of pupils' work were inspected;
- analyses were made of school policy and planning documents, teachers' short and long term plans, and schemes of work;
- attendance registers, pupil records and teacher assessment notes were examined;
- detailed attention was given to the school's financial information;
- a formal meeting was held with the governors;
- a parents' meeting, with 5 present, was held, and 31 questionnaires were received for analysis.

#### E. Composition and Responsibilities of the Inspection Team

Name	Role	Sections of the report	Subjects (section 7)
Jean Marshall	Registered Inspector	1.0 2.0 3.1 3.2 5.3 6.2 8.2	Children under five, Welsh, Mathematics, Geography, Art, Music
Gareth Hughes	Team Inspector	4.1 5.1 5.2 5.5 6.1 8.1	English, Science, Design & Technology, Information Technology, History, Physical Education, Religious

			Education
Griff Charles Morris	Lay Inspector	4.2 4.3 5.4 5.6 5.7 6.3	

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