

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

**Mochdre Infants' School
Station Road
Mochdre
Colwyn Bay
Conwy
LL28 5EF**

School Number: 662 2106

Date of Inspection: 21 – 23 February 2005

by

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11608**

Date: 27 April 2005

Under Estyn contract number: T/109/04P

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Mochdre Infants' 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 Mochdre Infants' School took place between 21 – 23 February 2005. An independent team of inspectors, led by Anna Dawson 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:

- | | |
|----------------|---|
| 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 |

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. Mochdre Infants' School is a small school situated in the village of Mochdre, Colwyn Bay. The school serves the village and the surrounding semi-rural area. The children are admitted to the school in the September following their third birthday. During the inspection, there were 13 children attending the nursery part-time. There were 65 pupils in full-time education.
2. Approximately 50 per cent of the school roll comes from an area which is socially and economically disadvantaged. Other pupils come from areas which are neither prosperous nor socially and economically disadvantaged. There are 47 per cent of pupils who are entitled to receive free school meals. The school has pupils from the full ability range. There are no pupils who have a statement of special educational need but 5 pupils are currently being assessed for a statement. Twenty-one pupils or 36 per cent of pupils are on the school register for special educational needs (SEN). Most pupils enter the school with below average attainments with a significant minority of pupils who are well below average. There are very few higher attaining pupils. Most children have experience of pre-school education in the nursery class or other pre-school settings. The admission criteria on entry to the nursery and the reception class follow the national and Local Education Authority (LEA) guidance.
3. English is the day-to-day language of the school and the main medium for teaching and learning. All pupils come from homes where English is the first language. Welsh is taught as an additional language. There are very few pupils from minority ethnic backgrounds.
4. The school was last inspected in 1999. The present head teacher was appointed in September 1998. Since then, the school has gained the Investors in People (IiP) Award and the Basic Skills Quality Mark (BSQM). There has been an increase in the number of staff to take account of a steadily increasing number of pupils on the school roll.

The school's priorities and targets

- Raise standards in writing and speaking and listening skills.
- Development of the Foundation Stage.
- Continue to refurbish the accommodation.
- Develop work related education and education for sustainable development.

Summary

5. This is a good school with many good aspects and some outstanding features.

Table of grades awarded

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

Standards

6. In key stage 1, pupils make good and at times very good progress and achieve good or better standards.
7. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
8. On-entry baseline assessment indicates that children are below the LEA average, particularly in language, social and mathematical skills.

Subjects and Areas of Learning Early Years

9. The standards achieved by the under fives in the nursery and reception classes are good in all areas of learning.

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

10. The under fives make good progress in the key skills of listening and speaking. The majority listen attentively and answer questions well. The children enjoy books and make good progress in developing reading skills as

they begin to recognise and read simple words. They are developing writing skills well and most write recognisable letters and words. The majority are developing good ICT skills as they control the mouse independently to operate their programs. Numeracy skills are developing well as children, for example, count to ten and beyond.

11. Children develop their personal and social skills well. They show good social development. Bilingual skills are developing well as incidental Welsh is effectively integrated into the curriculum. Good progress is made in children's problem-solving and creative skills. Children are encouraged to work independently and solve simple problems such as mathematical games. Creative skills are developed well as children explore and use a wide variety of media or take part in role-play activities. They express their feelings and emotions well through paintings and by working with others and by taking on the roles of favourite characters.
12. In key stage 1, pupils make good and at times very good progress. In the subjects inspected, pupils' achievement was good with no important shortcomings. The grades are as follows:

Subject	Key Stage 1
Welsh second language	Grade 2
English	Grade 2
Science	Grade 2
Physical education	Grade 2
Religious education	Grade 2

13. In lessons observed during the inspection, pupils' standards of achievement in the subjects and areas of learning inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	89%	4%	0%	0%

14. These figures are well above the targets set by the Welsh Assembly Government for 2007 which expects 98 per cent of pupils to achieve standards that are at least grade 3 in all classes and 65 per cent to achieve grade 2 or above.
15. Pupils with SEN make very good progress overall in relation to their ability and needs and achieve the targets set for them.
16. Pupils make good progress in the key skills of reading, writing, speaking and listening, their standards of achievement are good. Pupils listen well and answer questions well. They read and write with fluency and expression. Pupils use ICT skills well to support and extend their learning and standards are good. Pupils achieve good standards in numeracy.
17. Pupils make good progress in their bilingual competence. The pupils speak well and are acquiring a good vocabulary. There are good opportunities for them to use Welsh in other lessons. Pupils achieve good standards in the

'Cwricwlwm Cymreig'. The pupils make effective use of their skills to solve problems in subjects such as science and design and technology. Pupils show the application of good creative skills in art, dance and poetry, for example.

18. In 2004, in the National Curriculum assessments at the end of key stage 1, standards according to teacher assessments in the core subjects of English, mathematics and science were similar to the national and LEA averages. Compared with schools with a similar percentage of pupils entitled to free school meals, standards were above average and nearly at the upper quartile. There are no significant differences between the achievement of boys and girls.
19. Results for the school vary from year to year. There are small numbers of pupils taking the tests. The variation in the numbers of pupils with SEN considerably affects the overall results for the school. In considering the overall results for the school over time and the individual achievement of the pupils, they make at least good progress and frequently very good progress. By the time they leave school, the vast majority achieve their potential. This is clearly reflected in for example, pupils with SEN who nearly all attain the nationally expected standards by the end of year 2.
20. Pupils' attitudes to learning are good with no important shortcomings. They are confident and eager learners. Pupils concentrate well and contribute confidently when answering questions. The effective use of circle time enables pupils to develop their social, speaking and listening skills well.
21. Pupils' development in personal and social skills is good. They are able to work independently or collaboratively in small groups when required to do so. Pupils have good skills in independent study. For instance, in science, pupils revisit topics they are interested in, such as electricity and explore issues of how to complete circuits to light a bulb or make a switch or buzzer work. Others refer to books to find out information.
22. Pupils show good respect for others' values and beliefs and have an increasing awareness of equality issues. Pupils are developing a growing awareness of diversity in society through the topics they study. The pupils are prepared well for their next phase of education.
23. The school encourages pupils to take an active part in the community. This assists in the initial development of pupils' knowledge and understanding of the workplace and the local community. However, overall, pupils' awareness and understanding of the workplace are not as well developed.
24. Pupils behave well in and around school. Pupils respond well to the high expectations of the staff. Pupils are helpful and polite and show respect for the staff and for one another.
25. Attendance is presently below the national and county averages. Despite the good efforts of the school to promote good attendance, there are a minority of

pupils who do not attend regularly. The school complies with the current requirements of (NAW) Circular 3/99. Most pupils are punctual.

26. Pupils are developing a growing awareness of diversity in society through the topics they study.

The quality of education and training

27. The quality of teaching in lessons observed is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
36%	61%	3%	0%	0%

28. The majority of teaching is good with no important shortcomings. There are some outstanding features in over a third of teaching.
29. The percentage of good or very good lessons at 97 per cent is well above the Welsh national average of 72 per cent.
30. The teamwork of the staff in planning and sharing expertise to meet the needs of the pupils is of high quality. As classes are small, pupils receive a very good level of individual teaching which is meeting their personal and academic needs. Consequently, all pupils receive equal access and opportunity in learning.
31. The teachers have very good subject knowledge because they have very good opportunities for professional development. They are keen to promote national initiatives. For example, this is demonstrated by the awards gained such as the Basic Skills Quality Mark (BSQM) and the Healthy Schools Award. Consequently the basic skills and key skills are taught well.
32. The staff employ a range of methods and strategies to motivate pupils to learn. The working ethos is relaxed and happy, and relationships are very good. Consequently, pupils are keen to learn and not afraid to ask questions or seek solutions to any problems. Awards and praise for learning and behaviour are regular and frequent and spur pupils on to further challenges.
33. Expectations of both work and behaviour are high and are consistently held by all the staff. Because pupils understand and know the rules and what their teachers expect of them, they rise to the challenges that are set.
34. In the best teaching, teachers use questioning exceptionally well to prompt pupils' thinking and learning and to check their understanding. Teachers quickly correct any mistakes or misconceptions. Where teaching is less effective, the pace of learning was slower as introductions were too long or questioning was not as focused to prompt pupils' learning.
35. The teachers know their pupils and their needs very well and full account is taken of this during lessons. Planning is extensive and planned to match the

needs and abilities of all pupils. Teaching is then very well structured to meet the personal and social as well as the academic needs of the pupils.

36. Skilled teaching was evident in all subjects inspected. This is also the case for the basic skills of speaking and listening, reading, writing, numeracy and ICT. Bilingual teaching is well established. There is good teaching of problem-solving skills, most evident in mathematics, science and design and technology. Creative skills are taught well, particularly evident in dance, art and music. Good opportunities are planned for pupils' independent learning. Pupils are taught well to respect the views and beliefs of others and as a result are developing a good awareness of diversity.
37. Assessment of pupils' learning is an outstanding feature of the school. This is a continuous process that informs planning and target setting. Records are extensive and systems are rigorous to identify weaknesses for improvement. For instance, the teachers quickly identify any weakness in pupils' achievement and plan to meet their needs. The annual reports to parents are comprehensive and of good quality.
38. The curriculum is broad and balanced and all pupils have equal access and opportunity to participate in all the activities that are offered. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Policies and curriculum planning is good. There is a wide range of relevant and interesting activities planned throughout the school. The curriculum is planned on a two-year cycle of topics which ensure pupils' skills, knowledge and understanding are systematically developed.
39. Pupils' spiritual, moral, social and cultural development is promoted well through the topics that pupils study and other aspects of the school's provision such as 'circle time' and school assemblies. The curriculum is enriched well through a variety of visitors into school such as the local services and storytellers and authors.
40. There is good provision for pupils with SEN. Pupils are assessed on entry to school which informs teachers in planning to meet their needs. The staff work well with parents and outside agencies to ensure learning. The pupils are fully included in all aspects of school life.
41. There are very good links with parents, the community and other schools. Parents are very supportive of the school. Most support their children's learning at home. A small minority make a significant contribution to the children's learning as they help to support small groups of pupils in school.
42. There are some shortcomings in the school's provision for work related education and for sustainable development and global citizenship. As a result, pupils have a limited knowledge and understanding of these aspects.

43. There are very effective policies for the health and safety of the pupils. Risk assessments are regularly carried out. Arrangements related to child protection are extremely good.

Leadership and management

44. Leadership is of a very high quality. The head teacher successfully promotes equality of opportunity for all pupils and has high expectations that pupils will reach their full potential.
45. The aims and values of the school are shared by the staff, pupils, governors and parents and are very well reflected in the work of the school. This is reflected in the outstanding teamwork from all the staff who together, consistently promote the aims of the school and achieve the targets for improvement.
46. The governors are very supportive of the school and effectively help to set the strategic direction of the school. The governors are committed to ensuring the best possible quality of education for each child. They regularly monitor the quality of provision and the progress the school makes towards the targets set on the School Development Plan (SDP). Statutory requirements are met.
47. The SDP is clearly based on raising standards. The targets set are challenging but realistic and manageable. Work is detailed for the current year and priorities outlined for the next three years. Targets are regularly evaluated for improvements.
48. The school self-evaluation is concise, clear and realistic; it is an outstanding feature of the school. The process of self-evaluation is continuous and informs all aspects of provision. For example, the achievement of the pupils is continually assessed informing their targets for improvement. The inspection findings agree with the judgements made by the school on most aspects of the self-evaluation report. However, the inspectors feel that the quality of self-evaluation has been underestimated by the school and is better than the school's judgement.
49. Good progress has been made since the last inspection. The key issues have been resolved and there has been good improvement in the quality of education. Most notable in the leadership and management, the quality of teaching and pupils' standards of achievement have all improved. This is a testament to the dedication and hard work of the teachers and non-teaching staff in fulfilling their teaching and management duties.
50. The school is well staffed considering the pupil/teacher ratio. Classes are small, twenty or less. However, considering there are only three full-time teachers, this places heavy demands on them in taking responsibility for all aspects of provision and in the management of subjects. The head teacher teaches full-time and has no time at present for management duties. The

governors are in the process of appointing a part-time teacher to address this situation.

51. The nursery nurse and class assistant carry out their roles well to ensure that the nursery pupils achieve well. This is aided by the valuable help from parent helpers. The learning support assistant, nursery nurse and the class assistant also make a good contribution to the pupils' learning in key stage 1. They work very well with the teachers for the benefit of the pupils.
52. The administrative staff help to ensure the smooth running of the school. Kitchen staff help to ensure orderly and pleasant lunchtimes in the dining room. The playground assistants are well trained in playground games and consistently help to maintain the high standards of behaviour. The caretaker maintains a high level of cleanliness in the school.
53. The quality of learning resources are generally of good quality and easily accessible. The school makes very good use of the library loan service for topic and library books and the loan of religious and historical artefacts. Effective use is made of resources during lessons.
54. Some parts of the school building are old and in need of some refurbishment. The governors have prioritised some areas for improvement. The girls' toilets are in need of renovation. The sinks for pupils to wash their hands are some distance away from the toilets. There are no toilet facilities in the nursery. The nearest facilities are detached from the nursery class and within the main school. The staff make good use of the accommodation, despite its limitations.
55. The school gives good value for money.

Recommendations

- R1 Promote further pupils' understanding of the workplace.
- R2 Provide further opportunities for education for sustainable development.
- R3 Continue to work towards improving pupils' attendance.
- R4 Work towards improving the toilet facilities for the girls and the nursery pupils.

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

56. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
57. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
58. The following standards achieved by the under fives in the nursery and reception classes are good in all areas of learning:

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

59. The under fives make good progress in the key skills of speaking and listening. Most listen attentively and answer questions well. The children make good progress in developing reading skills as they begin to recognise and read simple words and enjoy looking at books. They are developing writing skills well and most write recognisable letters and words. The majority are developing good ICT skills. For instance, they control the mouse independently to operate their programs. Numeracy skills are developing well as children, for example, count to ten and beyond.
60. Children develop their personal and social skills well. They show good social development. Bilingual skills are developing well as incidental Welsh is effectively integrated into the curriculum. Good progress is made in children's problem-solving and creative skills. Children are encouraged to solve simple problems such as mathematical games and work independently. Creative skills are developed well as children explore and use a wide variety of media or take part in role-play activities. They express their feelings and emotions well through paintings, by working with others, and by taking on the roles of favourite characters.

61. In key stage 1, pupils make good and at times very good progress and achieve good or better standards. In the subjects inspected, the achievement grades are as follows.

Subject	Key Stage 1
Welsh second language	Grade 2
English	Grade 2
Science	Grade 2
Physical education	Grade 2
Religious education	Grade 2

62. In lessons observed during the inspection, the pupils' standards of achievement are as follows in the areas of learning and subjects:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Percentage at each grade	7	89	4	0	0

63. These figures are well above the targets set by the Welsh Assembly Government for 2007 which expects 98 per cent of pupils to achieve standards that are at least grade 3 in all classes and 65 per cent to achieve grade 2 or above.
64. Pupils with SEN make very good progress overall, in relation to their ability and needs, and achieve the targets set for them. Most needs are for language and learning difficulties.
65. Pupils make good progress in the key skills of reading, writing, speaking and listening, their standards of achievement are good. Pupils listen well and answer questions well. They read and write with fluency and expression. Pupils use ICT skills well to support and extend their learning and standards are good. Pupils achieve good standards in numeracy.
66. Pupils make good progress in their bilingual competence. The pupils speak well and are acquiring a good vocabulary. There are good opportunities for them to use Welsh in other lessons. The consistent application of 'Helpwr Heddiw' makes an important contribution to pupils' learning in Welsh. Pupils achieve good standards in the 'Cwricwlwm Cymreig'. The pupils make effective use of their skills to solve problems in subjects such as science and design and technology. Pupils show the application of good creative skills in art, dance and poetry, for example.
67. In 2004, in the National Curriculum assessments at the end of key stage 1, standards according to teacher assessments in the core subjects of English, mathematics and science were similar to the national and LEA averages. Compared with schools with a similar percentage of pupils entitled to free school meals, standards were above average and nearly within the top 25 per cent. There are no significant differences between the achievement of boys and girls.

68. Pupils make good progress overall and at times very good progress in acquiring new knowledge and skills in relation to their starting points, which for most are below average in relation to their abilities on entry to school. This is clearly reflected in for example, pupils with SEN who nearly all attain the nationally expected standards by the end of year 2.
69. Overall results vary from year to year. The small number of pupils taking the tests each year and the abilities of individual pupils impact considerably on the overall results for the year group. Trends over the last four years show an overall improvement for reading, mathematics and science and most recently for writing which is a focus for school improvement.
70. Pupils' attitudes to learning are good with no important shortcomings. They are confident and eager learners. Pupils, on the whole, sustain high levels of concentration during lessons. Most pupils contribute confidently when answering questions and are keen participants in discussions and debates. The effective use of circle time enables pupils to develop their social, speaking and listening skills well.
71. Pupils' development in personal and social skills is good. They are able to work independently or collaboratively in small groups when required to do so. Pupils have good skills in independent study. They take responsibility for their learning by, for instance, finding out information connected to their topics.
72. Pupils show good respect for others' values and beliefs and have an increasing awareness of equality issues. Pupils are developing a growing awareness of diversity in society through the topics they study. By the time they leave school, the vast majority achieve their potential. The pupils are prepared well for their next phase of education.
73. The school encourages pupils to take an active part in the community. This assists in the initial development of pupils' knowledge and understanding of the workplace and the local community. However, overall, pupils' awareness and understanding of the workplace is underdeveloped.
74. The behaviour of the pupils is good with no important shortcomings. The pupils move around the school in a quiet, orderly and courteous manner. They are respectful to their fellow pupils and to all adults, listening and responding appropriately to instructions and requests. Pupils' manners and attitudes at playtime and at lunchtime are good. The pupils are happy and enthusiastic. They are considerate of others and of school property and demonstrate good self-confidence, taking responsibility for their own behaviour. They understand what is expected of them, in terms of behaviour.
75. There is no recent evidence of bullying or inappropriate behaviour and there have been no exclusions during the last reporting period. Any incidents are dealt with promptly and effectively. Pupils from minority ethnic groups are fully integrated into the school and accepted fully by other pupils without animosity or indifference.

76. There has been no improvement in the levels of attendance since the previous school inspection. Although the attendance rates have improved during the last term, they are still significantly below the LEA and Wales averages. A considerable number of families take their children on holiday during term time – causing pupils to miss valuable learning time. A practice not condoned by the school. Up to ten days of this absence is correctly recorded as 'authorised' in accordance with current NAW guidance. There are no significant variations in attendance across the school. The school complies with the requirements of the NAW Circular 3/99. Punctuality is generally good at the start of the day and throughout the school day.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
36%	61%	3%	0%	0%

78. The majority of teaching is good with no important shortcomings. There are some outstanding features in over a third of teaching.
79. The percentage of lessons graded 2 or above at 97 per cent, is well above the Welsh average of 72 per cent.
80. There is high quality teamwork between the staff in planning and sharing expertise to meet the needs of the pupils. As classes are small, pupils receive a very good level of individual teaching. This meets their personal and academic needs. As a result, all pupils regardless of gender, age, race and ability receive equal access and opportunity in learning.
81. Teachers are skilled at what they do. They have good subject knowledge and keep up to date with national and local initiatives and promote them in school for the benefit of the pupils. For example, this is demonstrated by the awards gained such as the Basic Skills Quality Mark (BSQM) and the Healthy Schools Award.
82. Activities for the under fives are well planned and effectively support the Desirable Outcomes for Children's Learning. The staff place good emphasis on language, literacy and communication skills, mathematical development and children's personal and social skills.
83. The staff employ a range of methods and strategies to motivate pupils to learn. Relationships are very good and pupils are happy, relaxed and keen to learn. They are not afraid to ask questions or seek solutions to any problems. Because pupils receive frequent awards and praise for learning and behaviour, they are motivated to complete further challenges.
84. There are high expectations of pupils' work and behaviour. The staff are good role models and these expectations are consistently held by all the staff. Pupils understand and know the rules and what their teachers expect of them. As a result, they rise to the challenges that are set.
85. In the best lessons, teachers are very skilled in questioning pupils to ensure they have understood the teaching objectives and to prompt their thinking and learning skills. Teachers quickly correct any mistakes or misconceptions.

Occasionally, where teaching was not quite as effective, the pace of learning was slower as introductions were too long or questioning was not as focused to prompt pupils' learning.

86. Teachers know their pupils very well. They plan work and frequently monitor and review progress in order to meet their needs. There is good quality support and care taken to ensure pupils learn and overcome any barriers to learning.
87. Skilled teaching was evident in all subjects inspected. The basic skills of reading, writing, speaking, listening, numeracy and ICT are well taught. Good attention is given to developing pupils' bilingual skills especially through the use of incidental Welsh. There is good teaching of problem-solving skills, most evident in mathematics, science and design and technology. Creative skills are taught well, particularly evident in dance, art and music. Good opportunities are planned for pupils' independent learning. Pupils are taught well to respect one another's views and beliefs and as a result are developing a good awareness of diversity.
88. Overall assessment of pupils' learning is an outstanding feature. The use of assessment made by teachers is excellent. Established assessment procedures ensure that all pupils' progress is diagnosed from an early age. The school's tracking system is used effectively to promote high standards. Comprehensive portfolios contain work which is appropriately annotated and accurately levelled. This work helps teachers to be fully informed about their pupils' standards and needs as they progress through the school.
89. Comprehensive records are kept of pupils' achievements from nursery level onwards including the results of National Curriculum assessments and standardised reading tests.
90. Pupils are aware of the targets set for them in the core subjects. They are able to identify areas of work where they are able to make improvements and are keen to do so. This is especially relevant in the acquisition of reading skills where there is good co-operation between school and parents to enable pupils to meet their individual targets.
91. Annual reports to parents comply with statutory requirements and provide appropriate comments about pupils' attainments in all subject areas. Comments are also made about pupils' personal and social development.

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

Grade 2: Good features and no important shortcomings

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

93. The school ensures that pupils have equal access to a broad and balanced curriculum.
94. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
95. There are good quality policies and schemes of work for all subjects. They ensure that the curriculum is balanced, coherent and provides progression in the development of pupils' knowledge, understanding and skills.
96. The additional needs of pupils are effectively supported. The help given to pupils with SEN by assistants and their class teachers are strong features in the school's provision. As a result these pupils make good and at times very good progress.
97. Good provision is made for the development of pupils' basic skills of reading, writing, speaking, listening, numeracy and ICT. These skills are promoted well throughout the curriculum.
98. There is good provision for the development of pupils' bilingual skills which are promoted well, especially through the use of incidental Welsh. Key skills of problem-solving and creativity are planned effectively into lessons.
99. Links with parents are good and a number of parents are involved in school activities which include fund-raising events. The school has a small but active PTA. 'Family learning courses' are held specifically to improve parents' knowledge and understanding of school life. Parents' evenings, such as an evening to support parents to help their children develop their reading skills, are well supported. Parents have a good relationship with the teachers and this helps to promote a positive school ethos.
100. The school has developed positive links with the local junior school and has also developed good links with Bangor University, as well as the local community. These partnerships help to enrich pupils' learning experiences. For example, as well the use of the local library and the mobile library services, the pupils benefit from a good range of visiting speakers such as the local services. There is no parental support for after school activities and after several unsuccessful attempts the extra-curricular (after school) programme has been abandoned for the foreseeable future.
101. Pupils' personal and spiritual, moral, social, and cultural development is promoted well through a variety of well planned activities. Personal and social skills are effectively developed through for example, circle times. Pupils' moral and spiritual development is promoted successfully through lessons such as science where pupils develop a sense of wonder in the natural world. Assemblies provide good opportunities for spiritual development and quiet reflection. The 'Cwricwlwm Cymreig' is promoted well. Pupils have a good understanding of the history and heritage of Wales. Other cultures are well

represented through subjects such as religious education, geography, music and art which contribute well to the pupils' good cultural development.

102. The school has high expectations of all its pupils and actively and enthusiastically promotes equality of access, equal opportunities and challenges stereotyping. Policies for Equal Opportunity, Diversity and Racial Equality are effectively implemented and meet statutory requirements.
103. One or two practical examples of promoting sustainable development are visible around the school, including the wild flower garden and bird watch. Through these initiatives and through curriculum subjects such as geography, the pupils have developed a greater understanding of, and demonstrate a commitment to, sustainable development. The school participates in the 'Walk to School' weeks and is an accredited 'healthy school'. There is no recycling scheme in school but pupils are encouraged to recycle waste at home. The school does not have a dedicated policy on sustainable development and global citizenship.
104. There are some good links with the local services and industry which enhance pupils' knowledge and understanding of the world of work. For instance visitors from the local community come into school to discuss their roles with the pupils. However, the development of pupils' entrepreneurial skills is limited. There have been no recent teacher placements in the workplace.
105. The importance of homework is emphasised throughout the school and pupils are encouraged to complete their homework tasks promptly. The school has proudly achieved the Investors in People awards. Several aspects of the school's PSE programme have helped develop pupils' understanding of adaptability and flexibility.

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

Grade 1: Good with outstanding features
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106. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
107. Pupils receive very high quality care, guidance and support; this is an outstanding feature of the school's work. The school provides a secure, happy, safe and caring environment for pupils to learn. Parents are very satisfied with the care, support and guidance provided by the school. The classroom support staff work effectively to satisfy each pupil's needs. Very good relationships exist between staff and pupils.
108. Strong relationships exist between pupils, staff and parents. The school operates an 'open door' approach and parents can attend three parents' evenings per year to discuss their child's progress and/or any other matter related to their education. The school regularly seeks pupils', parents' and governors' views and opinions on a range of relevant matters.

109. The school site is secure and pupils are only released to their parent/designated carer at the end of the school day.
110. There are excellent induction arrangements for pupils joining the school. The transfer arrangements for pupils moving from reception into year 1, and for moving up from year 2 to the junior school are excellent. Pupils settle into the school very quickly and happily.
111. SEN arrangements are good with no important shortcomings. The school fully complies with the Special Educational Needs Code of Practice for Wales. Individual Education Plans (IEP's) for SEN are very well developed and targets, which are realistic but challenging, are regularly reviewed.
112. All staff plan and evaluate together and the progress of SEN pupils is thoroughly tracked. Suitable diagnostic tests are regularly administered and provide information for the planning of work. The school offers sensitive and effective support to all pupils and acknowledges individual needs by applying work that is differentiated appropriately.
113. Record keeping for SEN is effective and pupil files contain current IEP's, consultation summaries by Educational Psychologists, dated samples of pupils' work and permission slips from parents for the provision of extra support.
114. Very few pupils from minority ethnic groups currently attend school, but those who do are fully integrated and accepted without question. No animosity or indifference is shown towards any other pupil. The school has an effective Race Equality policy and promotes multicultural education very well. Racial tolerance and diversity is very well promoted within the school's PSE programme. The school recognises and respects diversity and has a suitable policy.
115. The school expects pupils to attend regularly and punctually. The system for recording attendance and punctuality is effective. Registers are completed correctly. No registers are completed at the start of the afternoon session but are instead completed at the end of the afternoon, prior to pupils leaving the school premises. The new attendance policy, introduced in September 2004, includes a regular and thorough analysis of attendance rates. No late attendance was observed during the inspection. The EWO visits the school on a frequent basis.
116. Health education related topics are very well covered in the school's comprehensive PSE programme. The school is very proud of being the first infants' school in North Wales to be accredited as a Healthy School, and provides a very secure and safe environment for pupils to learn. The head teacher and a designated member of the governing body carry out comprehensive Risk Assessments throughout the year and before any school trips. Several school staff are First Aid trained. The school's PSE programme contains many health and safety related topics. Staff and pupils have an appropriate awareness of health and safety. Very effective procedures are in

place to meet the needs of pupils who are unwell or who have suffered an injury.

117. The school considers pupils' health and safety of uppermost importance. The Child Protection Policy is current and all members of staff have received relevant training and update briefings. The school staff are aware of the procedures they must follow.
118. Equal opportunity is integral to all related school policies. All equality related policies are comprehensive and meet statutory requirements. Challenging stereotypes and gender equality are positively and strongly encouraged. The school strives very hard to ensure that pupils from all backgrounds and genders are given equal opportunities and actively encourages pupils to participate in the range of activities available.
119. There are no physically disabled pupils at the school at present. In the past they have been integrated effectively. Suitable arrangements are available for disabled parents and visitors to the school. Equal access to the curriculum is provided to all. Discrimination, in any form, is not tolerated. The school has a suitable accessibility plan in place.

Leadership and management

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

Grade 1: Good with outstanding features

120. The findings of the inspection team match the judgement of grade 1 given in the school self-evaluation report.
121. The school is excellently led by the head teacher. There is excellent management of the school by the head teacher and the teachers. The quality of teamwork is outstanding among the staff and enables them to carry out their responsibilities very effectively. The school moves forward with a clear sense of direction and commitment to equality of opportunity for all pupils. The teachers and the governors are committed to ensuring all pupils reach their full potential.
122. The aims of the school are shared and known very well by the school community. They are regularly reviewed by staff, parents and governors.
123. There is a high level of confidence and trust between the school staff and governors which promotes a coherent and open style of management for a small school. The staff are clear about the direction of the school and know their roles well within the team to achieve the aims and set targets. This is despite that responsibilities for subjects and aspects of the school are heavy for the three full time teachers.
124. The school takes very good account of national priorities. For example, the school achieved Investors in People (IiP) status in October 2001 and its review in 2004. The Basic Skills Quality Mark was awarded in 2003. Parts 1-3 of the Healthy Schools Award were completed in November 2003. Very good account is taken of local and cluster initiatives. The cluster initiatives are organised by the head teacher.
125. Targets set within the school development plan are well embedded as part of performance management system and based on raising standards. This is strongly linked to professional development of all staff. The success is demonstrated in a trend of improving standards and the achievement of the pupils.
126. The governors have a good awareness of school priorities. They are committed to providing the best possible provision for all pupils within the constraints of the budget. Governors are well informed of progress towards school targets. Their monitoring is effective in ensuring the school is on track to achieve them. All statutory requirements are met.

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

Grade 1: Good with outstanding features

127. The findings of the inspection team differ from the judgement of grade 2 given in the school self-evaluation report. The inspectors feel that the school does not give itself sufficient credit for the extremely good work in this area.
128. Excellent use is made of assessment information to identify areas for improvement. The school's commitment in reviewing standards and in setting targets is outstanding. Assessments are made regularly and rigorously scrutinised. The process is continuously focused on striving to raise achievement so that all pupils achieve their potential. Targets set are challenging but realistic.
129. Parents, governors and staff are consulted regularly about school development. Pupils are canvassed for their views on aspects of the curriculum. Formal monitoring procedures of teaching and learning by all staff are detailed and used to improve performance. Additionally, informal discussions among staff help them to keep up-to-date with current developments and improve standards. The governors very effectively allocate resources to the targets set on the school development plan.
130. Performance management is firmly embedded within the school's culture for improvement. This has been successfully built on the work completed to gain the Investor in People status. The skills and strengths of all staff are recognised and valued and linked effectively to professional development.
131. Good progress has been made in resolving the key issues from the last inspection. Additionally, there has been good improvement in the quality of education. For example, the leadership and management, the quality of teaching and the pupils' standards of achievement have all improved.

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

Grade 2: Good features and no important shortcomings

132. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
133. The teachers, together with the support staff, are all suitably qualified and effectively deployed. They all have job descriptions and their roles and responsibilities are clearly defined.
134. There is exceptionally good deployment of the staff. The outstanding teamwork is one of the major strengths of the school. All teachers work conscientiously and undertake many responsibilities as subject leaders. They have attended a very good range of professional development courses to

support their curriculum work. The staff make extremely good use of their professional development opportunities to improve the pupils' learning. The non-teaching staff provide invaluable support to the teachers and pupils.

135. The head teacher has insufficient time to manage the school as she teaches a class full time. The governors are in the process of appointing a part-time teacher to address this situation. This will provide the head teacher time to carry out the day-to-day management duties.
136. Lunchtime supervisory staff are well trained and they encourage constructive play with the pupils during the lunch break. The caretaker works hard to keep the school meticulously clean and tidy.
137. Effective use is made of all available accommodation although space in some areas is at a premium. This is especially so in the hall which is used for physical education, assemblies and as a dining facility despite its limited size. There are shortcomings that have been recognised by staff and the Governing Body, in the standard of toilet facilities for girls and also the lack of appropriate toilet facilities for the nursery class.
138. The school has an adequately sized hard surfaced play area which is suitably marked to encourage the use of constructive play. The recently acquired wooden play equipment, bought through the fund-raising efforts of staff and parents, contributes to the physical development of all pupils. The outdoor play area for under fives provides a safe environment.
139. Overall, resources for the under fives and for all subjects are of good quantity and quality. The resources available to support the curriculum in ICT and physical education help to promote these areas. The recently refurbished library contains a wide variety of books both fiction and non-fiction, including a range of other cultures. The prominent display of books promoting Welsh history and culture helps to promote the Welsh ethos at the school. The use of the mobile library and visits to the local library develop and improve pupils' literacy skills.
140. Expenditure is linked very well to the school priorities. The governors, head teacher and the staff are vigilant in financial matters, review finances frequently and spend the budget efficiently and wisely.
141. Overall the school provides good value for money.

Standards achieved in subjects and areas of learning

Subject 1: UNDER FIVES

Nursery – Grade 2: Good features and no important shortcomings

Reception – Grade 2: Good features and no important shortcomings

142. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
143. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
144. There is a broad and balanced curriculum for the under fives based on the principles of early years education. The staff work very well as a team to plan and provide a wide range of stimulating activities. The staff are appreciative of the voluntary adult help that is given to help small groups of children.
145. Very good use is made of early baseline assessments to plan and match work to the children's abilities. Children's skills and achievements are assessed frequently and inform comprehensive records. There is a good partnership between parents and the school. A substantial number of parents help in the nursery, making a good contribution to children's learning.
146. The accommodation is generally adequate for learning and enhanced by bright and colourful displays of children's work. However, there are no toilet facilities in the nursery. This is an unsuitable situation because children have to walk a long way to use the facilities in the main building.

Language, Literacy and Communication Skills

Good and outstanding features

147. In the nursery, children generally listen well to stories such as 'Winter Lamb' and identify features of the pictures when questioned. A minority of children are responsive during discussion and keen to answer questions. Others are reluctant speakers. The speaking skills are poor for a significant minority. Children are developing confidence in participating in action rhymes such as 'MacDonald's Farm'. Children are developing pencil control well but their skills are well below national expectations.
148. In reception, by the time they are five, children listen well and most are confident when speaking to adults. In discussion, most take part enthusiastically and ask and answer questions. Children take part in retelling their favourite stories such as 'Room on the Broom' with enthusiasm and sing songs they know in Welsh with gusto. Most apart from a small minority recognise letters and their sounds and are learning to read some commonly

used words and words from their reading scheme. The higher attaining children are beginning to read simple sentences and can write three letter words. Their writing skills are developing well as they write their own names. A small minority are beginning to write words and a sentence unaided. Children's achievement is good in this area of learning.

Shortcomings

149. There are no significant shortcomings.

Personal and Social Development

Good and outstanding features

150. In the nursery, children are developing their personal and social skills effectively. Most are learning to take turns and share resources. A minority do not yet play co-operatively and are generally engaged in solitary play. Children do follow instructions and know the nursery routines. For example, children participate in snack times and get their coats on to play on the wheeled toys outside. However, although children achieve well, their skills are below the national expectations.

151. By the time they are five, children's skills are developing well. Children enjoy working in small groups and help one another without being asked. During circle times children listen and co-operate well as they make a circle of friends. They take turns in telling one another what the attributes of being a good friend are. Most have a good understanding of right and wrong and know their school and class rules.

Shortcomings

152. There are no significant shortcomings.

Mathematical Development

Good and outstanding features

153. In the nursery, children achieve well. The children are beginning to develop an understanding of capacity as they fill and empty containers in the sand and water trays. They are learning to count to ten and beyond. Most are making a good attempt at matching number symbols and pictures. Most know their basic shapes and colours. With help they construct a picture graph of their favourite pets. Most are able to complete a simple jigsaw.

154. By the time they are five, the children are counting to ten and beyond. The most able solve simple addition and subtraction problems. They are developing mathematical vocabulary well as they know that there are 'more than' or 'less than' or 'taller than' and 'shorter than' when comparisons are

made. Children know their shapes and some of their properties. Children achieve well in this area of learning.

Shortcomings

155. There are no significant shortcomings.

Knowledge and Understanding of the World

Good and outstanding features

156. Children in the nursery achieve well. They learn about animals and their young. They are learning well the names of commonly seen animals and the names of their young. Most are enjoying finding out about the properties of materials such as play dough. Children develop mouse control when working with simple programs using the computer.

157. By the time they are five, children achieve well and are learning to operate ICT equipment independently, for example, to complete a file about their personal details such as age, hair and eye colours. The children understand the ways in which toys move by pushing or pulling them. They have a good understanding of seasonal changes. Children enjoy investigational work. They find out which objects they can move by using their breath. They understand that they can make objects move by breathing in or out. Through the Cwricwlwm Cymreig children are developing a good awareness of their own culture and language. Their bilingual skills are developing well.

Shortcomings

158. There are no significant shortcomings.

Physical Development

Good and outstanding features

159. In the nursery, children are developing and achieving well as they develop an awareness of space when they pedal wheeled toys outside. Although most are able to pedal, many have insufficient spatial skills to steer accurately in order to avoid collision with others. Children are gaining control of small tools and apparatus as they colour paint and glue and cut out. Many achieve a degree of accuracy with help.

160. By the time they are five, children are developing control well as they practice and extend their skills in sliding and climbing. Children move confidently with increasing control and co-ordination. Children listen well to instructions and recognise the need to use equipment and to move safely. They work well together to get apparatus out. Children use a range of small equipment and resources such as pencils and paint brushes with good control.

Shortcomings

161. There are no significant shortcomings.

Creative Development

Good and outstanding features

162. Children achieve well in the nursery and enjoy singing simple songs and action rhymes. With help they do paintings of their pets and make models of animals. Children enjoy exploring colour and texture as they paint and colour pictures.

163. By the time they are five, children sing the songs they have learned in Welsh and English tunefully. They use a wide range of media to paint, draw, and make pictures using a range of materials and resources. Children are learning well to create bold and imaginative pictures and paintings using a wide range of media. Children enjoy role-play activities. They co-operate well as they take on roles such as princess and prince as they act out stories in their castle.

Shortcomings

164. There are no significant shortcomings.

Subject 2: WELSH SECOND LANGUAGE

Key Stage 1 – Grade 2: Good features and no significant shortcomings

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

Good and outstanding features

166. Pupils listen and respond well to their teachers' instructions and questions and follow simple commands. Listening skills are well applied across the key stage. Pronunciation is clear and accurate.

167. By the end of year 1, pupils contribute confidently to lessons and have acquired a good vocabulary associated with the weather, colours, numbers and items of clothing.

168. All pupils reinforce their knowledge of language through role-play and discussion. By the end of the key stage, oral skills are well developed as pupils work in pairs or speak individually.

169. Standards in reading are good. Pupils recognise and read simple words and phrases. The use of a suitable variety of worksheets helps to reinforce vocabulary and enhance writing skills.
170. Pupils make good progress in writing everyday words and some phrases. A small number are able to write in sentences and spell and punctuate accurately.

Shortcomings

171. A few pupils do not have sufficient skills to write sentences accurately.

Subject 3: ENGLISH

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

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

Good and outstanding features

173. By the end of the key stage, pupils are confident speakers. They express themselves as clearly as their ability allows with an increasing range of vocabulary.
174. Throughout the key stage, pupils listen purposefully both to their teachers and other pupils. They respond appropriately to instructions and contribute purposefully during class discussions and within group activities.
175. In key stage 1, standards of reading are good. Pupils develop good phonic skills to support the development of their reading. Most read simple texts aloud accurately with good expression by the end of the key stage. Using their phonic skills to good effect, pupils tackle new words with assurance.
176. Pupils have good attitudes towards reading and recount accurately the stories they have read. The most able pupils have good comprehension skills and talk knowledgeably about the characters and their motives in the stories they have read.
177. Most know book conventions and name author, illustrator and in year 2, understand the meaning of terms such as index, glossary and contents. Pupils express their likes and dislikes well of a range of fiction and non-fiction texts. They make good use of non-fiction texts to research their topics.
178. Most pupils make good progress with their writing skills. Standards have improved from the 2004 National Curriculum assessments. The pupils are developing good pencil control and most pupils write neatly and legibly, forming letters and space words correctly.

179. The majority of pupils understand how to punctuate a sentence correctly. They are developing knowledge and understanding of spelling patterns and spelling rules well, and spell most common words accurately.
180. By the end of the key stage, pupils write in sentences for a variety of purposes. For example, they produce prose and poetry. They show a good understanding of story structure within their written work. The most able use more adventurous vocabulary successfully.
181. Good use of ICT skills is made to redraft work and for example, to write poetry or word process accounts of visits to places of special interest.

Shortcomings

182. There are no important shortcomings.

Subject 4: SCIENCE

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

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

Good and outstanding features

184. Pupils are developing their investigative skills in years 1 and 2 effectively. They devise their own investigations and take care to observe and measure, and record and evaluate their findings with increasing accuracy. The most able pupils in year 2 are grasping the concept of fair testing well. For instance, when investigating what happens to sound the further you move from its source.
185. Most pupils co-operate well in groups, concentrating on their tasks, sharing resources fairly and safely during lessons.
186. Pupils apply their numeracy skills well as they record their findings of investigations using tables and graphs. For example, pupils classify in a table which materials are transparent, opaque and translucent when light is passed through them.
187. By year 2, pupils have a good knowledge of healthy eating and the benefits of exercise on the body. They plan healthy meals and children in the nursery eat fruit at break times.
188. Pupils show respect for living things. They are developing a good knowledge of the natural world which is appropriate to their age. For example, they explore their local environment and grow seeds such as radishes and beans. They grow sunflowers and plant bulbs and flowers in their garden. Pupils like

to feed and watch the wild birds that come to the bird table erected in the school outdoor area.

189. Pupils use ICT well as part of a topic about themselves to create their own files. For example, they create a simple database about their hair and eye colour. They word process and print captions for their work and draw graphs of the findings of their investigational work.
190. In years 1 and 2, pupils are keen to learn. For example, in year 1, pupils find out about their senses. For instance, they taste a range of food and classify them according to tastes of bitter, sweet, sour and salty. In year 2, pupils know and differentiate between the similarities and differences of plants and animals. Pupils develop their scientific vocabulary well associated with each topic studied.

Shortcomings

191. There are no important shortcomings.

Subject 5: RELIGIOUS EDUCATION

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

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

Good and outstanding features

193. Pupils understand that Christianity is the main religion of this country and know that there are other world religions such as Judaism. Pupils compare and contrast Christianity and Judaism and know some similarities and differences between them such as places of worship.
194. Pupils have a good knowledge of Bible stories such as 'Noah's Ark'. Pupils recall stories and recount them accurately.
195. Pupils understand respect for others and the meaning of friendship through parables such as the Good Samaritan. They have a growing awareness of the meaning of concepts such as trust and friendship and understand how their behaviour affects others.
196. Through their visits to the local church, pupils are developing religious vocabulary effectively and are familiar with the main features of a church such as the font and altar. In year 2, pupils know the main symbols of baptism such as water and a candle. They understand the main features of baptism. For example, that a baptism or christening is an entry into God's family and that the candle reminds us that Jesus is the light of the world.

197. Pupils celebrate the main Christian and Jewish festivals such as Christmas, Easter and Hanukah. They have a sound awareness of some major world faiths and know some major festivals such as St David's day. Pupils in year 1 have a good awareness and understanding of the work of St David.

Shortcomings

198. Pupils' knowledge and understanding of religious vocabulary associated with the Jewish faith is less well developed.

Subject 6: PHYSICAL EDUCATION

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

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

Good and outstanding features

200. Good attention is given to health and safety. Pupils across the key stage behave responsibly when entering the school hall and also dress appropriately.
201. Good listening skills characterise pupils' work and assist them in carefully following and interpreting instructions.
202. Pupils demonstrate increasing control and co-ordination of body movements and are developing a good awareness of space and direction. For example, pupils in year 1 use space well to explore the basic actions and directions of travelling, turning, jumping, gesture and stillness.
203. Pupils work well individually and in pairs. For instance, pupils in year 2 work well on individual sequences of movement. They perform these movements effectively in pairs and eventually incorporate them into larger group dance routines.
204. Throughout key stage 1 the pupils are well aware of the beneficial effect of exercise and the importance of warming up before and cooling down after exercise.

Shortcomings

205. There are no important shortcomings.

Appendix A

School's response to the inspection

The staff, governing body and pupils of Mochdre Infants' School wish to thank the inspection team for the way they conducted our school inspection.

We feel that the key lines in the report can be found in paragraph 5 when it summarises that Mochdre Infants' is "a good school with many good aspects and some outstanding features" and in Paragraph 134 when it acknowledges that "the outstanding teamwork is one of the major strengths of the school".

We are extremely pleased that the quality of education has continued to improve since the last inspection, in the leadership and management of the school, in the quality of teaching and in the pupils' standards of achievement.

We are pleased that the skill and dedication of the staff is acknowledged and that the inspectors found the teamwork of the staff in planning and sharing expertise to meet the needs of the pupils to be of a high quality. We are particularly pleased to note that 97 per cent of the lessons observed were judged to be good or very good – significantly better than the Welsh average of 72 per cent.

We are proud that the inspection team found that the pupils' attitudes to learning are good, that the pupils show respect for others' values and beliefs, and that the pupils are polite, well behaved and respond to the high expectations of the staff.

We are pleased that our assessment procedures are an outstanding feature of the school and that our record keeping is extensive and rigorous.

We are pleased to note that our well-established self-evaluation procedures, identifying our strengths and areas for further development, correlated so closely with the inspection findings.

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

We welcome the recommendations for further development from the inspection team. A copy of the school's Action Plan in response the inspection recommendations will be sent to all parents. The Governors' Annual Report to Parents will report on the progress we are making with this Plan.

We have always striven to improve our school and we recognise the need to develop further and build on our successes. The very positive findings of the report are a just reflection of, and worthy tribute to, the support and dedication of all members of our school community.

Appendix B

Basic information about the school

Name of School	Mochdre Infants' School
School type	Community
Age-range of pupils	3 – 7
Address of School	Station Road Mochdre Colwyn Bay Conwy
Post-code	LL28 5EF
Telephone number	01492 540194
Head teacher	Mrs D Tollitt
Date of appointment	September 1998
Chair of governors/ Appropriate authority	Mr W M MacDonald
Registered inspector	Mrs A Dawson
Dates of inspection	21 – 23 February 2005

Appendix C

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	6	23	16	20	0	0	0	0	65

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	0	3

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	17 : 1
Pupil : adult (fte) ratio in nursery classes	6 : 1
Pupil : adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	19
Teacher (fte) : class ratio	1 : 1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Spring 2004	93%	97%	-	93.7%
Summer 2004	85%	93%	-	89.1%
Autumn 2004	91%	94%	-	92.8%

Percentage of pupils entitled to free school meals	47%
Number of pupils excluded during 12 months prior to inspection	0

Appendix D

**National Curriculum Assessment Results
End of Key Stage 1:**

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2					
			11					
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	0	18	45	36	0
		National	1	5	16	62	16	0
En: reading	Teacher Assessment	School	0	0	18	45	36	0
		National	0	4	14	55	27	0
En: writing	Teacher Assessment	School	0	9	27	64	0	0
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	0	18	45	36	0
		National	0	3	12	63	22	0
Mathematics	Teacher Assessment	School	0	0	9	45	45	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	9	91	0	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	82%	In Wales	79%

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

Appendix E

Evidence base of the inspection

- A team of three inspectors for the equivalent of 6 inspector days carried out the inspection.
- Pre-inspection meetings were held with the parents and the governing body to discuss the life and work of the school.
- 35 questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head teacher, staff with specific responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- 28 lessons or parts of sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils reading.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed in school and at break times.
- Inspectors attended assemblies.
- Post inspection meetings were held with the staff and the governing body.

Appendix F

Composition and responsibilities of the inspection team

Team member	Responsibilities
Anna Dawson Registered Inspector	Key Question 1. Key Question 2. Key Question 5. Key Question 6. Key Question 7. Under fives, science, religious education.
Kerry Jones Lay inspector	Contributions to Key Question 1. Contributions to Key Question 3. Contributions to Key Question 4.
Emyr Humphreys Jones Team inspector	Contributions to Key Question 1. Contributions to Key Question 2. Key Question 3. Key Question 4. Contributions to Key Question 7. Welsh second language, English, physical education.

The contractor was:

Evenlode Education Ltd
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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**

**Mochdre Infants' School
Station Road
Mochdre
Colwyn Bay
Conwy
LL28 5EF**

Summary for Parents

School Number: 662 2106

Date of Inspection: 21 – 23 February 2005

by

**Anna Dawson
11608**

Date: 27 April 2005

Under Estyn contract number: T/109/04P

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Basic information about the school

Name of School	Mochdre Infants' School
School type	Community
Age-range of pupils	3 – 7
Address of School	Station Road Mochdre Colwyn Bay Conwy
Post-code	LL28 5EF
Telephone number	01492 540194

Head teacher	Mrs D Tollitt
Date of appointment	September 1998
Chair of governors/Appropriate authority	Mr W M MacDonald
Registered inspector	Mrs A Dawson
Dates of inspection	21 – 23 February 2005

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	6	23	16	20	0	0	0	0	65

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	0	3

A SUMMARY REPORT FOR PARENTS

Mochdre Infants' 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 Mochdre Infants' School took place between 21 – 23 February 2005. An independent team of inspectors, led by Anna Dawson 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

This is a good school with many good aspects and some outstanding features.

Table of grades awarded

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

Standards

In key stage 1, pupils make good and at times very good progress and achieve good or better standards.

The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

On-entry baseline assessment indicates that children are below the LEA average, particularly in language, social and mathematical skills.

Subjects and Areas of Learning Early Years

The standards achieved by the under fives in the nursery and reception classes are good in all areas of learning.

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

The under fives make good progress in the key skills of listening and speaking. The majority listen attentively and answer questions well. The children enjoy books and make good progress in developing reading skills as they begin to recognise and read simple words. They are developing writing skills well and most write recognisable letters and words. The majority are developing good ICT skills as they control the mouse independently to operate their programs. Numeracy skills are developing well as children, for example, count to ten and beyond.

Children develop their personal and social skills well. They show good social development. Bilingual skills are developing well as incidental Welsh is effectively integrated into the curriculum. Good progress is made in children's problem-solving and creative skills. Children are encouraged to work independently and solve simple problems such as mathematical games. Creative skills are developed well as children explore and use a wide variety of media or take part in role-play activities. They express their feelings and emotions well through paintings and by working with others and by taking on the roles of favourite characters.

In key stage 1, pupils make good and at times very good progress. In the subjects inspected, pupils' achievement was good with no important shortcomings. The grades are as follows:

Subject	Key Stage 1
Welsh second language	Grade 2
English	Grade 2
Science	Grade 2
Physical education	Grade 2
Religious education	Grade 2

In lessons observed during the inspection, pupils' standards of achievement in the subjects and areas of learning inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	89%	4%	0%	0%

These figures are well above the targets set by the Welsh Assembly Government for 2007 which expects 98 per cent of pupils to achieve standards that are at least grade 3 in all classes and 65 per cent to achieve grade 2 or above.

Pupils with SEN make very good progress overall in relation to their ability and needs and achieve the targets set for them.

Pupils make good progress in the key skills of reading, writing, speaking and listening, their standards of achievement are good. Pupils listen well and answer questions well. They read and write with fluency and expression. Pupils use ICT skills well to support and extend their learning and standards are good. Pupils achieve good standards in numeracy.

Pupils make good progress in their bilingual competence. The pupils speak well and are acquiring a good vocabulary. There are good opportunities for them to use Welsh in other lessons. Pupils achieve good standards in the 'Cwricwlwm Cymreig'. The pupils make effective use of their skills to solve problems in subjects such as science and design and technology. Pupils show the application of good creative skills in art, dance and poetry, for example.

In 2004, in the National Curriculum assessments at the end of key stage 1, standards according to teacher assessments in the core subjects of English, mathematics and science were similar to the national and LEA averages. Compared with schools with a similar percentage of pupils entitled to

free school meals, standards were above average and nearly at the upper quartile. There are no significant differences between the achievement of boys and girls.

Results for the school vary from year to year. There are small numbers of pupils taking the tests. The variation in the numbers of pupils with SEN considerably affects the overall results for the school. In considering the overall results for the school over time and the individual achievement of the pupils, they make at least good progress and frequently very good progress. By the time they leave school, the vast majority achieve their potential. This is clearly reflected in for example, pupils with SEN who nearly all attain the nationally expected standards by the end of year 2.

Pupils' attitudes to learning are good with no important shortcomings. They are confident and eager learners. Pupils concentrate well and contribute confidently when answering questions. The effective use of circle time enables pupils to develop their social, speaking and listening skills well.

Pupils' development in personal and social skills is good. They are able to work independently or collaboratively in small groups when required to do so. Pupils have good skills in independent study. For instance, in science, pupils revisit topics they are interested in, such as electricity and explore issues of how to complete circuits to light a bulb or make a switch or buzzer work. Others refer to books to find out information.

Pupils show good respect for others' values and beliefs and have an increasing awareness of equality issues. Pupils are developing a growing awareness of diversity in society through the topics they study. The pupils are prepared well for their next phase of education.

The school encourages pupils to take an active part in the community. This assists in the initial development of pupils' knowledge and understanding of the workplace and the local community. However, overall, pupils' awareness and understanding of the workplace are not as well developed.

Pupils behave well in and around school. Pupils respond well to the high expectations of the staff. Pupils are helpful and polite and show respect for the staff and for one another.

Attendance is presently below the national and county averages. Despite the good efforts of the school to promote good attendance, there are a minority of pupils who do not attend regularly. The school complies with the current requirements of (NAW) Circular 3/99. Most pupils are punctual.

Pupils are developing a growing awareness of diversity in society through the topics they study.

The quality of education and training

The quality of teaching in lessons observed is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
36%	61%	3%	0%	0%

The majority of teaching is good with no important shortcomings. There are some outstanding features in over a third of teaching.

The percentage of good or very good lessons at 97 per cent is well above the Welsh national average of 72 per cent.

The teamwork of the staff in planning and sharing expertise to meet the needs of the pupils is of high quality. As classes are small, pupils receive a very good level of individual teaching which is meeting their personal and academic needs. Consequently, all pupils receive equal access and opportunity in learning.

The teachers have very good subject knowledge because they have very good opportunities for professional development. They are keen to promote national initiatives. For example, this is demonstrated by the awards gained such as the Basic Skills Quality Mark (BSQM) and the Healthy Schools Award. Consequently the basic skills and key skills are taught well.

The staff employ a range of methods and strategies to motivate pupils to learn. The working ethos is relaxed and happy, and relationships are very good. Consequently, pupils are keen to learn and not afraid to ask questions or seek solutions to any problems. Awards and praise for learning and behaviour are regular and frequent and spur pupils on to further challenges.

Expectations of both work and behaviour are high and are consistently held by all the staff. Because pupils understand and know the rules and what their teachers expect of them, they rise to the challenges that are set.

In the best teaching, teachers use questioning exceptionally well to prompt pupils' thinking and learning and to check their understanding. Teachers quickly correct any mistakes or misconceptions. Where teaching is less effective, the pace of learning was slower as introductions were too long or questioning was not as focused to prompt pupils' learning.

The teachers know their pupils and their needs very well and full account is taken of this during lessons. Planning is extensive and planned to match the needs and abilities of all pupils. Teaching is then very well structured to meet the personal and social as well as the academic needs of the pupils.

Skilled teaching was evident in all subjects inspected. This is also the case for the basic skills of speaking and listening, reading, writing, numeracy and ICT. Bilingual teaching is well established. There is good teaching of problem-solving skills, most evident in mathematics, science and design and technology. Creative skills are taught well, particularly evident in dance, art and music. Good opportunities are planned for pupils' independent learning. Pupils are taught well to respect the views and beliefs of others and as a result are developing a good awareness of diversity.

Assessment of pupils' learning is an outstanding feature of the school. This is a continuous process that informs planning and target setting. Records are extensive and systems are rigorous to identify weaknesses for improvement. For instance, the teachers quickly identify any weakness in pupils' achievement and plan to meet their needs. The annual reports to parents are comprehensive and of good quality.

The curriculum is broad and balanced and all pupils have equal access and opportunity to participate in all the activities that are offered. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Policies and curriculum planning is good. There is a wide range of relevant and interesting activities planned throughout the school. The curriculum is planned on a two-year cycle of topics which ensure pupils' skills, knowledge and understanding are systematically developed.

Pupils' spiritual, moral, social and cultural development is promoted well through the topics that pupils study and other aspects of the school's provision such as 'circle time' and school

assemblies. The curriculum is enriched well through a variety of visitors into school such as the local services and storytellers and authors.

There is good provision for pupils with SEN. Pupils are assessed on entry to school which informs teachers in planning to meet their needs. The staff work well with parents and outside agencies to ensure learning. The pupils are fully included in all aspects of school life.

There are very good links with parents, the community and other schools. Parents are very supportive of the school. Most support their children's learning at home. A small minority make a significant contribution to the children's learning as they help to support small groups of pupils in school.

There are some shortcomings in the school's provision for work related education and for sustainable development and global citizenship. As a result, pupils have a limited knowledge and understanding of these aspects.

There are very effective policies for the health and safety of the pupils. Risk assessments are regularly carried out. Arrangements related to child protection are extremely good.

Leadership and management

Leadership is of a very high quality. The head teacher successfully promotes equality of opportunity for all pupils and has high expectations that pupils will reach their full potential.

The aims and values of the school are shared by the staff, pupils, governors and parents and are very well reflected in the work of the school. This is reflected in the outstanding teamwork from all the staff who together, consistently promote the aims of the school and achieve the targets for improvement.

The governors are very supportive of the school and effectively help to set the strategic direction of the school. The governors are committed to ensuring the best possible quality of education for each child. They regularly monitor the quality of provision and the progress the school makes towards the targets set on the School Development Plan (SDP). Statutory requirements are met.

The SDP is clearly based on raising standards. The targets set are challenging but realistic and manageable. Work is detailed for the current year and priorities outlined for the next three years. Targets are regularly evaluated for improvements.

The school self-evaluation is concise, clear and realistic; it is an outstanding feature of the school. The process of self-evaluation is continuous and informs all aspects of provision. For example, the achievement of the pupils is continually assessed informing their targets for improvement. The inspection findings agree with the judgements made by the school on most aspects of the self-evaluation report. However, the inspectors feel that the quality of self-evaluation has been underestimated by the school and is better than the school's judgement.

Good progress has been made since the last inspection. The key issues have been resolved and there has been good improvement in the quality of education. Most notable in the leadership and management, the quality of teaching and pupils' standards of achievement have all improved. This is a testament to the dedication and hard work of the teachers and non-teaching staff in fulfilling their teaching and management duties.

The school is well staffed considering the pupil/teacher ratio. Classes are small, twenty or less. However, considering there are only three full-time teachers, this places heavy demands on them

in taking responsibility for all aspects of provision and in the management of subjects. The head teacher teaches full-time and has no time at present for management duties. The governors are in the process of appointing a part-time teacher to address this situation.

The nursery nurse and class assistant carry out their roles well to ensure that the nursery pupils achieve well. This is aided by the valuable help from parent helpers. The learning support assistant, nursery nurse and the class assistant also make a good contribution to the pupils' learning in key stage 1. They work very well with the teachers for the benefit of the pupils.

The administrative staff help to ensure the smooth running of the school. Kitchen staff help to ensure orderly and pleasant lunchtimes in the dining room. The playground assistants are well trained in playground games and consistently help to maintain the high standards of behaviour. The caretaker maintains a high level of cleanliness in the school.

The quality of learning resources are generally of good quality and easily accessible. The school makes very good use of the library loan service for topic and library books and the loan of religious and historical artefacts. Effective use is made of resources during lessons.

Some parts of the school building are old and in need of some refurbishment. The governors have prioritised some areas for improvement. The girls' toilets are in need of renovation. The sinks for pupils to wash their hands are some distance away from the toilets. There are no toilet facilities in the nursery. The nearest facilities are detached from the nursery class and within the main school. The staff make good use of the accommodation, despite its limitations.

The school gives good value for money.

Recommendations

- R1 Promote further pupils' understanding of the workplace.
- R2 Provide further opportunities for education for sustainable development.
- R3 Continue to work towards improving pupils' attendance.
- R4 Work towards improving the toilet facilities for the girls and the nursery pupils.

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.