

**INSPECTION UNDER SECTION 10 OF THE  
SCHOOL INSPECTIONS ACT 1996**

***YSGOL PANT-Y-RHEDYN  
PENMAENMAWR ROAD  
LLANFAIRFECHAN  
CONWAY***

***School Number: 662-2155***

***Date of Inspection: 18-20 February 2002***

***by***

***MR D GWYNFOR EVANS***

***Registered Inspector***

***Date: 24 April 2002***

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

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

Key Stage (KS) 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## **GRADE DESCRIPTIONS**

The five-point grading scale used to represent the main judgements in this report is as follows:

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

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## 1. CONTEXT

### The school and its priorities

Pant-y-Rhedyn Primary School is a community primary school maintained by the Conway Unitary Authority (UA). The school is located in the village of Llanfairfechan and serves the village and its surrounding area. The school's catchment area is described as neither prosperous nor disadvantaged; 15.5 per cent of the pupils are eligible for free school meals. The school provides education for pupils between seven and 11 years old. There are 155 pupils on roll, exactly the same number as during the last inspection in autumn 1996. There are seven full-time teachers including the head and one part time teacher (0.2) at the school. The head was appointed in September 1997. The school notes that the pupils on roll represent the full range of ability. There are a total of 40 pupils on the special educational needs (SEN) register, which is 25.8 per cent of the school's population and 11 (seven per cent) have SEN statements; these percentages are higher than the national averages.

The school follows the Unitary Authority's language policy. Approximately eight per cent of the pupils come from Welsh-speaking homes and around 14 per cent speak Welsh as their first language or to an equivalent standard. Most subjects are taught through the medium of English but the school aims to use Welsh as the language of communication on a day-to-day basis and pupils are taught through the medium of Welsh according to their ability in the language. The school's aim is to develop each pupil's ability to speak, read and write fluently and confidently in both languages.

The school's aims involve developing each individual as a whole person and attempting to provide a wide range of balanced opportunities for every child. The school's priorities for the school year 2001 to 2002 are listed in the School Development Plan (SDP). Attention is given to improving investigative work in science, writing in English, assessing and evaluating pupils' progress, monitoring the teaching and learning, health and safety issues, resources and issues involving the maintenance of the building.

## 2. MAIN FINDINGS

### The main findings of the report

#### Standards achieved by pupils

- In Key Stage (KS) 2, pupils' standards of achievement in the various subjects of the National Curriculum (NC) and religious education are as follows:

Subject	KS2
Welsh	Unsatisfactory
English	Good
Mathematics	Good
Science	Good
Design and technology	Satisfactory
Information technology	Unsatisfactory
History	Good
Geography	Satisfactory
Art	Good
Music	Satisfactory
Physical education	Good
Religious education	Good

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### **Standards achieved in the key skills across the curriculum**

- The school does not have a policy or plan to develop the key skills across the curriculum. In some classes, good quality teaching ensures that they are given appropriate attention. Standards in speaking, reading and numeracy are good; they are satisfactory in listening and writing but unsatisfactory in information and communications technology (ICT).

### **Quality of the education provided**

- The quality of teaching ranges from satisfactory to good across the school. In the lessons observed, the teaching was good in 60 per cent of the total and satisfactory in the remainder (40 per cent). Good teaching was evident across the key stage but occurs more consistently in Year (Y) 5 and Y6. In the lessons where the teaching is good, teachers set clear and purposeful aims and reinforce learning well at the end. The work is well differentiated and the relationship between pupils and teachers is warm and friendly. At times, the teaching is slow and too teacher-centred; insufficient attention is paid to developing key skills.
- The curricular provision is good in most subjects and for pupils with SEN. However, the provision for Welsh and ICT is unsatisfactory. Work has begun on modifying the schemes of work in line with Curriculum 2000 requirements but further work needs to be done in terms of planning for the development of the Common Requirements and to ensure more uniformity in their compilation and content. Equality of access to the NC is ensured for all pupils and a good range of extra-curricular activities is provided.
- The arrangements for assessing and recording are satisfactory. The process of assessing the progress and achievement of pupils with SEN are appropriate and conform to the Code of Practice. The school has a clear assessment policy which provides firm guidelines on assessment methods but it is not implemented consistently in all classes. In general, the comments on pupils' work and those in the reports to parents are insufficiently focused on pupils' achievements and how to ensure higher standards.
- The provision for pupils with SEN is good. The Individual Educational Plans (IEPs) are thorough and detailed and ensure that each individual is developed according to his/her needs.
- The quality of support and guidance given to pupils is good in all aspects of the life and work of the school. Pupils find it easy to turn to staff for support and guidance relating to their work or issues of a personal nature.
- The partnership with the community and other schools is good and the partnership with parents and other institutions is satisfactory. The school communicates effectively with the parents formally through the prospectus and newsletters. The prospectus and the governors' annual report to parents do not include all the required information. The links with industry and business are satisfactory on the whole.

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

- Pupils' spiritual, moral and social development is promoted well through the morning assemblies, as well as through the curriculum and daily life of the school.
- The school provides a safe and caring environment. Pupils show concern for others and respect for one another.

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- Pupils' awareness of other religions and cultures is effectively promoted. Pupils' awareness of the culture and heritage of Wales is satisfactory; the development of the *Cwricwlwm Cymreig* has not been sufficiently planned within the subjects.

### **Management and efficiency of the school**

- The school has a good ethos. The pupils' behaviour is good and positive values are consistently fostered in the school.
- Many key issues noted in the last report have been appropriately addressed but others remain as key issues for attention in this report.
- The biggest shortcoming is that no whole-school strategy has been produced to identify the school's strengths and weaknesses and as a result, there are no detailed plans for improvement.
- Although the SDP has positive aspects, as yet it is not an effective management tool since the responsibilities of the governors, the management team and the co-ordinators have not been defined in enough detail in relation to the school's future development.
- The management of the budget year-on-year is satisfactory but insufficient attention has been given to the surplus brought forward annually, bearing in mind that the school has specific needs in terms of resources and equipment, such as in ICT, music and science.
- The school is run effectively from day-to-day.

### **Effectiveness in dealing with issues noted in the previous inspection**

- The school succeeded in acting appropriately on some of the key issues noted in the last inspection; aspects within others have been addressed whilst others remain as key issues in this report. Standards have been raised from unsatisfactory to satisfactory in design and technology, geography and music but remain unsatisfactory in Welsh and information technology. Subject schemes of work have been produced but their quality is uneven and do not fully comply with the requirements of Curriculum 2000. The SEN provision now complies with the Code of Practice. Pupils' profiles note achievements in the core subjects but not in the foundation subjects. The comments in the reports to parents do not refer in sufficient detail to achievements and targets for improvement. The school does not have effective procedures for self-evaluation and planning for improvement. The headteacher has a job description but does not systematically monitor the standards and quality of education. The financial management is satisfactory but the significant surplus in the budget requires attention. The governing body meets statutory requirements except that an effective whole-school self-evaluation procedure has not been established. In terms of the future development of the school, the responsibilities of the governors, the management team and the co-ordinators have not been defined in enough detail. The unauthorised absences have been eliminated; an anti-bullying policy has been produced and the toilets have been repaired to comply with the health and safety requirements.

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

### **3.1 Standards Achieved in Subjects and Areas of Learning**

During the inspection, standards were good in 59 per cent of the lessons observed, satisfactory in 34 per cent and unsatisfactory in seven per cent.

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- In Welsh, standards are generally unsatisfactory. There are some satisfactory aspects to the listening and speaking work but there are shortcomings in important aspects of the reading and writing work. Listening, speaking, reading and writing standards in English are good across the key stage.
  - Standards in science and mathematics are good.
  - Standards of achievement are good in history, art, physical education and religious education. Standards are satisfactory in design and technology, geography and music.
  - Standards are unsatisfactory in information technology. The lack of hardware and software has an adverse effect on pupils' standards of achievement in the subject.
  - In the NC tests in 2001, the percentages of eleven year old pupils who achieved at least level 4, the expected level, by test and through teacher assessments in mathematics, science and either Welsh or English in combination were 56 per cent and 60 per cent compared with the national percentage of 68 per cent. The results for each subject were lower than the county and national figures.

### **3.2 Standards Achieved in the Key Skills across the Curriculum**

The school does not have a policy or plan to develop the key skills across the curriculum. In some classes, good quality teaching appropriately ensures their development. Speaking, reading and numeracy standards are good, they are satisfactory in listening and writing but unsatisfactory in ICT.

- On the whole, the development of pupils' listening skills is satisfactory. In most classes, pupils listen well to teachers' presentations and to the contributions of their fellow pupils. However, the progress and achievement of a minority of pupils are hindered because they are not good listeners and do not concentrate on the instructions given to them.
- Pupils speak confidently in English using a good range of vocabulary and terminology associated with different subjects. They contribute well to class discussions and at times, they express clear and concise opinions. Although some pupils can speak naturally in Welsh, most pupils' ability to communicate, according to their age and language ability, is less well developed.
- In general, reading standards are good. Pupils read a variety of printed material, mainly in English, including reference books and at times the Internet and CD-ROM. Most pupils do not read extensively in Welsh.
- Writing standards are satisfactory. Pupils record their work across the curriculum in a language and style which is appropriate to their age and ability. On the whole, they present their work in an orderly and neat manner.
- Numeracy standards are good. Pupils' numeracy skills effectively support their work in subjects such as design and technology, geography and science.
- The development of ICT skills is unsatisfactory. Pupils' ability to use a range of programs which correspond to their age in order to support their work in different subjects is limited.

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

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

Pupils' spiritual, moral and social development are good on the whole; their cultural development is satisfactory.

- The curriculum and daily life of the school provides regular opportunities for pupils to obtain relevant knowledge of values and beliefs which enables them to reflect on their experiences in a way which develops their spiritual awareness and self-knowledge.
- The school encourages the pupils to show respect for one another, and an understanding of the principles which enable the pupils to know the difference between right and wrong is promoted.
- Pupils are encouraged to be responsible for educational equipment and they contribute well to the daily life of the school, with older pupils caring for the younger pupils in their midst.
- The act of collective worship makes a positive contribution to pupils' spiritual, moral and social development; it promotes a feeling of participation in the school community. Most acts of collective worship are of a Christian nature but due attention is also given to other religions in the life and work of the school.
- Satisfactory opportunities are provided for pupils to learn about other cultures through religious education, art and music lessons.
- The school effectively promotes racial equality.
- Pupils' awareness of the culture and heritage of Wales is satisfactory; the development of the *Cwricwlwm Cymreig* has not been planned sufficiently within the subjects.

### **4.2 Behaviour and Attitudes**

The overall quality of behaviour in the school is good.

- Behaviour and discipline and anti-bullying policies have now been established and are being implemented.
- Most pupils have a positive attitude towards learning and apply themselves well to their work. A small number however do not sustain concentration sufficiently and are inattentive.
- Pupils generally are well behaved in class and there is a good relationship between pupils and between pupils and their teachers. This has a positive effect on pupils' progress and achievement.
- A very small minority of pupils sometimes display disruptive behaviour but staff respond firmly to unacceptable activity.
- There were no exclusions during the previous year and members of staff go to considerable lengths to resolve problems and help pupils and to prevent exclusions.
- Standards of behaviour have improved since the last inspection.

### **4.3 Attendance**

Pupils' attendance and punctuality are good.

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- The school has successfully targeted the high rate of unauthorised absence identified during the previous inspection and there is now no unauthorised absence.
  - All registers are maintained in accordance with statutory requirements and teachers are conscientious in following guidelines and record data correctly. Arrangements are now in place to monitor attendance problems and records.
  - Examination of the previous year's registers reveal a very high rate of holiday taken during term time and of pupils who took occasional day holidays when parents withdrew their children for short periods.
  - Pupils arrive punctually and arrivals and departures are orderly and well supervised.
  - Pupils settle down quickly at the commencement of the day's activities and the school day operates promptly and efficiently.
  - The deficiencies identified in the last inspection have been addressed.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

In the lessons observed during the inspection, the quality of teaching was at least satisfactory in each lesson. Of the 33 visits made to classes, the teaching was good in 60 per cent and satisfactory in 40 per cent. Good teaching was seen in Y3/4 and Y5/6 classes but occurs more consistently in Y5/6.

In the lessons where the teaching is consistently good:

- The clear aims set at the beginning of the lesson and the summarising and evaluation at the end contribute well to pupils' learning.
- Previous work is effectively revised and pupils' knowledge and understanding is well extended during the lessons.
- The teachers' knowledge of what they teach is sound.
- Teachers make effective use of a variety of teaching methods which include whole-class activities, working in pairs, and working in groups. They select resources appropriately according to the requirements of the set tasks.
- The relationship between teachers and pupils is warm and friendly and the effort made by each pupil is respected.
- The teachers extend good support to pupils of different abilities and interests ensuring that everyone has an opportunity to contribute.

At times, in some lessons:

- The teaching is too teacher-centred and does not promote the pupils' independent learning skills.
- The pace of the teaching is too slow which means that the pupils lose interest and this hinders their achievements and progress.
- Opportunities to develop key skills are lost because their inclusion in the teaching has not been systematically planned.

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## 5.2 Assessment, Recording and Reporting

The arrangements for assessment, recording and reporting pupils' achievements, along with the frequency and usefulness of the reports presented to parents, are satisfactory. The use made of the assessment process to promote higher standards is also satisfactory.

- The school assessment policy is clear and gives firm guidelines on assessment methods and procedures, as agreed with the governing body.
- All NC assessment requirements are met satisfactorily and the special needs Code of Practice is observed. There are established arrangements for completing progress files.
- Every effort is made to identify pupils with SEN early through a system of assessing and tracking each pupil.
- The needs of individual pupils are identified soon after they have transferred from the village infant school from the information received through Standard Assessment Tests (SATs) assessments, reports and appropriate tests.
- Parents are invited to discuss their children's work with the teachers twice a year and a report is sent to parents at the end of each year.
- In some classes, assessments are not used effectively in planning and presenting the next steps in learning.
- The pupils' work is marked regularly, including brief feedback. However, the quality of feedback varies, and in some classes, it is not sufficient to enable pupils to understand which aspect of their work needs attention and to encourage them to set their own targets as they aim for higher standards.
- The comments in the annual reports to parents are also varied. In general, they do not refer sufficiently to pupils' achievements in different subjects and no guidance is given on the next step in improving pupils' understanding and skills in the future.

## 5.3 The Curriculum

The quality of the curriculum provided by the school is satisfactory. The provision enables pupils to build satisfactorily on the knowledge and understanding gained in KS1.

- The arrangements for securing a broad and balanced curriculum are good in the core subjects, with the exception of Welsh, and varies from satisfactory to good in the other subjects except for information technology.
- The curricular provision for pupils with SEN is good.
- The school has begun to review the schemes of work according to the requirements of the Curriculum 2000 framework and the Agreed Syllabus of Conway County Borough, in subjects such as geography, history, science and religious education. The schemes do not follow any general planning framework.
- The school does not plan in sufficient detail for developing subject specific skills nor the key skills - literacy, numeracy and ICT. This restricts teachers' ability to assess pupils' achievements in detail and to offer clear guidance on how to improve their skills and raise standards further.
- The provision for Welsh within the curriculum is unsatisfactory. Welsh is taught as a second language to most pupils but the school has not fully grasped the methodology of

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learning a second language to enable pupils to develop appropriate communication skills. Insufficient time is given to teaching Welsh as a first language.

- Pupils of all abilities have equality of access to the NC and they benefit from a good range of extra-curricular activities, including a wide range of sports.
- Homework supports class work and promotes individual and independent learning. Appropriate emphasis is placed on pupils' personal and social development.
- The attention given to the development of the *Cwricwlwm Cymreig* is satisfactory on the whole.

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

The quality of support and guidance given to pupils is consistently good across the school.

- All members of the school staff know their pupils well and deal with any problems which arise in a sensitive and wise manner.
- Pupils feel at home in the school, they trust the staff and find it easy to approach them for support and guidance.
- The relationship between teachers and pupils and between the pupils themselves is considerate and friendly.
- The school has clear policies and procedures for promoting pupils' welfare, health and safety. There are effective arrangements for protecting children and appropriate measures are in place to respond to any oppressive behaviour or bullying.
- On the whole, the support and educational guidance provided by the school ensures that pupils make progress according to their age and ability.
- Guidance in terms of personal and social education is weaved into the programmes of study of different subjects and there are appropriate arrangements in relation to sex education.

## **5.5 Provision for pupils with SEN**

The provision for pupils with SEN is good throughout the school. The school has addressed thoroughly the shortcomings noted in the last inspection and has raised the standard of the provision in a way which complies with the statutory requirements. Eleven pupils have SEN statements and an additional 29 pupils are on the school's SEN register.

- The school has an effective policy for supporting pupils with SEN and the provision is carefully monitored.
- The SEN co-ordinator supervises the provision well and ensures that the Code of Practice is fully implemented.
- The IEPs are thorough and detailed and ensure that each individual is developed according to his/her needs.
- Pupils' progress is reviewed twice a year and parents are given the opportunity to comment on the IEPs, to discuss progress and to sign agreement statements, where appropriate.
- When pupils are withdrawn from mainstream classes, they make good progress and manage to gain self-respect within a homely environment.
- Pupils have positive attitudes towards learning and use a number of strategies to overcome the difficulties they face in language and numeracy. They receive good support in mainstream classes in all subjects.
- A limited number of computer/software programs are used to reinforce learning.
- Pupils in local authority care are appropriately provided for.

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

Partnerships with parents and other institutions are satisfactory and good with the community and other schools.

- Although there is no policy in relation to parental or community involvement, the school has made progress in relation to a number of aspects since the last inspection.
- The current prospectus is a true reflection of Ysgol Pant-y-Rhedyn and is user-friendly. It provides parents with a range of useful information. However, the prospectus and the governing body's Annual Report to Parents do not contain all the information required by the National Assembly Memoranda 14/01 and 15/01.
- The school has adopted a home-school agreement which meets with statutory requirements.
- There is a regular flow of information and letters to parents and an open-door policy is operated whereby parents are able to contact the school or are able to make appointments to discuss any problems at mutually convenient times.
- Open evenings are held every term and parents are offered two alternative times to suit their own arrangements in an effort to encourage attendance.
- Parents readily assist with visits, activities and competitions when approached and support events organised by the Parents' Association.
- There is a wide range of contacts with the community which is very supportive of the school; these links are woven into the school's programme of activities and contribute well to pupils' achievement and educational experiences.
- There are links with other schools through occasional in-service training events and sporting activities.
- Links with the local infant school have been strengthened and the annual transfer arrangements are thorough and effective. Similarly, the arrangements for the transfer of Y6 pupils to three secondary schools are smooth and efficient. Curricular links however remain underdeveloped.
- The school provides work experience placements for young people from secondary schools and colleges of further education.
- The school actively supports a number of recognised charities during the course of a year.

## **5.7 Partnership with industry**

The school's links with industry and business are satisfactory.

- There is no policy or strategy for enhancing pupils' knowledge of the world of work or increasing their economic and industrial understanding.
- In an economic area of limited opportunities for partnerships and sponsorship, the school's links are nevertheless underdeveloped.
- Visits are made to places of work linked to termly themes and these effectively support pupils' learning.
- The school also receives local sponsorship for some of its competitions.

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## **6. MANAGEMENT**

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

The school's arrangements for self-evaluation and planning for improvement are unsatisfactory.

- An appropriate 'action plan' was produced by the governors in response to the key issues noted in the last inspection. However, clear procedures to assess progress with regard to the issues have not been established and reports are not regularly presented to the governing body.
- Governors receive reports on the SATs results and the available data is analysed to compare the school's performance with local and national results. Attention is paid to the weaknesses exposed by the analysis and targets for improvement are set in the core subjects.
- The arrangements for monitoring the provision for pupils with SEN are good, ensuring that the school has made good progress in this area since the last inspection.
- To date, no whole-school policy and procedures have been produced to monitor pupils' standards of achievement across the key stage and the quality of education provided.
- The SDP does not include a specific timetable, methods of implementation, costs and criteria for the success of a whole-school monitoring plan.
- Inefficient co-ordination of decisions and actions and inadequate monitoring of their implementation limit the strategies for improvement.

### **6.2 Leadership and efficiency**

The quality of the school's leadership and efficiency is satisfactory on the whole.

- The school has a good ethos and manages to create a welcoming and caring environment. Appropriate aims and objectives have been set and positive values are consistently fostered in the school.
- The governors appropriately dealt with most of the statutory requirements that were identified in the last inspection. The biggest shortcoming is that no whole-school strategy was produced to identify the school's strengths and weaknesses and as a result planning for improvement is not effective.
- Although there are positive aspects to the SDP for the school year 2001-2002, it is not yet effective enough as a management tool. The responsibilities of the governors, the management team and the co-ordinators have not been defined in sufficient detail in relation to the school's future development.
- The governors' financial sub-committee meets regularly to deal with financial matters and receives expenditure reports from the headteacher. The management of the budget year-on-year is satisfactory. However, insufficient attention has been paid to the significant surplus brought forward annually when considering the school's current needs in terms of equipment and resources.
- The school received a satisfactory financial audit report in March 2000. Some shortcomings were noted which have been appropriately addressed by the school.

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- A good range of management and administrative policies have been produced to ensure that the school runs smoothly and effectively from day-to-day.

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

The quality of the management of staffing, accommodation and resources is satisfactory.

- A sufficient number of teaching staff, and other staff, have appropriate qualifications and experience to meet the school's needs.
- Teachers (and other members of staff where appropriate) update their skills through continuous professional development.
- The subject co-ordinators have sufficient qualifications and experience to fulfil their role, but they do not have the opportunity to monitor, support and share good practice effectively with their colleagues in the classrooms.
- The accommodation is sufficient for the number of pupils on roll and for the curriculum provided, including outdoor facilities, namely the playing field and schoolyard.
- The school building and grounds are well maintained. The school is kept exceptionally clean and the displays are attractive and colourful.
- The building requires some remedial work and following that some internal decoration will be necessary. The roof also leaks.
- The teaching resources for most subjects are sufficient and correspond well to curricular and pupils' needs. However, the number and quality of resources are insufficient in science and music and there are significant shortcomings in terms of software and hardware in information technology.

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

### **Standards achieved by pupils**

#### **Welsh**

Generally, standards of achievement are unsatisfactory.

#### **Good features**

- Year 3 and Y4 pupils can discuss a subject and describe a situation simply. They question each other regarding what they like or dislike and their expression is satisfactory. In Y5 and Y6, the most able pupils can express opinions on a poem they are studying and explain the difference between a story and poetry.
- A minority of pupils can read correctly and meaningfully according to their ability. They are knowledgeable about the structures of stories and about characters and plot.
- The best pupils write fairly correctly using appropriate vocabulary and a satisfactory range of sentence patterns. They write in different forms including poetry.

#### **Shortcomings**

- The majority of pupils do not convey information and express opinions using vocabulary and language patterns appropriate to their age and ability.

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- There is a lack of fluency and expression in the majority of pupils' reading and their understanding of what they read is limited. They do not read to gain information from different sources and few read for pleasure.
  - Generally, the pupils' grasp on the essentials of sentencing, spelling and punctuation is uncertain. The majority do not write in a range of forms or reflect sufficient care with regard to order and continuity.

## **English**

Generally, standards of achievement in English are good.

### **Good features**

- Pupils' listening skills are developing well throughout the key stage. They concentrate for extended periods and can recall what they have heard well.
- Their speaking skills are strengthened through a wide range of contexts; they speak clearly and confidently.
- The pupils can read correctly, fluently and with appropriate expression.
- The pupils can respond orally and in writing to texts of increasing complexity and the majority understand the implicit as well as the explicit meanings in texts.
- They read a wide range of literature displaying enjoyment and the ability to analyse texts and discuss characters.
- They use reference books and other sources effectively to search for information.
- The pupils write in a range of forms, for different purposes and audiences. Examples of good work are found across the curriculum which extends their reading and writing skills appropriately.
- The pupils discuss their work, re-draft it and present it appropriately, when needed.
- Spelling standards are satisfactory and pupils understand how to punctuate correctly.

### **Shortcomings**

- There are no significant shortcomings.

## **Mathematics**

Generally, standards of achievement are good throughout the school.

### **Good features**

- The pupils deal well with mental exercises and handle practical work well.
- Their understanding of the place-value is good. They create and interpret charts and graphs, use coordinates to locate places and measure angles in degrees with increasing correctness.
- The majority of the older pupils have an appropriate understanding of fractions, decimals and percentages and they understand the relationship between them.
- They calculate areas of regular shapes and measure perimeters confidently.
- The pupils' understanding of probability is developing well.

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- The pupils explain how they work, check results and amend their work where necessary. Older pupils show perseverance when calculating final results and discussing them with their peers.

### **Shortcomings**

- Pupils do not have a sufficient range of ICT skills to handle and adapt data and to develop concepts.

## **Science**

Standards of achievement are good.

### **Good features**

- Year 3 and Y4 pupils have a good understanding that a varied and adequate diet is needed to keep healthy. They can identify the main organs of the body and the function of the heart and teeth for example.
- They investigate the effect of changes in conditions on the growth of plants. With assistance, they conduct a fair test and realise and explain why it is fair.
- They know the main steps in the life cycle of flowering plants, including pollination, seed production, seed dispersal and germination.
- They record their observations appropriately in the form of lists, pictures or simple notes.
- In their research work, Y5 and Y6 pupils begin to understand that some materials are better thermal conductors/insulators than others. They know how switches can be used to control electrical devices in simple series and parallel arrangements.
- They manage to work appropriately in groups to plan an investigation involving forces and motion. They discuss the factors that can effect the distance they can jump.
- They communicate information effectively by using diagrams, tables, graphs and brief notes.

### **Shortcomings**

- There are no significant shortcomings.

## **Design and technology**

Standards of achievement are satisfactory throughout the school with some good features in Y5 and Y6.

### **Good features**

- The pupils adapt information, skills and understanding associated with design and technology appropriately. They carefully examine the way that equipment and products operate and use appropriate terms when designing and evaluating their work.
- They produce original designs and make good quality products. They evaluate their work throughout the process keeping their original intentions in mind. Good examples of Anderson shelters and houses were seen.
- They can assemble and then join materials in a range of ways.
- The pupils handle equipment carefully giving appropriate attention to safety.

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### **Shortcomings**

- In Year 3 and Y4, the pupils' ability to work independently when creating designs on paper is uneven.
- The pupils' ability to use a good range of ICT skills in order to communicate, handle data, model, and control objects is limited.

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## **Information technology**

Standards of achievement are unsatisfactory.

### **Good features**

- Year 3 and Y4 pupils occasionally use word-processing computer programs to improve the presentation of their work.
- At times, they obtain information and research a subject involving their term's themework.
- Year 5 and Y6 pupils can find relevant information from computer programs to support some of their work across the curriculum.
- They make increasing use of the Internet to extend their subject knowledge and understanding, for example in history and geography.

### **Shortcomings**

- The pupils' ability to use ICT to investigate, to solve problems and to reinforce their work across the curriculum is underdeveloped.
- The pupils do not have a sufficient range of ICT skills according to NC requirements.
- Lack of hardware and software has an adverse effect on the pupils' standards of achievement in the subject.

## **History**

Standards of achievement are good.

### **Good features**

- Year 3 and Y4 pupils' awareness of chronology is developing well. They become more aware of the fact that it is possible to divide the past into different periods of time.
- They can place the main events in the Tudor period correctly on a time line and they have good knowledge of the main characters of that age.
- They use a range of sources to understand the main differences between living in the countryside and in the town during the Tudor age. They learn about important Welshmen of the age such as the bishop William Morgan.
- Year 5 and Y6 pupils have good knowledge of the Second World War. They describe some of the main events well, for example The Blitz and Rationing and the some of the causes and consequences of these events.
- They make good use of a range of sources including artefacts, documents, photographs and information from the Internet.
- They present the findings of their research and enquiry work in a range of ways using appropriate vocabulary.

### **Shortcomings**

- There are no significant shortcomings.

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## **Geography**

Standards of achievement are satisfactory with examples of good work in Y5 and Y6.

### **Good features**

- Year 3 and Y4 pupils have an increasing understanding of their local area. They study a map of the area referring to some human and physical features.
- Their awareness of the relationship between people and the environment and the methods used to protect the environment increases through their study of the National Park.
- Year 5 and Y6 pupils' research work and geographical skills are developing well. They use a good range of geographical vocabulary when discussing and recording information relating to various studies.
- They can state clearly the similarities and the differences between the landscape of Wales and Lesotho. They extend their understanding well by using the information they gain from the Internet to compare the temperature and rainfall of Aberystwyth and Lesotho.

### **Shortcomings**

- Year 3 and Y4 pupils' ability to use an appropriate range of geographical skills is limited, especially ICT.
- They lack confidence in applying their geographical knowledge to deal with the features of different areas.

## **Art**

Standards of achievement are good throughout the school.

### **Good features**

- The pupils are developing their knowledge and understanding of artists, craftsmen and designers who work in a range of mediums, including examples of the work of Welsh artists.
- They respond well to other people's methods and ideas, for example Picasso, by experimenting with different styles, techniques and various resources.
- Their sketching work shows care and good awareness of shape, form and space. The pupils can discuss their work using the visual language of art, craft and design which includes line, mood, colour, pattern and texture, and adapt them effectively in their own work.
- The pupils experiment with a range of materials, processes and two and three-dimension techniques.
- The pupils evaluate, review and adapt their work where necessary.

### **Shortcomings**

- There are no significant shortcomings.

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## **Music**

Standards of achievement are satisfactory throughout the school.

### **Good features**

- The pupils acquire knowledge, skills and understanding of musical notation and elements, through practical work, such as singing lessons.
- Breathing and posture are well controlled.
- The majority of pupils make satisfactory progress through practicing these activities regularly and through evaluating music.
- The pupils have increasing knowledge of Welsh music, and are developing their knowledge and understanding of European classical music and the musical traditions of other cultures.

### **Shortcomings**

- The pupils do not often research into the range of sound sources, selecting, combining and arranging sounds effectively. They do not create music using their imagination and with musical expression, mainly because they do not have appropriate instruments for the task.
- The pupils do not have the appropriate ICT applications to use programmes to create and improve the quality of their music.
- Some children's understanding of musical vocabulary and elements is limited.

## **Physical education**

Standards of achievement are good.

The school offers a broad and balanced programme of physical education activities. The programme is enriched through the school's connection with Cynllun y Ddraig in cricket, tennis and netball. Badminton is offered as an extra-curricular activity. During the inspection, athletics, swimming and outdoor activities were not observed.

### **Good features**

- Pupils across the key stage use space effectively when warming up for dance and gymnastic activities.
- They understand the importance of stretching and warm up exercises and their effect on their bodies.
- In dance, Y3 and Y4 pupils control their movements well by varying their body shape, size and level as well as the direction and speed of travel across the floor.
- Year 5 and Y6 pupils reach good standards in gymnastics. They perform a series of movements and link them together well on the floor and on apparatus.
- They show increasing control over their bodies by attempting to achieve a good finish to their activities.
- In their dance and gymnastic activities, pupils improve their performance through evaluating their own work and that of others.

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- The good standards are reflected in the pupils' success in different competitions, especially in winning a national netball competition recently.

### **Shortcomings**

- Some Y3 and Y4 pupils' skills of sending, receiving and travelling with a ball have not been developed sufficiently.

### **Religious education**

Standards of achievement are good throughout the key stage.

#### **Good features**

- The pupils' knowledge and understanding of the beliefs and practices of Christianity and other religions such as Judaism and Muslim are developing well.
- The pupils know why and how believers of the various religions worship, pray and celebrate their faith. They know about the different religions' places of worship, holidays and celebrations. The pupils' knowledge is reinforced by the work in art and geography.
- Through the use of artefacts, the pupils become aware of the significance of symbolism within Christianity and other religions. They understand and sympathise with the way different believers express their faith.
- The pupils become familiar with stories from the Bible and other religious texts and they can interpret the different moral and spiritual lessons in them.
- The pupils are aware of the way in which people's lifestyles are affected by their beliefs and they learn the significance of this to the wider life of different ethnic groups.

#### **Shortcomings**

- There are no significant shortcomings.

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## 8. SCHOOL IMPROVEMENT

### 8.1 Progress Since the last Inspection

The school was last inspected in the autumn term of 1996 and the following key issues for action were noted:

- **Take appropriate steps to raise standards in Welsh, design and technology, information technology, geography and music.**

The steps to raise standards in the subjects noted were listed in the action plan produced following the last inspection. The strategies included providing training for staff, preparing schemes of work and ensuring appropriate resources. The school has managed to raise standards in design and technology, geography and music and they were judged as satisfactory in this inspection. The strategies listed have not succeeded in raising standards in Welsh and information technology, and standards remain unsatisfactory.

- **Relate the curricular policies to the revised curriculum, and produce cross-school schemes of work for each subject, timetabling the development appropriately in the SDP.**

A timetable was set in the action plan to complete the work and cross-school policies and schemes of work were created which corresponded to the requirements at the time. However, the quality of the present subject schemes of work vary and are not fully modified to the Curriculum 2000 requirements.

- **Ensure that the SEN provision complies with the Code of Practice.**

The arrangements have been amended and the provision now complies with the Code of Practice.

- **Enrich the quality of pupil profiles, and use them as a basis for more specific written reports to parents.**

The pupils' profiles show that progress and achievement in the core subjects have been extended but not in the foundation subjects and religious education. At present, the comments on pupils' work and in the reports to parents do not refer sufficiently to pupils' achievements and set targets for improvement.

- **Ensure more purposeful leadership from the headteacher regarding the quality and monitoring of the curriculum, and financial management, based on a comprehensive job description.**

The present headteacher was appointed in September 1997, following the retirement of the previous headteacher. Although the school has taken appropriate steps to analyse the SATs results and set targets for improvement in the core subjects, effective procedures were not created by the head to monitor the pupils' standards of achievement in every subject and the quality of education provided across the school. Financial management is generally satisfactory but attention needs to be given to the substantial surplus in the budget. An appropriate job description was produced for the headteacher.

- **Ensure that the governing body meets its statutory obligations in every aspect.**

The governing body currently meets the statutory obligations apart from the fact that the school does not have effective self-evaluation procedures and improvement plans. The

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governors, the management team, and the co-ordinators' roles was not defined clearly enough in relation to the school's future development.

- **Take appropriate steps to reduce the number of unauthorised absences.**

The steps taken have been successful and by now there are no unauthorised absences.

- **Develop an anti-bullying policy.**

The school has an appropriate anti-bullying policy which every member of staff is familiar with.

- **Give immediate attention to the toilets ensuring that they comply with health and safety requirements.**

The remedial work has been completed and the toilets now comply with health and safety requirements.

## **8.2 Key issues for Action**

The school needs to:

- raise standards in Welsh and information technology and address the shortcomings in the subjects where standards are satisfactory;
- review curricular arrangements for the teaching of Welsh and ICT;
- ensure greater uniformity in schemes of work and modify them so that they comply fully with curriculum 2000 requirements;
- identify opportunities within the planning for a balanced development of key skills across the curriculum;
- ensure that the comments on pupils' work and in reports to parents refer to pupils achievements and indicate how standards can be raised;
- devise effective procedures for evaluating standards achieved by pupils and the quality of the educational provision;
- define more clearly the role of the governors, the management team, and the co-ordinators in relation to the school's development planning;
- address the deficiencies in resources and equipment, for example, in ICT, music and science, in the context of the substantial surplus in the school's budget.

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**APPENDIX****A. Basic Information About the School**

Name of School	Ysgol Pant-y-Rhedyn
School type	Community Primary School
Age range of pupils	7 – 11
Address of school	Penmaenmawr Road Llanfairfechan Conway
Post-Code	LL33 0PA
Telephone Number	01248 680642

Headteacher	Miss E Carole Williams
Date of appointment	September 1997
Chair of Governors	Mr John Pritchard
Registered Inspector	Mr D Gwynfor Evans
Date of inspection	18-20 February 2002

**B. School Data and Indicators**

<i>Number of pupils in each year group</i>					
Year Group	Y3	Y4	Y5	Y6	Total
Number of pupils	40	28	39	48	155

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	1	7.02

<i>Staffing information</i>	
Pupil : teacher ratio,excluding nursery and special classes	21.5:1
Average class size, excluding nursery and special classes	25.8
Teacher : class ratio	1.2:1

<i>Percentage attendance for the three complete terms prior to the inspection</i>		
Term	KS2	Whole school
Spring 2001	95.1	95.1
Summer 2001	93.8	93.8
Autumn 2001	95.6	95.6

<i>Number of pupils excluded during the previous 12 months</i>	0
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## C. Result of National Curriculum Assessments and Public Examinations

### END OF KEY STAGE 2: 2001

National Curriculum Assessment Results, KS2: 2001			Number of pupils in Y6: 45									
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	2	0	0	0	11	20	56	11	0
		National	0	0	0	1	1	6	19	48	25	0
	Task/Test	School	0	2	0	0	0	13	20	56	9	0
		National	0	2	1	n	n	5	14	47	30	n
Welsh	Teacher Assessment	School	0	0	0	0	0	0	38	62	0	0
		National	1	0	0	0	1	4	24	49	21	0
	Task/Test	School	0	0	0	0	0	0	38	62	0	0
		National	1	2	0	n	n	3	22	48	23	n
Mathematics	Teacher Assessment	School	0	2	0	0	0	2	34	40	22	0
		National	0	0	0	0	1	4	20	47	28	0
	Task/Test	School	0	2	0	0	0	2	36	40	20	0
		National	0	2	1	n	n	4	18	42	32	n
Science	Teacher Assessment	School	0	2	0	0	0	0	31	58	9	0
		National	1	0	2	0	0	4	15	52	29	0
	Task/Test	School	0	2	0	0	0	0	31	58	9	0
		National	0	2	0	n	n	3	13	51	31	n

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
according to Teacher Assessment		through Test	
In the school:	60	In the school:	56
In Wales:	68	In Wales:	68

- D Pupils who are exempt under statutory arrangements from part or all of the NC  
A Pupils who have failed to register a level because of absence  
F Pupils who have failed to register a level for reasons other than absence  
W Pupils who are working towards level 1  
n The tests do not encompass these levels

## D. The Evidence Base of the Inspection

- Thirty-three lessons or parts of lessons were inspected.
- A sample of pupils were listened to reading in Welsh and English. Discussions were held with a number of pupils and questioned regarding aspects of their work.
- A sample of their written and practical work were examined in all subjects.
- Inspectors held discussions with the teachers during inspection days on a range of issues involving the school's work. The school's planning documents and various files and records were considered.
- The inspectors were present in the services held during the week.
- Four parents attended the pre-inspection meeting and 19 questionnaires were completed.

- The Registered Inspector held meetings with the governors before and after the inspection.
- A pre-inspection meeting was held with the staff and they were provided with an oral feedback following the inspection.

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

<b>Inspector</b>	<b>Type</b>	<b>Aspect Responsibilities</b>	<b>Subject Responsibilities</b>
Mr D G Evans	RgI	1 Context 2 Report's main findings 3 Educational standards achieved by pupils 5.1 Teaching 5.4 Support, guidance and pupils' welfare 6.1 Quality of self-evaluation and planning for improvement 6.2 Leadership and efficiency 8 School improvement	Welsh science information technology history geography physical education
Mrs S Clough	Team	4.1 Pupils' spiritual, moral, social and cultural development 5.2 Assessment, recording and reporting 5.3 Curriculum 5.5 Provision for pupils with SEN 6.3 Staffing, accommodation and learning resources	English mathematics design and technology art music religious education
Mr J James	Lay	4.2 Behaviour and attitudes 4.3 Attendance 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	

**The visiting inspectors wish to thank the governors, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.**