

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

**Ysgol Pendorlan
Greenfield Road
Colwyn Bay
Conwy
LL29 8ET**

School Number: 662/2244

Date of Inspection: October 10th – 13th 2005

by

**Mr Michael T. Ridout
W180/78730**

Date: 12th December 2005

Under Estyn contract number: T/012/05P

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Ysgol Pendorlan was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Pendorlan took place between 10th and 13th October 2005. An independent team of inspectors, led by Mr Michael T. Ridout 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

There are three types of inspection.

For all inspections, there is a written report on seven key questions.

For short inspections, there are no subject sections.

For standard inspections, there are also reports on six subjects.

For full inspections, there are also reports on all subjects.

Estyn decides the kind of inspection the school receives, mainly on the basis of past performance. Most schools receive a standard inspection and any new or amalgamated schools receive a full inspection.

This school received a *full* inspection.

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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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

Ysgol Pendorlan is a community junior school for boys and girls aged from seven to eleven years. It is organised in eight mainstream classes with a Resourced Facility for Speech and Language, catering for 12 pupils with a statement of special educational needs (SEN). The Local Education Authority (LEA) provides this class. A speech and language therapist and five applied behavioural analyst therapists (ABAs) enhance this provision at set times. In total there are 244 pupils on roll. The average class size in mainstream classes is 29. There are 11 full-time teachers, a part-time teacher (11.75 fte) and six full-time and two part-time learning support assistants (LSA).

The school is situated close to the centre of the seaside town of Colwyn Bay on the North Wales coast. It serves a diverse residential area including housing association managed flats and homes and both rented and owner-occupied housing.

The school confirms that pupils come from a wide range of backgrounds with a significant number having relatively disadvantaged homes. Twenty-three per cent of pupils are entitled to free school meals; this is above national and local averages. There are a few pupils from ethnic minorities and for some English is not their first language. No pupils come from homes where Welsh is the first language. English is the predominant tongue and the school teaches Welsh as a second language.

The school receives pupils from the full range of abilities. A range of assessment data confirms this and the results of assessments on entry are broadly in line with the Welsh average. Around 30% of pupils have SEN; this is a higher proportion than that found in many schools. Nine pupils in mainstream classes have a statement of SEN. The school was previously inspected in September 1999.

The school has achieved Investors in People accreditation, the Basic Skills Quality Mark, ACCAC¹ Records of Achievement for pupils and recognition as an Eco School.

The school's priorities and targets

'The objective of Ysgol Pendorlan is to achieve a disciplined community in which there is excellence in caring, learning, and teaching.' The school's aims are published in its prospectus.

The school development plan (SDP) covers the period 2003 – 2006. The priorities identified for 2005/6 are:

- Continue to state and define the aims and objectives of the school; continue to state values and promote the vision of the school;
- Implement planning, preparation and assessment (PPA) time for teachers efficiently and review the school staffing structure;
- Further develop key skills;
- Pilot electronic assessment to improve the impact and use of data;
- Link schemes of work to resources using ICT;
- Raise the profile of mathematics and improve standards of numeracy.

¹ Qualifications, Curriculum and Assessment Authority for Wales

Summary

1. This is a school with a strong ethos of care. Recent developments are beginning to have a positive impact on the quality of learning and the progress of pupils. The first hand evidence of inspection shows pupils' achieving good standards in more than half of the lessons observed.

Table of grades awarded

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

Standards

2. In 56 lessons, or parts of lessons, standards of achievement were judged:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2%	55%	30%	13%	-

3. In the subjects of the National Curriculum (NC) and religious education standards were judged as follows:

Subject	Key Stage 2
English	Grade 2
Mathematics	Grade 2
Science	Grade 3
Welsh second language	Grade 3
Design and Technology	Grade 4
Information Technology	Grade 2
History	Grade 3
Geography	Grade 3
Art	Grade 4
Music	Grade 4
Physical Education	Grade 2
Religious Education	Grade 3

4. In English and mathematics, pupils' achieve well.

5. In science, standards are lower than at the time of the last inspection because pupils' enquiry skills and their knowledge of science are not fully developed.
6. Standards have improved in Welsh as a second language, information technology and religious education.
7. In design and technology, art and music, standards are below expectations. In the main this results from shortcomings in provision.
8. In other subjects, standards are broadly similar to the position reported in 1999.
9. The results of NC tests and assessments since the last inspection show relatively little improvement in overall standards. This is against the national trend.
10. The KS2 NC test results in 2004 confirm that levels attained in English, mathematics and science were well below the national average and figures for similar schools having 21% - 23% free school meals.
11. The results of the 2005 teacher assessments, for which there is no comparative data available, indicate results were lower than in 2004.
12. Less-able pupils, including those with SEN make sound progress in relation to age, ability and the targets set in individual education plans (IEPs).
13. Pupils of average and above-average ability make good progress where expectations are high. Progress is widely variable for pupils of all abilities where the learning lacks sufficient challenge.
14. Achievement in the key skills across subjects is widely variable.
15. The promotion of oracy skills in English is improving but little Welsh is heard within the day-to-day routines of the school.
16. The general behaviour of pupils, both during and outside their lessons, is good. When given the opportunity pupils demonstrate a good capacity to work independently.
17. The majority of pupils work well and show good levels of motivation. However, in a minority of lessons pupils lose interest and concentration.
18. Levels of attendance average just above 92.5%. This is an improvement since 1999. However, the punctuality of some pupils remains a problem.
19. Although some classes promote learning skills well, there is a lack of consistency. In particular, the library and ICT suite are under used for independent research.
20. Pupils make good progress in their personal, social and moral development. They develop their understanding of the local community well. These aspects are strengths.

The quality of education and training

21. The proportion of Grade 1 and Grade 2 teaching observed is close to the Welsh Assembly Government (WAG) target of 65% Grade 2 or better teaching to be achieved by 2007.

22. In 62 lessons, or parts of lessons, the quality of teaching was judged:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	56%	31%	8%	-

23. Teachers establish good working relationships with pupils. All teachers were observed teaching well during the inspection.

24. The most effective teaching, sometimes with outstanding features, sets high expectations and reflects a consistent rigour. The planning develops schemes of work well and work is tailored well to pupils' needs and abilities.

25. Shortcomings that limit the impact of teaching include relatively low expectations, limited knowledge of best practice, weaknesses in lesson management and insufficient rigour in planning lessons and the use of resources.

26. The lack of a clear assessment and marking policy means that there are inconsistencies in the quality of assessment and marking between classes and across subjects.

27. The arrangements to inform parents and carers about their children's progress are good.

28. The curriculum is broad and meets statutory requirements. However, the absence in some schemes of work of sufficiently detailed guidance on the progression of skills and knowledge results in inadequate standards of achievement.

29. Shortcomings in implementing the curriculum sometimes result in a lack of balance and appropriate progression in learning.

30. Planning to promote key skills is a focus for improvement in the SDP.

31. The Cwricwlwm Cymreig and the multi-cultural aspects of the curriculum are not planned in sufficient detail. The provision for bilingualism is limited to a few lessons.

32. The school provides pupils with a good number of enriching experiences, including educational visits, visiting speakers, sporting opportunities, musical tuition, residential courses and a number of after-school clubs.

33. The school plans well for the personal and social education of pupils.

34. The partnership with parents is good.

35. The attention given to sustainable development is good.

36. The overall quality of care, support and guidance for pupils is good.

37. The provision for pupils' SEN is good

38. Although the school provides good pastoral support the quality of educational guidance is less consistent. For example, learning is not always matched well to pupils' differing needs and abilities. This hampers progress.

Leadership and management

39. A number of important areas for improvement are identified in the SDP that provides a sound foundation for the ethos and work of the school through clearly stated aims and values.

40. The school is currently doing much to raise expectations further and is beginning to formulate suitably challenging targets in some areas of its work. However, it has not achieved sufficient success over time in defining specific targets, setting realistic goals and then achieving the desired impact on standards.

41. The governing body (GB) is appropriately involved in discussing the strategic development of the school. It is successful in meeting its statutory obligations except with regard to the correct recording of pupils' absences.

42. The school has recently agreed its self-evaluation procedures, but they are not yet embedded in the culture of the school.

43. The role of the curriculum coordinator is developing, with some examples of exemplary practice. However, there are inconsistencies in action planning and in the monitoring that takes place.

44. Although the SDP is comprehensive it sets too many targets to be realistic. These are insufficiently prioritised and are not supported by detailed planning to help manage, guide and focus the work of staff.

45. There is a good mix of experienced and more recently qualified teachers.

46. There are enough learning resources in most subjects apart from music and religious education.

47. There are a few shortcomings in the use and organisation of lesson time and the use of support staff and the IT suite that reduce efficiency.

48. Financial resources are matched to the school's priorities. The recent strategic investment in staff and resources provides a good basis to raise standards further. However, taking account of the limited impact on overall standards since the last inspection the school provides overall, fair value for money.

Recommendations

49. In order to raise standards further and improve the quality of education provided the school should place particular emphasis on:

- R1 continuing to raise standard in subjects where shortcomings are identified;
- R2 building on existing best practice in teaching to strengthen lesson planning in order to ensure pupils of differing abilities make consistently good progress through the provision of suitably challenging tasks;
- R3 provide further professional training for staff where needed and continue to develop and consistently implement schemes of work;
- R4 developing a whole-school approach to assessment and ensuring day-to-day assessments are built upon in planning lessons;
- R5 refining strategic planning to ensure fewer targets are prioritised and supported by detailed planning to help manage, guide and focus the work of staff.
- R6 establishing a whole-school programme of monitoring linked to the key priorities.

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 3: good features outweigh shortcomings

50. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report, in that the school judged this key question as Grade 2. This is because the inspection finds wide variation in the standards achieved.

51. In 56 lessons, or parts of lessons, standards of achievement were judged:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2%	55%	30%	13%	-

52. In English and mathematics, relative to age and ability pupils achieve well. A significant minority begin from a low base in literacy skills. In science, standards are lower than at the time of the last inspection because pupils' competence in scientific enquiry and their knowledge of science is not fully developed.

53. Since the last inspection, standards have improved in Welsh as a second language, information technology and religious education. In history, geography and physical education, standards are broadly similar.

54. In design and technology, art and music, standards are below expectations. In the main, this results from shortcomings in provision.

55. The school sets the required targets for end-of-key stage attainments. These are in line with the target range set by the WAG. In general, over the last three years results have fallen below the targets set. The improvement in results in English and science in 2004 was not maintained in 2005.

56. The results of NC tests and assessments since the last inspection show relatively little improvement in standards. This is against the national trend. Furthermore, the percentage of pupils attaining expected levels on entry in 2000 compared with results in 2004 show a significant fall in mathematics and a small increase in English and science.

57. The KS2 NC test results in 2004 confirm that levels attained in English, mathematics and science were well below the national average and figures for similar schools having 21% - 23% free school meals.

58. The results of the 2005 teacher assessments, for which there is no comparative data available, indicate results were lower than in 2004.

59. Analysis of the school's results show fewer pupils attain higher than expected levels (Level 5) in English, mathematics and science than is the case nationally and the girls outperform boys in all three subjects. The school's strategies, such as 'setting' pupils by ability for English and mathematics lessons, have yet to make a significant impact on standards.

60. The extent to which pupils acquire knowledge and skills and develop their learning is closely linked to provision and expectations. Where pupils are given a clear understanding of what they are doing and what they need to do to improve they achieve good levels of success.

61. Less-able pupils, including those with SEN make sound progress in relation to age, ability and the targets set in individual education plans (IEPs). They benefit from early intervention and support.

62. Pupils of average and above-average ability make good progress where expectations are high. Progress is widely variable for pupils of all abilities where the learning lacks sufficient clarity and challenge to motivate and engage them fully.

63. Inspection evidence indicates that the school is beginning to address underachievement, particularly for more-able pupils, in some classes. However, there is much to do to ensure pupils reach their full academic potential in preparation for moving on to the next stage of their education.

64. Achievement in the key skills across subjects is widely variable. Although pupils develop good ICT skills in the context of information technology lessons this is not generally reflected in work in other subjects. Similarly pupils only seldom use reading, writing and numeracy skills effectively, such as in science and geography, and their competences in library and research skills are under-developed.

65. Pupils' competence in speaking and listening is developing well in the context of personal and social education (PSE) lessons. This provides a good basis for developing collaborative and problem solving skills in other subjects.

66. Pupils are insufficiently supported in developing bilingual skills. The promotion of oracy skills in English is improving, but little Welsh is heard within the day-to-day routines of the school.

67. Pupils achieve similar levels of success whatever their social, ethnic or linguistic background. The small number of pupils learning English as an additional language makes appropriate progress thus enabling them to participate in lessons.

68. The majority of pupils work well during lessons and show good levels of motivation. Where expectations are high they work productively, making effective use of their time. In such lessons, the majority concentrate well on their tasks, either in groups or as individuals. In the main, pupils are eager to respond and keenly contribute to lessons.

69. In a minority of lessons, pupils lose interest and concentration where the pace of learning drops. In such lessons, noise levels rise and immature behaviour is evident.

70. The general behaviour of pupils, both during and outside their lessons, is good. They almost invariably socialise and play happily together with strong bonds of friendships. Many are inquisitive and self-confident with adults. Pupils are respectful and courteous to their teachers, support staff and visitors to the school. Any who fall short of this standard are dealt with in a firm and supportive manner.

71. Pupils' average level of attendance over the last three complete terms is just above 92.5%. This is an improvement since the last inspection. However, the punctuality of pupils remains a problem. Nevertheless, the school responds robustly to this challenge. Overall, attendance since the start of this term is just below 95%.

72. When given the opportunity to do so, pupils demonstrate a good capacity to work independently. This was evident in Y6 pupils' approach to planning a scientific investigation, for instance. Furthermore, pupils are supported well in developing thinking skills in PSE lessons and in Y3 and Y4 they are enabled to work co-operatively with a partner and to collaborate well within groups.

73. Although some classes promote the development of life-long learning skills well, there is a lack of consistency. In particular, the library and ICT suite are under used for independent research.

74. Pupils make good progress in their personal, social and moral development. They undertake appropriate responsibilities with eagerness and provide each other with good mutual support. The School Council is successful in raising pupils' awareness of citizenship.

75. The majority of pupils are caring of each other; they display responsible attitudes, their awareness of equal opportunities is good and they are developing respect for diversity. However, a certain degree of immaturity is evident among older pupils.

76. Pupils develop their understanding of the local community well. They contribute eagerly through participation in a wide range of charitable, social and community events. This aspect is a strength of the school.

77. Pupils' understanding of the world of work is less well developed.

The quality of education and training

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

Grade 3: good features outweigh shortcomings

78. The findings of inspection differ from the school's self-evaluation report in that the school graded this key question Grade 2. Although some good practice in teaching, training and assessment is evident, inspectors found a lack of consistency.

79. In 62 lessons, or parts of lessons, the quality of teaching was judged:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	56%	31%	8%	-

80. Across the school, teachers establish good working relationships with pupils. This provides a good basis to foster learning. All teachers were observed teaching well during the inspection.

81. Taken overall, teachers have sound subject knowledge, but the extent of their knowledge of recent developments in teaching and learning styles is widely variable. The evidence from observed lessons identifies particularly strong practice in some classes, sound practice in many lessons and a number of shortcomings in a minority of lessons.

82. The most effective teaching, sometimes with outstanding features, sets high expectations and reflects a consistent rigour. Such lessons were particularly evident in Y3 and Y5 in English and mathematics. It was also noted that these skilled approaches were frequently evident in other subjects in these classes.

83. Key features of the most effective teaching include clear planning with precise learning objectives that are made known to pupils, tasks well matched to pupils' needs and well-focused learning support assistants (LSA) for particular groups, including the use of teaching assistants.

84. Furthermore, a very good range of teaching strategies and learning resources are used well to engage pupils and promote good pace in learning. For example, questioning is often used well to clarify learning in plenary sessions.

85. In the majority of lessons, teachers explain a concept or activity well. However, there is wide variation in the extent to which teachers develop schemes of work when planning lessons in order to provide relevant learning tasks that take account of prior learning and pupils' abilities.

86. The shortcomings identified in less effective lessons include relatively low expectations of pupils' achievement and the amount of work that can be achieved in a session. For example, when the stages in the processes of investigation in science or of creative tasks in art and music, are taught separately over several lessons, this hinders pupils' understanding and skills development and makes for a slow pace of work.

87. On occasions, shortcomings in the management of learning tasks and the use of lesson time, such as over-long introductions, result in pupils becoming frustrated so that noise levels rise and teachers' class management skills are tested. This is a situation sometimes compounded by failure to use appropriate learning resources, such as in a numeracy lesson.

88. In general, teaching suitably promotes equality of opportunity in terms of gender, race and disability. However, the very good practice of stimulating and challenging pupils to achieve high standards seen in some classes is not yet sufficiently engaged in across the school. As a consequence, more-able pupils are not always sufficiently challenged.

89. There is strong evidence of improved opportunities for pupils to develop English language skills in different contexts, but teaching seldom promotes the use of incidental Welsh. As a result, the provision to promote bilingualism is limited.

90. The lack of a clear assessment and marking policy means that there are inconsistencies in the quality of assessment and marking between classes and across subjects.

91. The school uses standardised tests that provide information about progress in English and mathematics. This data is used well to group pupils by ability in these subjects and provides useful information about individual pupils' progress across the school. The school is in the process of developing its assessment procedures and is trialling online testing in English and mathematics and four foundation subjects.

92. There is little evidence of the use of collections of work levelled using NC criteria or the use of nationally available exemplar materials to improve the accuracy of teacher assessment.

93. The school meets the statutory requirements for recording and assessing pupils work. The records for pupils with SEN are particularly well organised.

94. Pupils are aware of their own targets and share these with parents. Pupils who have achieved their targets are rewarded and discuss the next steps in their development with the class teacher. In some classes, evidence of best practice showed targets being modified as a result of day-to-day assessments.

95. The arrangements to inform parents and carers about their children's progress are good. The annual report provides useful information both on pupil's progress and the next steps for development. Parents are offered regular opportunities to visit the school to discuss the progress of their children. They are encouraged to support their children with homework, but there are some inconsistencies in setting of homework across the school.

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

Grade 3: good features outweigh shortcomings

96. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 2. This is owing to key aspects of provision not always being consistently planned and implemented.

97. The long-term curricular plans for the school provide a coherent basis to meet the learning needs of pupils. The schemes of work for most subjects have recently been re-written and most provide a useful framework of relevant content across subjects.

98. The curriculum is broad, meets statutory requirements and reflects the main aims of the school. However, the absence in some schemes of work of sufficiently detailed guidance on the progression of skills and knowledge result in inadequate standards of achievement. This is particularly evident in design and technology, art and music.

99. In general, pupils experience a balanced curriculum. Learning is organised into five similar length sessions each day, but although the school takes a flexible approach in planning the time given to each subject, the allocation of one full, or in some cases two consecutive sessions to a subject is not always best suited to effective learning. The negative impact on progress was observed in science, Welsh second language, history and geography.

100. A good emphasis is placed on developing pupils' basic skills. This is reflected in higher standards in English and mathematics, relative to most other subjects.

101. Planning to develop pupil's key skills across the curriculum is a focus for improvement in the SDP. There is a recent and well-considered action plan for this aspect, but it is too soon for this to impact on the quality of curriculum planning or its delivery.

102. The subject of information technology is providing pupils with a strong skills base but ICT skills are not being utilised regularly across the range of subjects. Furthermore, there is good emphasis on developing problem solving and research skills in some classes but this good practice has not yet been identified and encouraged elsewhere in the school.

103. The school provides pupils with a good number of enriching experiences, including educational visits, visiting speakers, sporting opportunities, musical tuition, residential courses and a number of after-school clubs. The extra-curricular provision reflects full educational and social inclusion. This is a strong feature of the school's provision.

104. The school makes good and at times very good provision for pupils' moral and social development. It successfully promotes a strong sense of right and wrong throughout school life. Pupils know the difference between appropriate and inappropriate conduct in different contexts.

105. The school plays a significant part in pupils' personal and social development, helping them to respect truth and justice. For example, they benefit from the promoting alternative thinking skills (PATHS) periods that promote discussion of attitudes, feelings and values and develop the concept of citizenship through links to the school council.

106. The school plans well for the personal and social education of pupils. They are given appropriate opportunities to take responsibility for others as well as themselves. For example, the "buddy" system is used well by pupils to help others who need their friendly support. Members of the school council represent each class and take their responsibilities seriously.

107. Provision for spiritual development is not as evident. This tends to be limited to a few areas such as some religious education lessons where pupils are given opportunities to reflect on their own values and those of others. It is less effective across the school, including the whole-school sessions of collective worship observed.

108. The school offers pupils opportunities to visit places of cultural interest and invites artists, writers and drama groups to the school. The timeline frieze in the hall is an outstanding example of an artist in residence working over an extended period with the pupils to produce a striking piece of cultural interest.

109. The school's partnership with parents is good. A group of parents is active within school, during educational visits and through The Parent Teachers Association (PTA). Parents are supportive of the Home-School Agreement, which together with the Prospectus and the Governors' Annual Report to Parents, meet statutory requirements.

110. There are good links with the local secondary school and other primary schools, including the two infant schools from which pupils transfer. A supportive and beneficial partnership exists with Coleg Llandrillo and the University College of Wales, Bangor.

111. Pupils play an active part in the life of the community. Their contributions to charity are good. However, their awareness of global citizenship is not fully developed.

112. Currently, insufficient attention is given to the development of work-related education. Although a policy for a partnership with industry is in place, opportunities to raise awareness of the workplace and develop entrepreneurial skills in particular are under-developed.

113. The provision for bilingualism is limited to a few lessons. Little Welsh is heard within the daily routines of the school, including assemblies and lessons such as physical education. Furthermore, the Cwricwlwm Cymreig and the multi-cultural aspects of the curriculum are not planned in sufficient detail. The school acknowledges these shortcomings.

114. A strong feature of the school is its emphasis on treating all pupils with respect by ensuring equality of access and opportunity to all pupils in its care.

115. The attention given to sustainable development, such as through re-cycling projects is good. The school has attained recognition as an Eco School. Pupils' awareness and understanding of their roles as global citizens is being developed, such as through assemblies and participation in charitable activities.

116. The school is beginning to develop the skills required for lifelong learning, but there is little evidence of raising awareness of community regeneration within the curriculum.

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

Grade 2: good features and no important shortcomings

117. The findings of inspection differ from the school's self-evaluation report in that the school graded this key question Grade 1. This is because the educational guidance provided for pupils lacks sufficient consistency.

118. The overall quality of care, support and guidance for pupils is good. The policies adopted are comprehensive and these are regularly reviewed. There are robust procedures in place that have a positive impact on pupils' well-being and are clearly understood by staff. The school works effectively with outside agencies.

119. There are close working relationships between the school, parents, carers and the community. Good communication takes place via letters, diaries and regular meetings. The school seeks the views of parents, for example through a questionnaire and the information is used to inform the SDP.

120. There are good induction procedures in place with the two infant schools from which pupils transfer. These help pupils to settle in quickly. There are also established links with the local secondary school to which the majority of pupils transfer. Curricular and transfer arrangements for pupils in Y6 are effective. Pupils are effectively inducted at other times during the year and a useful booklet for new parents compliments the school prospectus.

121. The school delivers an effective personal and social education programme through the PATHS programme and 'circle time'. Sex education is taught in the upper school by a visiting school health advisor in line with the sex education policy. Pupils discuss confidently issues that concern them and the school council along with the prefects and "buddy" systems play an important part in the development of citizenship skills.

122. Pupils' behaviour and performance are appropriately monitored, and instances of misbehaviour, including any cases of bullying, are dealt with effectively. The monitoring of pupils' attendance and punctuality is a strong feature. The lack of punctuality is recognised as a problem and is dealt with robustly, but with the welfare of the pupil always in mind.

123. Registration is conducted promptly and efficiently with any absences or lateness promptly enquired into. The registers are generally well kept, but there are instances of holidays in term-time in excess of the permitted ten days, being recorded as authorised. In that regard only, the registers do not comply with the requirements of the WAG Circular 3/99. Nevertheless, holidays in term-time are monitored through rigorous adherence to the guidelines under which permission may be granted.

124. The school has appropriate policies to help assure the health, safety and well being of pupils. Risk assessments for the school site and for educational visits are implemented appropriately. The school has made known its serious concerns to the responsible authorities about road safety outside the school entrances in Greenfield Road.

125. The school has good procedures for the protection of children. The headteacher has undertaken appropriate training and all staff are made aware of the appropriate procedures to be followed should concerns arise. Governors are proactive in the case of new admissions from other areas and procedures ensure the relevant information from previous schools and supporting agencies is made available.

126. The provision for pupils with SEN is good and is in line with the SEN Code of Practice. A range of standardised tests is used to assess all pupils in mainstream classes and in the resourced provision. Pupils with additional learning needs who are below average ability are identified early and supported mainly in class. Individual education plans (IEPs) and individual behaviour plans (IBPs) where appropriate are used effectively and suitable targets are set for pupils three times a year. However, the current provision does not extend to pupils who are of well-above average ability. As a result, the good progress of which they are capable is not always achieved.

127. The SEN coordinator works closely with class teachers to provide effective additional support and advice to both staff and pupils. The school has invested in a number of LSA who in the main provide good support for individuals and small groups of pupils.

128. There are good links between the school and the supporting health and education agencies. The arrangements for the regular review of pupils with statements are systematic. However, the school is not always successful in meeting the complex needs of pupils through inclusion within mainstream classes. In some instances, the individual learning programme is insufficiently clear to promote effective inclusion or appropriate learning experiences.

129. The resourced language and communication provision is at an early stage of development, being newly established in September. The impressive quality of teamwork among the staff is already having a very positive impact on the pupils, to the extent that some are successfully included, with support, in particular mainstream lessons.

130. The school provides well for pupils who occasionally present challenging behaviour. There is an effective behaviour policy and most staff were observed using assertive discipline and positive behaviour modification techniques to good effect. Learning support assistants also exercise a key role in diffusing behavioural issues before they escalate.

131. Although the school provides good pastoral support that takes account of pupils' background and needs, the quality of educational guidance is less consistent. For example, the learning is not always sufficiently differentiated to ensure appropriate progress is maintained.

132. The support provided for pupils learning English as an additional language is well targeted and meets pupils' needs.

133. The provision for PSE successfully promotes equality of opportunity regardless of gender, ability, language or ethnicity. The curriculum suitably promotes pupils' awareness and understanding of diversity. The school places appropriate emphasis on encouraging pupils to recognise and respect the diversity in our society.

134. There are appropriate policies to promote good race relations and eliminate all forms of discrimination, bullying and harassment.

135. The school takes a flexible approach in modifying its arrangements to ensure equal treatment and to meet the needs of individual learners with disabilities. It has adequate facilities for the physically disabled.

Leadership and management

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

Grade 3: good features outweigh shortcomings

136. The findings of inspection differ from the school's self-evaluation report in that the school graded this key question Grade 2. Despite recent improvements, shortcomings in leadership and strategic management result in a limited impact on standards and the quality of education provided over time.

137. The senior staff successfully identifies a number of important areas for improvement in the SDP. The issues identified provide a sound basis to set clear direction for the next phase in the school's development.

138. The senior staff increasingly promotes a collegiate approach to managing school improvement. This is successful in raising awareness of areas in need of improvement, but the extent to which staff and governors share a whole-school view and have a clear understanding of how aims, objectives and targets will be achieved is less well developed.

139. Leadership provides a sound foundation for the ethos and work of the school through clearly stated aims and values. The focus in the SDP on raising further awareness of the school's aims and values reflects a strong commitment to building on the school's positive ethos and promoting equality of opportunity for all pupils.

140. Strategic management takes good account of national and local priorities. This is suitably reflected in the life and work of the school.

141. The school is currently doing much to raise expectations further and is beginning to formulate suitably challenging targets in some areas of its work. However, the school has not achieved sufficient success over time in defining specific targets, setting realistic goals and then achieving the desired impact on standards.

142. The arrangements for staff performance management are in line with requirements. The headteacher manages the arrangements for staff professional review and further training. A range of training is undertaken, but the impact in the classroom is variable. However, the good practice brought to the school by recently appointed teachers provides very good opportunities to identify and promote 'best practice' across the school.

143. The GB is appropriately involved in discussing the strategic development of the school and governor's views are sought in framing the SDP. The GB is kept well informed by the headteacher and ensures resources are allocated to best meet the development needs of the school.

144. The GB suitably monitors the quality of educational provision and receives appropriate information about standards through the headteacher's regular reports.

145. The GB is successful in meeting its statutory obligations except with regard to the correct recording of absence.

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

Grade 3: good features outweigh shortcomings

146. The findings of inspection differ from the school's self-evaluation report in that the school graded this key question Grade 2. The limited evidence of improvement in quality and standards since the last inspection explains the inspection judgement.

147. Senior staff collates a good range of data that profiles the relative performance of pupils. However, the use, analysis and dissemination of this information are insufficiently rigorous to ensure all staff use it fully and effectively.

148. The role of curriculum coordinators is developing. The significant amount of change to subject schemes of work has meant that the staff has been unable to focus sufficiently on monitoring standards. There are examples of exemplary practice in moving provision forward, and some good examples of monitoring and collecting first hand evidence. However, this good practice has not been identified as a model to build upon.

149. The recent appointment of teachers new to the school offers opportunity for the staff to develop a broader view of standards and expectations, and to make informed comparisons with standards in similar schools.

150. The school has recently agreed its self-evaluation procedures and although they are comprehensive they are not yet embedded in the culture of the school. There are inconsistencies across subjects in action planning and the monitoring that takes place.

151. This situation results in part from the absence of a systematic whole-school approach to gathering first-hand evidence. There is no organised programme planned over a period of time so that each subject can be addressed thoroughly by all staff. The current system is too ambitious to be effective.

152. The views of pupils, parents, teachers and governors are gathered through regular questionnaires. The results of these are analysed and used to help inform the SDP. This is a positive aspect of the school's self-evaluation process.

153. Although there is a good effort to ensure that all staff and governors are involved in and understand the self-evaluation process, the systematic approach envisaged is not yet embedded. This is reflected in the school's self-evaluation document that is sometimes based on insufficient first hand evidence.

154. The school has embarked on an ambitious and necessary programme of change in curricular schemes of work. This has made it difficult to focus on the main priority of raising standards. Although the SDP is a comprehensive document it sets too many targets to be realistic. These are insufficiently prioritised and are not supported by detailed planning to help manage, guide and focus the work of staff.

155. During the inspection, it was noted that several new curriculum post holders have plans that provide vision and a positive way forward for their subject.

156. The headteacher and governors provide a good level of resources to meet the development needs of the school.

157. Progress since the last inspection is mixed. Although provision for pupils with SEN and standards in Welsh as a second language, information technology and religious education have improved, standards remain similar in all other subjects except in science where they are lower. Furthermore, the trend in NC results is below the national picture. This means the school has limited evidence to show that actions taken have resulted in measurable improvements.

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

Grade 3: good features outweigh shortcomings

158. The findings of inspection differ from the school's self-evaluation report in that the school graded this key question Grade 1. This is largely because of inconsistencies in the use of some resources.

159. There are enough qualified and experienced teachers and support staff and in general they are well deployed. There is a good mix of experienced and more recently qualified teachers. Planning for the deployment of support staff in the resourced facility is an example of good practice that is not always replicated in other classes.

160. Teachers are developing their role as subject co-ordinators; there is exemplary practice in some subjects that demonstrates high levels of expertise.

161. There is no music specialist. Consequently, the school finds it difficult to ensure a consistent quality of teaching in the subject. In general, teachers have a sound grasp of the requirements for NC subjects. However, weaknesses in schemes of work and insufficient understanding of the requirements in design and technology, art and music are reflected in the standards achieved by pupils.

162. In general, pupils have access to appropriate learning resources although on occasions the good quality resources available, such as in mathematics, are not used. There are enough learning resources in most subjects apart from music where the range of musical instruments limits learning and in religious education there is an insufficient range of artefacts.

163. In many ways, the well-maintained accommodation provides a suitable setting for learning. This contributes positively to standards in physical education. However, most classrooms offer limited space for practical and investigative work and the two classrooms separated from the main school do not have running water

164. Apart from a small room used by the SENCo, there are no separate areas for staff to use to provide small group support for pupils.

165. The range of pupils' work displayed in corridors is limited. In particular, very little artwork is evident and there are few areas displaying artefacts.

166. The computer suite is well resourced, but there are few examples of the use of computers in the classrooms because there are too few machines. The school library is small and pupils are not sufficiently encouraged to use this facility to improve their investigative and referencing skills.

167. In general, effective and efficient use is made of key resources, such as teachers exchanging classes to make best use of their expertise. The deployment of the deputy headteacher to cover PPA staff release time offers good opportunity to monitor whole-school practice. However, there are a few shortcomings in the use and organisation of lesson time and the use of LSA and the IT suite.

168. Although many teachers have attended a range of relevant professional development courses, most staff in teaching Welsh and music require further training. The extent to which support staff are managed and developed lacks consistency.

169. Financial resources are matched to the school's priorities. The school plans, acquires and regularly reviews resources in line with the SDP. For example, the investment in interactive whiteboards in all classrooms, lap-tops to facilitate teachers' planning and provide instant access to curriculum and assessment information, and good numbers of LSA resource learning and teaching well.

170. The school secretary provides very good administrative support. The most recent financial audit found procedures to be in good order. Recommendations made for improvement have been implemented. Financial control is efficient.

171. The recent strategic investment in staff and resources provides a good basis to raise standards further. However, taking account of the limited impact on overall standards since the last inspection the school provides overall, fair value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 2 - Grade 2: good features and no important shortcomings

Good features

172. Standards are good throughout the school in listening and reading and good in some classes in speaking.

173. Most pupils listen carefully and show interest in what they hear. They have good recall of facts and ideas from previous lessons and pay good attention to both the teacher and other contributions.

174. The majority of pupils have good recall of previous work, carry out instructions carefully and remember the events of a story in the correct sequence.

175. Younger pupils of all abilities speak with growing confidence and fluency, often drawing on a wide range of words and expressions. Boys and girls contribute equally to discussions.

176. At times, some older pupils express their opinions clearly. They are making slow but definite progress in organising their thoughts and expressing their ideas at length.

177. Pupils read at levels appropriate to their age and ability. Many are making good progress in response to the various initiatives in reading adopted by the school.

178. Most pupils are knowledgeable about the conventions of books and find information quickly. For example, pupils in Y5 make good progress in comparing texts in terms of suitability as infant or junior reading books.

179. Many pupils are beginning to broaden their reading experiences and discuss the attributes of their favourite authors. They have a good understanding of character, setting and plot and empathise sensitively with the characters they encounter.

180. The more-able pupils predict outcomes of stories imaginatively. Less-able pupils use a range of strategies to decipher difficult words with increasing success.

181. Pupils' ability to scan screen text quickly and accurately is enhanced by regular experience of using computers.

182. In line with age, more-able pupils are making steady progress in writing and make good use of their reading experiences to develop the quality and structure of their own writing.

183. Most pupils draft and re-draft their writing; they write in a variety of genre including diaries, poetry, play scripts and newspaper reports. Many are making steady progress in constructing persuasive writing.

184. Pupils who develop good thinking skills plan and structure their ideas intelligently and this improves the quality of their writing. The older pupils are developing good note-taking skills.

Shortcomings

185. Pupils make uneven progress in writing and in the presentation of their work. Too many older pupils continue to make careless spelling, punctuation and grammatical errors in their writing.

Mathematics

Key Stage 2 - Grade 2: good features and no important shortcomings

Good features

186. Pupils are generally confident and enthusiastic about mathematics. They use appropriate language across the programmes of study and build on previous learning well.

187. The pupils engage in a progressive range of mental mathematics activities. They answer questions with increasing accuracy and often confidently explain their methods. Time is taken to consider different strategies to answer the questions and pupils are not afraid to make mistakes and to learn from them.

188. Pupils in Y3 show a good recall of number bonds to 10, 20 and 100. They add two single digit numbers quickly and accurately, know the difference between odd and even and quickly work out that adding two odd numbers always resulting in an even answer.

189. Pupils in Y4 and Y5 demonstrate a sound knowledge of multiplication tables up to 10x10. They make good progress in applying these facts in problem solving activities.

190. In Y6, pupils confidently use investigational techniques to discover number patterns and make predictions. They name and identify the properties of two-dimensional and three-dimensional shapes with increasing accuracy. Less-able pupils accurately describe different types of triangle and more-able pupils can translate, rotate, flip and resize a variety of shapes using a dotted paper template.

191. Pupils collect data and produce a variety of graphs. They demonstrate a good knowledge of graphs, including the importance of the scale of the x and y-axes, when choosing the type of graph best suited to their data. They know when a line graph is better than a bar graph or pie chart for instance.

192. Pupils successfully consolidate and enhance their learning in a range of mathematical areas through using ICT applications to improve their skills.

Shortcomings

193. A minority of pupils lacks sufficient confidence and understanding in using a range of mathematical strategies to check their answers.

Science

Key Stage 2 - Grade 3: good features outweigh shortcomings

Good features

194. Pupils in Y3 know that blocking out the light makes shadows. When setting up their investigation pupils make predictions and correctly describe what is required for a fair test.

195. Pupils in the resource class predict whether light will shine through different materials, they test their hypothesis and record their findings on a grid.

196. In Y4, pupils distinguish between soluble and insoluble substances. They understand the term dissolve and they recall the methods used in previous work to separate dry materials, such as sand and rice.

197. Pupils in Y5 have good recall of facts about the moon. They know it orbits the earth, has less gravity than earth and that it is not a light source.

198. In Y6, pupils have a good knowledge of forces and a sound grasp of the principles of a fair test, such as ensuring only one element is changed at a time. They eagerly discuss methods when planning a fair test to measure the upthrust in water.

199. Previous work and planning indicates pupils develop a sound knowledge of life processes, forces, materials, earth and beyond and light and sound.

Shortcomings

200. Pupils use only a narrow range of scientific terms when discussing their work and in written accounts.

201. The depth of pupils' knowledge across the programmes of study is limited and progress in planning, conducting and presenting the results of an investigation is often limited by the limitations imposed by the tasks undertaken.

Welsh as a second language

Key Stage 2 - Grade 3: good features outweigh shortcomings

Good features

202. Pupils use Welsh with growing confidence for incidental greetings. The more-fluent speakers can pose the correct question to find out a particular piece of information such as how someone feels or about the weather conditions.

203. Pupils carry out their duties as Helpwr Heddiw (a pupil chosen each day to undertake simple class responsibilities) willingly and, at times, most competently.

204. Pupils respond positively when addressed in Welsh. They listen attentively and repeat good pronunciation and intonation carefully.

205. Younger pupils are building up a range of useful and relevant words, phrases and sentence patterns. They have a good grasp of numbers, colours, days of the week, the seasons, parts of the body and articles of clothing. They work well in pairs to refine their speaking skills.

206. Most pupils are making steady progress in reading familiar and simple new words accurately.

207. Pupils make adequate progress in writing complete sentences.

Shortcomings

208. Pupils make insufficient progress in using the Welsh language. They use too few strategies to improve their pronunciation and boost their dialogue skills.

209. Pupils' writing skills are insufficiently developed to reinforce their learning.

210. Too few positive role models of the language and limited opportunities to stimulate their interest and widen their experiences of the Welsh language and culture hamper progress.

Design and Technology

Key Stage 2 - Grade 4: some good features but shortcomings in important areas

211. There was very little evidence of designs and evaluations of products previously made by pupils, other than some photographs. Evidence is drawn from current work.

Good features

212. Pupils are able to interpret prepared designs accurately. They mark out and cut with increasing accuracy using a template and join materials using sewing skills. The

pupils are aware of the importance of the appearance of the finished object and decorate their product accordingly.

213. Pupils in Y3 research the making of musical instruments through carefully observing a variety of instruments. They follow instructions when using papier-mache to make maracas.

Shortcomings

214. Generally pupils make the same object using the same materials. They lack the skills and opportunity to make choices about materials or the tools they use in their work.

215. Pupils do not sufficiently produce their own labelled plans and drawings or use measurement to plan their work. They do not regularly disassemble objects to gather ideas to support their own thoughts.

216. Pupils use of control technology in their designs or products is under-developed.

217. Pupils do not sufficiently evaluate their finished products in order to make improvements and to learn from the experience.

Information Technology

Key Stage 2 - Grade 2: good features and no important shortcomings

Good features

218. More-able pupils in Y3 know how to highlight, delete and change fonts when preparing pages for a class magazine. They 'log on' and 'log off' the system with help and make good progress in learning how to import a picture from clip art.

219. Pupils in Y4 confidently use the features of a word-processing package to edit text and graphics. They manipulate text in a variety of ways to improve its appearance, including using cut and paste and are able to save their work.

220. Pupils in the resourced provision use a graphics package well to draw pictures of castles. They enthusiastically use a variety of effects from the tool bar including 'brush and spray' to enhance their drawings. Pupils demonstrate good control of the mouse.

221. Pupils in Y5 use a graphics program well to draw and design plans for a new school building. They skilfully use object based graphics tools and confidently retrieve a range of previous work stored on the server.

222. Across the school, pupils collect a variety of data that they enter on a database or spreadsheet and use commands to generate different graphical formats. They are also gaining confidence in using the digital whiteboards provided in every classroom.

223. Each pupil has their own file, placed in class folders on the server. These files provide good evidence of the range of work covered by pupils over a period of time.

224. Pupils use the internet to research topics including topical news items. For example, one class located information on a recent earthquake as part of a literacy lesson.

Shortcomings

225. Pupils' skills in entering a series of commands to control a sequence of events in an on-screen simulation or to control a 'screen turtle' for example, are limited.

History

Key Stage 2 - Grade 3: good features outweigh shortcomings

Good features

226. In Y3, pupils have a developing knowledge of castles in the time of King Edward 1. They understand why castles were built and describe some of their particular features.

227. Pupils in Y4 learn about Henry VIII and his six wives and in Y5 pupils compare schools in Victorian Times with the present day. They benefit from participating in role-play and are developing a greater understanding of the different quality of life experienced by the aristocracy and those living in poverty.

228. In Y6, pupils study Tudor explorers. They correctly follow Drake's voyage around the world using a globe and demonstrate good knowledge of life in Tudor times in their accounts written from the point of view of a soldier.

229. Pupils' previous work indicates pupils have some knowledge of the Celts and Romans, Tudor and Victorian Times and of the Egyptians and Ancient Greeks.

Shortcomings

230. Although pupils encounter a range of topics they seldom develop their studies in sufficient depth. As a consequence, their knowledge of important events and people in the history of Wales and the UK is limited.

231. Pupils' knowledge of chronology and their ability to make comparisons is underdeveloped. Their skills in historical enquiry are at an early stage. Few distinguish between primary and secondary sources.

Geography

Key Stage 2 - Grade 3: good features outweigh shortcomings

Good features

232. Younger pupils make good progress in studying the local area. They identify human and physical features and compare uses of the land through studying maps and photographic sources.

233. Older pupils further their knowledge of the locality when considering pollution and traffic issues in Greenfield Road. They have a good knowledge of the features along the street and through compiling questionnaires collect and analyse the views of shopkeepers and residents.

234. In Y4, pupils develop knowledge of a contrasting community in India and pupils in Y6 study features along the course of a river.

235. Previous work indicates pupils develop knowledge of areas such as the Conwy Valley and Cumbria; they use co-ordinates when reading maps and consider issues of pollution and recycling. Their knowledge of contrasting areas is built up through opportunities to study St Lucia, Burkina Faso in Africa and Italy.

Shortcomings

236. Although pupils encounter a range of geographical topics they seldom develop their studies in sufficient depth. As a consequence their knowledge of physical processes, contrasting areas and the impact of human activity and environmental changes is under-developed.

237. Pupils lack sufficient knowledge of a range of geographical terms and seldom use research skills fully to locate information about the topics they study. Although pupils are beginning to develop their geographical skills, such as map reading through studying the locality, their skills are at an early stage of development.

Art

Key Stage 2 - Grade 4: some good features but shortcomings in important areas
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Good features

238. Younger pupils are making good progress in observing and appreciating the work of Kandinsky and Matisse. They demonstrate a growing awareness of shape, form and colour, particularly when emulating aspects of Matisse's decoupage style. Some pupils comment sensibly on the shapes and what they represent in their work.

239. In discussion, many pupils draw conclusions on similarities and differences in their own and other pupils' work.

240. Pupils experiment intelligently with different versions they create when following the style of David Hockney's portraiture. They take pride in their creations and are careful with the presentation of their work.

241. Older pupils study architecture. They demonstrate good observation skills when looking at houses and imaginative creative skills when considering interesting futuristic houses.

242. All pupils have made a contribution to the impressive time line frieze in the hall. This was carried out under the guidance of an artist in residence.

Shortcomings

243. Pupils are not developing the expected range of good quality artistic skills and their work reflects little evidence of progression.

244. The extent of pupils' artistic knowledge is very limited.

245. Pupils seldom undertake artwork using a range of media and artistic techniques such as printing. There is little evidence of two-dimensional and three-dimensional work such as collage and clay work. Scrutiny of the past year's work indicates that little artwork of a good standard has been produced.

246. There is little evidence of good stimulus for artwork through the display and use of works by recognised artists or by the pupils themselves. The inadequate development of pupils' skills in art is a reflection of the limited guidance given to teachers in the scheme of work.

Music

Key Stage 2 - Grade 4: some good features but shortcomings in important areas

247. There was no evidence of pupils' previous work in music such as recordings of compositions, graphic scores, or written work about musicians including appraisals of pieces of music. Evidence is drawn from pupils' current work and teachers' planning.

Good features

248. Both in class and during whole-school assemblies pupils sing a range of songs and hymns to recorded music. They enthusiastically add actions to their most popular song.

249. Younger pupils are beginning to recognise percussion instruments and correctly name several stringed instruments. They listen to and recall the tune 'Green sleeves' and compare this with the mediaeval song 'Dargason', recognising that the latter has a faster rhythm.

250. With practice, pupils successfully clap an ostinato rhythm as they sing 'Festes' song.

251. Older pupils listen to a recording of a well known Christmas carol and identify the organ and male voice choir. Working in groups they use instruments to compose a tune for a carol using the notes G,A,B,D. When listening to group performance pupils distinguish between high and low notes.

252. In Y6, pupils make discernable progress when learning to sing in two parts. They follow the melody and descant from notation and know when to come in.

Shortcomings

253. Pupils' skills of singing, composing and performing are under-developed. They lack sufficient prior experiences.

254. Although pupils are introduced to the musical elements they demonstrate very limited understanding of musical terms. Many have limited skills in performing simple repeated musical patterns, such as clapping a rhythm.

255. Across the school, pupils lack basic skills in singing and playing musical instruments.

256. Pupils' knowledge of composers and musical styles is very limited. They lack a sufficient body of musical knowledge and experience to draw on when asked to identify instruments and appraise a piece of music.

257. Pupils make too little progress in creating and improving imaginative pieces of music and experimenting with a range of sound sources, including ICT.

Physical Education

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

258. Pupils dress smartly and appropriately for physical education lessons. They are aware of safety matters and respond quickly to instructions given by their teacher.

259. Pupils participate in the full range of physical education activities and are very enthusiastic. They make good progress relative to their age and ability.

260. Younger pupils control, send and receive a netball with increasing accuracy and demonstrate a clear understanding of a simple competitive game. In dance, they develop good poise, shape and balance within a sequence of movements in response to music.

261. Pupils in the resource class energetically warm up the muscles in their arms and legs and enthusiastically follow commands when playing a game called 'Popcorn'. They demonstrate a developing awareness of space, learn to send and retrieve balls appropriately and practice a wide range of co-ordination and balancing skills when exchanging places under the 'parachute'.

262. Older pupils develop good dance skills. Their well co-ordinated movements reflect sensitive interpretations of the music. Pupils successfully refine and develop a sequence of movements and discuss their interpretation with others.

263. In Y6, pupils work well in teams while attempting to complete a number of "problem solving" activities. They found both physical and intellectual solutions and reflected meaningfully on the tasks undertaken at the end of the lesson.

264. All pupils attend swimming lessons at some point during the year. By the end of the key stage, most pupils can swim at least the expected 25 metres.

265. Pupils enhance their skills further through participating in a range of extra-curricular games activities and the sports teams do well in local competitions. These activities include games, dance and outdoor activities such as orienteering and skiing.

Shortcomings

266. In some cases pupils do not evaluate their own work or that of others or share evaluations in order to help improve their performance.

Religious Education

Key Stage 2 - Grade 3: good features outweigh shortcomings

Good features

267. Pupils learn tolerance and respect for others, and understand their own value in their families, school and society. They celebrate the events of the Christian calendar, participating in Harvest, Christmas and Easter celebrations.

268. Pupils, throughout the school, know a number of Old and New Testament stories.

269. Younger pupils study the significance of special places: to themselves, to Christians and to Hindus. They recognise and name the main features of a Christian church.

270. Older pupils have a good understanding that other faiths, namely Hinduism, Islam and Judaism exist and have similarities with Christianity. They are also developing an understanding that people of faith lead lives that are influenced by those beliefs.

271. The more-able pupils compare and contrast other people's values, life styles and rites of passage with their own.

272. Overall pupils have a good grasp of the qualities of the lives of famous people who believe in God and have been important leaders or made changes in the world.

Shortcomings

273. Pupils insufficiently develop their knowledge of religious customs and traditions through using a variety of information sources, including ICT and studying a range of artefacts.

274. The more-able older pupils do not study topics in sufficient depth or consider the issues raised by religious beliefs, such as for young people growing up in a diverse society.

School's response to the inspection

The staff, governing body and pupils of Ysgol Pendorlan thank the inspection team for the way they conducted our inspection. The whole process was thorough, wide ranging and carried out in a wholly professional manner. The headteacher particularly appreciated the support afforded to him by the registered inspector, to include him fully in the inspection process as the school's nominee.

As a school, we welcome Estyn's new inspection arrangements and thank the inspection team for their professional approach throughout. We feel confident that the findings of the inspection are based on firm evidence. They accurately reflect the work of the school and will be invaluable in assisting future developments.

The inspection findings recognise that, Ysgol Pendorlan is a school with a strong ethos of care and that recent developments are having a positive impact on the quality of learning and the progress of pupils. We are pleased that standards have improved in subjects such as Welsh as a second language, information technology and religious education. We are pleased to note that the first hand evidence of the inspection shows pupils achieving good standards in more than half of the lessons observed and the proportion of Grade 1 and 2 teaching is already close to the Welsh Assembly target of 65% Grade 2 or better teaching to be achieved by 2007.

We are very pleased that the inspectors found that pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are generally good. We are extremely pleased that the inspectors found that pupils make good progress in their personal, social and moral development and that this is seen as a strength of the school. We are very proud that the report recognises the good behaviour of our children and that the school is currently doing much to raise expectations further.

We will ensure that staff have the opportunity to build upon the good practice that currently exists within the school, as identified by the inspectors, to enable us to raise standards further. Governors and staff have considered the outcomes of the inspection and conclude that the observations and recommendations are largely in accord with those made by the school.

In concluding our response to the inspection report, we would like to add that our school has always been a place of continuous development and we recognise how vital it is that we continue to build on our existing strengths. Recommendations and areas for further development will be incorporated into a new action plan and made available to parents. Progress against the targets set will be reported in the Governor's Annual Report to parents.

The governors and staff are pleased that the inspection has recognised our strengths as a school and identified clear areas for future development.

The governors, staff and children at the school would like to thank the inspection team for their professionalism and courtesy during their time at the school and for the clear sense of direction provided by their visit.

Appendix A

Basic information about the school

Name of school	Ysgol Pendorlan
School type	Community Junior
Age-range of pupils	7 – 11 years
Address of school	Greenfield Road Colwyn Bay Conwy
Post-code	LL29 8ET
Telephone number	01492 533367

Headteacher	Mr M. Mulvaney
Date of appointment	1 st September 1997
Chair of governors/ Appropriate authority	Mr C. Gostage
Registered inspector	Mr Michael T. Ridout
Dates of inspection	10 th – 13 th October 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	-	-	-	-	52	66	58	68	244

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	1	11.75

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21.58 : 1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	1: 2.18
Average class size, excluding nursery and special classes	28.8
Teacher (fte): class ratio	1.34 : 1

Percentage attendance for three complete terms prior to inspection	
Term	Whole School
Autumn 2004	93.89
Spring 2005	93.47
Summer 2005	91.7

Percentage of pupils entitled to free school meals	23
Number of pupils excluded during 12 months prior to inspection	3

Appendix C

National Curriculum Assessment Results End of Key Stage 2: 2004

National Curriculum Assessment KS2 Results:								Number of pupils in Y6: 86				
Percentage of pupils at each level												
			D	A	N	B	W	1	2	3	4	5
English	Teacher assessment	School	0.0	0.0	0.0	0.0	0.0	0.0	9.3	19.8	47.7	23.3
		National	0.5	0.1	0.3	0.0	0.4	0.7	5.0	16.4	46.1	30.4
	Test/Task	School	0.0	1.0	0.0	0.0	0.0	0.0	15.0	13.0	43.0	28.0
		National	0.4	1.1	0.6	1.3	0.0	0.0	2.3	10.0	40.6	43.6
Mathematics	Teacher assessment	School	0.0	0.0	0.0	0.0	0.0	0.0	8.1	27.9	46.5	17.4
		National	0.3	0.1	0.3	0.0	0.3	0.4	2.6	16.0	48.1	31.8
	Test/Task	School	0.0	1.0	0.0	0.0	0.0	0.0	5.0	33.0	51.0	10.0
		National	0.4	1.3	0.5	0.4	0.0	0.0	2.9	14.9	44.6	35.1
Science	Teacher assessment	School	0.0	0.0	0.0	0.0	0.0	0.0	5.8	18.6	33.7	18.6
		National	0.3	0.1	0.3	0.0	0.2	0.2	1.2	9.6	50.5	37.6
	Test/Task	School	0.0	1.0	0.0	0.0	0.0	0.0	1.0	13.0	62.0	23.0
		National	0.3	1.1	0.0	0.3	0.0	0.0	0.6	6.9	50.7	39.9

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	59	In the school:	58
In Wales:	71	In Wales:	71

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
B Pupils not entered for the tests because they are working outside the set levels of the tests.
W Pupils who are working towards level 1

National Curriculum Targets and Assessment results End of Key Stage 2 2004 and 2005²

Percentage of pupils attaining Level 4 and above	2004 Targets	2004 Results	2005 Targets	2005 Results
		Test results		Test results
English	70	71	68	61
Mathematics	70	61	65	61
Science	80	85	80	77

² At the time of completion of this report there was no national comparative data available.

Appendix D

Evidence base of the inspection

- The inspection team consisted of four inspectors who worked for 14 inspector days (over four days) gathering first-hand evidence. The headteacher took the role of nominee, ensuring effective communication with the inspection team, attending meetings with inspectors and contributing fully to the discussion of inspection evidence.
- Inspectors observed registration sessions, school assemblies and break-times. In total, 62 lessons or parts of lessons were observed and standards and teaching graded. Inspectors evaluated the pupils' work. All teachers were observed teaching. Discussions were held with members of the teaching and non-teaching staff, representatives of the GB, parents and others, both during initial inspection visits and during the inspection.
- All the available work and records of a representative sample of pupils from all year groups were scrutinised. A representative number of pupils were heard to read both formally and informally. Inspectors sought the views of a number of pupils in discussions with them.
- A large amount of documentation provided by the school was analysed both before and during the inspection. However, there was limited evidence of pupils' previous achievements in design and technology, art and music.
- The registered inspector held a meeting attended by four parents before the inspection and considered 57 parents' responses to a questionnaire. A short time after the inspection, meetings were held with the headteacher, the staff and the governors to report and discuss the findings of the inspection.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr M. T. Ridout Registered Inspector	Context, Summary, Recommendations Key questions 1, 2, and 5. Science, History, Geography, Music
Mrs M. Meredith Jones Team inspector	Key questions 3, 7 and Equality of opportunity in Key Question 4; English, Welsh second language, Art, Religious Education
Mr J. Griffiths Team inspector	Key questions 4, 6 and Assessment aspect of Key question 2. Mathematics, Design and technology, Information technology, Physical Education
Mr. W. Owen Lay inspector	Aspects of Key questions: 1, 3, and 4.

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