

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

**Ysgol Gynradd Pentrefoelas
Pentrefoelas
Betws y Coed
Conwy
LL24 0LE**

School number : 662 / 2270

Date of the Inspection : 10 - 12 February, 2004

**BY
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Registered Inspector : WO88 / 67644
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under ESTYN contract number – T/136/03P**

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CURRICULUM AND KEY STAGES NOMENCLATURE

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

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

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

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

GRADE DESCRIPTIONS

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

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

Inspection Report
(V1.005)
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1. CONTEXT

{~}The school and its priorities

Pentrefoelas is a small village, about four miles from Betws y Coed, in the county of Conwy. The school is located in the village in a building that was once a secondary school. Welsh is the main language within the area and the local economy is mainly dependent on agriculture and tourism.

There has been an annual decline in the school roll over the past four years. During the inspection period, there were 23 full-time pupils at the school and one part-time nursery child. They are taught by two full-time teachers and one part-time teacher who is at the school for one morning weekly.

The area is described as one that is neither prosperous nor economically disadvantaged. The small percentage (8%) eligible for free school dinner is substantially lower than the national figure.

Welsh is the main language of 80% of the pupils but is claimed that by now 85% of them speak Welsh to first language standard. All subjects are taught through the medium of Welsh.

The school admits pupils representing the full range of ability. 17% of the pupils are included on the Special Educational Needs [SEN] register, a percentage similar to the county figure. There are no pupils with a statutory statement of SEN.

The school was last inspected in the spring of 1998 when five key issues were noted for action by the school. These included:

- raising standards in the subjects of satisfactory standard;
- increasing the support for a group of pupils with SEN at KS2;
- using assessment more effectively to influence the teaching and learning;
- incorporating targets to raise standards in the School Development Plan [SDP];
- establishing strategies to monitor the quality of teaching in order to raise standards.

The SDP for the current educational year identifies four priorities, namely:

- design a new scheme of work for music;
- collaborate with the cluster to supplement the activities within the language schemes;
- arrange for the head to follow the THRASS course;
- develop information and communication technology [ICT] skills, the whiteboard and the 'Easiteach' resource.

2. MAIN FINDINGS

The main findings of the report

- The curriculum provided by the school is broad and balanced, and of good quality. The provision meets the requirements of the National Curriculum [NC], the Desirable Outcomes for children under five, and the Agreed Syllabus for religious education.
- The quality of the educational provision for children under five is appropriate to their needs. Standards in the six areas of learning are as follows:

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

- Pupils' standards of achievement in the different NC subjects and religious education are as follows:

	KS1	KS2
Welsh		
- Literacy	Good	Very good
- Reading	Good	Good
- Writing	Satisfactory	Good
English		
- Speaking and listening		Good
- Reading		Good
- Writing		Satisfactory
Mathematics	Good	Good
Science	Good	Good
Design and technology	Good	Good
Information technology	Satisfactory	Satisfactory
History	Very good	Very good
Geography	Good	Good
Art	Very good	Very good
Music	Satisfactory	Good
Physical education	Good	Good
Religious education	Good	Good

- In the key skills, the standards achieved by children under five are good in language and communication and numeracy and satisfactory in ICT. In Welsh at KS1, good standards are achieved in oracy and reading and satisfactory standards in writing. At KS2, standards in Welsh oracy are very good and standards are good in reading and writing. In English at KS2, good standards are achieved in speaking and listening and satisfactory standards in writing. Standards in numeracy are good at both key stages while ICT standards are satisfactory.
- The assessment results of KS1 pupils in the NC core subjects were good in 2003 and in 2001. The performance of KS2 pupils in 2003 compared well with the national results in Welsh, mathematics and science. The school's results in English have been lower than the national performance over the past three years.
- The quality of teaching was judged to be good in half the lessons and satisfactory in the

remainder. The teachers know the pupils well and provide them with substantial support to undertake their work. Pupils' achievement and effort are regularly praised, the opinion of each individual is respected and their contributions are appreciated. On occasion, the teaching lacks pace and the tasks provided for the whole class do not match the pupils' age and ability range

- The quality of assessment, recording and reporting to parents is good. Pupils' progress is assessed regularly in all NC subjects and the assessments are used by the teachers for planning and setting personal targets for the pupils. Work is marked regularly and the strengths and shortcomings in it are noted. The written reports prepared during and at the end of the school year are of good quality. The arrangements for assessment and reporting the progress of pupils with SEN are good.
- The provision for pupils with SEN is good; the standards achieved by pupils are good. Teachers have a good knowledge of the needs of individuals and learning objectives and appropriate steps for action are determined for them. There is a good relationship and co-operation between teachers, parents and outside agencies.
- The quality of self-evaluation and planning for improvement is satisfactory. The evaluations have contributed well to the school's development but they are inconsistent in their quality and detail and insufficient attention has been given to the quality of the teaching. An effective system has been established for setting targets for individuals. The SDP is of good quality and is a useful instrument for planning short-term and longer-term developments.
- The school is well led by the head and the governing body. They provide a clear direction for the school's educational development. The governing body's knowledge of the school is good and they take an active role in strategic decisions. The budget is managed effectively in order to reinforce the school's priorities but there is insufficient detail on the total expenditure. The value for money is good.
- Pupils' moral, social and cultural development is very good. The school is a happy and caring community that promotes good relationships between all its members. Pupils' awareness of the Welsh culture and of other cultures is well promoted. Pupils' spiritual development is good but they have few opportunities to reflect on their own beliefs and values.
- Pupils' behaviour and attitudes are good and they contribute positively to the school's congenial family ethos. Parents praise standards of behaviour and there have been no cases of exclusion of any pupil. Attendance percentages are also good.
- Pupils are given good support and guidance. The school prepares its pupils effectively to become rounded and confident citizens and pupils turn readily to the whole staff for educational and personal support. The school has detailed statements on welfare and health and safety issues but the governors have not formally adopted them.
- Good partnerships have been set up between the school and the parents, the community, schools and other establishments. The school's aims and work are enthusiastically supported by its parents and the local community. There are appropriate academic and social links with the local secondary school and the school benefits substantially from belonging to the local cluster of primary schools. Neither the current school prospectus nor the latest governors' report to parents includes a number of the current statutory requirements for reporting to parents. The school's partnership with industry is satisfactory.
- Good progress has been made in implementing all Key Issues noted in the 1998 report. Standards in six of the seven subject judged to be satisfactory in 1998 are now good, although

IT continues to be satisfactory

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Pupils' standards of achievement were judged to be very good in 8% of lessons, good in 75% of lessons and satisfactory in the remainder.

- Good standards are achieved in the six areas of learning for children under five.
- Very good standards are achieved in oral Welsh at KS2 and in history and art at both key stages.
- Standards in Welsh reading, mathematics, science, design and technology, geography, physical education and religious education are good throughout the school. Standards in Welsh oracy are good at KS1 while standards of English oracy and reading and music are good at KS2.
- Satisfactory standards are achieved in IT at KS2 and KS1. Standards in written Welsh and music are satisfactory at KS1 while written English is satisfactory at KS2.
- The results of KS1 pupils' assessments in the core NC subjects were good in 2003 and in 2001. They were in the upper quartile nationally and higher than the all-Wales performance. There was no significant difference in the performance of boys and girls in 2003.
- The performance of Y6 pupils in the NC tests varies from one year to the next. The 2003 performance compared well with the national results in Welsh, mathematics and science. The school's results in English have been lower than the national performance over the past three years.
- Pupils with SEN achieve good standards according to their age and ability.

3.2 Standards in key skills

The standards achieved by children under five are good in the key skills of language and communication and numeracy while standards in ICT are satisfactory. In Welsh at KS1, good standards are attained in oracy and reading and satisfactory standards in writing. At KS2, standards in oral Welsh are very good with good standards in reading and writing. In English at KS2, good standards are achieved in speaking and listening and satisfactory standards in writing. Numeracy standards are good at both key stages while ICT standards are satisfactory.

- Children under five develop increasingly in their ability to use language skills, literacy and communication in different curricular contexts. In whole-class sessions with KS1 pupils, they listen intently and express their ideas confidently. They develop well in their ability to use the correct terms in mathematics lessons and to become competent computer users.
- KS1 pupils listen intently to others and respond with understanding to what they say. KS2 pupils contribute very confidently in Welsh during oral lessons and class discussion,

expressing an opinion in robust and accurate language. KS2 pupils' grasp of the technical vocabulary for different subjects is very good. They can discuss subject aspects fluently in English although the quality of the vocabulary and expression is quite limited.

- Throughout the school, pupils read for pleasure regularly with a significant number of them, especially at KS2, able to gather, organise and present information capably. A good number of KS1 pupils are fluent enough readers to be able to turn to books for information.
- At both key stages, pupils write regularly in Welsh for different purposes although there is a tendency for them to be over-reliant on copying tasks and filling blanks. KS2 pupils use a good range of written forms in Welsh but the range is limited in English.
- Throughout KS1 and KS2, pupils use their number skills with increasing accuracy in different contexts. They handle number work accurately and they have a very sound grasp of standard measures. They can gather, record and interpret data with appropriate accuracy.
- KS1 and KS2 pupils use the word-processor satisfactorily to organise and present information but their ability to use ICT effectively to gather, present and reorganise information is limited.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Pupils' moral, social and cultural development is very good. Their spiritual development is good.

- Daily collective worship is provided according to the statutory requirements. Pupils have regular opportunities to contribute in the services but have few opportunities to reflect on their own beliefs and values.
- The school is a happy, welcoming and caring community that promotes high moral values. Pupils respond well to the expectations placed on them to respect and co-operate with others. The oldest pupils display very mature attitudes.
- Pupils show respect for other pupils, adults and the environment. They are developing a sound understanding of what is right and wrong and of the importance of consideration for the feelings of others. Pupils' social responsibility is promoted through their support of a number of local and national charities. They have an appropriate awareness of the purpose of these activities.
- The relationship between the pupils themselves and with adults at the school is good. The oldest pupils show enterprise and maturity when given responsibilities.
- Pupils' awareness of Welsh culture and of other cultures and creeds is well promoted. Extra-curricular activities such as outdoor activities, after-school clubs and the various Urdd activities contribute substantially to the pupils' social and cultural development.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes are good and contribute positively to the school's congenial

family atmosphere.

- The parents praise standards of behaviour and there has been no cause to exclude any pupil. Behaviour is good in the classrooms and on the playground. All are very welcoming towards visitors.
- Pupils of all ages collaborate effectively in carrying out classroom tasks but a small number of KS1 pupils are less willing to observe classroom conventions in answering questions and completing tasks.
- Pupils of all ages conscientiously undertake the numerous responsibilities they are given in the life of the school.
- High expectations and vigilant supervision ensure the absence of bullying, sexism and racism at the school.

4.3 Attendance

Attendance percentages have been good across the past three terms.

- Letters and telephone calls are received to explain absence. Recently, the good practice of keeping a record of the telephone calls has begun in one class.
- There are no regular absentees among the pupils and there is never any need to seek the help of the county education welfare officer. Different types of absence are appropriately differentiated in the school registers.
- Pupils arrive at school punctually but some time is lost at the beginning and end of lessons.

5. QUALITY OF EDUCATION

5.1 Quality of teaching

The quality of teaching was judged to be good in half the lessons and satisfactory in the remainder.

- The teachers know the pupils well and provide them with substantial support to undertake their work. Achievement and effort are praised, the opinion of each individual is respected and their contributions are appreciated.
- The learning experiences provided for the small group of children under five taught with KS1 pupils give appropriate attention to the six areas of learning. A suitable variety of practical activities are provided for them in whole-class sessions, and they take advantage of the opportunity to work with KS1 pupils. The quality of care and support by a nursery assistant is consistently good and she gives the children clear guidance in their learning.
- The good features of the teaching include:
 - clear lesson objectives and structure and good continuity from previous learning;

- clear presentations and expositions in introducing work and setting tasks;
 - differentiated questioning methods that give each pupil the opportunity to contribute to the learning;
 - good opportunities for pupils to work together in groups and to make decisions on the direction of their work;
 - pupils' understanding assessed throughout the lessons with constructive use of mistakes or misconceptions for further learning;
 - pupils' interests maintained throughout lessons through interesting and challenging tasks;
 - high expectations leading to good achievement by the pupils.
- When there are shortcomings in the teaching:
 - presentations at the beginning of lessons tend to be too long, and the teaching focus is lost;
 - teaching lacks pace and no clear time constraints are set for pupils to complete their work;
 - the quality of pupils' oral Welsh is not corrected regularly enough;
 - tasks following whole-class presentations are not appropriate for the full age and ability range in the class.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting to parents is good.

- A detailed policy has been designed for assessment and reporting to parents that provides the teachers with clear guidelines.
- The quality of the Base-line Assessment made on every nursery child is good. It gives a full picture of their achievement in each of the six areas of learning.
- Pupils' progress is assessed regularly in all NC subjects and the assessments are used by the teachers for planning and setting the pupils' personal targets. There is no portfolio of levelled work in the different subjects to assist the teachers in moderating work.
- Pupils' work is marked regularly and the strengths and shortcomings noted. The process, together with the regular guidance given on how to improve their first attempts, has a positive effect on pupils' linguistic accuracy. Self-assessment sheets are occasionally used, which offer pupils an active role.
- Parents are given oral and written reports on pupils' progress at least twice a year. The written reports provide a full statement of pupils' achievements and offer clear guidance for further improvement. They are of good quality.
- The arrangements for the assessment and reporting the progress of pupils with SEN are good.

5.3 Curriculum

The school provides a broad and balanced curriculum that meets the requirements of the Desirable Outcomes for Learning, the NC and religious education. The quality of the curriculum

is good.

- The quality of the provision for children under five is consistently good, reflecting the six areas adequately. A good range of stimulating activities is provided, which encourage and challenge the children successfully. The children are well prepared for NC work.
- Suitable policies and schemes of work have been prepared in each of the NC subjects and religious education. In addition, appropriate attention is given to Personal and Social Education [PSE] and to the key skills. Teachers plan in detail and reasonable time is allocated to every subject. The development of literacy and numeracy and ICT is given appropriate attention within the curriculum.
- The curriculum is enhanced through educational visits and the school's strong links with the community. The school's European links together with the extra-curricular activities and instrumental tuition, contribute substantially to pupils' development.
- The curriculum provision provides good access and opportunities for every pupil, including pupils with SEN. The implementation of the school language policy ensures that pupils are fluent in both Welsh and English by the time they leave the school.
- Pupils are occasionally given homework. This raises standards and reinforces the classwork but the system has no definite structure.
- No pupil has been disapplied from the requirements of the NC.

5.4 Support, guidance and pupils' welfare

The support and guidance given to pupils is good.

- By providing a wide range of educational and social opportunities, the school prepares its pupils effectively to become rounded and confident citizens. Pupils readily turn to the whole staff for educational and personal support. Staff respond appropriately and sensitively to their individual needs. The teachers are aware of the processes for child protection against abuse.
- Appropriate attention is given to PSE in the curriculum and sex education is formally taught to Y6 pupils. The school is working towards gaining the 'Healthy School' accreditation.
- Electrical and fire-fighting equipment is inspected regularly and teachers have current first aid qualifications.
- The school has detailed statements on welfare, health and safety issues but the governors have not formally adopted them. During the inspection, the school's exterior doors were not always locked to prevent unauthorised entry.

5.5 Provision for pupils with special educational needs (SEN)

The quality of the provision for pupils with SEN is good. The standards achieved by pupils with SEN are good.

- The school conforms fully to the SEN Code of Practice in identifying needs and assessing pupils. The policy is appropriate and the guidelines are consistently and correctly implemented.
- The teachers have good knowledge of the needs of individuals, and learning objectives and appropriate steps for action are included in their Individual Education Plans [IEP].
- The pupils benefit substantially from the support they receive with their language and numeracy skills; they make good progress according to their age and ability. The great majority of work set in the classrooms is differentiated for pupils with SEN, though not always sufficiently so.
- There are good links and co-operation between teachers, parents and outside agencies. The SEN Co-ordinator has a thorough knowledge of the needs and requirements of the pupils and the designated governor has a good awareness of her responsibilities and of the school's SEN arrangements. The pupils with SEN are well integrated into the school's life and work.

5.6 Partnership with parents and community, schools and other institutions

All of these partnerships are good.

- The school's aims and work are enthusiastically supported by the parents. They help with craft work, educational visits and extra-curricular activities and the strong parent-teacher association raises substantial sums of money. No parents assist in the classroom.
- The school fulfils its role as a community school effectively and many local organisations hold evening events at the school. Pupils in turn contribute substantially to the life of the village by performing in public at religious festivals and in the local eisteddfod.
- There are appropriate links with the nursery group that meets regularly in one of the school's classrooms, and also useful links with four other primary schools in the locality. Subject specialisms are shared to develop learning resources together and there are joint discussions on schemes of work. On occasion, pupils from the cluster come together to share educational experiences.
- There are appropriate academic and social links in support of pupils' transfer to the secondary school at the end of Y6.
- Curricular and extra-curricular experiences are enhanced by numerous links with establishments such as the Urdd, Books Council, health services, theatres, charities and local chapels and churches.
- Periods of teaching practice are provided for teachers in training from the education department of the local university. The school and students derive benefit from the arrangement.
- Neither the school's current prospectus nor the last governors' report to parents includes a number of the current requirements of the National Assembly for Wales for reporting to parents.

5.7 Partnership with industry

The partnership with industry and the world of work is satisfactory.

- On occasion, advantage is taken of links with industry and the world of work to enhance the curriculum. Visits are arranged to work places and visitors attend the school to discuss their work with pupils.
- Pupils' understanding of the requirements of profit and loss when handling money was developed in fund-raising fairs and book-selling campaigns. There are no examples however of entrepreneur education where pupils have the opportunity to learn the essentials of running a business, such as the importance of profit and loss.
- There is neither a policy nor a deliberate strategy to guide and structure the partnership with industry.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is satisfactory.

- A specific timetable has been followed to evaluate every subject in turn. Detailed criteria were used to evaluate pupils' standards of work and aspects of the educational provision were reviewed. Detailed evaluations were held for a number of cross-school aspects such as ethos, learning environment and management, and action plans were prepared to attend to the shortcomings identified. The results of NC tests are analysed annually and action is taken based on the outcomes as the need arises. Recently, a beginning has been made on evaluating the quality of teaching.
- The evaluations completed to date have contributed well to the school's development but they are inconsistent in their quality and detail and insufficient attention was given to the evaluation of the quality of the teaching.
- An effective system is operated for determining pupils' individual targets. The targets are based on a detailed analysis of pupils' strengths and shortcomings; they lead directly to raising standards and to the improvement of each individual's quality of learning.
- The SDP is of good quality and a useful instrument for planning short-term and longer-term developments. Priorities that need development are appropriately detailed and an indication given on how it is intended to monitor, evaluate and finance of each development. In addition, staff training requirements are noted.

6.2 Leadership and efficiency

The quality of leadership and efficiency at the school is good.

- The head, the teacher and the governing body co-operate well, giving the school a clear direction to its educational development. They reflect critically on their work and share agreed values in relation to the ethos they try to create in the classrooms and the standards they aspire to reach.
- The governing body's knowledge of the school is good and they take an active role in strategic decisions. They have an appropriate range of managerial and curricular policies.

They receive detailed information on all school activities but their understanding of the outcomes of the self-evaluation system is superficial.

- Staff responsibilities are incorporated in suitable job-descriptions. The class teacher contributes effectively to a good number of management and curricular aspects.
- Clear lines of communication have been established between the school and parents and day-to-day administrative systems at the school are effective.
- The school budget is carefully managed, giving good value for money. Financial decisions are made on the basis of an analysis of the school's needs and the budget is effectively used to reinforce the priorities noted in the SDP. However, in the SDP insufficient consideration is given to the money carried over from year to year and no details are given on how it is proposed to spend these substantial sums.
- Effective use is made of the part-time teacher to reinforce teachers' musical skills.

6.3 Staffing, accommodation and learning resources

Staffing

- The school's generous staffing level ensures small classes so that pupils receive effective one-to-one attention in undertaking their work. Teachers' qualifications and experience match the ages they teach. Their knowledge and skills are up-dated regularly by means of a comprehensive training programme.

Buildings and classrooms

- The classrooms and hall are spacious and they are used effectively for different purposes by the school and community. The school environment is enhanced by tasteful and interesting displays. Standards of cleanliness at the school are very good.

Learning resources

- The provision and quality of learning resources are good and suitable for the teaching of all NC subjects. They are conveniently stored and the great majority of them are within reach for pupils to use. There is a good stock of books in the central library.

7. SUBJECTS AND AREAS OF LEARNING

7.1 Standards achieved by pupils

{~}Provision for the under-fives

Desirable Outcomes for Children's' Learning. The children's standards of achievement are good.

Good features

- The children's personal and social development is good. They settle in quickly and have a special relationship with the nursery assistant, who supports them very well. They can concentrate for periods and undertake some activities independently. They learn well how to share and play together.
- They make good progress in their early literacy skills. The children listen appropriately and respond well orally, talking enthusiastically about their experiences. They show an interest in books and listen to stories, repeating them confidently. They recognise letters and begin to write simple words independently.
- The children's mathematical skills are developing well. They can sort, match, order and name numbers up to ten and beyond confidently and are beginning to match number, symbol and sound. Their mathematical vocabulary is developing appropriately and they have good skills when comparing size and shape. They can make some decisions independently. They are able to describe basic shapes well. They understand the purpose of money and the use made of it.
- Through interesting activities and experiences, their knowledge and understanding of the world are developing well. They can discuss their day, how people lived long ago and their own lives when they were babies. They discuss the weather, the local area and their homes and they experiment to see what sinks and what floats.
- Their creative development is good. They sing a variety of songs and rhymes and they can play music with different untuned instruments, discussing what they do. They can describe processes such as mixing paint and they create imaginatively using a number of different media.
- Their physical development is good. They move confidently, responding positively to the teacher's instructions. They develop increasing control in using parts of the body, devising their own movements in dance lessons. They use small equipment such as brushes, scissors and pencils with some capability.

Shortcomings

- On occasion, the children over concentrate on colouring and copying rather than on reinforcing their recognition of letters and on forming letters correctly.

Welsh

At KS1, standards in oracy and reading are good and writing standards are satisfactory. At KS2, oracy standards are very good and standards in reading and writing are good.

Good features

- At KS1, pupils listen appropriately to stories and presentations and they are eager to respond and to participate in discussions. They offer sensible answers to questions and are ready to chat with adults and to offer spontaneous comments. They can recall stories and facts accurately and relate them to their own experiences.
- Most of the pupils show their understanding of stories by responding correctly to the teacher's questions. The most able pupils read fluently and with meaning using a variety of strategies for reading unfamiliar words. They can discuss the author, cover, contents and characters in some depth.
- The pupils write for different purposes. The most able can produce a simple piece of work independently by bringing a number of sentences together. The spelling of the great majority is good.
- At KS2, pupils listen appropriately and respond particularly well at some length in different situations. They describe experiences and ideas clearly in discussion of their work in both formal and informal situations. They show a keen desire to learn and they use rich vocabulary and Welsh of good quality.
- The pupils are fluent and confident readers in tackling a variety of texts. A substantial number of pupils read accurately and with expression, discussing the content of the books they read with a good understanding. The more able can handle factual books, use an index and contents list and use ICT to find information.
- Pupils write regularly within a wide range of forms. In the many examples of creative pieces, the more able writers show good understanding of the need to vary the linguistic tone and form to match the different tasks. They use appropriate adjectives, the shortened form of the verb and colloquialisms and similes naturally and effectively.

Shortcomings

- At KS1, pupils do not write independent, extended pieces often enough and they do not always form letters correctly nor punctuate appropriately.
- At KS2, there is a tendency for the redrafting work to be confined to the correction of spelling errors only. Some pupils have the ability to work faster.

English

At KS2, standards of oracy and reading are good and writing standards, satisfactory.

Good features

- Pupils speak at some length in both formal and informal situations. They listen purposefully and interact with each other and with the teacher, using appropriate language. They can use oral language effectively to inquire, convey information and express a view, varying their expression to fit the audience.
- They read fluently and with appropriate expression, discussing the content and giving an opinion of the work of different authors. They can scan a text to find specific information. The less able pupils make a reasonable effort to read books that correspond with their ability. They all read a variety of texts and they enhance their reading experiences by taking books home.

- A good majority of pupils make satisfactory progress in the content and accuracy of their written work. They grow in their ability to phrase and punctuate correctly within a narrow range of forms. The more confident pupils write extended pieces of creative work using the imagination effectively.

Shortcomings

- Pupils do not themselves evaluate and improve the content and correctness of their work thoroughly enough and the handwriting of a number of pupils has not developed sufficiently to date.

Mathematics

Standards are good at both key stages.

Good features

- At KS1, pupils handle number easily on paper and mentally. They can solve simple numerical problems and explain the strategies that they use. They have an appropriate understanding of place value and they can count forward and backward accurately in different steps. Their understanding of addition and subtraction number bonds is sound.
- Pupils' understanding of standard and non-standard measures is good. They make a sensible estimate of the size of objects and use a ruler competently to make detailed measurements. They can name and describe the properties of two-dimensional [2D] and 3D shapes confidently and use an appropriate range of graphs and tables to process data.
- At KS2, pupils' understanding of number is good. They handle numbers confidently and develop a number of flexible and effective methods of calculation and recording, both mentally and on paper. They have a good understanding of place value and their knowledge of the processes of addition, subtraction, multiplication and division is sound.
- They use the standard measures of length, mass, volume and time with appropriate accuracy in practical activities. Pupils' understanding of the properties of 2D and 3D shapes is good. They use co-ordinates accurately to determine location and they have a sound understanding of angles. They can gather statistical information and summarise it in graphs, tables and diagrams with appropriate detail.

Shortcomings

- KS1 pupils do not use the correct mathematical terms in describing the properties of 3D and 3D shapes.
- The range of different strategies used by KS2 pupils for solving problems mentally is limited.

Science

Good standards are achieved at both key stages.

Good features

- KS1 pupils respond very confidently to the teacher's suggestions on how to conduct investigations. By Y2, they offer their own ideas, suggesting how to conduct investigations and they make simple predictions of the expected results. They have a good understanding of the requirements of a fair test. With assistance, they conduct investigations and experiments and make observations pertinent to the task. They use a satisfactory range of tables and block graphs to record their observations.
- They recall previous work well, describing in detail what was achieved. They compare the properties of different materials confidently using the appropriate scientific vocabulary to describe them. They can describe the effects of pushing and pulling forces and create a simple electrical circuit.
- At KS2, pupils can conduct scientific investigations well and discuss scientific aspects knowledgeably. They offer their own ideas and work with some independence. They have a clear awareness of the requirements of a fair test and they can recognise which variables need to be kept constant and which to vary. They use a variety of standard measures accurately, they come to valid conclusions based on the evidence, and they record their findings systematically, making a simple generalisation. Older KS2 pupils can offer a scientific explanation of what was found.
- Pupils' knowledge and understanding of physical processes is good. They describe the effect of different forces confidently, using correct scientific vocabulary, including the newton as a unit of force. They classify materials correctly according to their main properties; they describe how they can be transformed and they relate their properties to the use made of them. They can create different circuits, controlling the current by using a switch.

Shortcomings

- Rarely do KS1 and KS2 pupils enhance their scientific knowledge by seeking information from different sources.
- The range of graphs and tables used in both key stages is limited.
- KS2 pupils do not reinforce their observations by using sensors.

Design and technology

Standards are good at both key stages.

Good features

- By being involved in a wide range of activities, KS1 pupils are developing and refining their skills in this curriculum area. They talk confidently about their work, suggest ideas for making products and decide how to proceed. They create simple labelled sketches to show the details of their designs.
- They choose materials for the task in hand and they use the appropriate equipment to measure, mark, cut and shape a range of materials. They can build a 2D wooden frame, attach an axle and wheels on the frame and use simple levers to create movement. They can control a limited number of floor turtle movements by feeding a series of instructions into the toy.

- At KS2, pupils can gather information independently to produce a range of ideas for their products. They communicate their ideas through sketches and labelled diagrams and, on occasion, they produce a small model of the proposed product.
- They select appropriate materials, equipment and methods to carry out the task under consideration and work with increasing capability as they measure, mark, cut and shape a range of materials. They have a good understanding of methods for the reinforcement and strengthening of structures and they use electrical components confidently to create movement or specific effects in their final product. At a simple level, Y5 and Y6 pupils use a computer program to control devices.

Shortcomings

- The work with the floor turtle undertaken by KS1 pupils is not suited to their age and ability.
- The design and planning process is not sufficiently developed at KS2.
- A good number of KS2 pupils are unable to use computer software for controlling devices.

Information technology

Standards are satisfactory at both key stages.

Good features

- At KS1, pupils communicate ideas in different forms such as text, tables, pictures and sound. By using a word-processor, a good number of pupils can retrieve and save their work and edit it on the screen. Individuals can add to a file in existence and save it for future use. They use an art package to create interesting screen pictures.
- They use a previously prepared data bank to draw block graphs and pictograms. They use the mouse confidently to move objects displayed on screen.
- A small majority of KS2 pupils use computers and IT software confidently. They use the technology to produce, modify and present different forms of information, showing some awareness of audience. They use a simple data bank to store information and to produce graphs to show patterns. Y5 and Y6 pupils are confident users of the web as they search for specific information.

Shortcomings

- Individuals at both key stages lack confidence in using IT and are too reliant on receiving help from other pupils.
- At KS1, pupils understanding of the use of IT in everyday life is limited.
- The great majority of KS2 pupils are unable to use the e-mail to share information.
- Logo work and spreadsheet have not been developed sufficiently at KS2.

History

Standards are very good at both key stages.

Good features

- At KS1, pupils' understanding of the passage of time is developing effectively and they can name a number of changes in their own lifetime and the differences between old artefacts and objects today.
- Pupils' ability to recall information on the way of life in the Victorian Age is very good. They can discuss the children's feelings, clothing, schools, cooking, washing and Queen Victoria herself. A visit to a Victorian school and the experience of regular role-play have enhanced pupils' experiences and deepened their understanding.
- They can respond knowledgeably and enthusiastically to the questions asked of them on historical issues with which they are familiar.
- At KS2, pupils have a sound awareness of chronology and they can place the main historical periods in a time line, in a historical context and can discuss the ways in which past events have helped to form the present.
- Pupils can accurately describe many aspects of life during the Second World War and they have a good knowledge about the main personalities and events of the period. They write very vividly about evacuees, showing empathy and understanding of the different situations and of the choices the children had to make.
- Pupils have also sound knowledge of the Victorian Age, including about children's hard life in the Welsh coal pits and they recall the key features of the Tudor period. They know about aspects of Tudor life such as food, eating habits, farming methods, clothes, houses and how the life of rich people would have differed from that of the poor.
- Pupils make effective use of a range of sources to deepen their understanding. They investigate independently in order to come to their own conclusions, understanding that there are several possible interpretations in their use of evidence. The older pupils come to realise that every action has its consequences and are beginning to understand the relationship between cause and effect.
- Pupils' understanding of history is enhanced through the visits to places of historical interest.

Shortcomings

- There are no significant shortcomings.

Geography

Standards are good at both key stages.

Good features

- At KS1, pupils' skills in geographical enquiry are developing well as they form simple plans and maps of their local area. They can describe the geographical features of the school area with appropriate detail, comparing the amenities of Pentrefoelas with a neighbouring village

and with a holiday town. They describe the school environment well, expressing an opinion on what is attractive in it and they can offer a simple explanation for the location of the village and for the use of land patterns.

- KS2 pupils can draw and use maps of different scales, using co-ordinates to note the location of geographical and physical features on a map. They use census data together with ICT resources to support an enquiry and they come to valid conclusions based on the information gathered. They offer a sensible explanation of what gives their local area character, hypothesising as to why and how the area has developed over the centuries. They describe simply how their area differs from an area that is developing economically and they come to realise the key influence of weather and family on people's way of living and on the environment. They can describe and offer perceptive interpretations on how people can improve or harm environments.

Shortcomings

- Little use is made of data by KS1 pupils to describe their area and compare it with a contrasting area.
- At KS2, pupils' study of an economically developing country is too superficial and little attention is given to people's way of life.

Art

Standards are very good at both key stages.

Good features

- At KS1, pupils' techniques and their awareness of colours are very good. They can mix colours successfully to create different effects. They observe closely and respond in practical and imaginative ways to different stimuli.
- Pupils work with a wide range of media and on a variety of scales, making their own decisions.
- They produce work of good standard when creating clay crockery and drawing pictures on T-shirts. They produce pictures and patterns on the computer and create effective and colourful drawings. They can evaluate their own work and discuss it at a simple level.
- At KS2, pupils work with a very broad range of materials, showing understanding of the visual language of line, colour, pattern, texture, shape, form and space. They experiment with different 2D and 3D processes and techniques and on a range of scales. They use their techniques successfully to produce high quality pictures and designs.
- The visit of an artist to work with the pupils to make various masks has enabled the pupils to use their creativity and imagination to ensure individual products of very high quality.
- Pupils know about the work of Welsh artists and of the famous world artists. They can discuss their work and relate it to their own attempts. Use is made of artists' work to inspire the pupils' own visual responses, and to copy the style of others.

Shortcomings

- There are no significant shortcomings.

Music

Standards are satisfactory at KS1 and good at KS2.

Good features

- At KS1, pupils sing enthusiastically a variety of songs and rhymes suited to their age. At KS2, the great majority sing accurately and the quality of the singing is good. Almost without exception, they keep good pitch and correct beat. Whole-school singing is a tuneful and with appropriate expression.
- By following the teacher's instructions, pupils perform confidently, mainly using different untuned percussion instruments. They can arrange sounds effectively in response to a story, paying attention to the atmosphere of the piece.
- At KS2, the rhythm work involving a range of instruments is effective in helping pupils to keep steady beat and to devise a simple accompaniment. Direct participation in the different elements of music through practical activities ensures the development and enjoyment of each pupil. They record in different ways including the use of the stave.
- KS2 pupils evaluate their own music and the music of others by concentrating on specific elements such as rhythm, time and the feelings created. Pupils demonstrate an increasing knowledge of rhythm, beat, pace, pitch and dynamics.
- The school provides guitar and violin instruction and all KS2 pupils receive recorder lessons showing development in the awareness of notes, rhythm and time. All of these experiences have raised the awareness and led to a better understanding of the rudiments of music.

Shortcomings

- At KS1, a number of pupils are not confident in the instruments they use. Their ability to plan, evaluate and discuss their own work has not developed sufficiently.
- At KS2, pupils have little knowledge of the Welsh dimension and they have little awareness of composers and musicians from other cultures.

Physical education

Standards are good at both key stages.

Good features

- KS1 pupils work physically hard in a dance lesson. They follow instructions closely and move with a light tread using space effectively. They move to different stimuli and use basic means of travelling such as jumping, turning and immobility. They create simple sequences,

showing some awareness of shape and work level of the body. They can describe the effect of exercise on heartbeat.

- KS2 pupils can maintain an appropriate range of physical activity over an extended period of time, with full commitment to the tasks in hand. They work physically hard in dance lessons, making every effort to refine their movements and to improve their performance. As individuals and as members of small groups, they practise basic travelling movements and create an appropriate variety of shapes with the body. They collaborate very effectively to create a series of movements in response to music, showing a high level of imagination and creativity in their performance. By evaluating their performance continuously, they improve the quality of their performance substantially within a lesson.

Shortcomings

- KS1 and KS2 pupils give insufficient attention to improving bodily control and to the clarity of the shapes that they create.

Religious education

Standards are good at both key stages.

Good features

- At KS1, pupils have a sound understanding of the Bible as a holy book. They know a number of Old Testament stories and stories about Jesus Christ and they can repeat them in their own words and discuss their contents simply.
- They know about places of worship, the objects within them and the work of a minister and vicar. They know that Christians attend a church or chapel as a place of worship and they can discuss different festivals and religious practices, explaining their purpose.
- The pupils can discuss the essentials of Judaism with confidence. They know about the Torah and about symbols such as star and candles.
- KS2 pupils show wider knowledge of Bible stories and characters and they show sympathy with people in different situations. They can discuss the parables of Jesus, they understand their significance and can relate them to their own lives and to situations today.
- Pupils know about the features of religious buildings in the area and can discuss activities associated with the church and chapel, explaining the importance of prayer as a means of communication with God. The use of artefacts and visits to places like Coleg y Bala to role-play the Easter events, are a help in learning.
- The pupils appreciate that there are other religions in the world with their special festivals and celebrations. They are familiar with elements of the Islamic religion and can describe a number of its religious practices and rules. There is within the teaching an appropriate balance between Christianity and other religions.

- At KS2, pupils can discuss and express an opinion confidently on subjects such as care for others, friendship and the importance of protecting the world. They can also discuss moral and social issues within the religious context. They know about some of today's religious leaders and benefactors and those from the past, and understand that other people have different values that should be respected.

Shortcomings

- At KS2, a number of pupils are unsure of the use of symbolism in religion, and others have difficulty in explaining some of the symbols related to religious festivals.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school was inspected in the spring term 1998. The report noted five key issues for action:

- Raise standards in subjects of satisfactory standard by dealing with the shortcomings noted;
- Increase the support for a small group of pupils early in KS2 to meet individual needs;
- Use assessment more effectively to influence teaching and learning;

- Develop the School Development Plan further to include targets for raising standards;
- Establish strategies to monitor the quality of the education provided and raise pupils' standards of achievement.

The school has made good progress in acting on all the Key Issues noted in the 1998 report.

- Standards in six of the seven subjects judged to be satisfactory in 1998 are by now good. IT remains satisfactory.
- Pupils with SEN receive intensive attention in each class.
- The quality of assessment, recording and reporting to parents is now good.
- Relevant quantitative targets are included in the current SDP.
- A monitoring strategy has been established and standards in a good number of NC subjects have been evaluated.

8.2 Key issues for action

There is need to:

- build on the achievements in the subjects and key skills that are of a satisfactory standard by attending to the shortcomings noted;
- maintain the good standards in the subjects noted and aim for excellence;
- continue to develop the self-evaluation system and report on the outcomes of the evaluations to the governing body;
- include greater detail in the SDP on how it is proposed to manage all elements of the school budget, including money carried over from the previous year;
- ensure that the school Prospectus together with the Governing Body's Annual Report to Parents conform to the statutory requirements.

{!}{!}APPENDIX

{~}School Data

A. Basic Information About the School

Name of the School	Pentrefoelas
Type	Community primary school
Age range of pupils	3 – 11 yrs

School address	Pentrefoelas Betws y Coed, Conwy
Postcode	LL24 0LE
Telephone number	01690 770226

Name of Head	Mr D A Backhouse
Date of appointment	March 1988
Chair of Governors	Mr Hywel Williams
Registered Inspector	Wil Williams
Date of inspection	10 – 12 February 2004

{~}B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	1	3	2	5	1	1	7	4	23.5

<i>Number of teachers</i>			
	Full-time	Part-time	Equivalent to full-time
Number of teachers	2	2	2.2

<i>Staffing information</i>	
Pupil:teacher ratio, apart from nursery and special classes	10.6:1
Size of classes on average, apart from nursery and special classes	10.5
Teacher:class ratio	0.9:1

<i>Percentage of attendance during the three whole terms before the inspection.</i>					
	N	R	KS1	KS2	Whole school
Spring Term 2003	90	92	94.5	94.3	93.6
Summer Term 2003	92	98	99	98	98.3
Autumn Term 2003	58	97	94	93.2	94.7

Number of pupils excluded during the previous 12 months.	0
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{~}C. Results of National Curriculum Assessments and Public Examinations

Results of National Curriculum Assessments KS1: 2003	Total number of pupils Y2: 2
As the number of pupils eligible to be assessed at the end of KS1 was less than five no performance data is included	
Results of National Curriculum Assessments KS2: 2003	Total number of pupils Y2: 3
As the number of pupils eligible to be assessed at the end of KS2 was less than five no performance data is included	

{~}D. The Evidence Base of the Inspection

The school was inspected over a period of two and a half days by two professional inspectors and one lay inspector. A total of six inspection days were spent at the school. During the period:

- 24 lessons were attended, dividing the time fairly equitably between classes;
- pupils were questioned in detail on their knowledge and understanding of the curriculum;
- pupils' work over two terms was examined;
- a cross-section of pupils were heard reading in Welsh and in English;
- all school documentation was studied including the SDP and schemes of work for all subjects;
- teachers' assessment records and reports prepared for parents were studied;
- attendance registers were inspected;
- detailed attention was given to the school budget;
- a formal meeting was held with the school's governing body, before and after the inspection;
- a parents' meeting was attended where 17 parents were present, and 11 questionnaires received from parents were analysed.

{~}E.Composition and Responsibilities of the Inspection Team

Wil Williams	-	Registered Inspector
Gwenan Williams	-	Team Inspector
John Roberts	-	Lay Inspector

Responsibilities of team members

Wil Williams	Gwenan Williams	John Roberts
<ul style="list-style-type: none"> ▪ The school and its priorities ▪ Main findings of the report ▪ Standards achieved in the subjects and areas of learning ▪ Standards achieved in the key skills across the curriculum ▪ Teaching ▪ Quality of self evaluation and planning for improvement ▪ Leadership and efficiency ▪ Staffing, accommodation and learning resources ▪ Mathematics ▪ Science ▪ Design and technology ▪ Information technology and communication ▪ Geography ▪ Physical education ▪ Progress since the previous inspection ▪ Key Issues for action 	<ul style="list-style-type: none"> ▪ Pupils' spiritual, moral, social and cultural development ▪ Assessment, recording and reporting ▪ Curriculum ▪ Support, guidance and pupils' welfare ▪ Provision for pupils with special educational needs ▪ Children under five ▪ Welsh ▪ English ▪ History ▪ Art ▪ Music ▪ Religious education 	<ul style="list-style-type: none"> ▪ Pupils' spiritual, moral, social and cultural development ▪ Behaviour and attitudes ▪ Attendance ▪ Support, guidance and pupils' welfare ▪ Partnerships with parents and the community, schools and other establishments ▪ Partnership with industry ▪ Staffing, accommodation and learning resources

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