

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

**Ysgol Porth y Felin
Ffordd Llanrwst
CONWY
LL328FZ**

School Number: 662/3043

Date of Inspection: 7-10 June, 2005

by

**Miss D Morris
Registered Inspector WO83/16211**

Date: 8 August, 2005

Under Estyn contract number : T/209/04 P

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Report by Miss D Morris
Porth y Felin School - June 2005

Ysgol Porth y Felin 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 Porth y Felin took place between 6-10 June, 2005. An independent team of inspectors, led by Miss D Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

- Grade 1 good with outstanding features
- Grade 2 good features and no important shortcomings
- Grade 3 good features outweigh shortcomings
- Grade 4 some good features, but shortcomings in important areas
- Grade 5 many important shortcomings

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	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

Nature of the provider

1. **Ysgol Porth y Felin** is situated in the town of Conwy in the county of Conwy, and serves the town and the immediate area. The school is under the voluntary control of the Bangor Diocese of the Church in Wales.
2. There are 352 pupils, aged between 3-11 years, on the school register. The great majority of pupils have received pre-school education. Children are admitted into the nursery class, on a part-time basis, in the September following their third birthday and into the reception class full-time in the September following their fourth birthday.
3. The area in which the school is located is described as neither prosperous nor economically disadvantaged. Ten per cent of the pupils are eligible to receive free school meals, a percentage that is lower than the national and county averages.
4. The school admits pupils from the full range of ability. 108 pupils [32 per cent] have been identified by the school as having special educational needs including eight pupils who have statements of special educational needs. There is a special needs support unit which is funded directly by the local education authority and caters for a small number of pupils from Porth y Felin and from other schools in the local area. No pupils have been disapplied from the requirements of the National Curriculum, and the National Curriculum has not been adapted to meet the needs of any pupils.
5. English is the main language spoken in pupils' homes. About 99 per cent of pupils are white and the remainder is of ethnic origin.
6. The school was previously inspected in April 1999. The headteacher has been in post since September 1998.

The school's targets and priorities

7. School aims

The school's main aim is to serve the community by providing an education of the highest quality within the context of Christian belief and practice. It will foster the personal, social and educational development of each pupil to enable them to play their part fully in the community and to become responsible, independent adults.

8. The school's main targets and priorities for 2004-2005 include:
 - extending the everyday use of Welsh and reinforcing its teaching and learning;
 - targeting support for pupils who are bordering on being included in the special educational needs register;
 - extending the use of information technology across the curriculum;

- working towards achieving the 'The Healthy School Award';
- developing self-evaluation systems.

Summary

9. Ysgol Porth y Felin succeeds in achieving its aims by providing a supportive and caring environment in which pupils are appreciated and helped to develop positive attitudes to learning. In the subjects and aspects inspected, standards of achievement and the quality of education provided have improved since the last inspection and are good overall. Aspects of monitoring and evaluation remain as areas to be developed further. The school provides good value for money.

Table of grades awarded

10. The inspection team judged the school's work as follows:

Key Question	Grade
1. How well do learners achieve?	Grade 2
2. How effective are teaching, the training and assessment?	Grade 2
3. How well do the learning experiences meet the needs and interests of the learners and the wider community?	Grade 2
4. How well are learners cared for, guided and supported?	Grade 2
5. How effective are leadership and strategic management?	Grade 2
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 2

Standards

11. Standards of achievement in the lessons observed were as follows:

Pupils' standards of achievement	Grade 1 6%	Grade 2 71%	Grade 3 23%	Grade 4 0%	Grade 5 0%

12. The school achieves the Welsh Assembly Government's target for at least 65% of lessons to be of grade 2 or grade 1 standard by 2007. In arriving at the overall judgement, the inspection team spoke with a good number pupils across the age range and discussed aspects of their work in depth. Pupils' current and completed work across the National Curriculum was also scrutinised.
13. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Subjects

14. In the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 1
Welsh second language	Grade 2	Grade 3
Design and technology	Grade 2	Grade 2
Information technology	Grade 2	Grade 3
History	Grade 1	Grade 1
Music	Grade 2	Grade 1

15. Pupils make good progress in their learning and gain new knowledge, skills and understanding consistently as they move through the school. Standards of achievement in most of the subjects inspected are good.
16. Pupils with special educational needs make good progress and achieve the targets set for them. Pupils who attend the special educational needs unit and the additional support sessions achieve good standards relative to their age and ability.
17. In both key stages, pupils' standards and progress in the key skills of speaking, listening, reading and writing in English across the curriculum are good. They also achieve good standards when using their numeracy skills in other subjects. In some classes, particularly in year 5 and year 6, pupils achieve good standards when using their information and communications technology skills in subjects such as design and technology and music. In general, pupils do not develop and extend their information and communications technology skills consistently in their work across the curriculum.
18. Overall, pupils' bilingual competency is underdeveloped. In the early years classes and key stage 1, pupils display increasing confidence in using Welsh in their activities. Pupils generally, in both key stages, have difficulty in applying the knowledge of the language they have acquired during formal lessons in informal situations and lack confidence when speaking and responding orally in classes.
19. Most pupils co-operate effectively and their personal and social skills are good. Pupils' learning skills develop well and their problem solving and creative skills are also good.
20. In the 2004 National Curriculum assessments, the pupils' attainment in key stage 1 was higher than the local, county, and national averages in English, mathematics and science. The proportions of pupils achieving the higher level, that is level 3, were higher than the local, county and national averages in mathematics and science but were lower in English. The school achieved its targets.
21. In the 2004 National Curriculum assessments, the pupils' attainment in key stage 2 was higher than the local, county, and national averages in English, mathematics and science. The proportions of pupils gaining the

higher level, that is level 5, were higher than the local, county and national averages in the three subjects. The school exceeded its targets in all subjects.

22. When compared with schools of similar backgrounds, the school's results overall are in the upper 50% of schools in Wales. In key stage 2, the school's results overall are in the upper 25% of schools in Wales. The school's results have improved consistently over recent years and there are no significant differences between the performance of boys and girls.
23. Pupils' attitudes to learning, the interest they show in their work and their ability to concentrate are good. In the best practice, pupils use their knowledge and skills effectively when carrying out investigations, including the research projects they undertake as part of their homework. In general, pupils' ability to work independently is underdeveloped.
24. Most pupils' behaviour is very good. They have a clear understanding of what is expected of them and are considerate and courteous.
25. Pupils' awareness of equal opportunities is developing well and they respect the various beliefs, attitudes and cultural traditions that are part of their community.
26. Visits to the local community and to places of interest extend pupils' understanding of their own community. Overall, pupils' knowledge of the world of work is limited. There is no whole school strategy to develop this aspect of provision.
27. Pupils' attendance levels average 93 per cent. Most pupils attend school regularly and arrive punctually at the beginning of the school day. The school complies fully with current requirements in the marking of registers and recording of absences. One pupil was excluded from school on a temporary basis in the last reporting period; the correct procedures were followed.

The quality of education and training

28. In the lessons observed, the quality of the teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	54%	23%	0%	0%

29. The good and outstanding features of the lessons inspected include teachers' high expectations, the stimulating presentations and the challenging tasks provided for pupils.
30. In the lessons with good features and no important shortcomings, there is good use of teacher's subject knowledge and of a wide range of teaching resources. Where the teaching is less effective, lesson aims are not explained sufficiently clearly to pupils and only limited opportunities are

provided for them to work more independently and to develop their own ideas and methods of working.

31. In the early years classes, a wide range of interesting and stimulating experiences are provided across the six areas of learning.
32. The school has a range of suitable procedures for assessing and recording pupils' progress. In the best practice, procedures are used effectively to track pupils' progress. However, there is insufficient structure to ensure that these procedures are used consistently across the school and that outcomes are used effectively to guide future planning.
33. The school responds well overall to the learning needs of pupils and they are given equal opportunities to benefit from a broad and balanced curriculum. Teachers' planning is generally good. The planning to extend pupils' bilingual competency and to develop their information and communications technology skills is less well developed.
34. Pupils' spiritual, moral, social and cultural development is promoted well through a variety of learning experiences. There are appropriate equal opportunities policies in place which reflect the school's strong commitment to ensuring equality of access and opportunity for all.
35. As the returned questionnaires illustrate, the partnership with the great majority of parents is good. Partnerships with other agencies and schools are also good.
36. The quality of the provision for pupils with special educational needs is good and conforms to the requirements of the Code of Practice. The quality of the support given to pupils in the special education unit and in the withdrawal sessions is a prominent feature of the school's provision.
37. The school has already taken positive steps to ensure pupils' health and safety on the school site. The inspection team has discussed some further aspects for attention, including vehicular access to the site, with the headteacher and governing body.

Leadership and management

38. The headteacher leads and manages the school well and is effectively supported by the deputy headteacher and staff. He gives the school clear direction and has high expectations of pupils' standards of achievement.
39. The headteacher, governors and staff are committed to improving standards, and suitable procedures have been adopted to monitor aspects of the educational provision. The existing arrangements offer the school useful and accurate information on the school's overall performance and identify areas for attention which are addressed successfully. The involvement of the senior management team and subject co-ordinators in extending these procedures further is an area for development.

40. The school development plan is a useful document which contains appropriate aims and targets based on the needs of the school. The school is making good progress towards achieving its main priorities.
41. The self-evaluation report prepared by the school prior to the inspection is clear and concise. The inspection team's judgements match those of the school in relation to the seven key questions.
42. The governors are well informed about the needs of the school and contribute well to producing a strategy for its future development. They are actively involved in monitoring the school development plan and in ensuring that financial commitment is closely linked to school priorities. Members demonstrate a good understanding of the school's progress and improvement but their role in evaluating standards of achievement generally is less well developed. They undertake their duties conscientiously but there are some minor omissions in the contents of the school prospectus and the most recent governors' report to parents.
43. The school has made good progress since the last inspection and key issues have been successfully addressed. In the subjects inspected, the school has maintained its good and very good standards, further improving standards in subjects such as mathematics and design and technology.
44. The school has sufficient number of teachers and support staff to undertake its work. In general, the quantity and quality of the resources for teaching and learning is good. However, the number of computers available in the classrooms is insufficient to enable pupils use their information and communications technology skills regularly across the curriculum. Effective use is made of the local environment, the community and sites of educational interest to enrich pupils' learning.
45. The headteacher, staff and governors regularly review the availability and use of resources.

Recommendations

In order to improve the aspects inspected in the school, the staff and governors need to:

R1. maintain the good standards and outstanding features, further improve the subjects judged to be good and address the shortcomings noted in some aspects of the work;

R2. develop pupils' bilingual competency;

R3. extend the opportunities for pupils to work more independently and to develop their information and communications technology skills across the curriculum;

R4. strengthen the leadership role of the senior management team and subject co-ordinators in developing further the school's assessment and self-evaluation procedures;

R.5 ensure that the contents of the school prospectus and the governors' annual report to parents conform to statutory requirements;

R6. continue with the planning to secure further improvements to the school site in order to ensure pupils' safety.

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 to learners achieve?

Grade 2: Good features and no important shortcomings

46. The conclusions of the inspection team concur with those of the school in its self-evaluation report.
47. Pupils make good progress in their learning and gain new knowledge, skills and understanding consistently as they move through the school. In most of the subjects inspected, standards are good.
48. Standards of achievement in the lessons observed in the subjects identified for inspection were as follows:

Pupils' standards of achievement	Grade 1 6%	Grade 2 71%	Grade 3 23%	Grade 4 0%	Grade 5 0%
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49. The school achieves the Welsh Assembly Government's target for at least 65% of lessons to be of grade 2 or grade 1 standard by 2007. In arriving at the overall judgement, the inspection team spoke with a good number pupils across the age range and discussed aspects of their work in depth. Pupils' current and completed work across the National Curriculum was scrutinised.
50. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
51. In the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 1
Welsh second language	Grade 2	Grade 3
Design and technology	Grade 2	Grade 2
Information technology	Grade 2	Grade 3
History	Grade 1	Grade 1
Music	Grade 2	Grade 1

52. Pupils with special educational needs make good progress and achieve the targets set for them. Pupils who attend the special educational needs unit and the additional support sessions, achieve good standards relative to their age and ability.
53. In a small minority of classes, pupils have targets for improvement and they can discuss their targets and progress sensibly. Pupils generally have a good awareness and understanding of their strengths and weaknesses and of what they need to do to achieve higher standards.

54. In both key stages, pupils' standards and progress in the key skills of speaking, listening, reading and writing in English across the curriculum are good. They also achieve good standards when using their numeracy skills in other subjects. In some classes, particularly in year 5 and year 6, pupils achieve good standards when using their information technology and communication skills in subjects such as design and technology and music. In general, pupils do not develop and extend their information technology and communication skills consistently in their work across the curriculum.
55. Overall, pupils' bilingual competency is underdeveloped. In early years classes and key stage 1, pupils' display increasing confidence in using Welsh in their activities. Pupils generally in both key stages have difficulty in applying the knowledge of the language they have acquired during formal lessons in informal situations and lack confidence when speaking and responding orally in classes.
56. In the 2004 National Curriculum assessments, the pupils' attainment in key stage 1 was higher than the local, county, and national averages in English, mathematics and science. The proportions of pupils achieving the higher level, that is level 3, were higher than the local, county and national averages in mathematics and science but were lower in English. The school achieved its targets.
57. In the 2004 National Curriculum assessments, the pupils' attainment in key stage 2 was higher than the local, county, and national averages in English, mathematics and science. The proportions of pupils gaining the higher levels, that is level 5, were higher than the local, county and national averages in the three subjects. The school exceeded its targets.
58. When compared with schools of similar backgrounds, the school's results overall are in the upper 50% of schools in Wales. In key stage 2, the school's results overall are in the upper 25% of schools in Wales. The school's results have improved consistently over recent years and there are no significant differences between the performance of boys and girls.
59. Pupils' learning skills develop well and their problem solving and creative skills are good.
60. The great majority of pupils' attitudes to their learning, the level of interest they have in their work and their ability to concentrate are good.
61. Pupils work hard during lessons, are happy to participate in the many activities provided for them and show enthusiasm as they engage with their tasks. They are well placed to move forward to their next stages of learning. Their ability to work independently is generally less well developed. It is good in some aspects of the work, such as in homework projects, where pupils are encouraged to use their knowledge and skills for research purposes.
62. The pupils' personal and social skills, and their ability to work together, are good. In keeping with the Christian ethos of the school, pupils

demonstrate concern for those less fortunate than themselves by regularly collecting money for a variety of causes.

63. Most pupils behave very well and are welcoming and courteous to visitors. They understand and support the high values promoted by the school. Pupils demonstrate a good awareness of equal opportunities issues and a respect for the various beliefs, attitudes and cultural traditions that are part of their community
64. The average attendance levels are consistently in the region of 93%. This figure would be higher were it not for some instances of long-term sickness and for the fact that some pupils go on holiday during term time. Punctuality is generally good. The school complies fully with current requirements in the marking of registers and recording of absences. There are appropriate procedures in place to improve levels of attendance. One pupil was excluded from school on a temporary basis in the last reporting period; the correct procedures were followed.
65. The pupils are very aware of the life of the community in their area and contribute well to local events. Overall, pupils' knowledge of the world of work is limited. There is no whole school strategy to develop this aspect of provision.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

66. The conclusions of the inspection team concur with those of the school in its self-evaluation report.
67. The quality of the teaching and the educational provision overall meets the needs of the pupils and the requirements of the National Curriculum.
68. In the lessons inspected, the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	54%	23%	0%	0%

69. In the early years, a wide range of interesting and stimulating learning experiences are provided across the six areas of learning.
70. The teachers have a very good relationship with pupils and provide them with consistent support. They ensure that pupils of all abilities are included in class discussions and are given opportunities to put forward ideas and to respond to questions.
71. Teachers have a good knowledge of the National Curriculum. Lessons are well prepared and appropriate use is made of a variety of teaching strategies and of suitable resources. Nevertheless, only limited

opportunities are provided for pupils to work more independently and to develop their own ideas and methods of working.

72. In the lessons with good and outstanding features, the following characteristics are evident:
- high expectations;
 - stimulating presentations;
 - highly effective teacher/pupil interaction;
 - challenging and demanding tasks.
73. In the lessons with good features and no important shortcomings, the following characteristics are evident:
- good use of the teacher's subject knowledge;
 - good questioning which encourages pupils to think and consider before offering answers;
 - the effective use of a wide range of resources, including the interactive whiteboard, to reinforce the learning and teaching;
 - consistent efforts in early years classes and key stage 1 to develop pupils' bilingual competency.
74. In the lessons where good features outweigh shortcomings, the following characteristics are evident:
- lesson aims which are not explained sufficiently clearly to pupils;
 - the use of closed questions which leads to an acceptance of brief replies by pupils;
 - tasks and activities which are not structured in sufficient detail to meet the needs of pupils of varying abilities in the class;
 - a lack of opportunities for pupils to work collaboratively and to discuss in groups.
75. The school meets all statutory requirements for assessment, recording and reporting. There is a comprehensive system for assessing and recording pupils' progress. It includes the use of baseline assessment and a range of National Curriculum tests and standardised tests. The teachers share the information they collect about pupils' progress before they move on to the next class. In the best practice, there is effective use of assessment and recording procedures to track pupil progress.
76. In the early years and key stage 1, the assessment and recording arrangements are clear and outline pupils' progress and development in the six areas of learning for children under five and in the National Curriculum for pupils in year 1 and year 2. Teachers' comments do not always identify future teaching and learning needs.
77. In key stage 2, pupils' progress in the core and foundation subjects is assessed regularly. However, it lacks sufficient structure to ensure that consistent use is made of the outcomes to guide teachers' planning and to set appropriate targets for pupils.

78. The procedures for identifying and assessing pupils with special educational needs conform to statutory requirements.
79. The personal targets set for pupils in some classes help them to understand the purpose of assessments and encourages them to work harder. However, this process is not used consistently throughout the school.
80. National Curriculum scripts and tests are analysed and detailed attention is given to addressing any gaps in provision.
81. In the best practice, the quality of the marking is good and teachers' written comments provide pupils with clear guidance as to how they can improve their work. This is not a consistent feature throughout the school.
82. Parents are invited to school on three occasions a year to see and to discuss their children's work with the teachers. Pupil targets are discussed and noted. This is a good example of including parents in the assessment process.
83. The annual reports to parents conform to statutory requirements and are of good quality. They outline pupils' achievements and skills in every subject and include other relevant personal comments.

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

Grade 2: Good features and no important shortcomings

84. The conclusions of the inspection team concur with those of the school in its self-evaluation report.
85. The school responds well overall to the learning needs of pupils and offers equal access to a broad and balanced curriculum. The curriculum conforms to the requirements of the National Curriculum, and the locally agreed syllabus for religious education. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
86. The school's schemes of work provide clear guidelines to ensure progression and continuity in children's learning in the early years and across the key stages. However, teachers' short term planning does not consistently ensure the provision of suitable activities to meet the needs of pupils of different abilities.
87. The pupils' personal and social education is developed within some aspects of the curriculum, and during the circle time sessions when pupils can share and discuss issues that concern them. The school gives due regard the guidance provided by the Qualifications Curriculum and

Assessment Authority for Wales but whole school planning to develop this aspect of provision is underdeveloped.

88. The teachers are aware of the need to ensure that all the pupils achieve competency in the key and basic skills. Pupils literacy and numeracy skills are promoted effectively Pupils' bilingual competency and their information technology and communication skills are not planned and developed consistently throughout the school.
89. Good opportunities are provided for out-of-school learning, and these reinforce and extend the curriculum. They include visits to places of educational interest, after-school clubs and other activities that are arranged in conjunction with other schools in the locality.
90. Relevant learning experiences successfully promote pupils' spiritual, moral, social and cultural development. As a result, pupils acquire a sense of ownership and responsibility for the school and its environment. The acts of corporate worship, and circle time sessions, make a good contribution to extending pupils' understanding of spiritual, moral and social issues and help them to respect truth and justice.
91. Relationships with the great majority of the parents are good. They receive regular information about the work of the school in the form of reports, letters and newsletters. In addition, the school has an excellent website which includes news, information and examples of pupils' work.
92. The school's parents are very supportive of its aims and the Friends' Association raises substantial sums of money which are used to purchase additional resources. Parents and other adults visit the school regularly to listen to pupils' reading. The pupils enjoy these sessions and benefit from them.
93. There are good links with the pre-school groups and effective partnerships, both curricular and social, with the secondary schools to which pupils transfer at the end of year 6.
94. The curriculum is enriched by the numerous partnerships with outside establishments such as the Church in Wales, the Local Health Board and Town Council, and the school receives financial support from them.
95. There is a good emphasis on studying the heritage and culture of Wales. This is developed effectively across aspects of the curriculum, by co-operating with members of the local community and through other activities, such as concerts and performances, which are held both in the school and in the community.
96. The equal opportunities policies reflect the school's commitment to equal access and opportunities for all. The school's ethos encourages pupils to have respect for each other and for property. The school effectively challenges stereotypes in pupils' choices of both curricular and extra-curricular activities.

97. Teaching about sustainable development is included appropriately in subjects such as geography, and older pupils are increasingly aware of related issues, from a local, national and global perspective.
98. Pupils' learning experiences across the curriculum enable them to acquire a range of valuable skills which successfully promote positive attitudes and life long learning skills.
99. There are good examples of individual classes using links with the world of work to reinforce studies in history, art and science. However, links of this kind are inconsistent because of a lack of whole-school strategy. The school receives some sponsorship from commercial companies as part of its fund raising efforts and to support the purchase of computers.

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

Grade 2: Good features and no important shortcoming
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100. The conclusions of the inspection team concur with those of the school in its self-evaluation report.
101. The school plans and manages the care and support given to pupils very well. It is a significant feature of the school. Parents express confidence in the care and guidance their children receive at school and pupils feel valued within the school community.
102. Supportive arrangements are in place to ease new pupils into the school. Both staff and pupils play an important role in encouraging pupils to settle in happily and ensure that they become familiar with routines and procedures. Individual pupils receive high quality personal support and groups benefit from personal and social education sessions and circle time.
103. With the support of the local Health Authority, the school is making steady progress in promoting the value of healthy eating and physical exercise for pupils.
104. The school policies for first aid, sex education, health and safety, including fire prevention, are all in place and implemented successfully by staff. Regular risk assessments are made. The school has clearly drawn guidance for staff should incidents arise. Parents report that staff apply the school policies and procedures effectively. Child Protection procedures are firmly in place and understood by all. The head is the designated member of staff responsible and attends relevant training opportunities provided by the local education authority. There are good links with outside agencies.
105. A small number of safety issues relating to extending further the security of the school site have been discussed with the headteacher and reported to the Governing Body.

106. Provision for pupils with special educational needs is good and meets the requirements of the Code of Practice. One hundred and eight pupils have been identified with special educational needs; eighty-eight pupils are on school action, twelve on school action plus and eight pupils have statements of special educational needs. Pupils make good progress in their learning.
107. Systems for identifying and assessing the learning and behavioural needs of pupils are good and provide information for early intervention. From this information, the special educational needs co-ordinator draws up effective strategies to cater for their individual needs either by providing extra support in class or by withdrawing pupils for small group tuition.
108. The withdrawal sessions are valuable in providing extra help for pupils to achieve the targets set. The provision is effective in addressing pupils' individual needs and in developing their confidence as learners.
109. The quality of provision in the special education needs unit is very good resulting in good progress being made by most pupils in numeracy, literacy and personal and social education.
110. Pupils' individual education plans are appropriately detailed and attainable targets are clearly noted in the planning. The good practice of using individual education plans in the planning of provision in the withdrawal classes and in the unit is not always replicated when the pupils with special educational needs are being taught in the mainstream classes. The activities provided in the mainstream classes do not consistently meet the needs of the less or more able pupils.
111. Pupils' progress is regularly reviewed. The annual reviews of statements of special educational needs comply with statutory requirements.
112. The special educational needs co-ordinator ensures that effective use is made of all the special educational needs resources within the school. Liaison between the special educational needs co-ordinator, the named governor, special educational needs teachers, class teachers, support staff and outside agencies is effective. The school makes good provision, with the support of external agencies, to ensure that pupils whose behaviour could disrupt their learning and that of others are successfully managed.
113. The parents and pupils state that there is no problem with bullying in the school, and no instances were observed during the inspection. One pupil was excluded from school on a temporary basis last year; the appropriate procedures were followed.
114. The school is an inclusive community and successfully promotes equality of opportunity for all pupils regardless of gender, ability, language or ethnicity. Staff have identified the need to extend the opportunities for pupils to engage in issues of citizenship. There are no significant differences in the performances of different groups.

115. The school actively promotes good race relations. The work in a number of subjects, as well as in collective worship, includes topics where pupils learn about the importance for respect and tolerance. This results in pupils having a good understanding of the need to respect others.
116. The procedures for monitoring attendance, punctuality and behaviour are good, and have a positive effect on provision. The school differentiates appropriately between the various kinds of absences. Classroom registers are completed consistently throughout the school and patterns of absence are analysed in detail. The assistance of the County Educational Social Worker is sought where there are any cases causing concern.
117. The school takes appropriate steps to ensure that pupils with physical disabilities are not treated less favourably than able-bodied pupils. Overall, the school has very good facilities for pupils with physical disabilities.

Leadership and management

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

Grade 2: Good features and no important shortcomings

118. The conclusions of the inspection team concur with those of the school in its self-evaluation report.
119. The school is led and managed well by an experienced headteacher. Effective leadership ensures that the school's core aims, values and objectives are actively promoted. Pupils feel valued and have an equal opportunity to succeed regardless of ability, race or gender.
120. The headteacher, who is effectively supported by the deputy and staff, gives the school clear direction and has high expectations of pupils' standards of achievement. The school's National Curriculum results are carefully analysed against local, county and national averages. The information acquired is used effectively to set challenging end of key stage targets and to inform planning and teaching. In recent years the targets set have been successfully met and at times exceeded.
121. The school's performance management system works effectively. The training needs of staff are considered regularly and this promotes their continuous professional development and contributes to improving pupils' standards of achievement.
122. The school gives appropriate attention to national priorities, such as pupils' personal and social education, the Healthy Schools initiative and the workforce agreement.

123. The school is continuing to develop its monitoring and evaluation procedures. The existing arrangements offer the school useful and accurate information on the school's overall performance and identify areas for attention which are addressed successfully. The involvement of the senior management team and subject co-ordinators in extending these procedures further is an area for development. The performance of newly and recently appointed staff is successfully managed and improved.
124. The school development plan is a useful document for setting a strategic direction for the school. It contains relevant targets and implementation plans which include costings, timetables and criteria for measuring success. The school makes good progress in addressing the main priorities set.
125. The headteacher, the senior management team and governors effectively play their part in identifying priorities and planning improvements. Very good progress is made in dealing with targets such as those for raising standards in the core subjects. The budget is managed with care and expenditure is closely linked to the school's priorities.
126. A wide range of school policies have been produced and these are implemented effectively. Overall, the school takes due note of statutory and other requirements in formulating and implementing these policies.
127. The governing body is very supportive, well informed and involved in the life of the school. The promotion of the school's Christian ethos is a feature that is at the core of their philosophy and they carry out their duties conscientiously. Governors know their roles and contribute effectively to strategic planning. They play an active role in formulating and monitoring the school development plan and are closely involved in the management of the school budget.
128. Governors receive detailed information on pupils' overall standards of achievement and the results of National Curriculum assessments. They demonstrate a good understanding of the school's progress in achieving its targets. Their role in monitoring standards of achievement generally is less well developed.
129. The governing body meets regularly and fulfils its regulatory and legal requirements. However, there are some minor omissions in the current school prospectus and the most recent annual governors' report to parents.

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

Grade 3: Good features outweigh shortcomings

130. The conclusions of the inspection team concur with those of the school in its self-evaluation report.

131. The headteacher, governors and staff are committed to improving standards, and suitable procedures are in place to monitor aspects of the educational provision. The formalising of the procedures into a whole school strategy, and extending the involvement of the senior management team and subject co-ordinators in this process, is an area for further development.
132. The current arrangements, which include curriculum audits, monitoring of teachers' planning, scrutiny of pupils' performance in standardised tests and analysis of national curriculum assessment results, offer a clear picture of the school's overall performance. The headteacher and senior staff undertake lesson observations and offer staff useful feedback, but regular classroom observation of the teaching and learning by subject co-ordinators is less evident.
133. The headteacher and staff, undertake a thorough curriculum audit of all the National Curriculum subjects identifying any shortcomings. The outcomes are used effectively to inform school development planning. These in turn become priority areas for development, including curriculum planning, resourcing and staff training.
134. Subject co-ordinators are well informed about their areas of responsibility. They undertake their advisory, training and supportive roles effectively. The steps taken by the co-ordinators to raise standards since the last inspection have had a significant effect on the quality of provision and have led to a measurable improvement in pupils' standards of achievement.
135. Teachers and support staff effectively plan and evaluate provision for their respective classes. In the best practice, outcomes are used well in planning future teaching and learning.
136. Detailed analyses are carried out of all the National Curriculum evaluations and of standardised tests throughout the school. The information gathered is used very effectively to improve the provision in the core subjects. Appropriate attention is paid to local, county and national outcomes in evaluating trends in the school's performance over time. The school's results over the past three years show continuous improvement.
137. The school involves the local education authority in evaluating the school's overall performance but the involvement of pupils, parents and other relevant bodies in the process is at an early stage of development.
138. Planning for improvement is effective in most of the aspects inspected. Appropriate methods have been adopted for setting whole-school targets and there is good use of the curriculum audit and of the evaluation of assessment outcomes in determining priorities.
139. The school development plan contains realistic aims and targets based on the needs of the school. There is a general three year development plan with more detailed annual plans to address the school's priority

areas, with costings and timescales. Resources are well matched to these priorities. Progress in implementing the plan is reported to governors termly and evaluated annually.

140. Performance management is contributing well to the task of identifying the professional needs of staff. Staff training is having a positive effect on pupils' standards.
141. The school's self-evaluation report, produced prior to the inspection, is concise and clear and details strengths in addition to some matters requiring further attention. The conclusions of the inspection team concur with those of the school in relation to the seven key questions. Staff and governors have a good understanding of the links between the self-evaluation process and the school development plan.
142. The school has made good progress since the last inspection and the key issues have been successfully addressed. In the subjects inspected, the school has successfully maintained its good and very good standards and has improved standards further in subjects such as mathematics, design and technology, history and music. Whole school curriculum policies and schemes of work are in place and assessment and recording procedures have been developed further.

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

Grade 2: Good features and no important shortcomings

143. The conclusions of the inspection team concur with those of the school in its self-evaluation report.
144. Pupils are taught by suitably qualified staff, which are well deployed. There is a good mix of recently trained and more experienced staff. Learning assistants and carers provide good quality and caring support for pupils with special educational needs.
145. The school secretaries job share and provide very good administrative support.
146. Teachers have a good grasp of the demands of the National Curriculum. Their professional development is well managed and responds appropriately to the needs of the pupils, the curriculum and the individual teachers.
147. The school's most recent financial audit found procedures to be in good order with minor shortcomings promptly rectified.
148. The quality of the learning resources is good overall, but limited access to computers impede pupils' development as independent learners.

149. The school was established in a purpose-built new building six years ago. The accommodation is adequate for the present number of pupils and all parts of it are utilised effectively. With the exception of one classroom, the whole building is accessible to the physically disabled.
150. The colourful displays in all the classroom contribute significantly to the pleasant atmosphere, celebrate pupils' achievements and are an effective means of promoting their learning. The building is maintained in a clean and tidy condition and there is no evidence of vandalism or graffiti. Good attention is given to health and safety issues by ensuring that equipment is inspected regularly and by holding fire drills every term. There are no deficiencies in the care and maintenance of the building.
151. The headteacher and governors work hard to ensure that improvements are made to the school site. However, vehicular access onto the site remains a problem. This presents a potential safety hazard to pupils.
152. The school plans, acquires and regularly reviews resources in line with targets set in the school development plan. The school provides good value for money.

Standards achieved in subjects

Mathematics

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

Key Stage 2 – Grade 1: Good with outstanding features

Good and outstanding features

Key Stage 1

153. The great majority of pupils have a good understanding of number bonds and patterns. The older pupils read and order large numbers with confidence. They count in tens, identify odd and even numbers and calculate 'more than' and 'less than' sums correctly. Their knowledge of place value is good.

154. Pupils identify and classify two dimensional and three dimensional shapes, describing their main attributes. They recognise simple fractions and tell the time correctly. They know the value of a variety of coins and use them well in simple calculations. The pupils' mathematical language is developing effectively.

155. Pupils gather and record simple data in graphical and tabular form successfully. The more able pupils describe and discuss graphs well.

Key Stage 2

156. Pupils make very good progress and they understand key mathematical concepts across a wide range of work. This is an outstanding feature of the work.
157. Pupils have a firm grasp of number and number processes. The majority have a very good level of knowledge of place value and calculate accurately when using the four number operations.
158. Pupils are developing a good range of strategies for solving problems and provide reasonable explanations for their methods of working. They present their calculations in a well-ordered and clear way. This is another outstanding feature of the work.
159. Pupils have a good understanding of shape, space and measures. They measure effectively and express length, weight and volume with detailed accuracy. The pupils make sensible estimates. They use appropriate apparatus with considerable accuracy. Their knowledge of the attributes of shapes is good and they calculate the area of various shapes correctly.
160. Pupils handle various kinds of data effectively. They successfully collate and present information using graphs, tables and diagrams. They use mathematical terms correctly.

Shortcomings

161. In key stage 1, a small minority of pupils' grasp of number processes is not sufficiently secure.
162. In key stage 2, there are no significant shortcomings.

Welsh second language

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

Key Stage 2 -Grade 3: Good features outweigh shortcomings

Good features

Key Stage 1

163. Pupils listen and respond well to instructions. They enjoy playing language games and their confidence as speakers increases gradually. When listening to a story, they show good understanding and use the spoken language effectively to respond to questions.
164. Pupils read their own work accurately, pronouncing words correctly. Individual pupils' intonation is appropriate as they read aloud.

165. Most of the pupils successfully carry out writing tasks involving labelling, answering questions and expressing their opinions in simple forms. They show an awareness of basic punctuation.

Key Stage 2

166. Pupils respond enthusiastically in their Welsh lessons. They can maintain a simple oral dialogue and their pronunciation is generally good. They use an increasing range of vocabulary in familiar situations.

167. Pupils read phrases and sentences correctly. A good number of pupils read short books in Welsh and can discuss their contents in simple terms, referring to the characters. Individuals use appropriate intonation when reading aloud.

168. Pupils record their tasks appropriately. Their work displays some grasp of sequence and, in general, they use punctuation correctly. In the best work, pupils write interesting dialogues.

Shortcomings

169. In both key stages, a significant number of pupils lack confidence when speaking and offer only brief responses.

170. In key stage 2, a good number of pupils' reading skills are insufficiently developed.

171. In key stage 2, pupils' ability to express themselves in writing is limited.

Design and technology

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

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

Good features

Key Stage 1

172. Pupils use a wide range of equipment, materials and techniques to make a variety of products. They design and make products based on their interests and ideas.

173. They use their investigative skills effectively to search for information in books to help them with their tasks. They record their ideas clearly.

174. Pupils' measuring, marking, cutting and joining skills are developing well. They make products which closely match their design drawings. They evaluate their products in simple terms, recording how they could improve their final products.

Key Stage 2

175. Pupils have a good understanding of the design and making process. They suggest ideas and select appropriate materials and equipment to make their products.
176. Pupils respond well to the brief set for them. They investigate the various aspects in a systematic way and collate relevant information. In one class, pupils make effective use of questionnaires to establish the need for a specific product.
177. Pupils present their initial ideas in an organised manner on prepared worksheets and record the process of making their product in detail. They evaluate their work successfully and suggest how it could be improved.
178. Year 5 and year 6 pupils make good use of a computer program to control the moving parts of their products. They discuss and explain effectively how the program works.

Shortcomings

179. In both key stages, pupils do not always produce drawings and designs which are detailed enough to explain their ideas.

Information Technology

Key Stage 1-Grade 2ood features and no important shortcomings.

Key Stage 2-Grade 3: Good features outweigh shortcomings

180. During the inspection, only one lesson of direct teaching of information technology was observed. Evidence is based on scrutiny of pupils' work, discussions with teachers and pupils, and a review of teachers' planning.

Good features

181. Pupils in both key stages are making steady progress in using information technology to broaden their knowledge, skills and communication. They understand the use of information technology in their lives.

Key Stage 1

182. Pupils control the mouse well, follow instructions accurately and many work through programs successfully, requiring only occasional help. They can match text to pictures accurately and produce colourful pictures using graphics programs.
183. Pupils use the menu and tools well, some of them independently. The more confident pupils can input information, gleaned from a class survey

on ways of getting to school, into a database. They can retrieve, process and display their individual graphs or tables effectively.

Key Stage 2

184. Pupils are beginning to use information technology well for modelling real life and imaginary situations, as in wiring up alarm systems.
185. They develop their word processing skills appropriately according to their age, ability and ease of access to computers.
186. The majority of pupils competently enter data into a database and produce appropriate graphs and tables to represent their work in science and mathematics.
187. By the end of year 6, most pupils are developing competence and confidence in using basic information technology skills. They are responding positively to opportunities for presenting their homework in different forms, in particular the 'power point' presentations.
188. Most pupils understand the importance of accuracy and quality of input in their information technology work.

Shortcomings

189. In key stage 2, pupils' ability to use information technology to research, sort and classify information is underdeveloped.
190. In key stage 2, not all pupils are fully confident in retrieving, editing and printing their work independently.

History

Key Stage 1-Grade 1: Good with outstanding features

Key Stage 2- Grade 1: Good with outstanding features

Good and outstanding features

191. Through their study of history, pupils throughout the school develop a very strong understanding and awareness of the heritage and identity of Wales. This is an outstanding feature of the work
192. In both key stages, pupils both formulate and answer questions about the past and are conscious of the need to select and use correct evidence and a range of resources, including human accounts, to investigate historical topics. This is an outstanding feature of the work.
193. In both key stages, pupils have successfully constructed, or can interpret, time-lines which give them a sound sense of chronology.

Key Stage 1

194. Younger pupils acquire a very good sense of the sequencing and passing of time by looking at developments in their own and in their family's lives. They demonstrate a good awareness of how household implements have changed over the last 100 years.
195. Pupils of all abilities in years 1 and 2 know that their lifestyle today is considerably different from that of their ancestors. They know that people's lives have been influenced by significant characters in history.

Key Stage 2

196. Pupils have clear knowledge of the rites of passage of the Celts, Romans, Tudors and Victorians. They have a very good understanding of the behaviour and aspirations of people in these periods. This is an outstanding feature of pupils' work.
197. Older pupils possess detailed knowledge and understanding of the Second World War, its causes and effects.
198. In their studies of events between 1945 and today, older pupils demonstrate a clear understanding of the influence of certain events on contemporary issues. They discuss them in a measured and interesting way and are keenly aware of the discrepancy between fact and opinion. Most pupils draw independent conclusions and present their findings in a number of interesting ways.

Shortcomings

199. There are no significant shortcomings.

Music

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

Key Stage 2 –Grade 1: Good with outstanding features

Good and outstanding features

Key Stage 1

200. Pupils sing a variety of songs and hymns in Welsh and English to a good standard. Appropriate attention is given to breathing and other musical elements. The older pupils are well informed about singers from Wales and about traditional nursery rhymes.
201. The great majority of pupils can name tuned and untuned instruments. They accompany some of their songs with these instruments, maintaining a steady beat. Simple ostinato elements are included in

some of these arrangements and they present polished performances of their compositions.

202. Pupils emulate, repeat rhythmic patterns and compose their own rhythms before performing them with a degree of confidence. In response to a stimulus, they produce a simple composition and record it in the form of a graphic score.
203. In responding to music they have listened to, pupils emulate the various elements by experimenting and creating interesting sequences using the voice, their bodies and instruments. They discuss their work in simple terms.

Key Stage 2

204. The pupils sing confidently. They pay attention to phrasing, pitch, breathing and dynamics. They sing a wide variety of songs and hymns in both languages. The quality of the singing is an outstanding feature of the work.
205. In response to a stimulus, pupils produce imaginative rap music, using the voice, the body and instruments. They investigate a range of musical sources, including information technology. This work is effective.
206. The pupils compose simple melodies in the old notation. They perform their compositions on the recorder demonstrating a good understanding of notes, rhythm and timing. They use information technology successfully to reinforce their understanding of notation. They record their work and check their performances.
207. As their ability to play the descant recorder develops, they move on to playing the treble and tenor instruments, performing in three parts very effectively. This is an outstanding feature of their work. They record their performances, discuss their strengths and weaknesses, and make suggestions for improvement.
208. The pupils listen to music in a variety of styles, including music from Wales. In response, they effectively express simple opinions. They identify the instruments being played and can differentiate between the varying musical elements with increased understanding.
209. Some pupils benefit from instrumental tuition and perform in public in services and presentations in the school. This contributes successfully to raising standards in the subject.

Shortcomings

210. In key stage 1, pupils' ability to evaluate and discuss their own and other composers' work is underdeveloped.
211. In key stage 2, there are no significant shortcomings.

School's response to the inspection

212. We have considered the findings of the inspection and we are of the view that they are a fair reflection of the work of the school. The findings and observations of the inspection team broadly confirm the school's own judgements.
213. The inspection process was wide ranging and was characterised by the team's professional and courteous approach. Care was taken to arrive at a balanced and agreed view, spending time to seek further evidence, and to confirm opinions where required.
214. The inspection report acknowledges positive elements in terms of attitudes, behaviour and pupils' participation in their learning. Reference is also made to the care and support systems that underlie our curricular provision and we are proud that this is considered to be one of the school's distinguishing features.
215. We are particularly pleased to note that a significant percentage of the lessons observed were judged to be of a good or very good standard.
216. Areas of current strength are clearly identified, as are areas where further development is required. We are confident that these issues can be effectively addressed within the short and medium term.
217. At Ysgol Porth y Felin, we are proud of what we have achieved in less than seven years since opening. We are pleased that the inspection report acknowledges the good progress we have made since the last inspection. Through self-evaluation, we have sought to produce an objective picture of our school and the inspection process has made a considerable contribution towards identifying our strengths and highlighting clear areas for further development.
218. We have always striven to improve our school and we recognise the need to develop further and build on our successes. The positive findings of the report are a just reflection of, and worthy tribute to, the support and dedication of all members of our school community.
219. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making in implementing the plan.

Appendix A

Basic information about the school

Name of school	Ysgol Porth y Felin
School type	Community
Age-range of pupils	3 – 11 years
Address of school	Ffordd Llanrwst Conwy
Post-code	LL32 8FZ
Telephone number	01492 572220

Headteacher	Mr D Griffiths
Date of appointment	September 1998
Chair of governors	Canon P R Jones
Registered inspector	Miss Dorothy Morris
Dates of inspection	6-10 June 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	19.5	34	32	52	47	44	46	58	332.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	16	2	17

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19.5:1
Pupil: adult (fte) ratio in nursery classes	10.8:1
Pupil: adult (fte) ratio in special classes	13:1
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	0.85:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Remainder of school
Spring 2005	82%	92%	97%
Autumn 2004	85%	90%	93%
Summer2004	85%	94%	93%

Percentage of pupils entitled to free school meals	10%
Number of pupils excluded during 12 months prior to inspection	1

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS 1 Results 2004			Number of pupils in Y2:		46			
Percentage of pupils at each level								
			D	W	1	2	3	4
English	Teacher Assessment	School	0	0	11	87	2	0
		National	0	2	11	64	23	0
Mathematics	Teacher Assessment	School	0	0	2	65	33	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	4	56	39	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	87%	In Wales	80%

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

National Curriculum Assessment Results

End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004							Number of pupils in Y6			48		
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher	School	0	0	0	0	0	2	16	55	26	0
	assessment	National	1	0	0	0	1	5	16	46	30	0
	Test/Task	School	0	0	0	0	0	2	6	38	55	0
		National	1	1	1	1	0	4	13	42	37	0
Mathematics	Teacher	School	0	0	0	0	0	2	10	47	42	0
	assessment	National	0	0	0	0	1	3	17	46	31	0
	Test/Task	School	0	0	0	0		2	3	49	47	0
		National	1	1	1	0	0	3	14	43	36	0
Science	Teacher	School	0	0	0	0	0	0	1	57	41	0
	assessment	National	0	0	0	0	0	1	11	50	37	0
	Test/Task	School	0	0	0	0	0	0	2	24	72	0
		National	1	1	0	0	0	1	8	51	39	0

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	90%	In the school	90%
In Wales	72%	In Wales	72%

D.Pupils who are excepted 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

W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

- The inspection was carried out by a team of four inspectors who spent 12 inspection days at the school.
- Pre-inspection meetings were held with the parents and governing body to discuss the life and work of the school.
- Forty-one questionnaires were returned by the parents and these were carefully analysed.
- Discussions were held with the headteacher, the staff members with specific responsibilities and with the support staff.
- The school's documentation was scrutinised.
- Forty-four lessons and parts of teaching sessions were observed.
- Pupils representing the range of abilities in every year group were heard reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during the play intervals, the lunch break and at the beginning and end of sessions.
- The inspectors attended sessions of collective worship and observed extra-curricular activities.
- Post inspection meetings were held with the staff and governing body.

Appendix E

Composition and responsibilities of the inspection team

Team Member	Responsibilities	Subjects
Miss D E Morris	Context, Summary and recommendations Key Questions 1,5,6. Appendices	Mathematics, design and technology
Mrs R Huws-Roberts	Key Questions 2,3	Welsh second language, music
Mrs M Meredith-Jones	Key Questions 4,7	Information technology, history
Mr J Roberts	Contributions to key questions 1,3,4 and 7	

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before, during and after the inspection.

Contractor:

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DN32 OEG

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

**Ysgol Porth y Felin
Ffordd Llanrwst
CONWY
LL328FZ**

A summary Report for Parents

School Number: 662/3043

Date of Inspection: 7-10 June, 2005

by

**Miss D Morris
Registered Inspector WO83/16211**

Date: 8 August, 2005

Under Estyn contract number : T/209/04 P

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Basic information about the school

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The inspection

Ysgol Porth y Felin 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 Porth y Felin took place between 6-10 June, 2005. An independent team of inspectors, led by Miss D Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

- Grade 1** good with outstanding features
- Grade 2** good features and no important shortcomings
- Grade 3** good features outweigh shortcomings
- Grade 4** some good features, but shortcomings in important areas
- Grade 5** many important shortcomings

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	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

Context

Nature of the provider

1. Ysgol Porth y Felin is situated in the town of Conwy in the county of Conwy, and serves the town and the immediate area. The school is under the voluntary control of the Bangor Diocese of the Church in Wales.
2. There are 352 pupils, aged between 3-11 years, on the school register. The great majority of pupils have received pre-school education. Children are admitted into the nursery class, on a part-time basis, in the September following their third birthday and into the reception class full-time in the September following their fourth birthday.
3. The area in which the school is located is described as neither prosperous nor economically disadvantaged. Ten per cent of the pupils are eligible to receive free school meals, a percentage that is lower than the national and county averages.
4. The school admits pupils from the full range of ability. 108 pupils [32 per cent] have been identified by the school as having special educational needs including eight pupils who have statements of special educational needs. There is a special needs support unit which is funded directly by the local education authority and caters for a small number of pupils from Porth y Felin and from other schools in the local area. No pupils have been disapplied from the requirements of the National Curriculum, and the National Curriculum has not been adapted to meet the needs of any pupils.
5. English is the main language spoken in pupils' homes. About 99 per cent of pupils are white and the remainder is of ethnic origin.
6. The school was previously inspected in April 1999. The headteacher has been in post since September 1998.

The school's targets and priorities

7. School aims

The school's main aim is to serve the community by providing an education of the highest quality within the context of Christian belief and practice. It will foster the personal, social and educational development of each pupil to enable them to play their part fully in the community and to become responsible, independent adults.

8. The school's main targets and priorities for 2004-2005 include:
 - extending the everyday use of Welsh and reinforcing its teaching and learning;
 - targeting support for pupils who are bordering on being included in the special educational needs register;

- extending the use of information technology across the curriculum;
- working towards achieving the 'The Healthy School Award';
- developing self-evaluation systems.

Summary

9. Ysgol Porth y Felin succeeds in achieving its aims by providing a supportive and caring environment in which pupils are appreciated and helped to develop positive attitudes to learning. In the subjects and aspects inspected, standards of achievement and the quality of education provided have improved since the last inspection and are good overall. Aspects of monitoring and evaluation remain as areas to be developed further. The school provides good value for money.

Table of grades awarded

10. The inspection team judged the school's work as follows:

Key Question	Grade
1. How well do learners achieve?	Grade 2
2. How effective are teaching, the training and assessment?	Grade 2
3. How well do the learning experiences meet the needs and interests of the learners and the wider community?	Grade 2
4. How well are learners cared for, guided and supported?	Grade 2
5. How effective are leadership and strategic management?	Grade 2
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 2

Standards

11. Standards of achievement in the lessons observed were as follows:

Pupils' standards of achievement	Grade 1 6%	Grade 2 71%	Grade 3 23%	Grade 4 0%	Grade 5 0%

12. The school achieves the Welsh Assembly Government's target for at least 65% of lessons to be of grade 2 or grade 1 standard by 2007. In arriving at the overall judgement, the inspection team spoke with a good number pupils across the age range and discussed aspects of their work in depth. Pupils' current and completed work across the National Curriculum was also scrutinised.
13. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Subjects

14. In the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 1
Welsh second language	Grade 2	Grade 3
Design and technology	Grade 2	Grade 2
Information technology	Grade 2	Grade 3
History	Grade 1	Grade 1
Music	Grade 2	Grade 1

15. Pupils make good progress in their learning and gain new knowledge, skills and understanding consistently as they move through the school. Standards of achievement in most of the subjects inspected are good.
16. Pupils with special educational needs make good progress and achieve the targets set for them. Pupils who attend the special educational needs unit and the additional support sessions achieve good standards relative to their age and ability.
17. In both key stages, pupils' standards and progress in the key skills of speaking, listening, reading and writing in English across the curriculum are good. They also achieve good standards when using their numeracy skills in other subjects. In some classes, particularly in year 5 and year 6, pupils achieve good standards when using their information and communications technology skills in subjects such as design and technology and music. In general, pupils do not develop and extend their information and communications technology skills consistently in their work across the curriculum.
18. Overall, pupils' bilingual competency is underdeveloped. In the early years classes and key stage 1, pupils display increasing confidence in using Welsh in their activities. Pupils generally, in both key stages, have difficulty in applying the knowledge of the language they have acquired during formal lessons in informal situations and lack confidence when speaking and responding orally in classes.
19. Most pupils co-operate effectively and their personal and social skills are good. Pupils' learning skills develop well and their problem solving and creative skills are also good.
20. In the 2004 National Curriculum assessments, the pupils' attainment in key stage 1 was higher than the local, county, and national averages in English, mathematics and science. The proportions of pupils achieving the higher level, that is level 3, were higher than the local, county and national averages in mathematics and science but were lower in English. The school achieved its targets.
21. In the 2004 National Curriculum assessments, the pupils' attainment in key stage 2 was higher than the local, county, and national averages in English, mathematics and science. The proportions of pupils gaining the

higher level, that is level 5, were higher than the local, county and national averages in the three subjects. The school exceeded its targets in all subjects.

22. When compared with schools of similar backgrounds, the school's results overall are in the upper 50% of schools in Wales. In key stage 2, the school's results overall are in the upper 25% of schools in Wales. The school's results have improved consistently over recent years and there are no significant differences between the performance of boys and girls.
23. Pupils' attitudes to learning, the interest they show in their work and their ability to concentrate are good. In the best practice, pupils use their knowledge and skills effectively when carrying out investigations, including the research projects they undertake as part of their homework. In general, pupils' ability to work independently is underdeveloped.
24. Most pupils' behaviour is very good. They have a clear understanding of what is expected of them and are considerate and courteous.
25. Pupils' awareness of equal opportunities is developing well and they respect the various beliefs, attitudes and cultural traditions that are part of their community.
26. Visits to the local community and to places of interest extend pupils' understanding of their own community. Overall, pupils' knowledge of the world of work is limited. There is no whole school strategy to develop this aspect of provision.
27. Pupils' attendance levels average 93 per cent. Most pupils attend school regularly and arrive punctually at the beginning of the school day. The school complies fully with current requirements in the marking of registers and recording of absences. One pupil was excluded from school on a temporary basis in the last reporting period; the correct procedures were followed.

The quality of education and training

28. In the lessons observed, the quality of the teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	54%	23%	0%	0%

29. The good and outstanding features of the lessons inspected include teachers' high expectations, the stimulating presentations and the challenging tasks provided for pupils.
30. In the lessons with good features and no important shortcomings, there is good use of teacher's subject knowledge and of a wide range of teaching resources. Where the teaching is less effective, lesson aims are not explained sufficiently clearly to pupils and only limited opportunities are

provided for them to work more independently and to develop their own ideas and methods of working.

31. In the early years classes, a wide range of interesting and stimulating experiences are provided across the six areas of learning.
32. The school has a range of suitable procedures for assessing and recording pupils' progress. In the best practice, procedures are used effectively to track pupils' progress. However, there is insufficient structure to ensure that these procedures are used consistently across the school and that outcomes are used effectively to guide future planning.
33. The school responds well overall to the learning needs of pupils and they are given equal opportunities to benefit from a broad and balanced curriculum. Teachers' planning is generally good. The planning to extend pupils' bilingual competency and to develop their information and communications technology skills is less well developed.
34. Pupils' spiritual, moral, social and cultural development is promoted well through a variety of learning experiences. There are appropriate equal opportunities policies in place which reflect the school's strong commitment to ensuring equality of access and opportunity for all.
35. As the returned questionnaires illustrate, the partnership with the great majority of parents is good. Partnerships with other agencies and schools are also good.
36. The quality of the provision for pupils with special educational needs is good and conforms to the requirements of the Code of Practice. The quality of the support given to pupils in the special education unit and in the withdrawal sessions is a prominent feature of the school's provision.
37. The school has already taken positive steps to ensure pupils' health and safety on the school site. The inspection team has discussed some further aspects for attention, including vehicular access to the site, with the headteacher and governing body.

Leadership and management

38. The headteacher leads and manages the school well and is effectively supported by the deputy headteacher and staff. He gives the school clear direction and has high expectations of pupils' standards of achievement.
39. The headteacher, governors and staff are committed to improving standards, and suitable procedures have been adopted to monitor aspects of the educational provision. The existing arrangements offer the school useful and accurate information on the school's overall performance and identify areas for attention which are addressed successfully. The involvement of the senior management team and subject co-ordinators in extending these procedures further is an area for development.

40. The school development plan is a useful document which contains appropriate aims and targets based on the needs of the school. The school is making good progress towards achieving its main priorities.
41. The self-evaluation report prepared by the school prior to the inspection is clear and concise. The inspection team's judgements match those of the school in relation to the seven key questions.
42. The governors are well informed about the needs of the school and contribute well to producing a strategy for its future development. They are actively involved in monitoring the school development plan and in ensuring that financial commitment is closely linked to school priorities. Members demonstrate a good understanding of the school's progress and improvement but their role in evaluating standards of achievement generally is less well developed. They undertake their duties conscientiously but there are some minor omissions in the contents of the school prospectus and the most recent governors' report to parents.
43. The school has made good progress since the last inspection and key issues have been successfully addressed. In the subjects inspected, the school has maintained its good and very good standards, further improving standards in subjects such as mathematics and design and technology.
44. The school has sufficient number of teachers and support staff to undertake its work. In general, the quantity and quality of the resources for teaching and learning is good. However, the number of computers available in the classrooms is insufficient to enable pupils use their information and communications technology skills regularly across the curriculum. Effective use is made of the local environment, the community and sites of educational interest to enrich pupils' learning.
45. The headteacher, staff and governors regularly review the availability and use of resources.

Recommendations

In order to improve the aspects inspected in the school, the staff and governors need to:

R1. maintain the good standards and outstanding features, further improve the subjects judged to be good and address the shortcomings noted in some aspects of the work;

R2. develop pupils' bilingual competency;

R3. extend the opportunities for pupils to work more independently and to develop their information and communications technology skills across the curriculum;

R4. strengthen the leadership role of the senior management team and subject co-ordinators in developing further the school's assessment and self-evaluation procedures;

R.5 ensure that the contents of the school prospectus and the governors' annual report to parents conform to statutory requirements;

R6. continue with the planning to secure further improvements to the school site in order to ensure pupils' safety.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before, during and after the inspection.